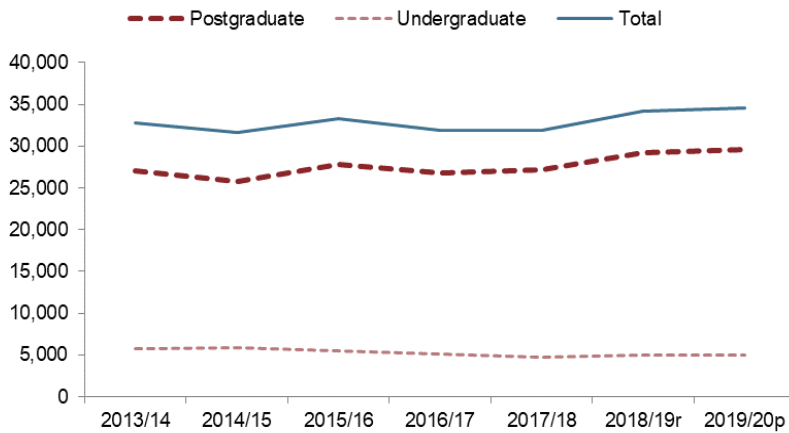




Initial Teacher Training (ITT) Census for 2019 to 2020, England

28 November 2019

There were 29,580 new entrants starting or expecting to start postgraduate ITT in 2019/20, a slight increase (1%) on 2018/19¹.

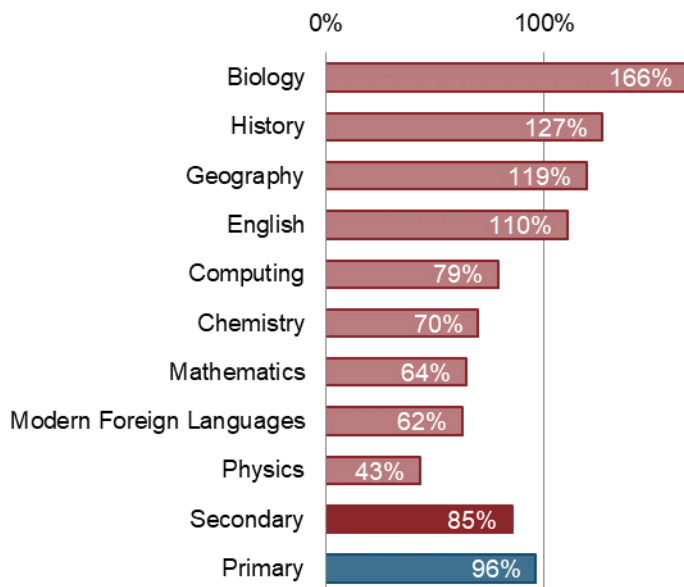


There were 29,580² new entrants to postgraduate initial teacher training (ITT) courses in the academic year 2019/20, compared with 29,215 in 2018/19.

There were also 4,963 new entrants to undergraduate ITT, a drop of 1% but broadly in line with previous years.

In total there were 34,543 new entrants to ITT in 2019/20 compared to 34,244 in 2018/19.

Teacher recruitment exceeded the teacher supply model (TSM) targets for biology, history, geography and English, but not for secondary subjects overall nor primary.



While there were 365 more postgraduate trainees in 2019/20 than in 2018/19, the TSM target³ increased by 864 in the same period.

Within English Baccalaureate (EBacc) subjects, recruitment exceeded the TSM target for biology, history, geography, English and classics⁴. For other EBacc subjects, recruitment performance against the TSM target varied between 79% for computing and 43% for physics.

Overall, 85% of the TSM target was achieved in secondary subjects and 96% in primary.

¹ This release includes final data for 2018/19, which revises previously published information. See methodology for further information.

² Includes 214 forecast trainees

³ The teacher supply model (TSM) estimates the number of postgraduate ITT entrants needed to provide sufficient numbers of qualified teachers in the future. See methodology for further information.

⁴ Not shown due to small numbers. See tables for further information.

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About this release

This statistical release provides provisional figures on the number of new entrants who have started an initial teacher training (ITT) programme in England in 2019/20 by school subject, training route, training region and a range of trainee demographic factors. This publication includes revised data for 2018/19.

This release also includes an annex with experimental statistics on new entrants to early years ITT leading to Early Years Teacher Status.

In this publication

The following tables are included in this release:

- Main tables for 2019/20 with comparative data from previous years.
- Provider tables for 2019/20 with data on individual ITT providers.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at: ittstatistics.publications@education.gov.uk.

1. Background

To become a qualified teacher in England, trainees typically complete a programme of initial teacher training (ITT). This provides them with training, mentoring and teaching practice in schools, and leads to the award of qualified teacher status (QTS) for successful trainees. Many providers will additionally award a postgraduate certificate in education (PGCE) whilst trainees on the Teach First programme will be awarded a postgraduate diploma in education and leadership (PGDE).

The Department for Education (DfE) uses the teacher supply model⁵ (TSM) to estimate the number of postgraduate ITT entrants needed in each subject to provide sufficient numbers of qualified teachers in the future.

This publication focuses on the recruitment of postgraduate trainees against the TSM targets for 2019/20. Information on undergraduate trainees is provided in the supporting tables.

2. New entrants to postgraduate initial teacher training by subject

There were large differences in the percentage of TSM targets met this year by subject, from 166% for biology to 41% for design and technology. There were also large increases compared to last year in history, geography, biology and religious education. This reflects differences in both the numbers of new entrants and in the underlying TSM targets between 2018/19 and 2019/20.

ITT providers recruited 13,312 postgraduate trainees in secondary EBacc⁶ subjects (representing 89% of the 14,895 TSM target) and 3,786 postgraduate trainees in secondary non-EBacc subjects (73% of the 5,192 target). A further 12,482 were recruited in primary (96% of the 13,003 target). This is the seventh consecutive year in which TSM targets have been missed for secondary subjects overall.

Biology, history, English, physical education and classics each exceeded the TSM target in 2019/20 by increasing the numbers recruited this year against largely unchanged targets (Figure 1(a) and (b); classics is not shown due to small numbers). Geography also increased the number of trainees recruited, but its large increase against the target was mostly driven by the reduction in the target for this year. Religious education, music, business studies and design and technology recruitment improved on last year, but are still below their targets.

For all other secondary subjects, recruitment fell this year compared to last and targets were not realised. The greatest drop in target performance was for modern foreign languages which fell from 88% to 62% but this was due to a large increase in the target from 1,600 in 2018/19 to 2,241 in 2019/20 as recruitment numbers were largely maintained.

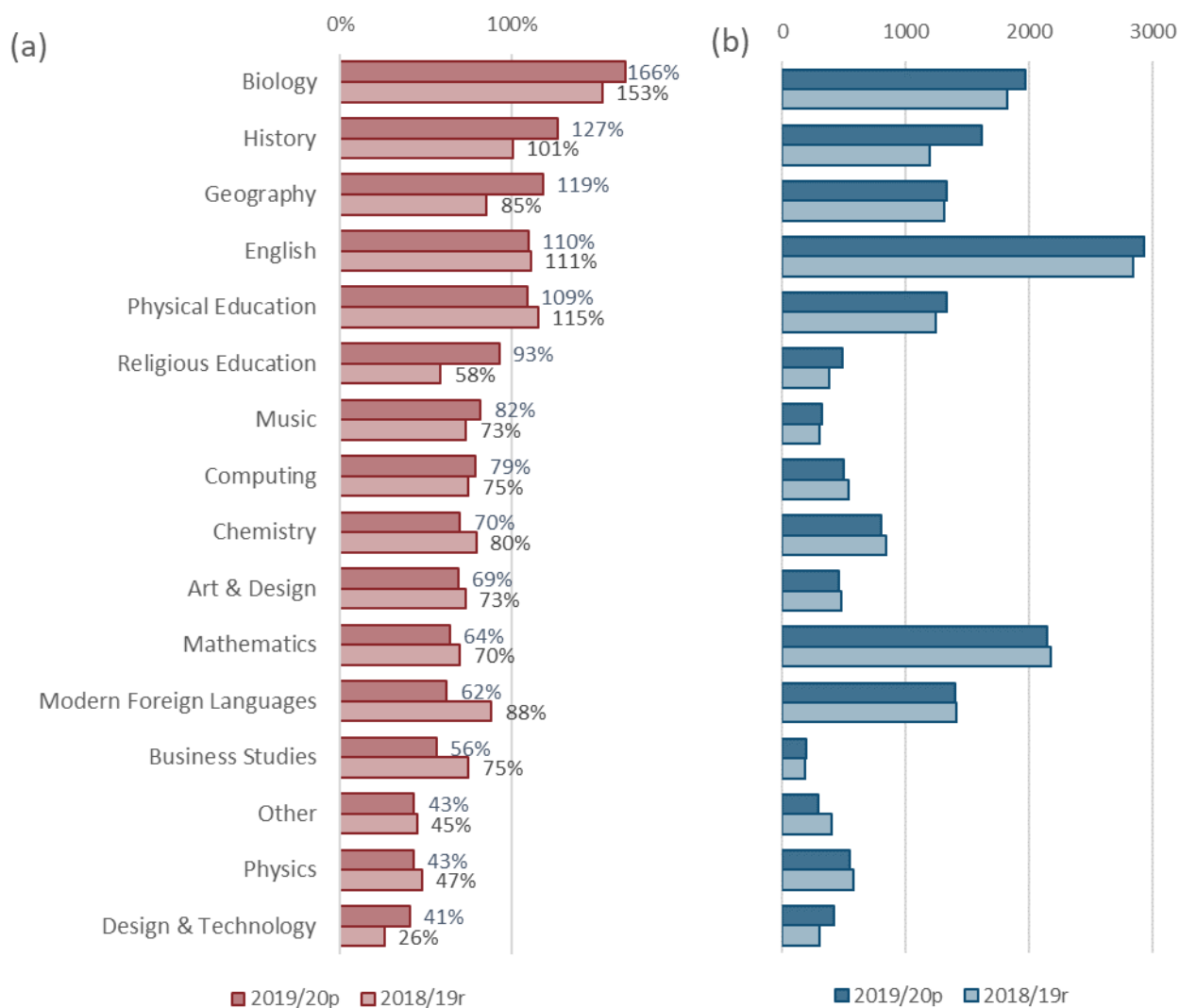
For primary, recruitment performance fell from 103% in 2018/19 to 96% in 2019/20 partly due to a 3% drop in the numbers recruited from 12,888 to 12,482 in 2019/20, and also to a 4% increase in the target.

These provisional 2019/20 figures include forecast trainees who have accepted offers, but will start after census day.

⁵ <https://www.gov.uk/government/collections/statistics-teacher-training#teacher-supply-model-and-itt-allocations>

⁶ EBacc here includes English, mathematics, modern foreign languages, physics, biology, chemistry, history, geography, computing and classics

Figure 1. (a) Entrants to postgraduate initial teacher training as a proportion of TSM targets, (b) Numbers of new entrants. 2019/20 (provisional) compared to 2018/19 (revised), by subject.



3. Routes into teaching

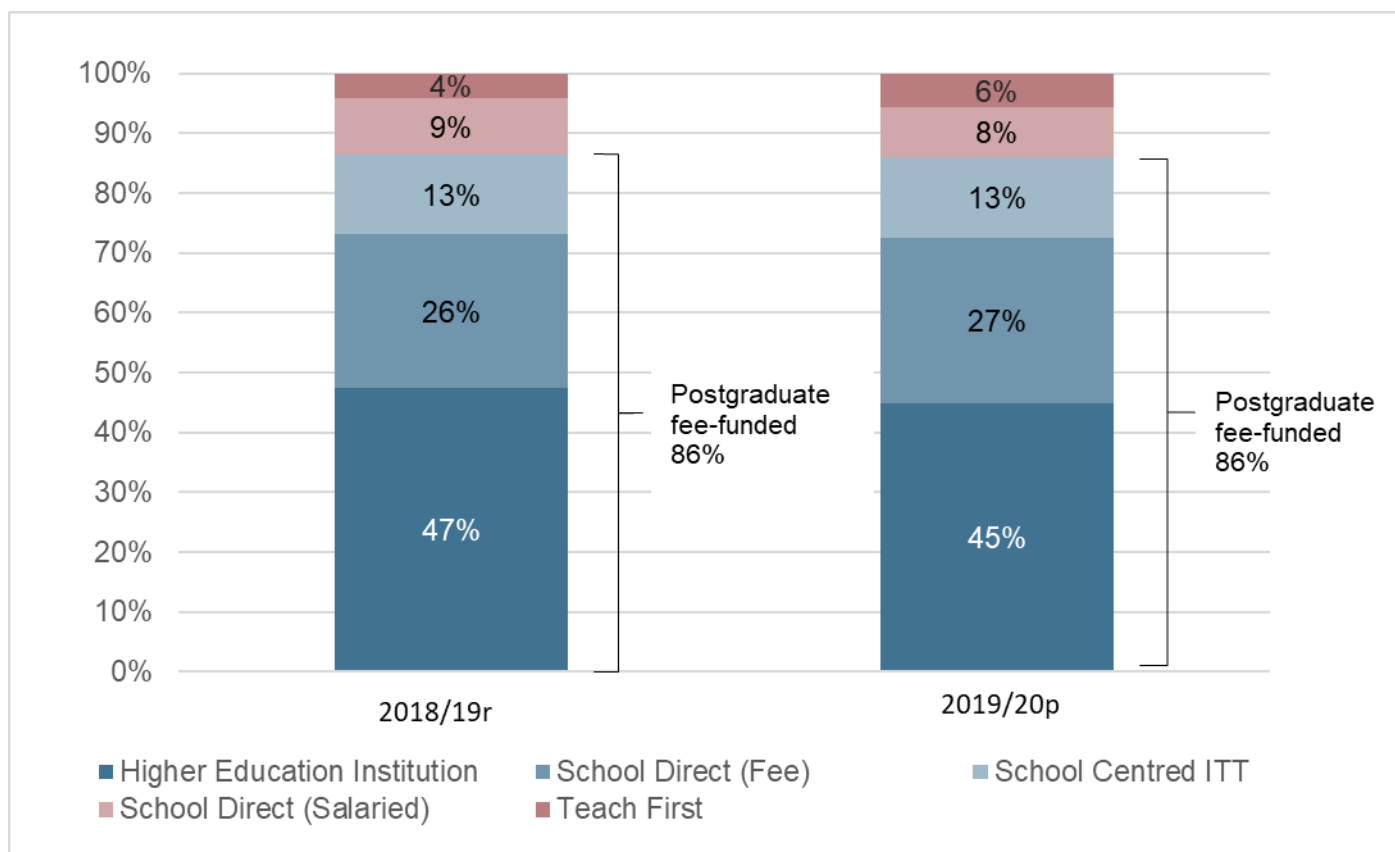
Teaching is a graduate profession in England with a number of entry pathways. Non-graduate trainees can gain a degree and qualified teacher status (QTS) together on a three- or four-year undergraduate course. Postgraduate courses normally run for one year full-time; these can be ‘fee-funded’ through student loans (86% of trainees), or via a salaried route (14% of trainees).

Postgraduate fee-funded courses can be undertaken through a higher education institution, or via a group of schools delivering a school-centred initial teacher training (SCITT) programme or a School Direct fee-funded programme.

Postgraduate salaried routes include the School Direct salaried programme, the Teach First Leadership Development Programme and, since 2018/19, the postgraduate teaching apprenticeship (PGTA)⁷.

In 2019/20, there are a total of 16,243 postgraduate new entrants on school-led routes (excluding forecast trainees), making up 55% of the total, up from 53% last year (see Figure 2). There were increases in the numbers training in all school routes except School Direct (salaried). The PGTA route is in its second year and trainees increased from 75 to 155 through this route (too small to illustrate in Figure 2) .

Figure 2: Proportion of postgraduate new entrants to initial teacher training by route, for 2018/19 (revised) and 2019/20 (provisional).



There were also a further 4,963 new entrants starting an undergraduate ITT programme in 2019/20, a drop of 1% compared to 2018/19 (revised), but in line with earlier years.

⁷ Trainees can also undertake an assessment only route. This is designed for graduates with experience of teaching who are able to demonstrate the required QTS standard without further training; for example, overseas trained teachers. The assessment only route is not included in this publication as they do not undertake ITT.

4. Characteristics of new entrants

Trainees' characteristics have remained broadly similar to last year

Characteristics of postgraduate entrants to ITT

Male	30%
Aged under 25	50%
Minority ethnic group	19%
Declared disability	12%
Nationality UK	92%
Degree class 2.1 or better	73%
Part-time	1%

In 2019/20, 50% of postgraduate trainees were aged under 25, varying by route from 22% of trainees on School-Direct (salaried) courses to 59% of trainees on higher education courses.

In 2019/20, 19% of postgraduate trainees reported belonging to a minority ethnic group, which has steadily increased over time, up from 13% in 2014/15. This compares to 14% in the whole population (Census 2011)⁸.

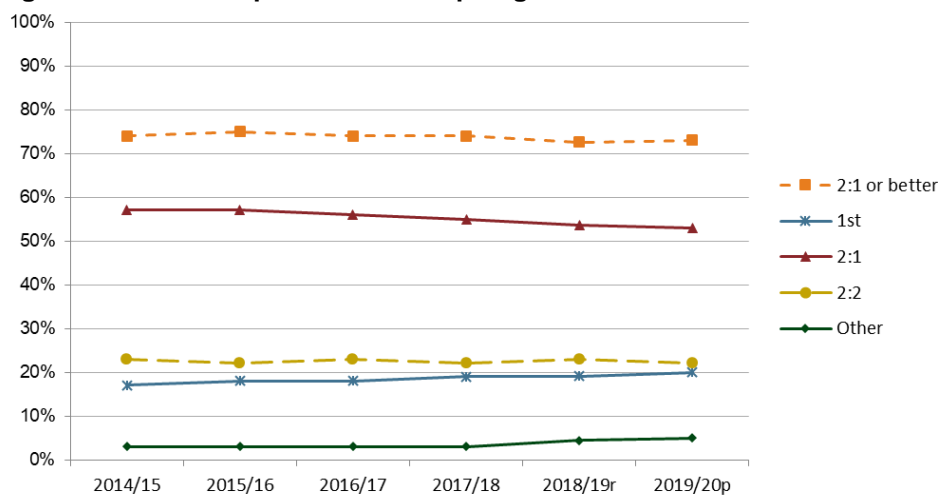
In 2019/20, 12% of postgraduate new entrants declared a disability. This rate has also increased over time, up from 7% in 2014/15.

In 2019/20, around 1% of all postgraduate trainees were on a part-time ITT route, with the highest proportion undertaking post-graduate teaching apprenticeships (3%) and School Direct (salaried) routes (5%).

The proportion of postgraduate initial teacher trainees who are male, aged under 25, study part time and who are UK nationals have remained broadly the same as the previous academic year.

The percentage of new entrants in postgraduate programmes with a first class or 2:1 in their first degree has remained stable at 73%.

Figure 3: Trends in qualifications of postgraduate new entrants to initial teacher training, 2014/15 to 2019/20⁹



Of postgraduate new entrants to ITT, 20% had first class degrees, an increase from 19% last year. The proportion of entrants holding a 2:1 or higher varies by route (see Table 2 in the accompanying tables).

⁸ <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest>

⁹ Data prior to 2015/16 did not include Teach First trainees.

The proportion of postgraduate trainees who were UK nationals was lower for EBacc subjects than non-Ebacc subjects and, within Ebacc, was lowest for modern foreign languages.

Nationality of new entrants to initial teacher training

In 2019/20, there were 28,859 postgraduate new entrants to ITT whose nationality was known (98% of all postgraduate new entrants). Of these, 92% were UK nationals, 5% were European Economic Area (EEA) nationals, and the remaining 3% were nationals of other countries (see Figure 4).

Figure 4: Proportion of new entrants to ITT by nationality and subject, 2019/20 (provisional)

	UK national	EEA national	Other nationality	Total with known nationality
Modern foreign languages	66%	30%	4%	1,364
All Ebacc	89%	7%	3%	12,983
Non-Ebacc Secondary	95%	3%	2%	3,698
Total Secondary	91%	6%	3%	16,681
Primary	94%	4%	2%	12,178
Overall	92%	5%	3%	28,859

As well as trainee teachers from overseas, there are also existing teachers from overseas who are awarded qualified teacher status (QTS) without attending ITT because of their previous teaching experience. Figures for these teachers are now published separately as management information in the Teacher Regulation Agency annual report and accounts¹⁰.

¹⁰ Teacher Regulation Agency Annual Report and Accounts (page 9 and Annex): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/823305/Teachers_Regulation_Agency_Accessible.pdf

5. Accompanying tables

The following tables are available in Excel format on the [initial teacher training \(ITT\) statistics webpage](#).

National tables

Subject and route	Table 1	Provisional data on postgraduate ITT new entrants (including forecast new entrants) and targets by subject
	Table 1a	Provisional data on ITT new entrants (including forecast new entrants) and targets by subject and route
	Table 1b	Postgraduate ITT new entrants and targets time series by phase
	Table 1c	Postgraduate ITT new entrants and targets time series by subject
Previous qualification	Table 2	Provisional data on postgraduate ITT new entrants by subject, degree class and route
	Table 2a	Provisional data on postgraduate ITT new entrants percentages by subject, degree class and route
	Table 2b	Postgraduate ITT new entrants time series by degree class
Gender	Table 3	Provisional data on ITT new entrants by subject and gender
	Table 3a	Provisional data on ITT new entrants by phase, gender and route
	Table 3b	ITT new entrants time series by phase and gender
Ethnicity	Table 4	Provisional data on ITT new entrants by ethnic group and route
	Table 4a	ITT new entrants time series by ethnic group
Age group	Table 5	Provisional data on ITT new entrants by age group and route
	Table 5a	ITT new entrants time series by age group
Disability	Table 6	Provisional data on ITT new entrants by disability status and route
	Table 6a	ITT new entrants time series by disability status
Part-time Region	Table 7	Provisional data on ITT new entrants on part time courses by route
	Table 8	Provisional data on ITT new entrants by region ¹¹ and route
Nationality	Table 9	Provisional data on new entrants to postgraduate ITT with a known nationality, by nationality group and subject
	Table 9a	New entrants to postgraduate ITT with an known nationality, by nationality group and route
	Table 9b	New entrants to postgraduate ITT with a known nationality, time series by nationality group
Revised data	Table 10	Revised data on ITT new entrants for the academic year 2018/19 by subject and route

¹¹ When reviewing the tables, please note that the location of trainees is based on the registered address of their training provider. This does not always correspond to the actual location of their training, or where the trainee will go on to teach.

Provider tables for individual ITT providers

Table 11	Provisional data on ITT new entrants at each provider by trainee characteristics
Table 11a	Provisional data on ITT new entrants at each provider by route
Table 11b	Provisional data on postgraduate ITT new entrants at each provider by subject

Further information

Previously published figures on new entrants to initial teacher training in the ITT census and outcomes of final year trainees in the ITT performance profiles, together with details of the teacher supply model targets can be found at: <https://www.gov.uk/government/collections/statistics-teacher-training>

6. Official Statistics

These are Official Statistics and have been produced in line with the 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

Once statistics have been designated as Official Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

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

7. Get in touch

Your views

The department is moving towards a new platform for our statistics dissemination and we welcome any feedback on the content or dissemination of our statistics.

Media enquiries

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Tel: 020 7783 8300

Other enquiries/feedback

Ramyani Gupta, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Email: ittstatistics.publications@education.gov.uk

8. Annex A: Early years initial teacher training (experimental statistics)

There were 354 new entrants to Early Years ITT, a small increase on 2018/19.

Background

Early years initial teacher training (EYITT) provides specialist training covering the education and care of children from birth to the age of five. Training is delivered by accredited ITT providers¹². Successful EYITT trainees are awarded early years teacher status (EYTS). They are not eligible for the award of qualified teacher status (QTS) at the end of their course.

Early years is distinct from primary education. Individuals with EYTS are not able to lead classes in a maintained¹³ nursery or school, unless they also hold QTS. Early years teachers can lead teaching in all other early years settings in the private, voluntary and independent sector (PVI) sector.

There are several routes leading to the award of EYTS. Trainees can undertake an undergraduate course, which allows them to earn a degree in an early childhood related subject and EYTS, normally over a three-year period. Postgraduate EYITT courses can be undertaken through the graduate entry route (full time study, which includes the early years School Direct route) or the graduate employment based route (a one-year part-time route for graduates working in an early years setting¹⁴). Postgraduate EYITT normally runs for one year full-time.

New entrants to EYITT

There were 354 new entrants to EYITT in 2019/20 (Figure 5). This is 40 more new entrants than in the revised 2018/19 where the figure was 314¹⁵.

In 2019/20, 352 new entrants (99%) started on a postgraduate route and 2 trainees (1%) started on an undergraduate route. This compares to 307 postgraduate new entrants (98%) and 7 undergraduate new entrants (2%) in 2018/19.

Figure 5: New entrants to early years initial teacher training, by level of entry and route, 2016/2017, 2017/18, 2018/19 (revised) and 2019/20 (provisional)

	2016/17	2017/18	2018/19 (revised)	2019/20 (provisional)
Postgraduate	574	505	307	352
<i>of which,</i>				
<i>Graduate Entry</i> ¹⁶	140	88	50	43
<i>Graduate Employment Based</i>	434	417	257	309
Undergraduate	46	47	7	2
Total ¹⁷	620	552	314	354

¹² Providers graded by the Office for Standards in Education, Children's Services and Skills (Ofsted) as 'requires improvement', or a lower quality, cannot provide EYITT.

¹³ 'Maintained' refers to schools or nurseries where funding and oversight is provided through the local authority.

¹⁴ Trainees can also undertake an assessment only route to earn EYTS. This is designed for graduates with experience of working with children from birth to five, who are able to demonstrate the Teacher's Standards (Early Years) without further training; for example, overseas trained early years teachers. The assessment only route is not included in this annex.

¹⁵ Last year, around 30 trainees were added to the total EYITT 2018/19 provisional figures. This addition has since been found to be incorrect as the trainees did not begin their course until after the census date, and thus should not have been included. Their removal is reflected in the 2018/19 revised figures.

¹⁶ Graduate Entry includes the School Direct (early years) route for 2016/17 and 2017/18.

Characteristics of new entrants to postgraduate EYITT

Selected characteristics of new entrants to postgraduate EYITT in each year are shown in Figure 6.

Figure 6: Characteristics of postgraduate new entrants to early years initial teacher training, 2016/17, 2017/18, 2018/19 (revised) and 2019/20 (provisional)^{18,19}

	2016/17	2017/18	2018/19 (revised)	2019/20 (provisional)
Male	4%	5%	4%	4%
Aged under 25	21%	26%	25%	22%
Minority ethnic group	11%	10%	15%	14%
Declared disability	6%	8%	8%	9%

Excluding those whose degree class is unknown²⁰, 59% of new entrants to postgraduate EYITT held a first class or 2:1 degree, compared to 64% in 2018/19. In 2019/20, 16% of new postgraduate entrants to EYITT held a first class degree, 43% held a 2:1 degree, 28% held a 2:2 and 13% had other classifications.

All other characteristics were broadly similar to figures in 2018/19.

Experimental statistics

Experimental statistics are new official statistics that are undergoing evaluation. The statistics in this annex are being published as experimental statistics in order to involve users and stakeholders in their development and as a means to further improve the use of data in the future.

Data collection and quality

The department has produced experimental statistics for new entrants to EYITT since November 2016²¹. This annex revises figures for 2018/19 and provides provisional figures for 2019/20.

¹⁸ Proportions exclude trainees where information was not supplied, or where characteristics were reported as 'unknown'.

¹⁹ Undergraduates not reported due to low numbers.

²⁰ Three trainees had degree class recorded as 'Unknown'.

²¹ Any figures about new entrants to EYITT published or quoted before 2016 to 2017 were not produced according to Official Statistics standards, were not subject to a rigorous quality assurance process, and did not follow a comparable methodology; therefore they cannot be verified or compared.



Department for Education

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Reference: Initial teacher training (ITT) Census for 2019/20, England



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