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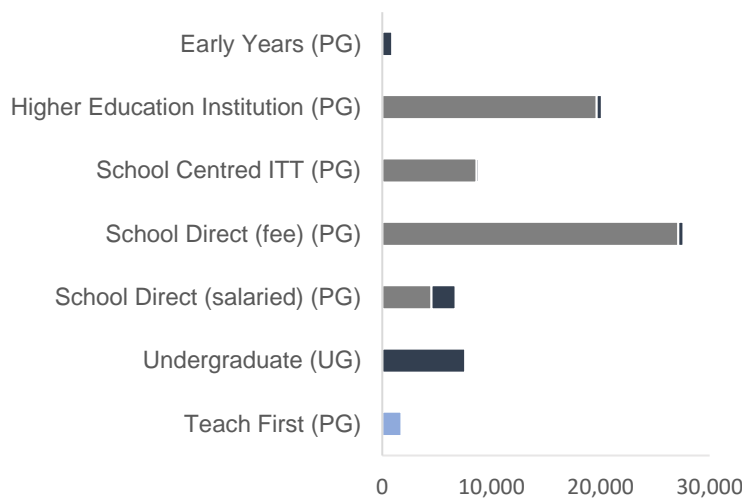
This publication covers the outputs of the teacher supply model (TSM) and the allocation of initial teacher training (ITT) places for ITT courses in 2018 to 2019. The TSM estimates how many new teachers are needed to enter the teaching profession in 2019 to 2020, and estimates the breakdown of these new teachers between those teachers returning after a break from teaching, those who are new to the state sector but have previously qualified, and those who are newly qualified teachers (NQTs). Of the newly qualified teachers, the model estimates how many postgraduate ITT trainees are needed to start ITT courses in 2018 to 2019. For allocations, recruitment has been unrestricted in all postgraduate courses this year except for Early Years, Physical Education and Primary School Direct (salaried) courses, which have been given fixed allocations.

In 2018 to 2019, there were 73,531 places initially allocated to ITT providers and School Direct lead schools with recruitment unrestricted in most subject and route combinations.

ITT allocations by route

Postgraduate (PG) and undergraduate (UG)

■ Unlimited allocations ■ Fixed allocations ■ Teach First



Recruitment is unrestricted in most postgraduate courses this year. For subjects with unlimited allocations, the published data shows the maximum requests made by each provider. In practice, providers have automatic permission to recruit above this number without requesting additional places.

There were 73,531 initial allocations in total. This includes 59,919 unlimited allocations, 11,862 fixed allocations and 1,750 places available for Teach First.

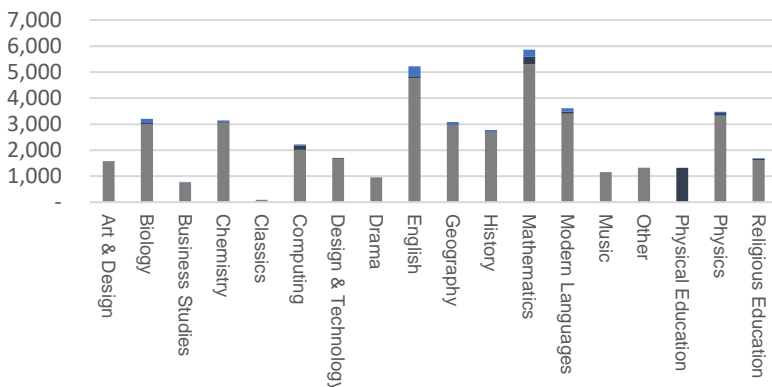
The number of places allocated to each route does not reflect the number of eventual trainees per route. Some routes fill a higher proportion of their allocated places than others.

Recruitment is unrestricted this year for all postgraduate courses except Primary School Direct (salaried), Physical Education (all routes) and Early Years ITT

ITT allocations for secondary subjects

Secondary postgraduate

■ Unlimited allocations ■ Fixed Allocations ■ Teach First



For postgraduate courses in 2018 to 2019, there were 22,870 ITT places for Primary, 990 places for Early Years and 42,064 places for Secondary.

Recruitment is unrestricted in all postgraduate courses, except Primary School Direct (salaried) courses, Physical Education (all routes) and Early Years ITT, which received fixed allocations. For unlimited allocations, providers have automatic permission to recruit above this number.

Contents

1.	Allocations process.....	3
2.	Multiple-year allocations	3
3.	Postgraduate ITT places for 2018 to 2019 as estimated by the TSM	5
4.	Methodology used in the teacher supply model	7
5.	Further information is available	9
6.	Official Statistics	9
7.	Technical information.....	10
8.	Get in touch	10

About this release

This statistical first release provides initial teacher training allocations, teacher supply model outputs and multiple-year allocations for 2018 to 2019.

In this publication

Initial teacher training allocations

This document identifies initial teacher training places allocated by the National College for Teaching and Leadership (NCTL). It contains information on ITT places for all ITT courses with allocated places for the 2018 to 2019 academic year.

Teacher supply model (TSM)

The TSM is an annual model designed to estimate the number of postgraduate initial teacher training places needed to provide qualified teachers for the state-funded sector; the 2018 to 2019 TSM estimates how many postgraduate ITT entrants are needed for ITT courses starting in autumn 2018.

Multiple-year allocations: Technical guide

Multiple-year allocations were introduced for the first time last year as a reward for the top performing providers. The award is based on Ofsted rating, degree class of trainees, employment outcomes and recruitment performance. A high-level description of the methodology was published in 2017 but this is the first time we are publishing the technical detail.

Multiple-year allocations: Underlying data

This document contains the Ofsted rating, degree class of trainees, employment outcomes and recruitment performance data used to calculate multiple-year allocations.

There are also open document spreadsheet (ODS) versions of initial Teacher Training allocations, the teacher supply model and multiple-year allocations underlying data. The accompanying teacher supply model Methodological Annex gives further information on the data sources used in the TSM as well as information about the assumptions used in the model. The Methodological Annex also provides details on how to do scenario testing within the model.

1. Allocations process (ITT allocations: Table 1)

Every year the Department for Education distributes initial teacher training places to School Direct lead schools and providers. ITT is largely focused on postgraduate places (which make up 90% of allocated places) designed to train teachers for the following year. In order to produce the 2018 to 2019 allocations, the 2018 to 2019 teacher supply model estimates the demand for entrants to the state-funded teaching sector in England for the 2019 to 2020 school year. These entrants are expected to come from the following entrant routes: re-entrants (those returning to the teaching profession), teachers new to the state-funded sector (those that do not go immediately into employment in the state-funded sector after successfully completing training) and newly qualified teachers. More detail on the TSM can be found in section 4.

In June 2017, NCTL published guidance on requesting ITT places for the 2018 to 2019 academic year. This indicated that ITT providers and School Direct lead schools should request places based on a realistic assessment of local need and minimum sustainability of their ITT programmes. Using these requests for places and the teacher supply model outputs, the NCTL allocated ITT places to each ITT provider and School Direct lead school. Initial allocations for the 2018 to 2019 academic year were confirmed with ITT providers and School Direct lead schools on 14 September 2017.

In the 2018 to 2019 recruitment cycle, a permissive approach was adopted that removed recruitment constraints on ITT providers and School Direct lead schools for most courses. This was done by establishing two categories:

Fixed allocations (11,862 places): This category includes undergraduate, Early Years, postgraduate Primary School Direct (salaried)¹ and postgraduate Physical Education (all routes). School Direct lead schools and ITT providers received fixed allocations beyond which they cannot recruit.

Unlimited allocations (59,919 places): This category includes all postgraduate courses except Teach First, Physical Education (all routes) and Primary School Direct (salaried). Lead schools and ITT providers should note that, for subjects with unlimited allocations, the published data shows the maximum requests made by each provider. In practice, providers have automatic permission to recruit above this number without having to request additional places from NCTL.

An additional 1,750 places are available for Teach First. The total number of ITT allocations is 73,531, which is higher than the 27,307 NQTs required as calculated by the TSM. This reflects a number of factors: many ITT courses will not fill their places; not all trainees will complete their course; and not all trainees that complete their course will take up a teaching post in the state-funded sector in England.

2. Multiple-year allocations

For the 2018 to 2019 academic year, 61² ITT providers will be awarded multiple-year allocations for postgraduate ITT places on the basis that they are in the top 25% performing ITT providers. These 25% top performing providers will receive a baseline guarantee of the allocations published in these official statistics for three years, up to and including the 2020 to 2021 academic year.

Four criteria have been used to determine multiple-year allocations with each given equal weight. The four criteria are: quality of provision as measured by Ofsted; the proportion of trainees securing teaching posts in the state-funded school sector in England; the undergraduate degree class of trainees; and recruitment performance against allocations. Full details of the methodology and underlying data for multiple-year allocations are available in the documents accompanying this publication.

¹Providers have received a fixed allocation for Primary School Direct (salaried) courses, and cannot recruit above this allocation. Providers have received a fixed allocation for Primary General with Maths School Direct (salaried) courses and Primary Maths Specialist School Direct (salaried) courses but can request additional places.

² 61 providers were awarded, but due to the closure of one SCITT in 2017 to 2018, 60 will receive the designation in 2018 to 2019.

Separate to this methodology, the Department for Education invited ITT providers to propose innovative approaches for the delivery of ITT. Providers with successful bids will also be awarded multiple-year allocations, with successful pilots to be announced in autumn 2017.

Table 1: Process for postgraduate allocations for 2018 to 2019

Subject	Number of all teacher entrants expected 2019 to 2020	Number of teacher re-entrants expected 2019 to 2020	Number of new to state-funded sector teacher entrants expected 2019 to 2020	Number of Newly Qualified Teacher (NQT) entrants expected 2019 to 2020	TSM final outputs: Estimate of postgraduate ITT entrants needed 2018 to 2019	Number of postgraduate ITT allocations 2018 to 2019 ³	Total number postgraduate / undergraduate ITT allocations 2018 to 2019 ³
Art & Design	901	324	114	463	646	1,525	1,570
Biology	1,617	580	205	831	1,188	3,170	3,208
Business Studies	350	126	44	180	241	781	781
Chemistry	1,447	520	184	744	1,053	3,113	3,138
Classics	37	13	5	19	69	94	94
Computing	850	305	108	437	723	2,035	2,213
Design & Technology ¹	1,479	531	188	760	1,167	1,667	1,697
Drama	532	191	67	273	357	936	951
English	3,913	1,405	496	2,012	2,558	5,144	5,221
Geography	1,357	378	110	869	1,531	3,055	3,086
History	1,430	361	116	953	1,180	2,771	2,771
Mathematics	4,534	1,628	575	2,331	3,116	5,583	5,867
Modern Foreign Languages ²	2,397	642	232	1,113	1,600	3,526	3,604
Music	583	209	74	300	409	1,142	1,162
Other	1,264	454	160	650	896	1,312	1,318
Physical Education	1,679	603	213	863	1,078	1,189	1,326
Physics	1,551	557	197	797	1,219	3,375	3,470
Religious Education	853	306	108	438	643	1,646	1,696
All secondary	26,774	9,133	3,196	14,034	19,674	42,064	43,173
All primary	25,493	8,735	3,484	13,273	12,552	22,870	28,837
Early years	-	-	-	-	-	990	1,090
Total⁴	52,266	17,869	6,680	27,307	32,226	65,924	73,100

Source: TSM and ITT allocations 2018 to 2019

1. For allocations purposes, 'Design & Technology' also includes 'Food' (Design & Technology and Food are classed as independent subjects within the TSM).

2. There are a number of new routes into MFL teaching available. As such, an assumption has been made that 410 teachers will be recruited for MFL via these initiatives. Therefore, the entrant components in this table do not sum to the total number of entrants required.

3. This includes Teach First places, which are not allocated to courses.

4. Numbers may not add up to the totals because these numbers have been rounded.

In Table 1, the TSM final output column is higher than the number of NQT entrants expected reflecting the number of trainees who do not complete training or do not find employment in the state-funded sector in the year after training. The total allocations column is higher than the number of trainees needed reflecting that not all ITT courses will recruit trainees for all of their places.

3. Postgraduate ITT places for 2018 to 2019 as estimated by the TSM

(TSM 2018 to 2019, Final Outputs of ITT Places)

The TSM for 2018 to 2019 requires just under 1,400 more postgraduate ITT places than in 2017 to 2018. There is an increase of 431 primary places, a 4% increase. There are 948 more secondary places, a 5% growth but this is not a uniform growth across all subjects. The biggest increases are seen in Design & Technology and Physics. No subject has seen a decrease in places with six subjects having the number of places protected at the number in the 2017 to 2018 TSM.

Part of the TSM process includes a review of subjects where the underlying modelling would lead to a fall in postgraduate training places required in the next training year. Where this would occur in subjects for which the expected longer term need for teachers is increasing, the ITT place numbers for these subjects are adjusted to ensure that they do not fall below the previous year's level. These are marked with a * in Table 2; more information can be found in the Methodological Annex. This adjustment was also applied for EBacc subjects in the 2016 to 2017 and 2017 to 2018 models in anticipation of the EBacc policy.

Last year, the model estimated reductions in demand for ITT places in non-EBacc subjects as more teaching time (as a %) would be spent on EBacc subjects to deliver increased EBacc. However, the modelling now uses a shallower trajectory for the future increase in EBacc take-up rate. This results in the teaching of non-EBacc subjects not being required to fall by as much within the immediate term because of increased EBacc.

The main output from the TSM model is therefore the ITT places for 2018 to 2019 set out in Table 2 below.

Table 2: TSM outputs of postgraduate ITT places, 2018 to 2019 and 2017 to 2018
 2018 to 2019 TSM, postgraduate (PG) ITT places

	Number of PG ITT places for the 2018 to 2019 training year as estimated by the 2018 to 2019 TSM	Number of PG ITT places for the 2017 to 2018 training year as estimated by the 2017 to 2018 TSM
Art & Design	646	577
Biology*	1,188	1,188
Business Studies	241	218
Chemistry*	1,053	1,053
Classics*	69	69
Computing*	723	723
Design & Technology	949	751
Drama	357	345
English	2,558	2,426
Food	218	166
Geography*	1,531	1,531
History	1,180	1,160
Mathematics	3,116	3,102
Modern Foreign Languages	1,600	1,514
Music	409	393
Others	896	812
Physical Education	1,078	999
Physics	1,219	1,055
Religious Education*	643	643
Secondary total	19,674	18,726
Primary	12,552	12,121
Total	32,226	30,847

Source: TSM 2018 to 2019

* Subjects that were protected at the 2017 to 2018 level

4. Methodology used in the teacher supply model

The purpose of the TSM is to provide estimates of the number of entrants to teaching needed through postgraduate ITT. The TSM is a national model covering all state-funded primary (including maintained nurseries attached to schools) and secondary schools, academies, and free schools³ in England.

The 2018 to 2019 TSM estimates how many postgraduate ITT places need to be filled for people starting initial teacher training in the autumn of 2018 to provide sufficient numbers of NQTs in the autumn of 2019. Teachers can also enter the qualified teacher headcount via other recruitment routes, such as undergraduate ITT, returning to service in the state-funded sector, or as entrants that are new to the state-funded sector. All such teachers are accounted for within the TSM estimates.

4.a Qualified teacher headcount projections (TSM 2018 to 2019, Outputs with historical data)

The TSM produces an estimate of future qualified teacher headcount requirements for both primary and secondary teachers in state-funded schools in England. Qualified teachers that are working as supply teachers, in special schools or in PRUs are considered as teaching *outside* of the scope of this model. This results in a difference in the qualified teacher headcount figures to those presented in the School Workforce Census.⁴

The qualified teacher headcount is estimated to rise from 450,412 in 2016 to 2017 to 461,262 in 2020 to 2021 (a 2% rise). The largest growth is seen in the secondary sector, where the qualified teacher headcount is forecast to grow from 208,904 to 216,758 (4% rise). The increase is smaller for the primary sector; from 241,508 to 244,505 (1% rise). While the primary pupil population is only expected to rise by 1%, the number of ITT places is expected to rise by 4%. This is driven by the latest data and in particular the estimated rise in future teacher wastage.

These increases are driven by increasing pupil numbers (both primary and secondary pupil numbers are currently increasing). The TSM assumes that as pupil numbers increase, additional teachers will be required. For more information, see the Methodological Annex.

Table 3: Qualified teacher headcount in England, 2011 to 2012 academic year to 2020 to 2021 academic year (figures up to and including 2016 to 2017 are historical figures; figures for 2017 to 2018 and beyond are future estimations made by the 2018 to 2019 TSM)

2018 to 2019 TSM, State-funded schools in England

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	219,759	225,243	230,507	235,669	239,334	241,508	243,605	244,270	244,275	244,505
Secondary	219,184	219,704	217,686	215,630	212,014	208,904	210,665	212,699	214,920	216,758
Total	438,943	444,496	448,193	451,300	451,348	450,412	454,271	456,968	459,195	461,262

Source: TSM 2018 to 2019

Entrants to the qualified teacher headcount come from those who are returning to the profession, are new to the state-funded sector, or are NQTs following completion of their initial teacher training⁵. In 2015 to 2016 (using historical data from within the 2018 to 2019 TSM for the latest year available), there were 46,666 entrants to the teacher workforce, of whom 51% were newly qualified. The remainder came from

³ The TSM does not cover special schools, pupil referral units, early years, independent schools, and further education/sixth-form colleges. Although it does not cover teaching at key stage 5 in standalone sixth-form colleges or FE colleges, it does cover sixth-form teaching in secondary schools in the state-funded sector.

⁴ Figures cited in this statistical first release may not correspond to similar figures in other SFRs. This is not an error; the scope of the TSM and the definitions used for certain terms in the model are by necessity different from other publications.

⁵ In the 2018 to 2019 TSM an assumption has been made that 410 teachers will be recruited for MFL via new initiatives.

those new to the state-funded sector (12%) or those returning to the teaching profession (36%). For more information on entrants to the teaching profession, please see tables 7a and 7b of the School Workforce Census publication⁶.

4.b Pupil projections

A large part of the demand for new teachers comes from the anticipated growth in pupil numbers.

The TSM utilises pupil population figures by age group for state-funded nursery & primary and secondary schools from the Pupil Projections Model (PPM). These figures differ to those within the PPM Statistical First Release due to the specific scope used by the TSM for modelling purposes. There was a 1.9% increase in the pupil population of primary school age between January 2016 and 2017, slightly less than the estimate between these years within the previous version of the TSM. The annual rate of increase is then expected to slow to 1.2% between January 2017 and 2018, due to a dip in birth figures in 2009. It is then projected to continue slowing to 0.0% between January 2019 and 2020. The pupil population of secondary school age (not including year 12 and 13 pupils) is forecast to start rising from 2.72 million in January 2017 to reach 3.03 million by 2021 (a rise of 11.5% over four years). All pupil population figures quoted here are sourced from the 2018 to 2019 TSM and are estimates of pupil numbers for the January of each academic year (so, figures for January 2017 relate to the 2016 to 2017 academic year). For more information on the PPM Statistical First Release please see: [National pupil projections.](#)⁷

4.c Curriculum and qualification assumptions

In addition to changes in pupil numbers, there are a number of policy changes that are modelled within the TSM which affect the estimated demand for new teachers. For the 2018 to 2019 TSM these only impact on secondary subjects.

For confirmed government policy, the model assumes the expected direction from the announced policy; if a government position has yet to be announced, a range of scenarios is modelled in line with government policy and the central scenario is presented. In this year's publication, there were four confirmed government policies that required assumptions. These were:

- From the 2018 to 2019 academic year, we expect to see increases in the EBacc entry rate up to 75% for GCSE examinations in the summer of 2024 and 90% by 2027 as outlined in our EBacc consultation response published in July 2017. The model makes a starting estimate of the first stage of this increase up to 75%, the increase up to 90% by 2027 has not been modelled in these initial estimates.
- The new, expanded Mathematics GCSE will require a greater amount of Mathematics teaching per pupil at both key stage 3 and 4. We also expect there to be continued growth in take-up of post-16 Mathematics qualifications, including Core Maths.
- An assumption that the new GCSE will lead to an increase in hours spent teaching English at key stage 4.
- The removal of the option to take Core Science GCSE from September 2016 will lead to an increase in teaching time for those pupils who had previously taken one GCSE and now need to take a Combined Science GCSE, which requires increased teaching time.

These statistics follow the common principle that where a decision has not been reached about a policy, statisticians use policy assumptions in order to model the data, however this year no policies which have yet to be announced are included in the modelling.

For more information on these and all other assumptions and how they are reflected in the model, please see the Methodological Annex that accompanies this publication.

⁶ [School Workforce Census](#)

⁷ As with the School Workforce SFR figures, there may be some slight differences between TSM figures and the Pupils Projection SFR figures due to differences in definitions, scope, and so on.

5. Further information is available

More information on the ITT allocations process for 2018 to 2019 is available at:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-requesting-places-2018-to-2019>

Provisional data on the actual number of ITT trainees recruited for 2018 to 2019 will be published in the ITT Census in November 2018 shortly after trainees start their courses.

More information on the ITT allocations process for 2017 to 2018 is available at:

<https://www.gov.uk/government/publications/itt-requesting-places-and-allocations-methodology-2017-to-2018>

Provisional data on the actual number of ITT trainees that were recruited for 2017 to 2018 will be published in the ITT Census on 30 November 2017 at the link below:

<https://www.gov.uk/government/collections/statistics-teacher-training>

Comparisons cannot be made with the 2016 to 2017 allocations process because ITT providers and School Direct lead schools were not allocated places to fill, but were allowed to recruit trainees until there were enough trainees for that subject (i.e. above the teacher supply model estimate of need) at which point recruitment was closed nationally. The actual number of trainees that were recruited in 2016 to 2017 is published in the ITT census, which is available at:

<https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2016-to-2017>

The School Workforce Census statistical first release (SFR) provides the latest information on the composition of the school workforce employed in local authority maintained nursery, primary, secondary and special schools and all primary, secondary and special academy schools and free schools in England. The latest publication is available at:

<https://www.gov.uk/government/statistics/school-workforce-in-england-november-2016>

The Pupil Projections SFR provides national projections for the number of pupils in schools by type of school and age group. The latest publication is available at:

<https://www.gov.uk/government/statistics/national-pupil-projections-july-2017>

The ITT performance profiles SFR is designed to provide transparent information on characteristics, outcomes and trends of trainee teachers to the public helping potential trainee teachers make informed choices about where to train. The latest publication is available at:

<https://www.gov.uk/government/statistics/initial-teacher-training-performance-profiles-2015-to-2016>

6. Official Statistics

These are Official Statistics and have been produced in line with Code of Practice for Official Statistics.

This can be broadly interpreted to mean that the statistics:

- meet identified user needs
- are well explained and readily accessible
- are produced according to sound methods
- are managed impartially and objectively in the public interest

The department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

7. Technical information

The TSM Methodological Annex covers the data used in the model and the assumptions made. There is also guidance on the scenario testing available to users of the model. The Methodological Annex can be found alongside the model at:

<https://www.gov.uk/government/publications/teacher-supply-model>

8. Get in touch

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Department for Education

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download <https://www.gov.uk/government/collections/statistics-teacher-training>

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