

Opposition policy costing- Mandatory Qualified Teacher Status- Labour Party

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| Description of policy |
| <p>Labour would ‘reinstate’ the ‘requirements for qualified teacher status’.</p> <p><i>‘Reinstating the requirement for qualified teacher status is one step towards this, but we must go further, including learning from other professions on how they structure pay, progression and ongoing training to attract and retain their workforce’ (The Labour Party, Mission Breaking Down Barriers, July 2023, link).</i></p> |
| Additional policy assumptions |
| <p><u>Assumptions from Special Advisers</u></p> <ul style="list-style-type: none">• The policy is applied to the entire cohort of schools in the state and independent sector• Average market costs are assumed for a single teacher to acquire QTS• All teachers must obtain QTS, including existing unqualified teachers as well as new teachers not currently working in schools• Deadline to acquire QTS is over a parliament• All current exemptions relating to unqualified teachers are removed• DfE fully funds trainees on the Assessment Only route. |
| Additional technical modelling assumptions or judgements required |
| <ul style="list-style-type: none">• We assume that the government will not direct teachers to one route over another, and that choice of how to gain QTS will lie with the applicant.• We assume that every currently unqualified teacher (of whom there are 13,624 not currently working towards QTS) is eligible for ITT (i.e. – they have a degree and English and Maths GCSE grades A – C).• We assume that every trainee is eligible for, and makes use of, the total financial support available to them.• We have arrived at the cost estimates by modelling different scenarios based on possible uptake of different routes to QTS:<ul style="list-style-type: none">○ For unqualified teachers currently working in schools, we have modelled the cost for every currently unqualified teacher to undertake the Assessment Only route, with the costs assumed by the Department rather than by the trainee. While it is unlikely that every unqualified teacher would choose to do this, it is possible, so it is included as the lower bound of the range.○ Conversely, the upper bound is based on every currently unqualified teacher doing an employment-based teacher training route, and the Department funding this in the same way we do now (i.e. – with a salary grant paid via the trainee’s school equal to |

the bursary available in that subject). The subject split has been arrived at based on the current subject distribution of trainee teachers.

- We have also modelled a small increase in entrants to teacher training each year (i.e. – new entrants to the profession who are not currently working in schools). The cost of this increase has been arrived at based on the current cost of different routes into teaching, with new entrants distributed among these in the same proportion we currently see for trainee teachers.
- ITT routes take one year to complete. We cannot predict when existing unqualified teachers will choose to attain QTS, so for these purposes the total cost has been split evenly over five years.
- We do not have data on unqualified teachers working in the independent sector, so we have been unable to include these teachers in our calculations. However, we expect these numbers to be small and therefore unlikely to substantially affect the overall cost.
- We have estimated a c.3% increase in trainees enrolling on an ITT course leading to QTS each year. The 3% increase is based on the number of unqualified teachers that we estimate enter the profession each year and will therefore now require training. We estimated this based on the assumption that around 3% of the current workforce is unqualified, so we've applied that logic to new entrants. This equates to approximately 600 trainees per year.

Cost/Revenue to the Exchequer over five years

Please summarise spending impacts over the next five years in Table 1, below:

Existing teachers who would be required to obtain QTS.

There are approximately **13,600** unqualified teachers currently working in the state sector. These teachers would all be required to obtain QTS. We have estimated this would cost between c. **£54 million** and **£127 million**. We have split this cost across five years.

The lower and upper estimates are informed by potential take up of the different routes to QTS. The upper estimate assumes 100% of unqualified teachers take up the higher-cost routes (for example – School Direct Salaried) whereas the lower estimate assumes 100% of unqualified teachers take up Assessment Only, which is lower cost. We have estimated that the Assessment Only would generate an approximate cost of **£4,000** per trainee. We have estimated that the School Direct Salaried route would generate a cost between £0 and **£27,000** per trainee, depending on the subject chosen. As part of this modelling, we have assumed the subject distribution among unqualified teachers is similar to that of ITT trainees¹.

We have chosen to model the costs in this way, because existing teachers are likely to behave very differently to new entrants, making it difficult to accurately estimate which routes into teaching they would choose. For example, the majority of new entrants train through the fee-funded route, a route that we suspect would be extremely unpopular for existing unqualified teachers. It is therefore likely that an unqualified teacher would choose either the assessment-only or the school direct salaried route, but this choice will depend on the level of their teaching experience, how quickly they want to train, and the opportunities offered by their school.

We have not included any inflation assumptions because ITT financial incentives are cash-based and do not increase each year to reflect inflation. We therefore assume the same cash values will apply in future years. For Assessment Only, costs don't tend to increase with inflation so we have also assumed the same fees - and therefore cost to DfE - will apply.

New teachers entering the profession.

For new trainees, we have estimated an annual cost of between c. £7 million and £15 million, depending on the number of trainees on ITT courses that are eligible for bursaries. For the purpose of this costing, we have used a central estimate of £11m for new teachers entering the profession who would need to obtain QTS.

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| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Resource | £22m-£36m | £22m- £36m | £22m- £36m | £22m- £36m | £22m- £36m |
| Capital | | | | | |
| Barnett consequential (18.75% uplift) | £4.1m-£6.75m | £4.1m-£6.75m | £4.1m-£6.75m | £4.1m-£6.75m | £4.1m-£6.75m |
| Total | £26.1m-£42.75m | £26.1m-£42.75m | £26.1m-£42.75m | £26.1m-£42.75m | £26.1m-£42.75m |
| Comparison with current system (if applicable): | | | | | |
| Other comments (including other Departments consulted): | | | | | |
| This costing was produced by DfE. | | | | | |
| <i>To be completed by Permanent Secretary's Office</i> Date costing signed off: | | | | | 04/01/24 |
| <i>[If applicable]</i> Date revised costing signed off: | | | | | |

¹ [Initial Teacher Training Census, Academic year 2023/24 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)