



Department  
for Education

## Statistical First Release

# Initial teacher training census for the academic year 2014 to 2015

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**32,543** New entrants have started, or expect to start, a primary or secondary initial teacher training programme in England in the academic year 2014 to 2015.

**93%** Of the targeted places were filled compared to 95% last year<sup>1</sup>.

**9,232** Of new entrants were on the new School Direct programmes (fee and salaried), which is 28% of total new entrants.

**73%** Of postgraduate new entrants had a first class or 2:1 classified degree.

<sup>1</sup> Figure was revised down from 96% following the final figures for 2013/14

## 1. What does this release cover?

This statistical first release provides provisional figures on the number of new entrants who have started, or expect to start, an initial teacher training programme in England in the academic year 2014 to 2015. The information also shows a provisional summary of recruitment to initial teacher training.

Data for this publication were extracted on the 10<sup>th</sup> November 2014.

The data covers trainees who have commenced an initial teacher training course by the census date, as well as a small number of forecast trainees expected to start by this date. See the methodology section for how the census cohort presented in this report is calculated.

## Targets and allocations

In the Department for Education's [Teacher Supply Model \(TSM\)](#), are the estimates of the required number of new entrants (referred to as targets in this document and the data tables). The figures in this SFR are presented at sector level, broken down by the subject being trained to teach. These targets are compared to the actual number of new entrants.

Allocations set by the National College for Teaching and Leadership (NCTL), refer to the number of training places required to reach the targets of initial teacher training and the number is usually much higher than the target. There is information on how recruitment compares to allocations.

## Other information included

Additional supplementary tables cover all the data referenced in this report. We have also included more time series information, back to academic year 2008 to 2009, or earlier where possible. This includes a final figure for the academic year 2013 to 2014, published in November 2013.

For this release there are new analyses on:

- A more detailed methodology section, including differences between the Teacher Supply Model and NCTL Allocations.

We welcome feedback on the content and presentation of this publication at the contact details on the front page.

## Some definitions<sup>2</sup>

There are differences between “providers” and “routes” and definitions are given below. The difference between providers is:

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School centred initial teacher training (SCITT)	Schools are taking on more control of teacher training. Those that have been given Government approval to run their own training are called SCITTs. They provide practical, hands-on teacher training delivered by experienced, practising teachers based in their own school or at a school in their network
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Higher education institutions (HEI)	These provide undergraduate or postgraduate courses at university.
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The difference between routes is:

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School direct (SD)	School Direct (SD) This route was introduced in the academic year 2012 to 2013, for postgraduates and can be delivered in partnership with an ITT provider. Schools select the candidates they need and lead on work-centred teacher training. Trainees can either receive a salary, School Direct (salaried), SD(S), and be employed by the school or pay their own fees School Direct (fee), SD(fee).
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Provider led: Higher Education institutions (HEI)	This route is for students who choose to go on a three or four year teaching courses as part of their first degree or they can choose one year course at postgraduate level if they have achieved a good first degree.
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Provider led: SCITT	This route offers practical, hands-on teacher training delivered by experienced, practising teachers based in their own school or at a school in their network.
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<sup>2</sup> Source: <http://www.education.gov.uk/get-into-teaching/teacher-training-options/school-based-training>

## 2. New entrants to initial teacher training courses (chart 1 and 2, table 1)

This section describes the total number of new entrants who were on a training course and compares them to the target of places required. It also describes new entrants by primary and secondary phases and by subject.

Overall, there were 32,543 trainees included in census for the academic year 2014 to 2015, this included 387 forecast trainees. This is a decrease of 1% on the final figure for the academic year 2013 to 2014.

Slight fall in new entrants	The number of actual new entrants on a training programme fell slightly from 32,779 in the academic year 2013 to 2014 (final figure), to 32,156 on the 2014/15 census date (2nd Wednesday in October 2014). In addition, there is a forecast of 387 new entrants expected to start a training programme in this academic year. Giving a total figure of 32,543 for the academic year 2014 to 2015.
New entrants vary each year	The total number of new entrants varied between 32,000 and 38,000 and has decreased since the academic year 2009 to 2010. It should be noted that the number of trainee teachers required by the TSM changes each year.
New entrants vary by course type	New entrants to Primary programmes totalled 19,213. They contributed to 93% of the target for required Primary places. New entrants to Secondary programmes totalled 12,943. They contributed to 91% of the target for required Secondary places.
New entrants vary by experience	Of the 32,156 new entrants (excluding forecast trainees), the majority (26,218 or 82%) were on postgraduate programmes and the rest were on undergraduate programmes. Postgraduate courses filled 94% <sup>3</sup> of their target, and undergraduate 89%.
New entrants vary by subject	As in previous years there were wide variations across the secondary subjects being trained to teach. The highest recruitment against target recruitment was in Art (132%) and the lowest in Design and Technology (44%).
New entrants vary by provider	Of the 32,156 actual new entrants in the academic year 2014 to 2015, 22,924 were on provider led programmes. This comprised of 20,774 on HEI courses and 2,150 on SCITT courses. The remaining 9,232 were school direct places (now 28% of the total); of which 6,451 were fee paying places and the other 2,781 salaried places.

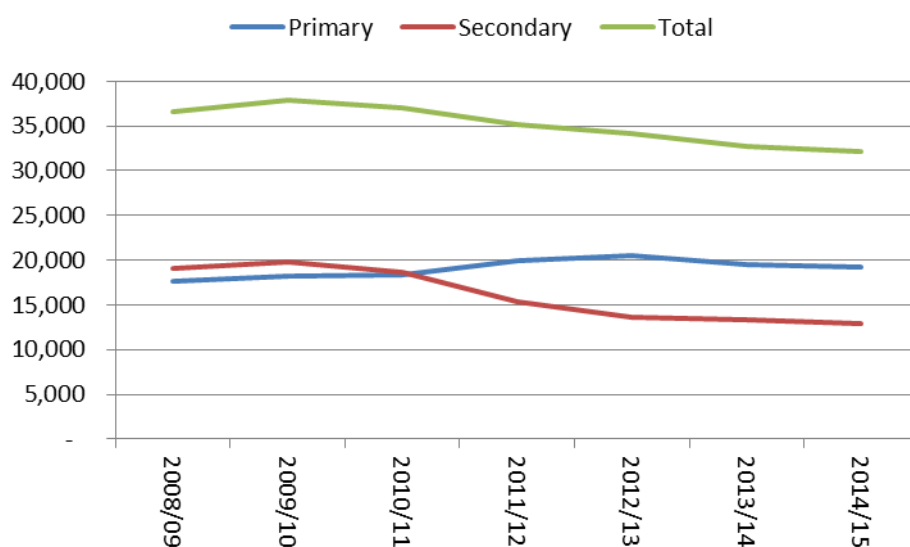
<sup>3</sup> This figure is 93% if all forecast trainees are excluded.

Chart 1 shows that over the last seven years, the total number of new entrants varied between 32,000 and 38,000. New entrants training to be primary teachers have risen slightly over time, whilst the number of new entrants training to be secondary<sup>4</sup> school teachers has fallen slightly.

In the academic year 2010 to 2011 there was a switch between the number of trainees starting primary and secondary teacher training. The gap between these two course types also widened.

Chart 1: New entrants to initial teacher training by course type.

New entrants to initial teacher training in England: academic year 2008 to 2009 through the academic year 2014 to 2015.



<sup>4</sup> Includes those undertaking ITT in Key stage 2/3

Chart 2 shows that some subjects were more successful to fill than others. There were more trainees that registered to teach Art, History and English, than target places (132%, 125% and 122% of targets respectively). For other subjects, there were fewer trainees registered than target places (Design and Technology 44%, Social Studies 53% and Physics 67%).

Chart 2: New entrants to initial teacher training by subject<sup>5</sup>

New entrants by subject compared to target England:  
academic year 2014 to 2015

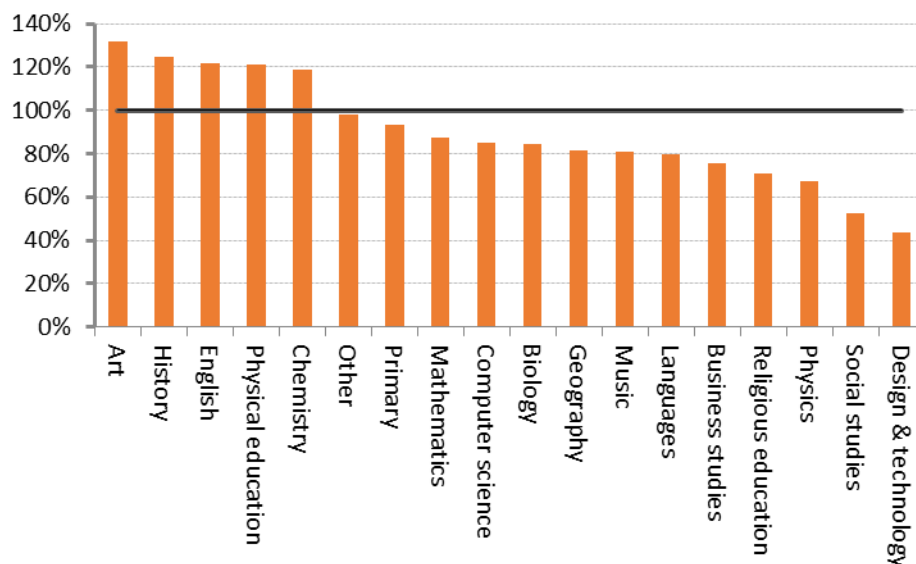


Table 1 shows that provider led routes filled 89% of their initial allocated places. School direct routes filled 61% of their allocated places in total. The school direct salaried route filled 71% percent of their allocated places while school direct fee paying routes filled 57% of their allocated places. The school direct route is in its third year of existence and has risen from 350 places in the academic year 2012 to 2013 to over 9,000 in the academic year 2014 to 2015.

We allocate more ITT places than we require trainee teachers, and the extent to which we over-allocate differs by route. When assessing recruitment overall, we measure the number of trainee teachers recruited against the number required, rather than against the proportion of allocated places that are filled.

<sup>5</sup> Biology includes general science; Languages includes modern and ancient languages and classics; Physics includes physics with mathematics

Table 1: Allocation fill rate by route  
Allocated places filled by time of census, academic year 2014 to 2015

	Initial allocations	Census (exc. Forecast)	Fill Rate
<b>Provider led (Total)</b>	<b>25,817</b>	<b>22,924</b>	<b>89%</b>
HEI	23,095	20,774	90%
SCITT	2,722	2,150	79%
<b>School Direct (Total)</b>	<b>15,254</b>	<b>9,232</b>	<b>61%</b>
School direct (Salaried)	3,919	2,781	71%
School direct (Fee)	11,335	6,451	57%
<b>Total</b>	<b>41,071</b>	<b>32,156</b>	<b>78%</b>

### 3. Qualifications of new entrants (Charts 3 to 5 and table 2)

The classification of the degree<sup>6</sup> held by new entrants to postgraduate programmes is used as a measure of the quality of the new entrants. Degree classifications are used to make in year comparison across training routes and subjects, as well as year on year comparisons. The data refers to the subject being trained to teach and not subject of the degree held.

New entrants to initial teacher training are becoming better qualified.

Overall, 73% of new entrants with degrees on postgraduate programmes held a first class or 2:1 classified degree. This is an increase on the 72% for new entrants in the academic year 2013 to 2014, and an increase from the 61% for new entrants in the academic year 2009 to 2010.

New entrants on School Direct routes

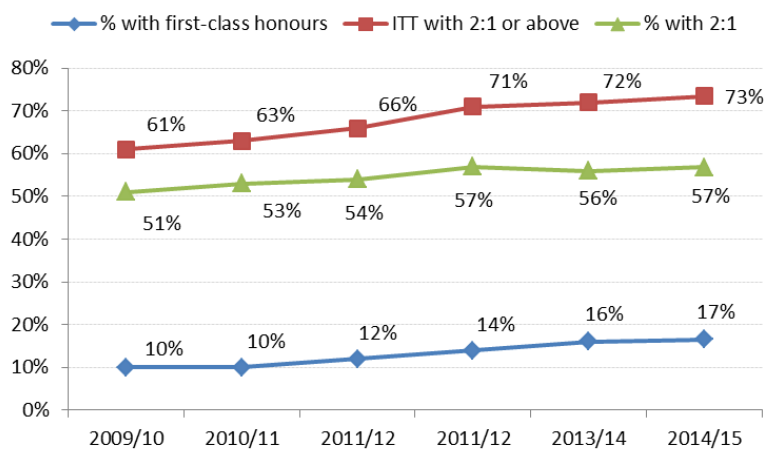
Overall, new entrants on a School Direct (Fee) route hold the highest percentage of first class and 2:1 classified UK degrees (75%) compared with those on a Provider led route (74%) and those on a School Direct (salaried) route (66%)<sup>7</sup>.

School Direct (salaried) has the lowest proportion of trainees with a 2:1 or higher. However, this may be due to the characteristics of people on this route. The route is restricted to career changers, which is reflected by the smaller proportion aged under 25. They may have also obtained their qualifications prior to recent increases in degree class (Chart 3).

<sup>6</sup> For this publication we cannot separate degrees taken in the UK and those taken abroad. The degrees taken refer to all degrees from the UK and abroad.

<sup>7</sup> The age breakdown of new entrants to School Direct (salaried) routes (table 2 in the data tables) may explain the lower proportion of new entrants with first class or 2:1 classified UK degrees because of the effect of grade inflation over time.

Chart 3: Trends in qualifications of postgraduate new entrants to initial teacher training  
 Qualifications of new entrants in England: academic year 2009 to 2010 through the academic year 2014 to 2015.



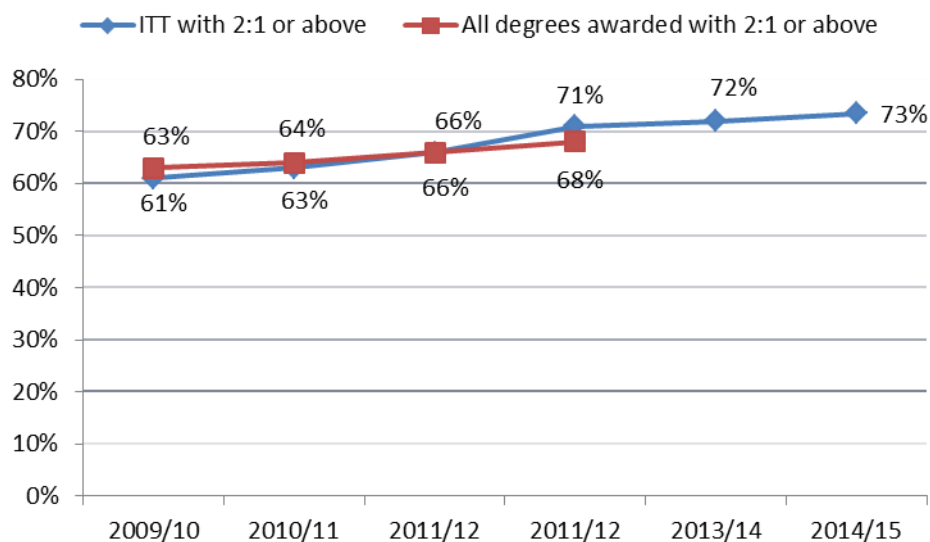
This rise in degree performance outstrips the overall patterns of first degree class improvement<sup>8</sup>. The proportion of all degrees awarded awarded at 2:1 or higher has risen five percentage points (from 63% to 68%) between academic year 2009 to 2010 and academic year 2013 to 2014 (latest available data). For new entrants for initial teacher training it has risen fourteen percentage points (from 61% to 73%). Please note the data for all degrees includes students from outside England (Chart 4).

<sup>8</sup> <https://www.hesa.ac.uk/content/view/3103/209/>



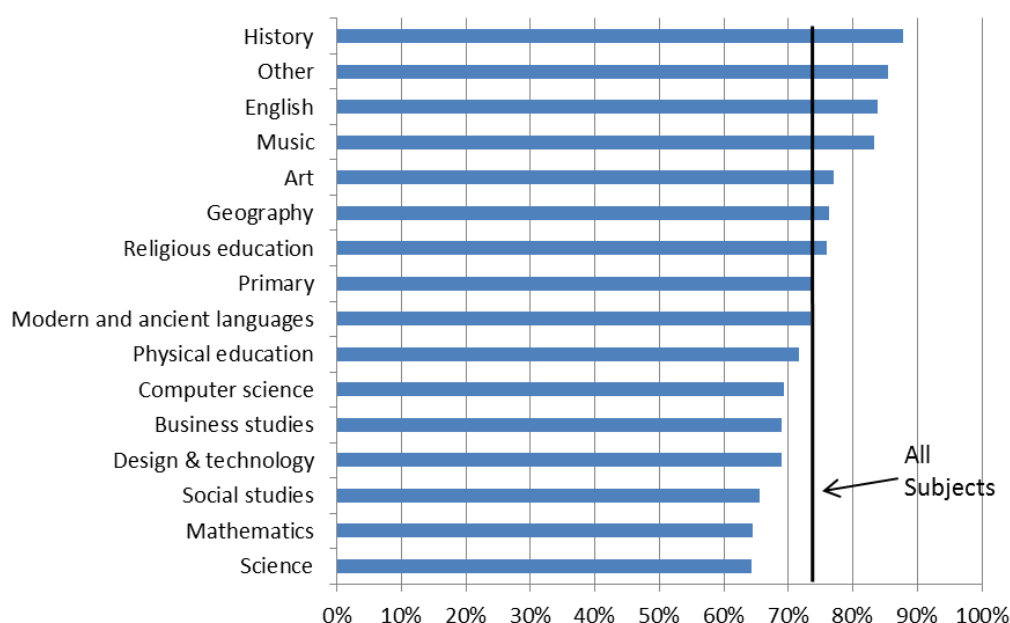
#### Chart 4: Qualifications of new entrants to initial teacher training

Proportion with a 2:1 or higher undertaking initial teacher training compared to all classified degrees awarded in the academic year 2009 to 2010 through the academic year 2014 to 2015.



There was some variation in qualifications of new entrants by subject. 88% of history trainees had a 2:1 or a first class degree, whilst 64% of science trainees had a 2:1 or a first class degree. Although this is the lowest proportion, this is better than the national proportion of science and mathematics graduates, of which 60% had a 2:1 or a first class degree. Source: [HESA](#). This is not a direct comparison because Chart 4 refers to the subject being trained to teach and HESA shows the qualifications gained. However, it does show that the 64% for science and mathematics is in line with national outcomes.

Chart 5: Qualifications of new entrants to initial teacher training  
 Qualifications (2.1 or better) of new entrants by subject  
 England: academic year 2014 to 2015



#### 4. Characteristics of new entrants (Table 3)

The census provides information on the demographic characteristics of trainees, including age, gender, ethnicity and disability. The proportion of male new entrants to primary programmes is 21%, no change when compared with new entrants in academic year 2013 to 2014. The trend has been broadly flat in previous years. Over the longer period, the proportion of males entering primary programmes has risen from 15% in the academic year 2008 to 2009 to 21% in the academic year 2014 to 2015. There is a higher percentage of male new entrants to primary School Direct (Salary) routes (27%) compared with School Direct (Fee) routes (24%) and Provider led routes (19%).

There was much less variation in the gender breakdown of new entrants to secondary programmes although the ranking is similar: School Direct (Salary) routes (43% male); Provider led routes (40% male); and School Direct (Fee) routes (40% male).

The overall proportion of trainees who declared to be from a black or minority ethnic background (BME) was 12% in the academic year 2014 to 2015. This is in line with previous years. The proportion varied by route with provider led trainees declaring 13% compared to 9% for School Direct (Fee) routes.

The overall proportion of new entrants who declared themselves to be disabled was 8% in the academic year 2014 to 2015. The proportion varied by route with 8% provider led trainees declaring a disability compared to 4% for School Direct (Salaried) routes.

Table 3: Demographics of people entering initial teacher training in the academic year 2014 to 2015  
Gender, age, ethnicity and disability by route

	Male	Aged under 25	Ethnic minority	Declared disabled
Provider led	27%	68%	13%	8%
School direct (Fee)	32%	53%	9%	7%
School direct (Salaried)	34%	18%	13%	4%
Total	29%	61%	12%	7%

Table 3 shows that different routes are attracting people with different characteristics. The school direct salaried route is attracting people who are more likely to be male and older than all routes, while they are less likely to declare themselves disabled and as likely to be from an ethnic minority background.

## 5. Methodology

### Data collection

The initial teacher training census is collected each year on the second Wednesday in October. Although the census date for the academic year 2014 to 2015 was the 8<sup>th</sup> October 2014, the collection remained open until 31<sup>st</sup> October 2014 to allow providers time to input and check their records. The data presented in this report is provisional, as there are updates taken in the January and July following the census and data is finalised in the November report the following year. As such data for the academic year 2013 to 2014 is finalised here and there may be some revisions to previously published information.

The provisional data for the academic year 2014 to 2015 was extracted on Monday the 10<sup>th</sup> of November 2014, for both the forecast and actual trainees. Census returns were provided from all (100%) of providers and signed off in 100% of cases.

Updates to the census are taken in the following January and July in the subsequent year. This leads to revisions to the data in the following year's publications. Where possible a fully revised time-series back to the academic year 2008 to 2009 has been provided in this publication.

### Coverage

The initial teacher training census covers England. For information on other parts of the UK please see the links below:

[Wales](#)

[Scotland](#)

Northern Ireland: Not Available

### Confidentiality

Data are anonymised, with cases less than 5 being marked with a \* to ensure that individual trainees cannot be identified. Data is unrounded.

### Inclusion in the census

The census combines individual level data on actual registrations with aggregated returns for the number of forecast trainees. As such, some analysis is only available on the actual registrations, as the forecast trainees comprises one percent of the total census this should not impact on the findings. The table below shows the conditions applied to the raw census returns to capture the correct number of trainees that are included in the census.

The methodology for producing the census figures is outlined below:

**Step one:** Get higher education institutions' data from the Higher Education Statistics Agency feed from the NCTL data management system.

Apply the following filters:

- Census registration type = "Actual" or "Actual (user defined)"
- Census status = "Trainee used in Census"
- Year of student in this instance = 1, as we only count first year trainees
- Year of programme = 1, as we only count first year of a programme, (There are a few cases when this might differ from the "year of student in this instance", for example, January starters)
- Valid cohort excludes the self-funded cases
- Teacher training course excludes the foundation stage (0-5 year olds) Early Years Teacher Trainees
- Using these filters means 'Start date of instance' is always equal/after 1 August 2014, i.e. start of the academic year

**Step two:** Get school data from the NCTL data management system –

Apply the following filters:

- Programme Type excludes assessment only trainees
- Year of programme = "1" as we only count first year of a programme, (There are a few cases when this might differ from the "year of student in this instance", for example, January starters)
- Year of study of trainee = "1" as we only count first year (new) trainees
- Trainee State excludes "Draft" or "Deferred"
- Troops to Teach = 'No' – removes the Troops to Teach trainees
- Commencement date is before or equal to "8/10/2014" - the actual census date
- Route excludes the Teach First and School Direct Self-Funded trainees
- Date Left is greater than '8/10/2014' or 'blank' - The trainee was still registered at census date

**Step three:** Add in the forecast trainees

Combining the three sets of figures gives the total dataset for the census publication

## Trainees excluded from this report

There are a number of groups excluded from this analysis who may be involved in initial teacher training. This is because the programmes are either already contributing towards the target or are excluded from the target. The figures presented in this report exclude those on:

Assessment based	This route is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not yet received qualified teacher status in England. It allows teachers to do the necessary assessment and skills tests to qualify for qualified teacher status. They are deemed to be already in the workforce and therefore are not counted in the target.
Teach first	Teach first is a charity that runs two year teacher training programmes in schools. Successful trainees receive a Post Graduate Certificate of Education (PGCE) in the first year of the Leadership Development Programme and also gain qualified teacher status. However, these programmes are funded by trainees with salaries received from working in schools.
Self-funded	This includes overseas trainees that are not entitled to any UK financial support. It also includes trainees who fund themselves, so are not in the target, as they do not require financial support.
Troops to teach	This programme recruits former Service personnel (Service leavers) into teaching. It is a two-year undergraduate school-based initial teacher training route that involves four days in a school and one day set aside for academic study. At the end of the programme successful candidates gain Qualified Teacher Status.
Early Years (0-5) years	This programme focuses on pre-school initial teacher training and the data for this is collected via a different system. The trainees on this route are not eligible for Qualified Teacher Status (QTS) which is why they are excluded from this report.

## Teacher Supply Model and NCTL Allocations

In order to predict the future national need for teachers, the Department for Education estimates the number of trainees required in each subject, based on a range of factors (such as projected pupil populations). These estimates come from the Teacher Supply Model (TSM).

The TSM is a statistical model used to inform Government decisions about the allocation of funding and places for Initial Teacher Training at a national level. Actual decisions about the employment and deployment of teachers at a school level fall under the responsibility of schools themselves.

The academic year 2014 to 2015 NCTL allocations were calculated by the TSM covering the same period. A published description of this model can be obtained at the following [link](#):

In the academic year 2014 to 2015 the TSM estimated that there were 34,890 new teachers needed to ensure the supply of teachers in England was kept at the desired level.

Based on these estimates, NCTL allocates teacher training places to accredited initial teacher training providers and, from last year, to lead schools involved in the School Direct scheme (who have to be partnered with an accredited initial teacher training provider).

In November 2013 NCTL allocated 40,071 places for the academic year 2014 to 2015. This number is higher than the TSM figures to allow for the fact not everyone undertaking initial teacher training will complete the course, gain qualified teacher status or find employment. By August 2014 the final allocated figure was 41,549.

### ITT Allocations

This gives two methods of examining how well recruitment has performed, either by comparing actual registrations against the TSM target, or the number of places allocated. Using the data for the 2014/15 year, there were 32,543 new recruits to initial teacher training from the ITT census (including the forecast trainees). This gives a recruitment rate of 93% against the TSM, and 79% against allocations. When excluding the forecast trainees this drops to 78%.

Table 4: Comparison of recruitment against allocations and TSM in the academic year 2014 to 2015

Numbers and proportions of initial teacher training recruitment against allocations and TSM

TSM estimate	NCTL Allocations (November 2013)	Census figures (November 2014)	Recruitment against TSM	Recruitment against Allocations
34,890	40,071	32,543	93%	79%

## 6. List of tables

The following tables are available in excel format on the [Department's statistics website](#):

### New Entrants

- 1 Provisional data on initial teacher training new entrants (including forecast new entrants) and training places (targets) by route and subject specialism in the academic year 2014 2015.
- 1a Initial teacher training new entrants (including forecast new entrants) and training places (targets) by route over time.
- 1b Initial teacher training new entrants (including forecast new entrants) and training places (targets) by subject specialism over time.
- 1c Final data on initial teacher training new entrants (including forecast new entrants) and training places (targets) by route and subject specialism in the academic year 2013 2014.

- 2a Data on initial teacher training showing the percentage of new entrants with first class or 2:1 classified UK degrees over time.

### Characteristics

- 3 Provisional data on initial teacher training showing the gender breakdown of new entrants
- 3a Data on initial teacher training showing the gender breakdown over time.
- 4 Provisional data on initial teacher training showing the ethnicity breakdown of new entrants
- 4a Data on initial teacher training showing the ethnicity breakdown over time.
- 5 Provisional data on initial teacher training showing the age breakdown of new entrants

### Qualifications

- 2 Provisional data on initial teacher training showing the percentage of new entrants with first class or 2:1 classified UK degrees in the academic year 2014 to 2015.

### Initial Teacher Training new entrants - Against TSM targets and allocations

- 6 Initial Teacher Training new entrants against TSM targets and initial allocations
- 7 Initial Teacher Training new entrants against initial allocations by route

When reviewing the tables, please note the following:

We preserve confidentiality

The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.

So we round numbers

We suppress cell counts and totals below 5. Because of this rounding, totals in text and in tables may not always equal the sum of their component parts. Similarly, differences quoted in text may not always be the same as differences shown in tables. This suppression is consistent with the [Departmental statistical policy](#).

And adopt symbols to help identify this

Symbols are used in the tables as follows:  
 N/A not applicable  
 \* not available or disclosed  
 - nil or negligible  
 .. suppressed



## **7. Got a query or would you like to give feedback?**

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If non-media                              Please use contact details on the front of this report.

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# Department for Education

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