



National College for
Teaching & Leadership

Allocations methodology

**Early years initial teacher training
academic year 2015 to 2016**

Contents

Introduction	3
Managing early years ITT in AY 2015 to 2016	4
Early years initial teacher training routes 2015/16	5
Allocation process for early years ITT places	6
Criteria for allocations	6
Invitation to apply for early years ITT places	8
Annex 1 – Early years teacher routes and funding	9
Annex 2- Request template	10

Introduction

1. This document outlines the process the National College for Teaching and Leadership (NCTL) intends to follow for the allocation of early years initial teacher training (early years ITT) places for academic year (AY) 2015 to 2016 onwards.
2. The NCTL has two aims:
 - to improve the quality of the education workforce; and
 - to work with schools to develop a 0 to 18 education system in which teacher and leadership training, continuous professional development and school-to-school support are delivered locally by partnerships led by the best head teachers.
3. The Government policy driver is that ITT should be a self-improving system in which Government establishes the desired outcomes for trainees and pupils allowing schools and accredited providers to decide how best to deliver these outcomes
4. NCTL currently accredits providers to deliver initial teacher training (ITT) leading to the award of qualified teacher status (QTS). The intention is to align early years ITT with ITT leading to QTS.
5. Early years ITT will lead to the award of Early Years Teacher Status conferred by NCTL. NCTL will only award Early Years Teacher Status (EYTS) to trainees who have undertaken training delivered by an accredited ITT provider.
6. From September 2014 onwards, accreditation covers the delivery of ITT for both QTS and EYTS provision. Accredited organisations will however need to express an interest in delivering early years ITT and request for an allocation of places for this award.
7. Early years teachers will be specialists in early childhood development, trained to work with babies and young children from birth to five years old. Early Years Teacher Status is awarded to graduates who are leading education and care and who have been judged to have met all of the Teachers' Standards (Early Years) in practice from birth to the end of the [Early Years Foundation Stage \(EYFS\)](#).
8. The quality and supply of early years teachers will be important to support the move towards a 0 to 18 education system.

Managing early years ITT in AY 2015 to 2016

9. The approach for commissioning of early years ITT from September 2014 onwards is through a year-on-year allocation of places to currently accredited initial teacher training (ITT) providers.
10. Accredited ITT providers will be invited to request places for delivery of early years teacher ITT from September 2014 onwards. NCTL will allocate places prior to recruitment and will retain overall control of places to ensure:
 - Sufficient early years teachers are trained to meet demand without over-supplying the market;
 - National and local early years teacher supply balances are maintained
 - Government's priorities are promoted including improving the quality of the early years workforce; and
 - Training is delivered by accredited providers rated as 'good' or 'outstanding' by Ofsted.

Early years initial teacher training routes 2015/16

11. There will be four routes to early years ITT. Two NCTL funded and two unfunded to maximise the supply of trainees to allocated places. The routes are:

- graduate entry route (funded by NCTL)
- graduate employment-based route to encourage employer engagement (funded by NCTL)
- undergraduate entry route, through an early childhood related degree blended with Early Years Teacher Status (Not funded by NCTL)
- assessment only route (Not funded by NCTL)

A definition of the routes and related funding is outlined at annex 1.

12. The funding will be used to support :-

- the **graduate entry** route through postgraduate training grants to be used to pay course fees along with bursary payments for high quality trainees;
- the **graduate employment-based route** with an employer incentive, encouraging a move to a demand-led model of delivery.

Funding for the **undergraduate entry** route may be accessed by eligible trainees through tuition fee-loans via Student Finance England (SFE). Trainees will be liable for the repayment of course fees.

Allocation process for early years ITT places

13. For 2015/16, places will be allocated across the 2 NCTL funded routes and the unfunded routes. The total number of trainee places is anticipated to be around 2,000.
14. The table below shows the training routes available for 2014 to 2015 onwards. It summarises the training routes and funding arrangements.

Route	Funding method	Funding Source	Allocated Places
Graduate entry	<ul style="list-style-type: none"> PG Training Grant Bursary if degree classification achieved 	NCTL	Yes
Graduate employment-based	<ul style="list-style-type: none"> Employer incentive 	NCTL	Yes
Undergraduate entry	<ul style="list-style-type: none"> Tuition Fees Maintenance Loans 	BIS	Yes
Assessment Only	Nil	Individual/Employer	Yes

Criteria for allocations

15. In order to be allocated places a provider must:-

- Be accredited to deliver ITT
- Not hold an Ofsted rating of less than 'good' in their latest inspection of ITT

Geographical location of providers will be considered and will be a factor in determining allocations, to ensure supply for all regions.

16. It is anticipated that the scale of requests for early years ITT places will exceed the number available for distribution. Requests will be assessed against the allocations criteria to determine the places for each provider.
17. The degree to which each allocation criterion is applied will depend on the scale of requests and how they relate to the numbers across routes. Exactly how each of the allocation criteria will be applied can only be determined after requests for places and supporting evidence have been received.
18. The allocations criteria to be used in calculating early years ITT places will be:

Demonstrated links to support increasing employer-led provision

19. Early years ITT will mirror this and allocation of places will be influenced by providers demonstrating strong partnership with local early years settings and schools.

Provider quality

20. A provider's training quality as defined by Ofsted grades is a crucial element in the allocation of early years ITT places. Providers with an outstanding grade will have priority for allocation as long as they meet all other criteria. However, this does not guarantee any allocation.

For other providers **there is no guarantee of allocation of early years ITT places in AY 2015 to 2016.**

Performance in recruitment and employment

21. For 2015 to 2016 prior recruitment to courses leading to the awards of Qualified Teacher Status, Early Years Teacher Status and Early Years Professional Status will be assessed such that a provider achieving recruitment to allocation will be rewarded. For future intakes should the provider show either under-recruitment or over-recruitment previously, there may be adjustment to the allocation of places.

We will examine providers' performance in achieving successful employment outcomes for their trainees. Where performance is significantly below the average, we will look to vary allocated places appropriately.

Trainee quality

22. One of the Government's priorities is to raise the status and quality of the workforce. Providers who recruit a high proportion of trainees with first class and 2.1 degrees will be treated positively in the allocation of places. Assessment of recruitment data will be undertaken to reward providers with the best trainee quality rates.

Cohort size

23. A regular supply of places is likely to maintain a viable and consistent level of training each year, promote the development of high quality practice and sustain consistent relationships between early years ITT providers, employers and school and nursery partnerships. If a provider's bid demonstrates that smaller cohorts are more appropriate and effective for the provision they require, and they also meet other allocation criteria, this will be considered.

Invitation to apply for early years ITT places

24. For the 2015 to 2016 intake, NCTL will provide a template for accredited providers to formally request places. (See Annex 2).
25. Allocation of places will be based on the accredited providers' request. Negotiation of places will be undertaken with providers following assessment against the allocation criteria (see Annex 3 for further detail) . Following this negotiation, confirmation will be issued to the provider of their allocated places for the September 2015 intake.
26. When requesting places, providers must be realistic in the scale of places they ask for, in respect of the capacity for training that they can accommodate and their ability to attract high quality trainees.
27. Providers should be aware that surplus places should be relinquished to allow immediate re-allocation where possible. Instances of significant under or over recruitment which are not reported may be subject to future allocation penalties.

Annex 1 – Early years teacher routes and funding

Funding method	Graduate entry	Graduate employment based	Undergraduate entry	Assessment only
Description of typical trainee	Graduate undertaking ITT (Early Years Teacher Status -EYTS) through an academic route.	<p>a) Graduate in an early years setting who requires training and further experience to demonstrate the Teachers' Standards (Early Years)</p> <p>b) Graduate newly recruited to an early years setting to undertake ITT (EYTS) through an employment based route.</p>	Undergraduate completing a degree in an Early Childhood related subject including EYTS.	Graduate with experience of working with children from birth to five and able to demonstrate the Teachers' Standards (Early Years) without further training e.g. overseas EY teachers.
Post Graduate Training Grant	£7,000	-	-	-
Bursary to candidate*	1 st class degree 2:1 degree	-	-	-
Incentive to employer	-	£14,000	-	-

*Bursary levels will be announced in due course

Annex 2- Request template

Early years initial teacher training places 2015 to 2016

Provider:

Provider ID:

Contact Name:

Contact email:

Contact telephone:

Route	Total
Graduate entry	
Graduate employment based	
Undergraduate entry – Please state start point of EYTS element within the degree programme	
Year 1	
Year 2	
Year 3	
Assessment only	
Total	

Please provide evidence to support your application for the allocation of **early years initial teacher training** places in the following criteria:

1. **Provider quality**
2. **Demonstrated links to support increasing school and nursery-led provision**
3. **Performance in recruitment and employment**
4. **Trainee quality**
5. **Cohort size**

Please note, the word count will be limited to 2000 words overall to cover all areas of the allocations criteria. However, supporting evidence such as project plans can also be submitted.



Annex 3 – Allocations criteria

Area	Criteria
Provider quality	<ul style="list-style-type: none">• Evidence of Ofsted reports and other QA mechanisms• Quality assurance plan / proposals to ensure highest quality delivery of the requirements• Evidence of self-evaluation, action planning and continuous improvement strategies
Demonstrated links to support increasing school and nursery-led provision	<ul style="list-style-type: none">• Evidence of working in partnership with employers and plan for building strong relationships to secure practice placements• Plan and methodology setting out delivery of the course, with accompanying resource analysis, risk log and key milestones.• Strategy and/or plan to work successfully in partnership with other organisations including schools
Performance in recruitment and employment	<ul style="list-style-type: none">• Evidence of previous recruitment data against target eg to ITT, EYTS and EYPS courses• Recruitment plan highlighting internal structures and processes• Diversity policy and monitoring including plans for ensuring that recruitment to the course will attempt to address any sector imbalances.• Description of processes in place to ensure Disclosure and Barring Service (DBS) checks are planned and organised by the training providers prior to start of the course.• The processes and support available for trainees in particular around deferrals and withdrawals.
Trainee quality – success retention and completion	<ul style="list-style-type: none">• Proposals / plans to deliver a high quality experience for trainees including placements• Evidence of previous experience and success
Cohort size	<ul style="list-style-type: none">• Proposals / plans to deliver viable cohorts and demonstrate value for money• Evidence of examples of previous similar activity

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