Nottingham Institute of Education

NOTTINGHAM TRENT UNIVERSITY

ITT and SKE Recruitment

Mark Crowley
mark.crowley@ntu.ac.uk

Dec 2019

Objectives

To consider

- driving forces for **ITT targets**
- changes in recent patterns for **ITT recruitment**
- issues around the **recruitment** of trainee teachers
- issues around the **retaining** of trainee teachers
- specific subject knowledge concerns and **SKE usage**

Headlines 28th Nov 2019

SCHOOLS WEEK

News Opinion Features Reviews Politics Supplements Archive Jobs

Government misses secondary teacher training target for SEVENTH year in row

James Carr

The government has failed to meet its secondary school teacher recruitment target for the seventh year running – with many EBacc subjects falling short.

Initial teacher training census data released today shows the government met just 85 per cent of its secondary school teacher target.

This included recruiting just 43 per cent of the required physics teachers, 62 per cent of modern foreign languages and 64 per cent for maths.

tes Resources Jobs Community News Courses Store

DfE misses its own teacher training recruitment targets

Government figures released this morning show that the biggest shortfalls were in physics, MFL, maths and chemistry

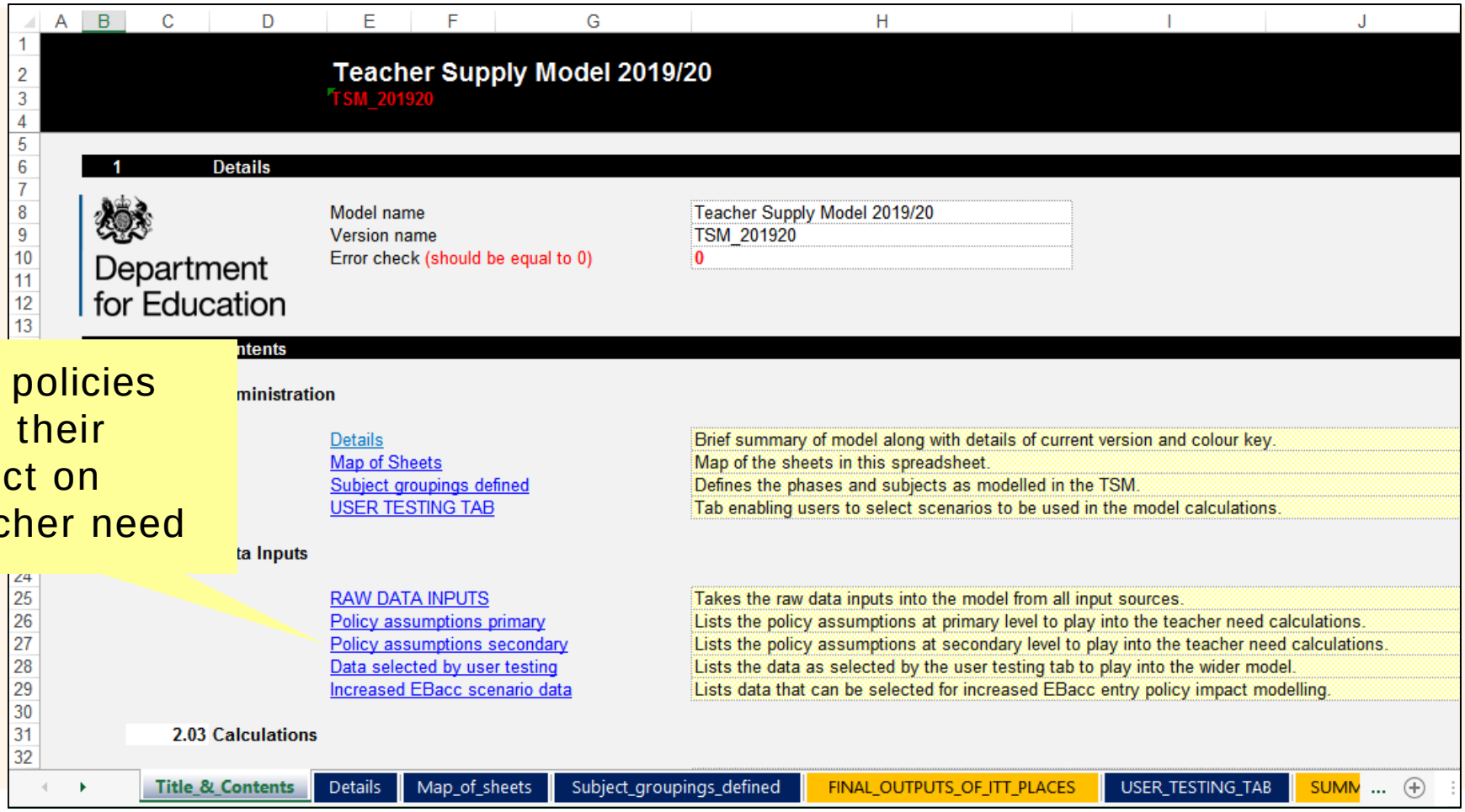
By Dave Speck
28 November 2019

Share this

The government has missed its overall teacher training targets at both secondary and primary level, new statistics show.

The overall number of people starting teacher training in 2019 has risen from last year, with 29,580 new entrants to postgraduate initial teacher training (ITT) courses in 2019-20, compared with 29,215 in 2018-19, according to the Department for Education.

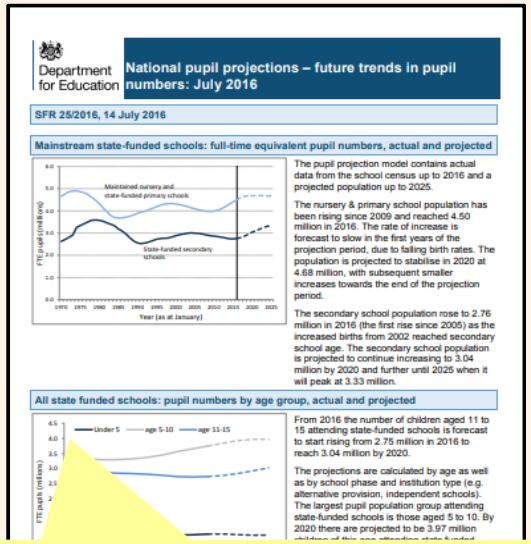
Teacher Supply Model



DfE policies and their effect on teacher need

https://www.gov.uk/government/statistics/tsm-and-initial-teacher-training-allocations-2019-to-2020

ITT Targets – new driving forces


Department for Education

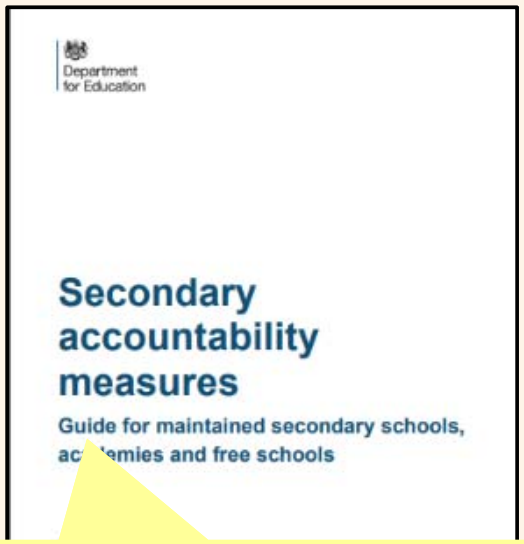
National pupil projections – future trends in pupil numbers: July 2016

SFR 25/2016, 14 July 2016

Mainstream state-funded schools: full-time equivalent pupil numbers, actual and projected

All state funded schools: pupil numbers by age group, actual and projected

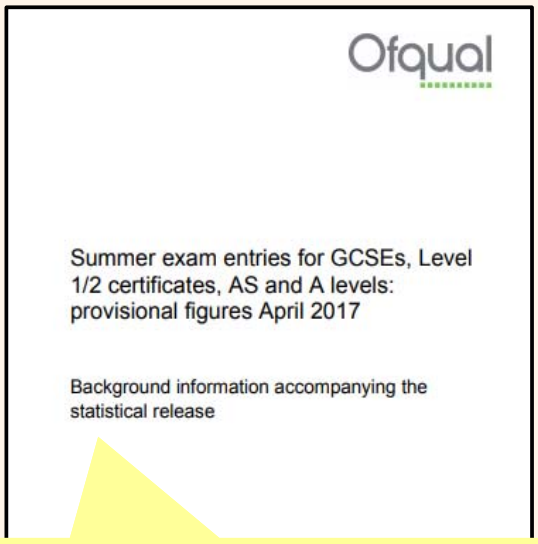
Changes to school populations. Eg secondary projected to reach a peak at 3.33 million by 2025


Department for Education

Secondary accountability measures

Guide for maintained secondary schools, academies and free schools

Ebacc/Progress 8 calculation uses three separate sciences or dual award Combined Science


Ofqual

Summer exam entries for GCSEs, Level 1/2 certificates, AS and A levels: provisional figures April 2017

Background information accompanying the statistical release

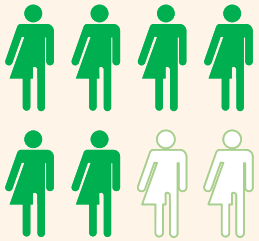
Unlinking qualifications has meant rising numbers of A levels but dramatic fall in AS level entries.

Calculating the ITT target

Most trainees who finish ITT will start NQT in state schools.

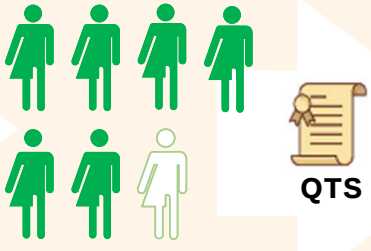
Replace wastage but also increase net number of teachers in particular phases or subjects

Enrol on ITT

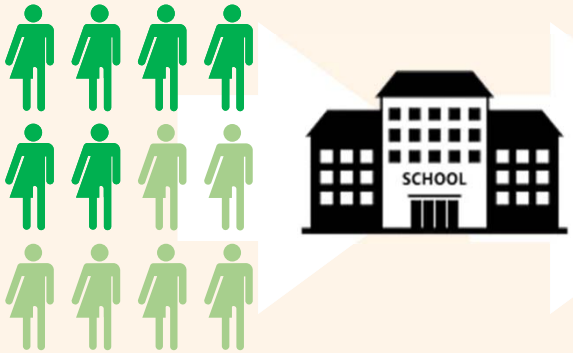


UCAS

Complete ITT



Entrants



Wastage

10-20% do not complete ITT course

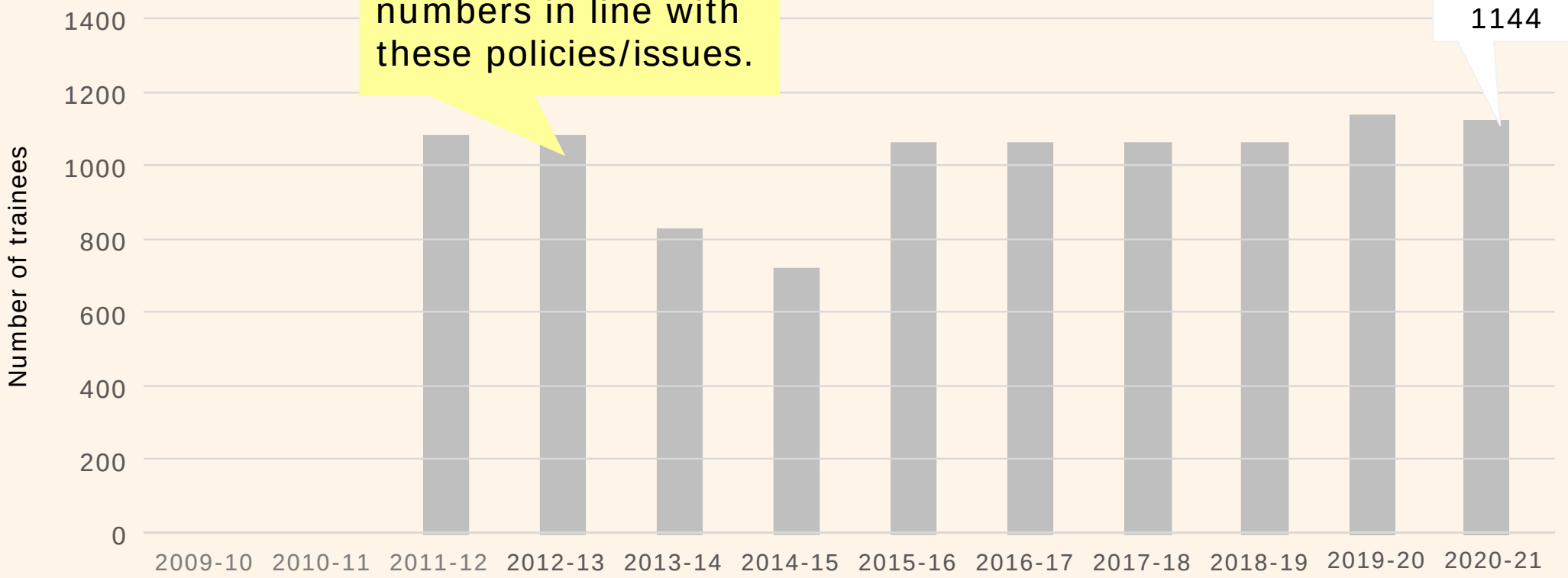
15-30% head to private sector, further study or graduate employment

Assumed that 50% of Entrants are **NQTs**

Recruitment vs Targets 2009-2019

Chemistry

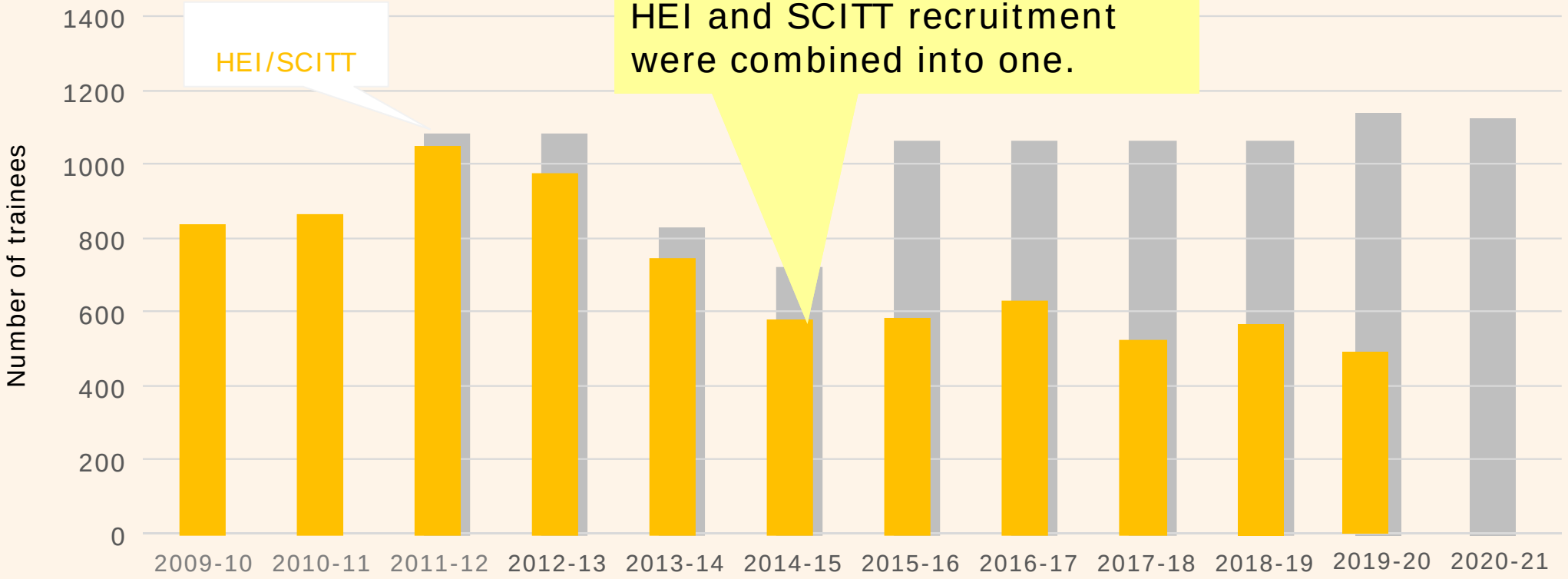
ITT targets aim to help grow teacher numbers in line with these policies/issues.



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

Recruitment vs Targets 2009-2019

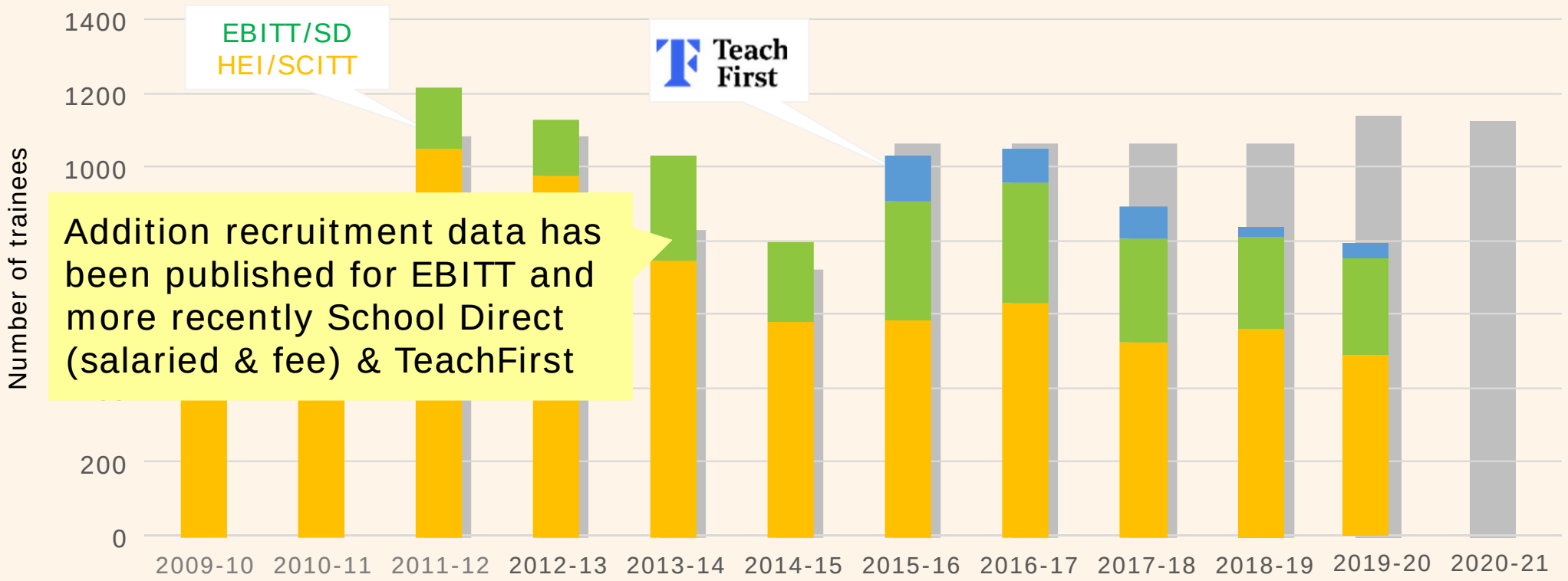
Chemistry



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

Recruitment vs Targets 2009-2019

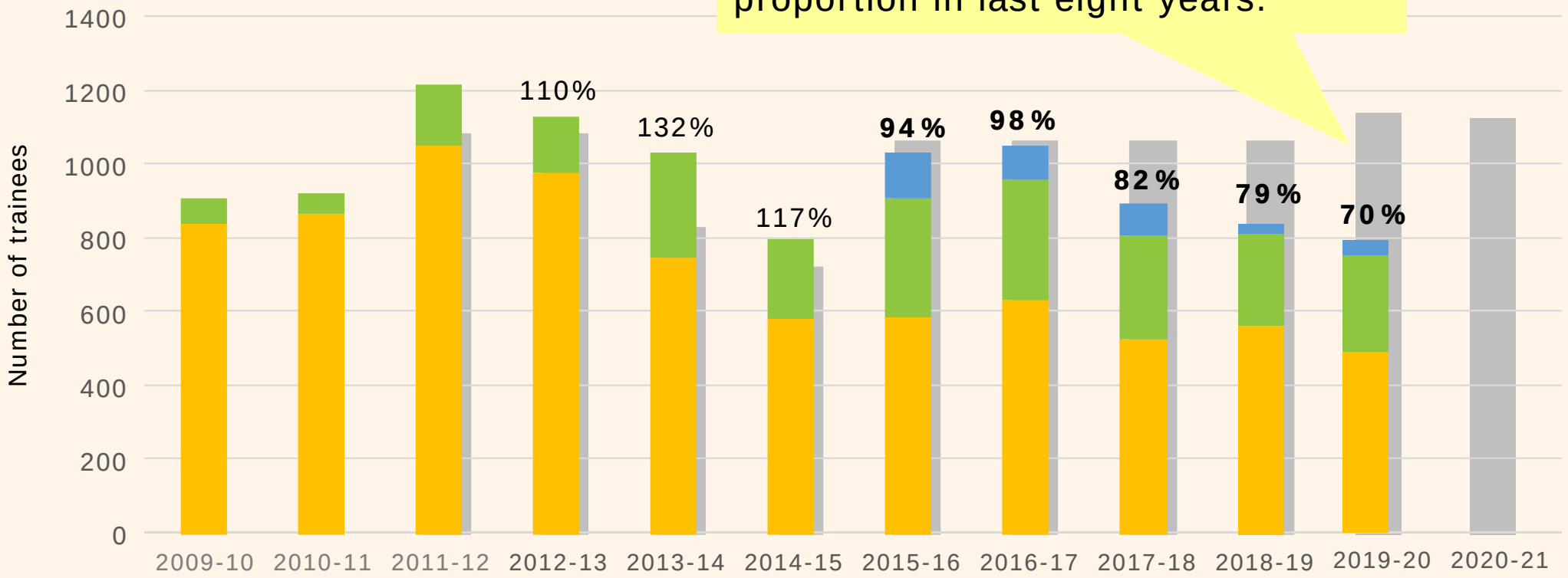
Chemistry



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

Recruitment vs Targets 2009-2019

Chemistry



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

Recruitment charts 2013-2019

Art & Design

Biology

Business Studies

Chemistry

Computer Science

Design & Technology

English

Geography

History

Languages

Mathematics

Music

Physical education

Physics

Religious Education

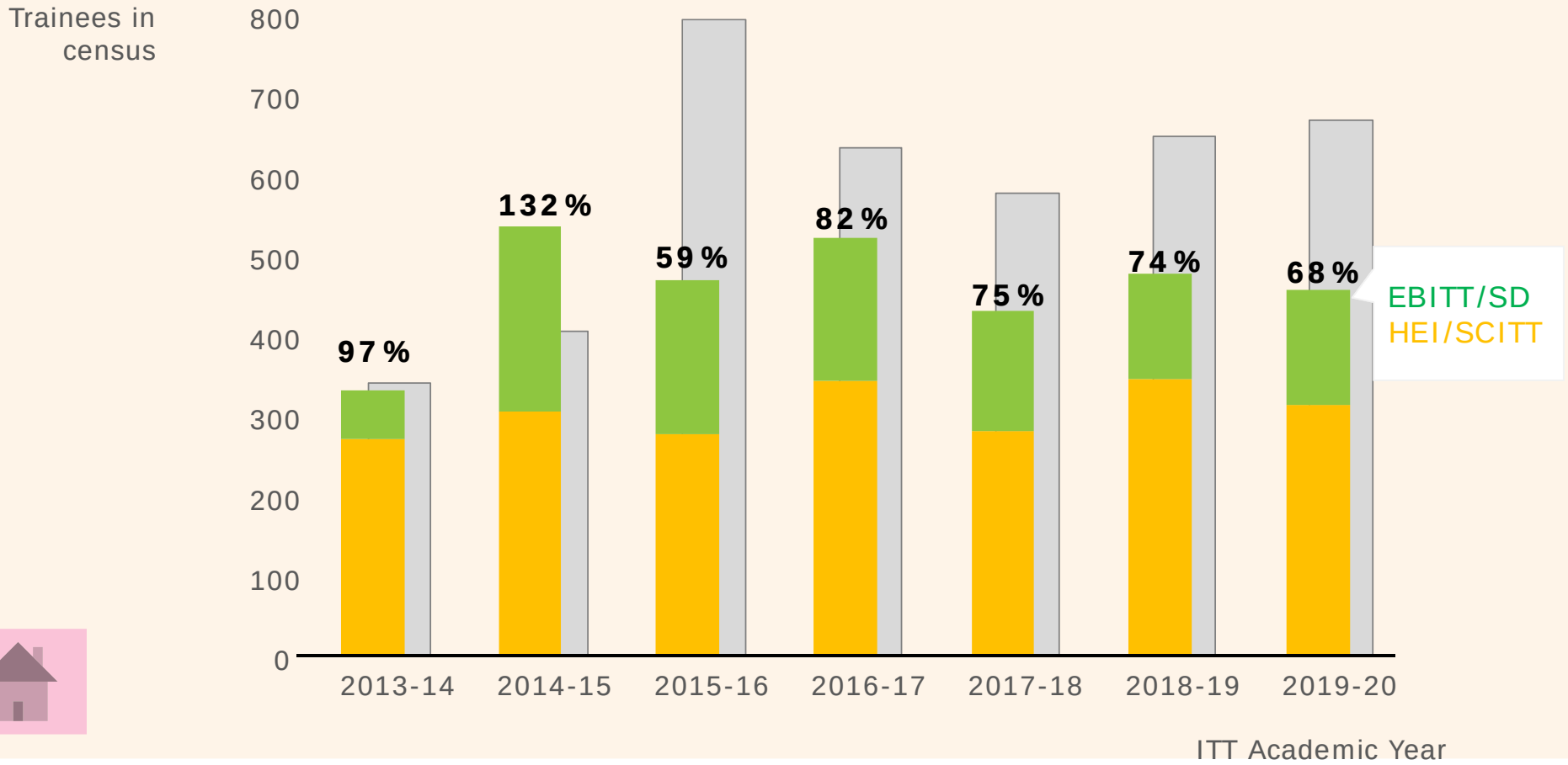
All Science

Primary

All Secondary

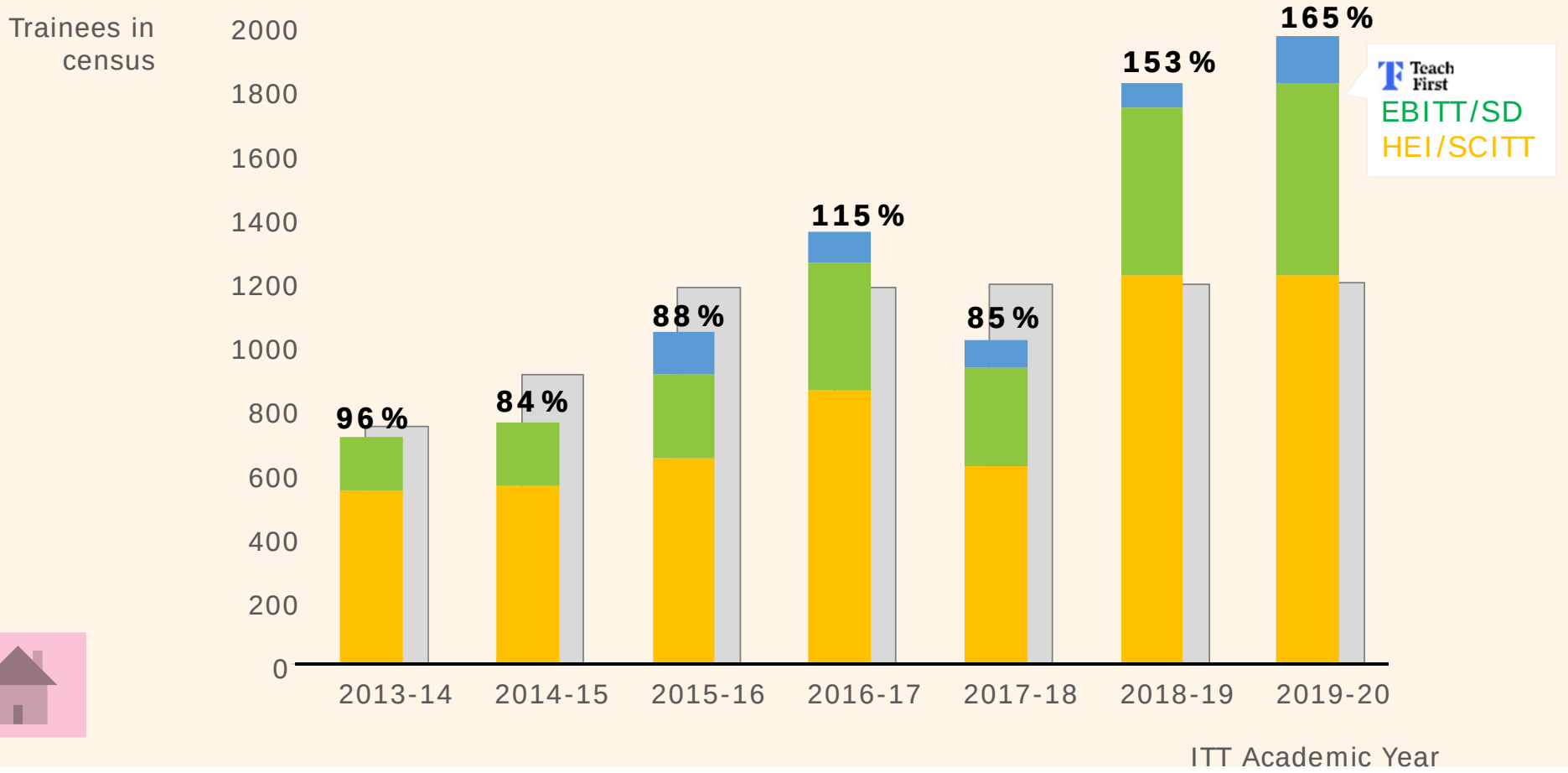
Art & Design

2013-2019

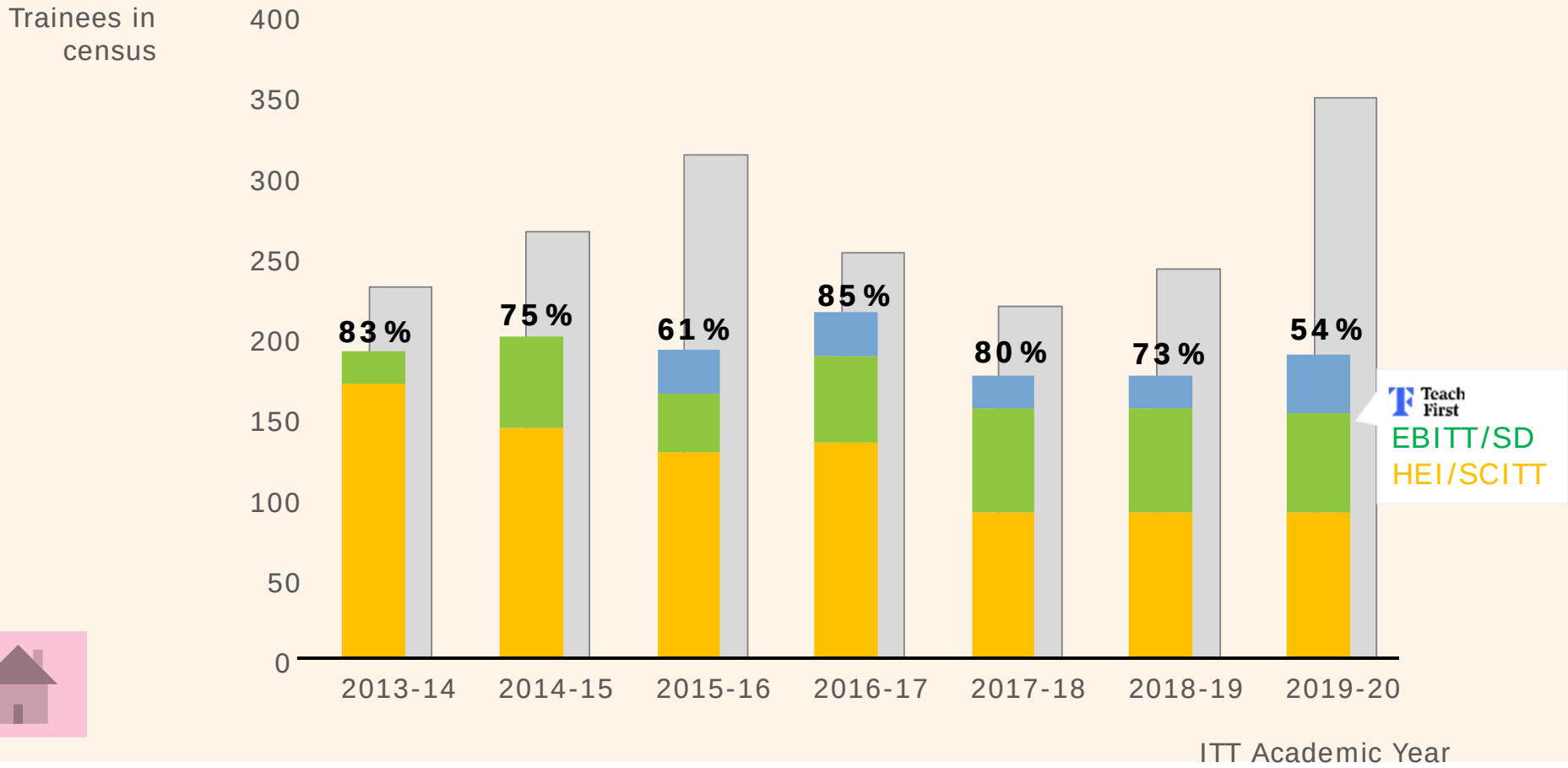


Biology

2013-2019

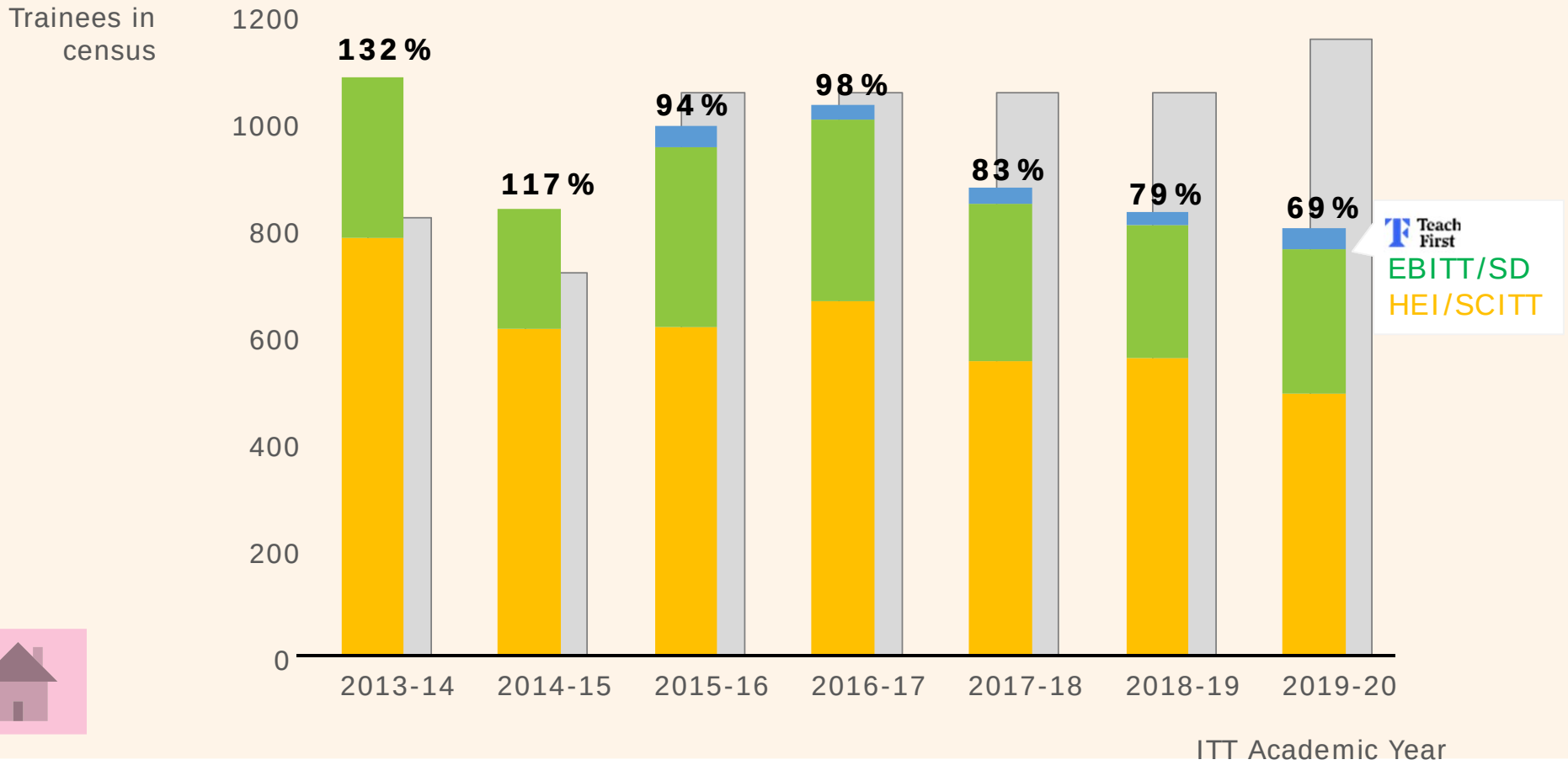


Business Studies 2013-2019

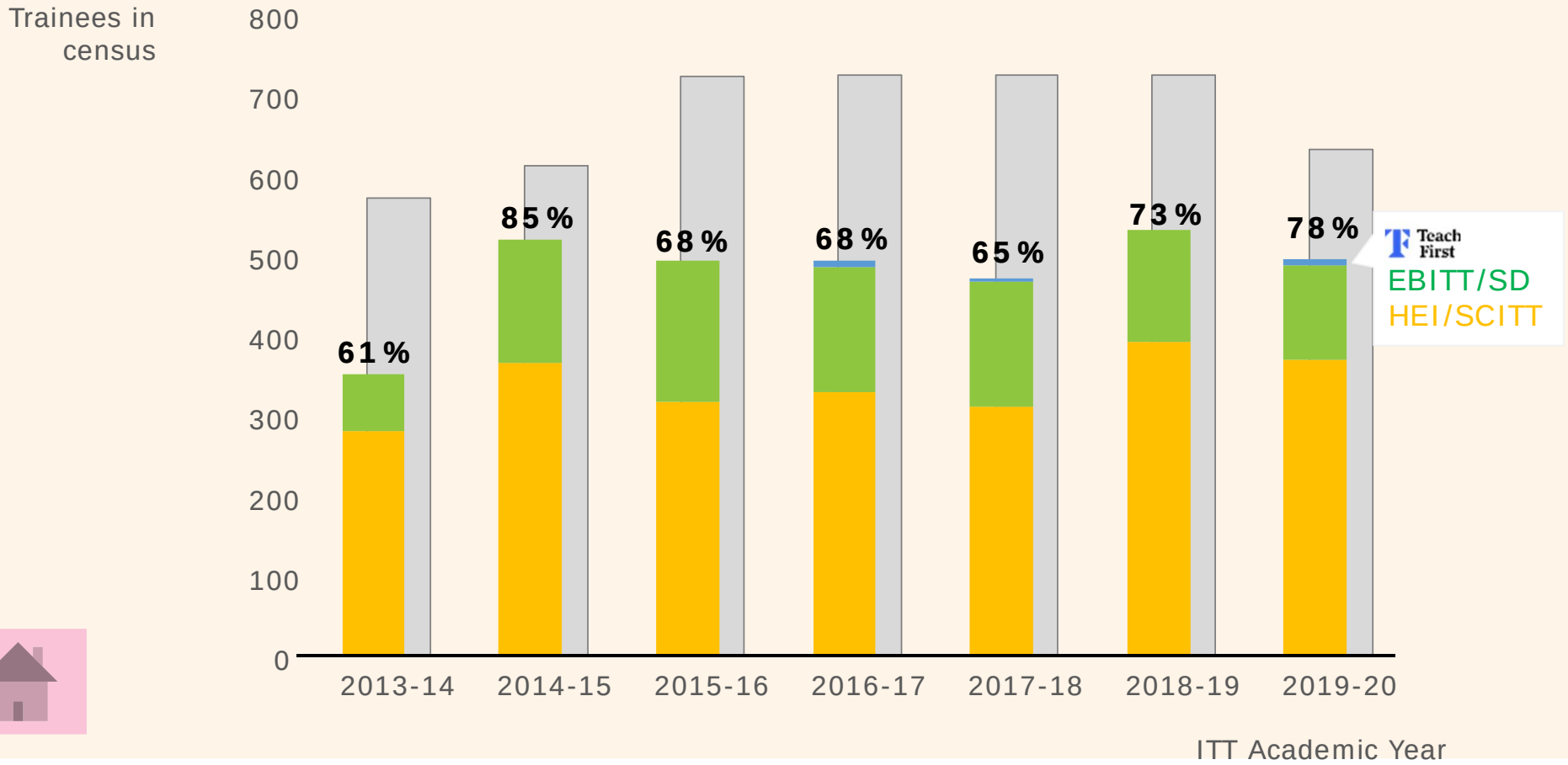


Chemistry

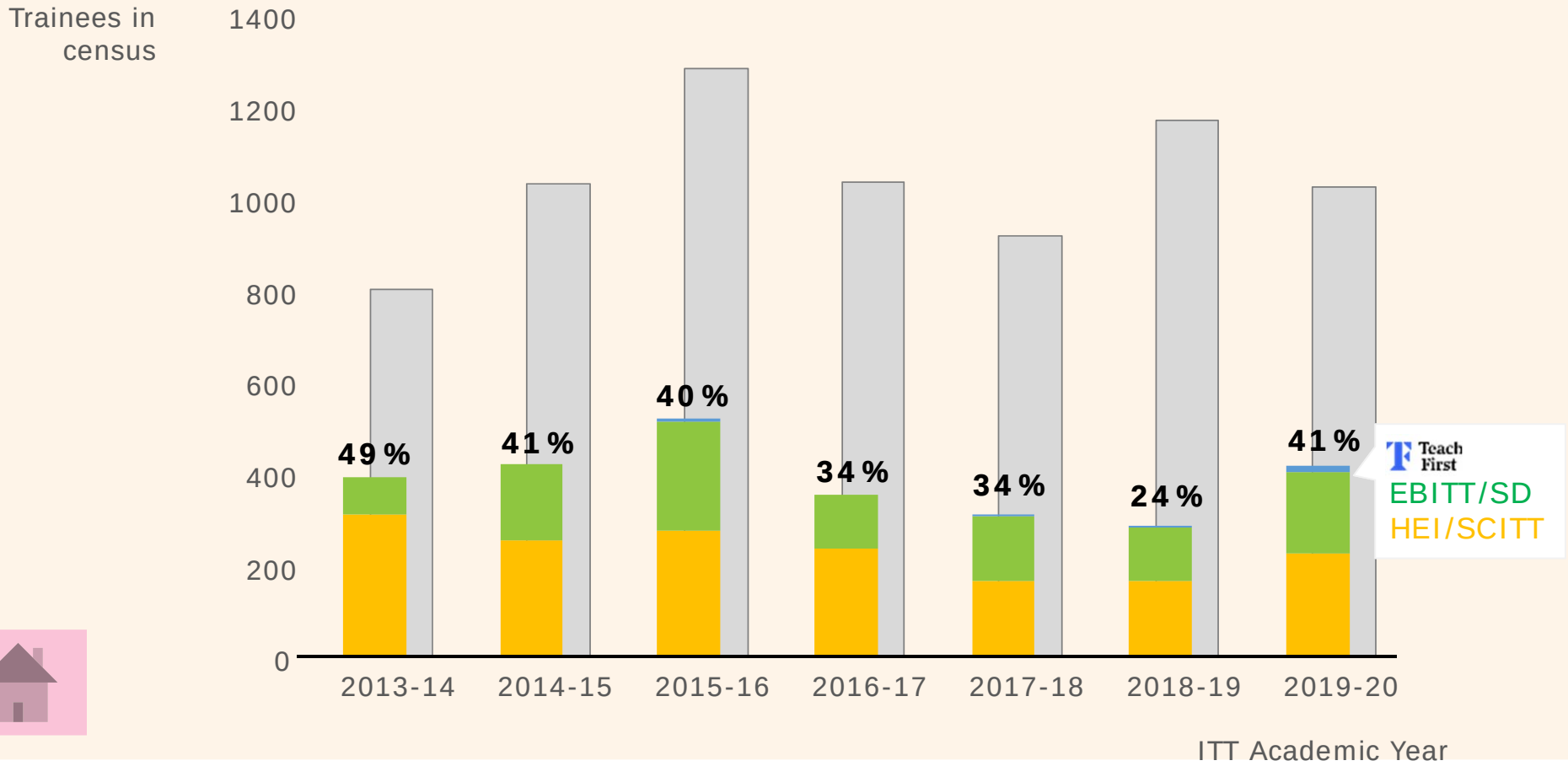
2013-2019



Computer Science 2013-2019

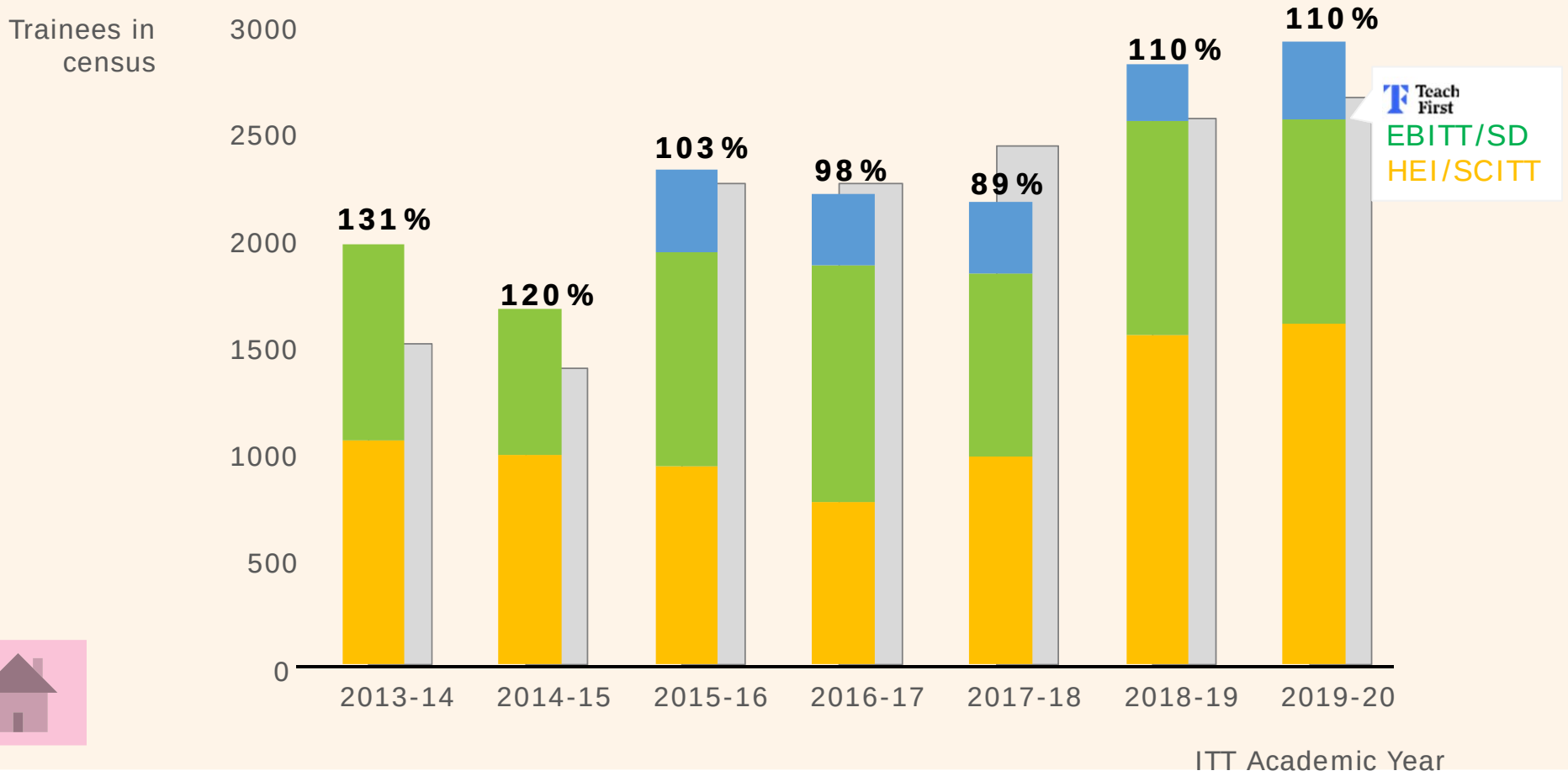


Design & Technology 2013-2019



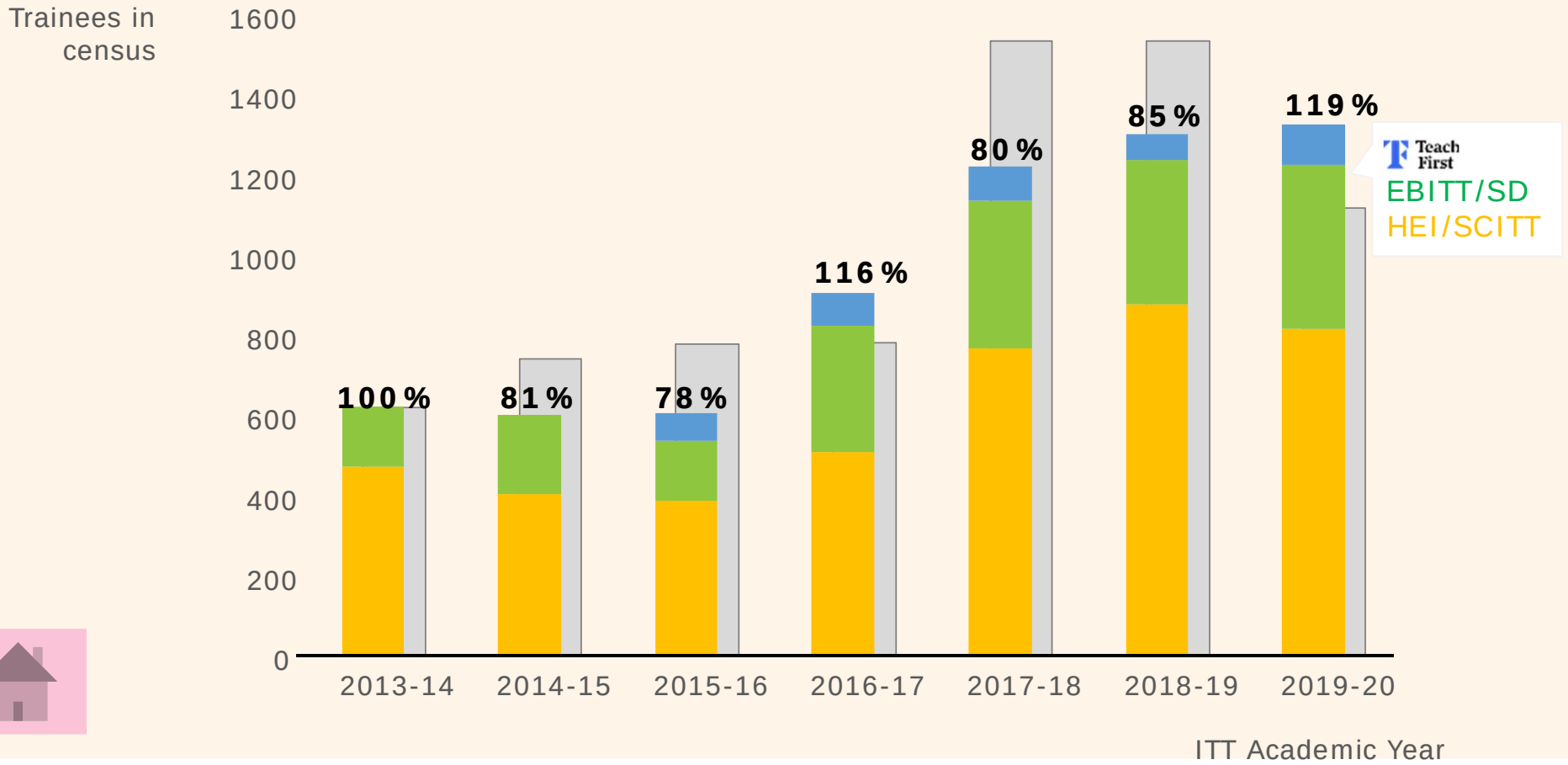
English

2013-2019



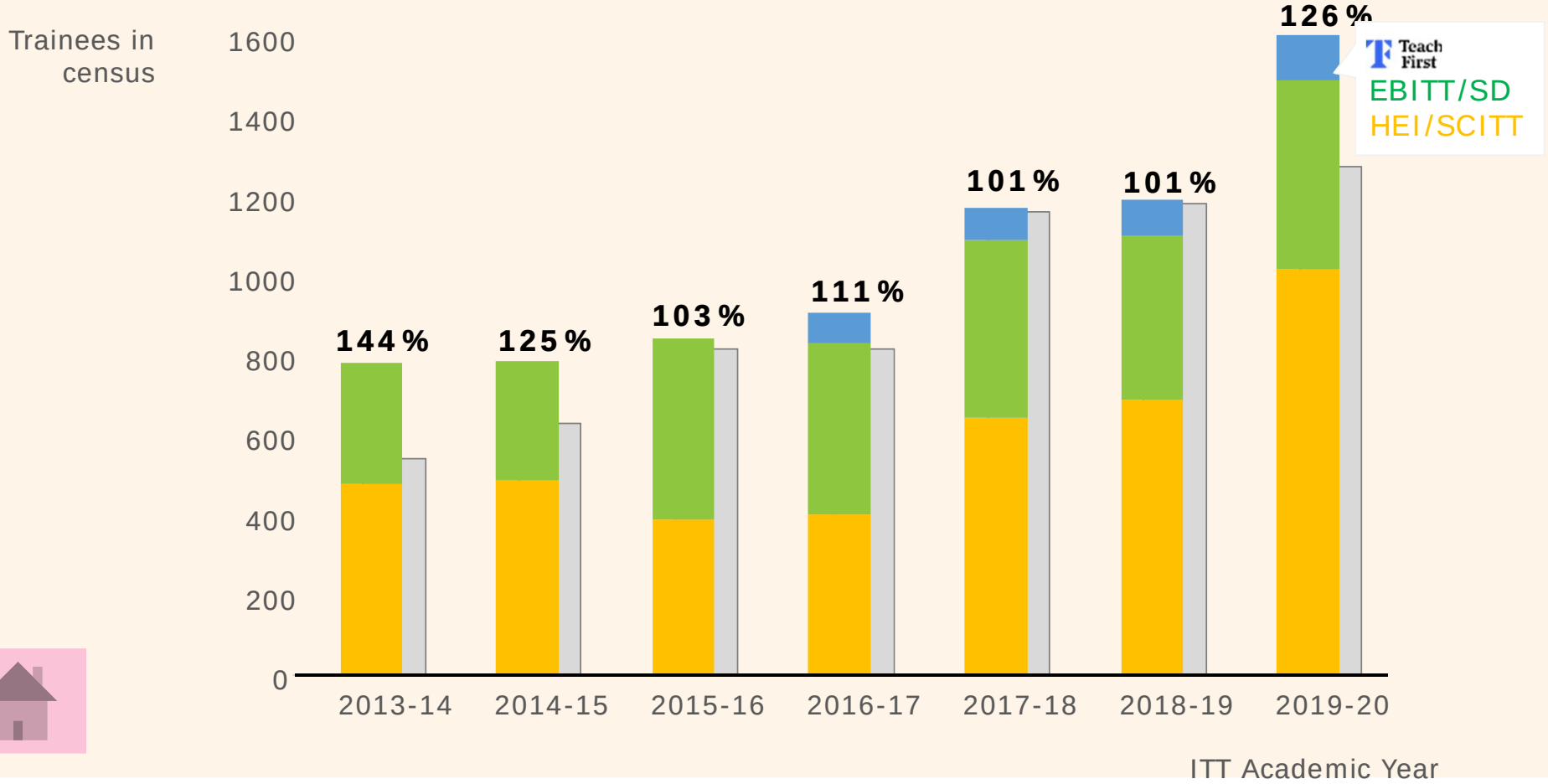
Geography

2013-2019

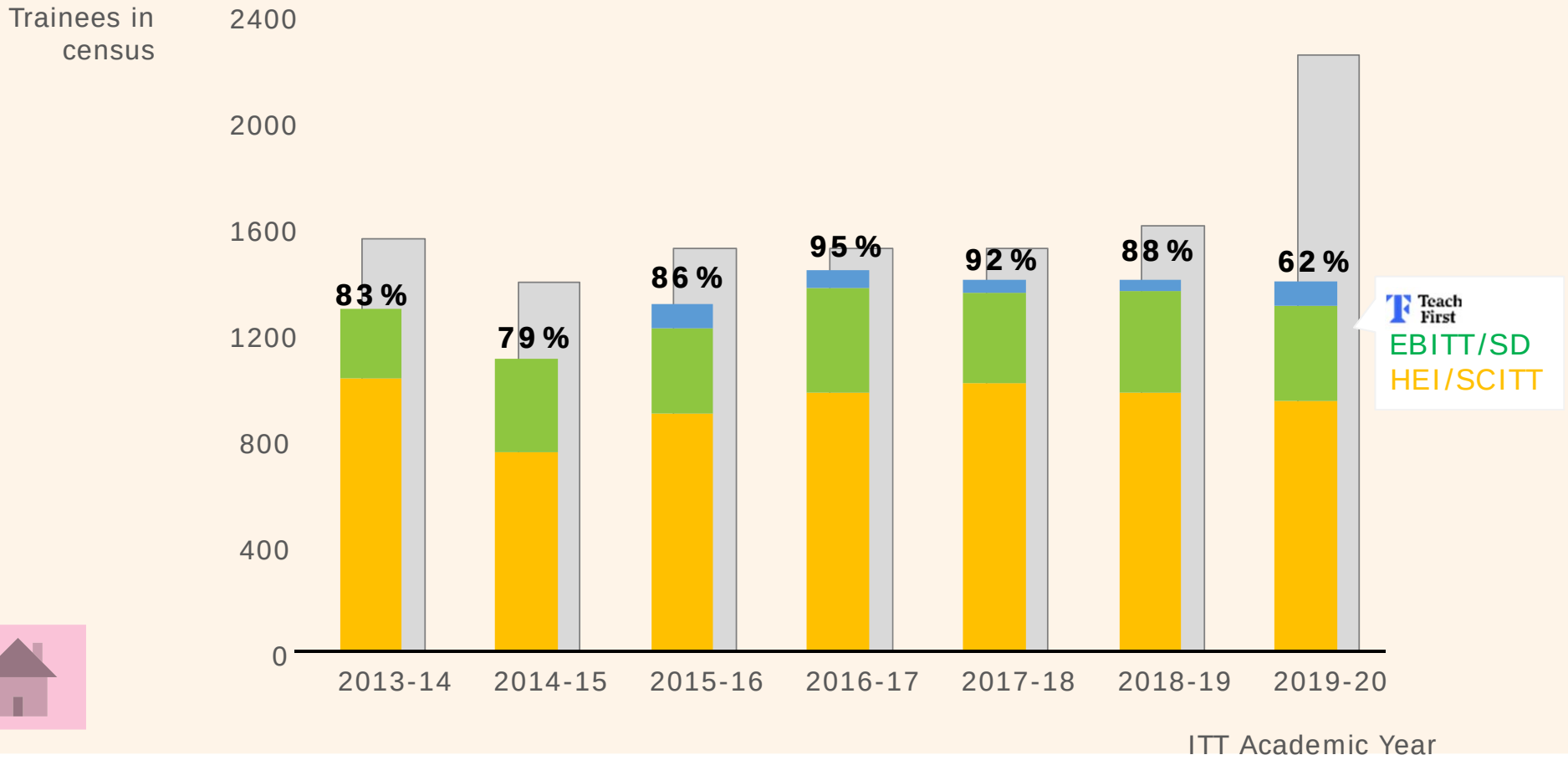


History

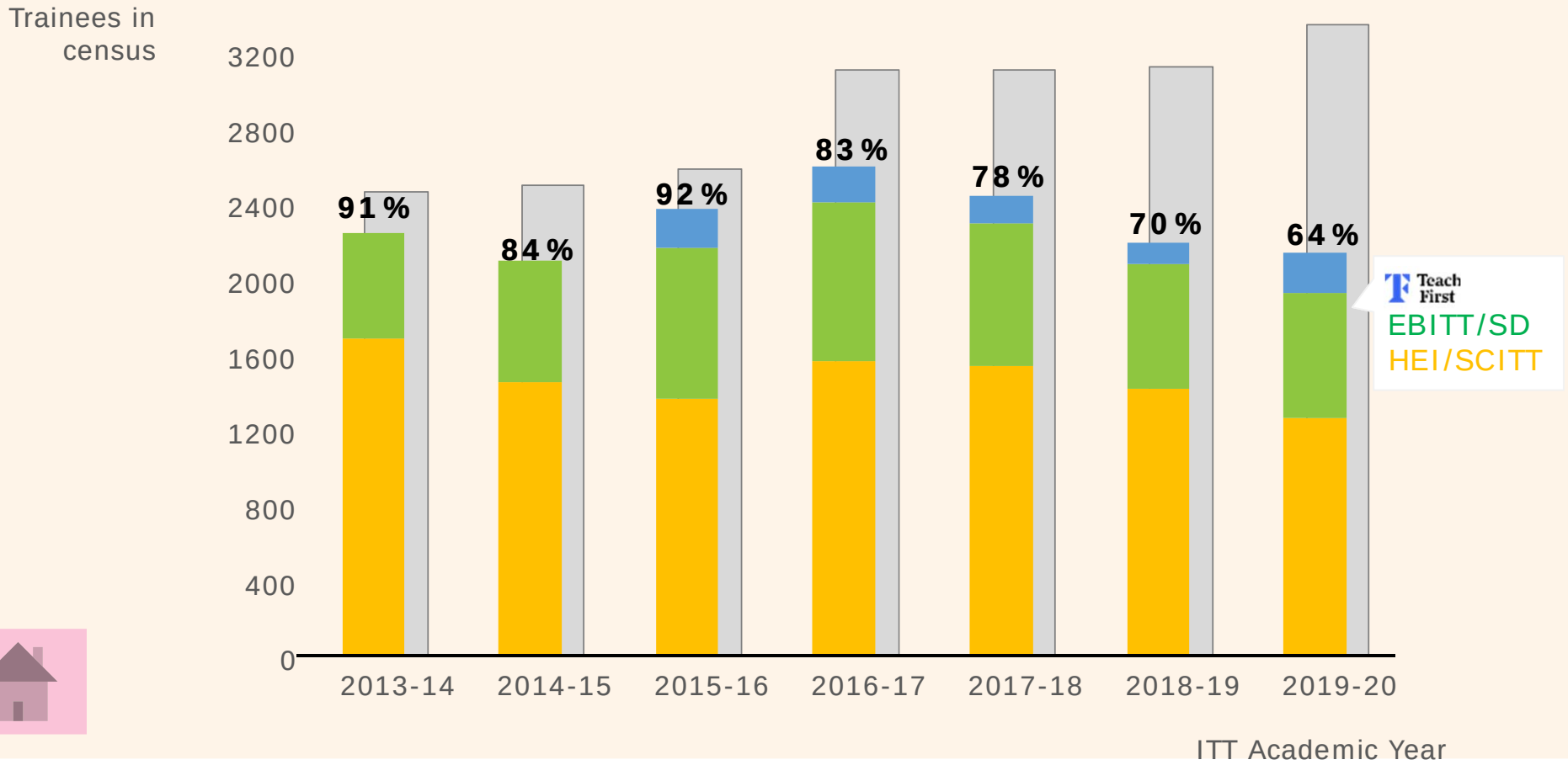
2013-2019



Languages 2013-2019

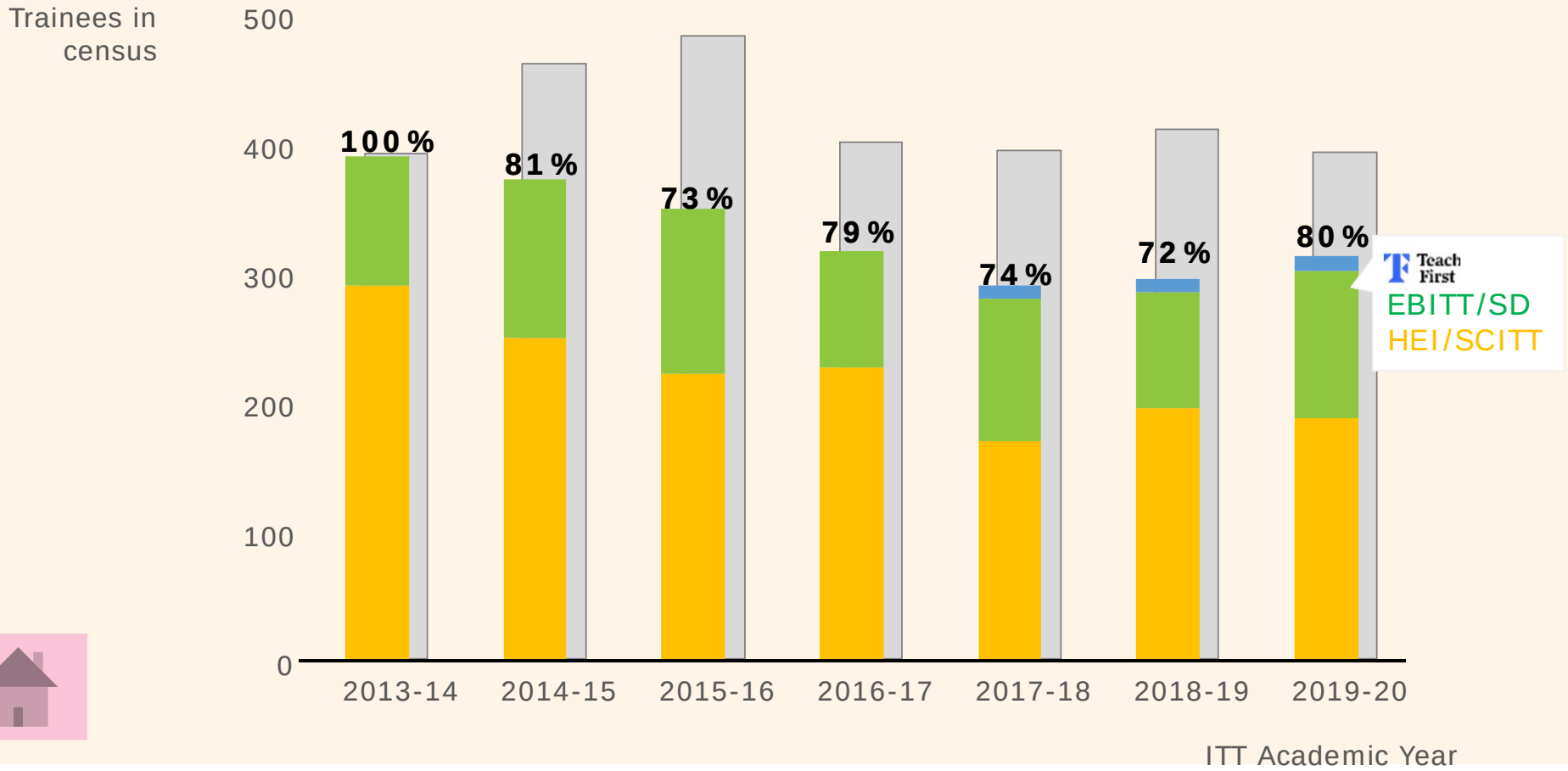


Mathematics 2013-2019

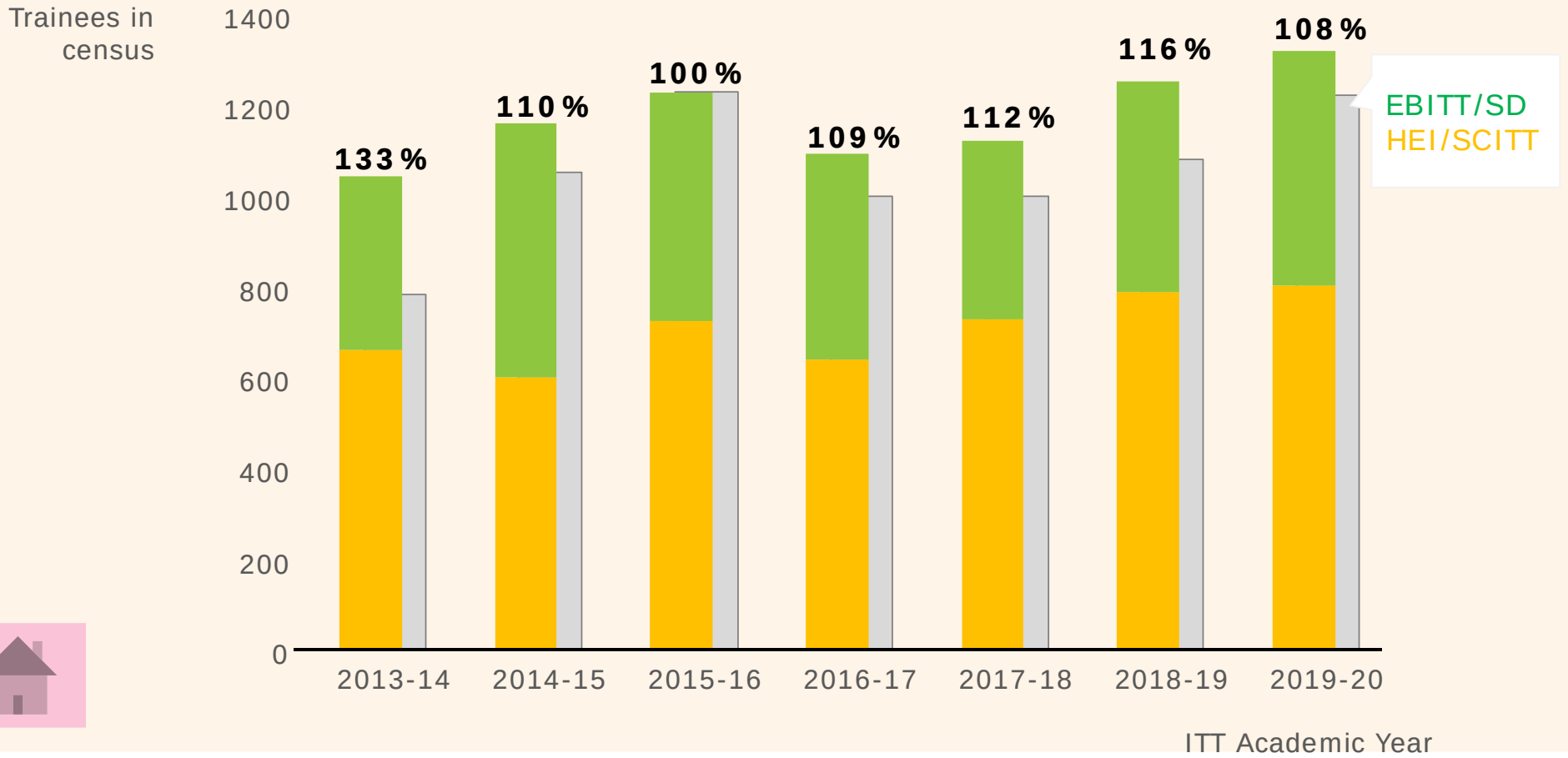


Music

2013-2019

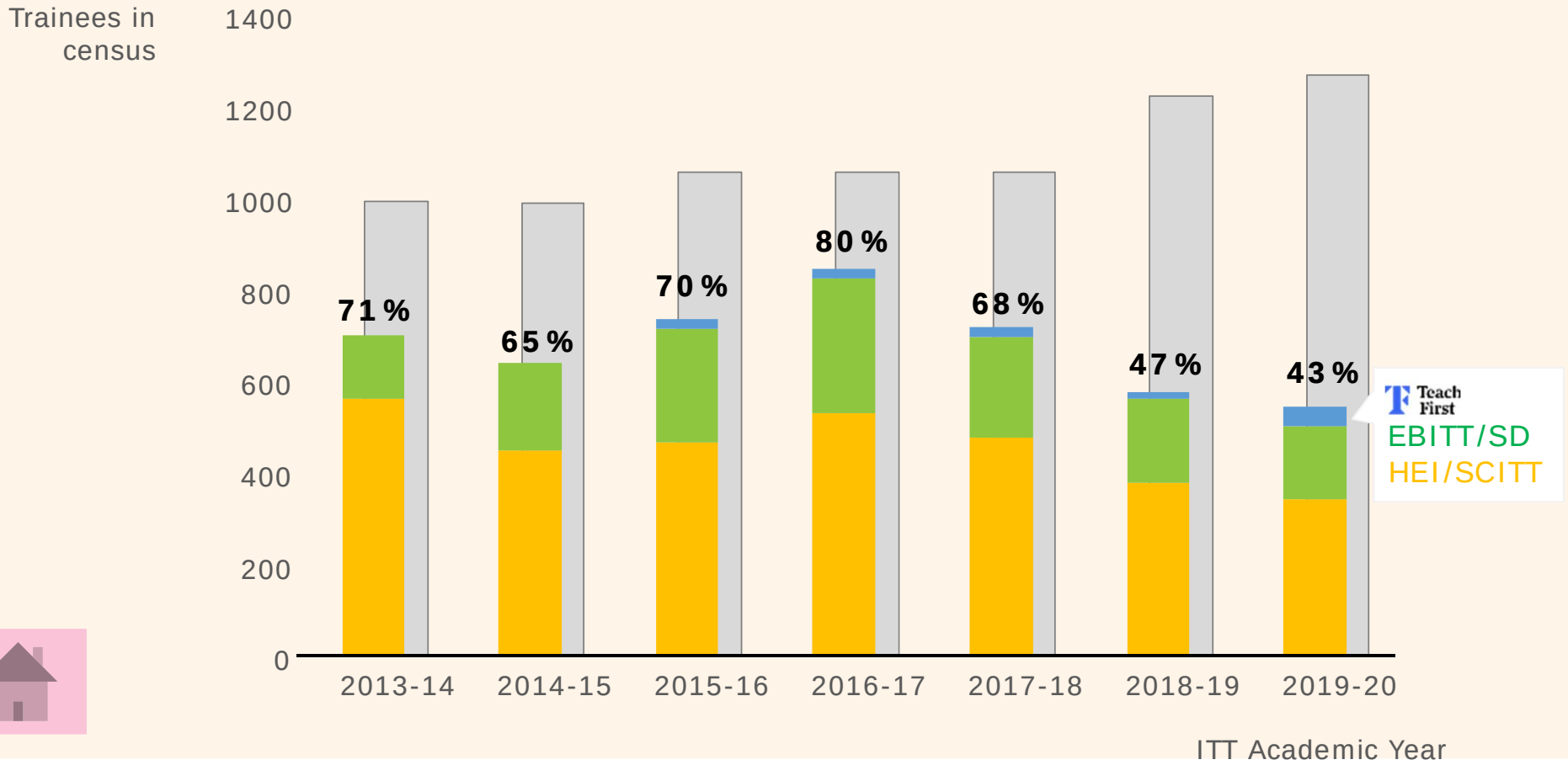


Physical Education 2013-2019

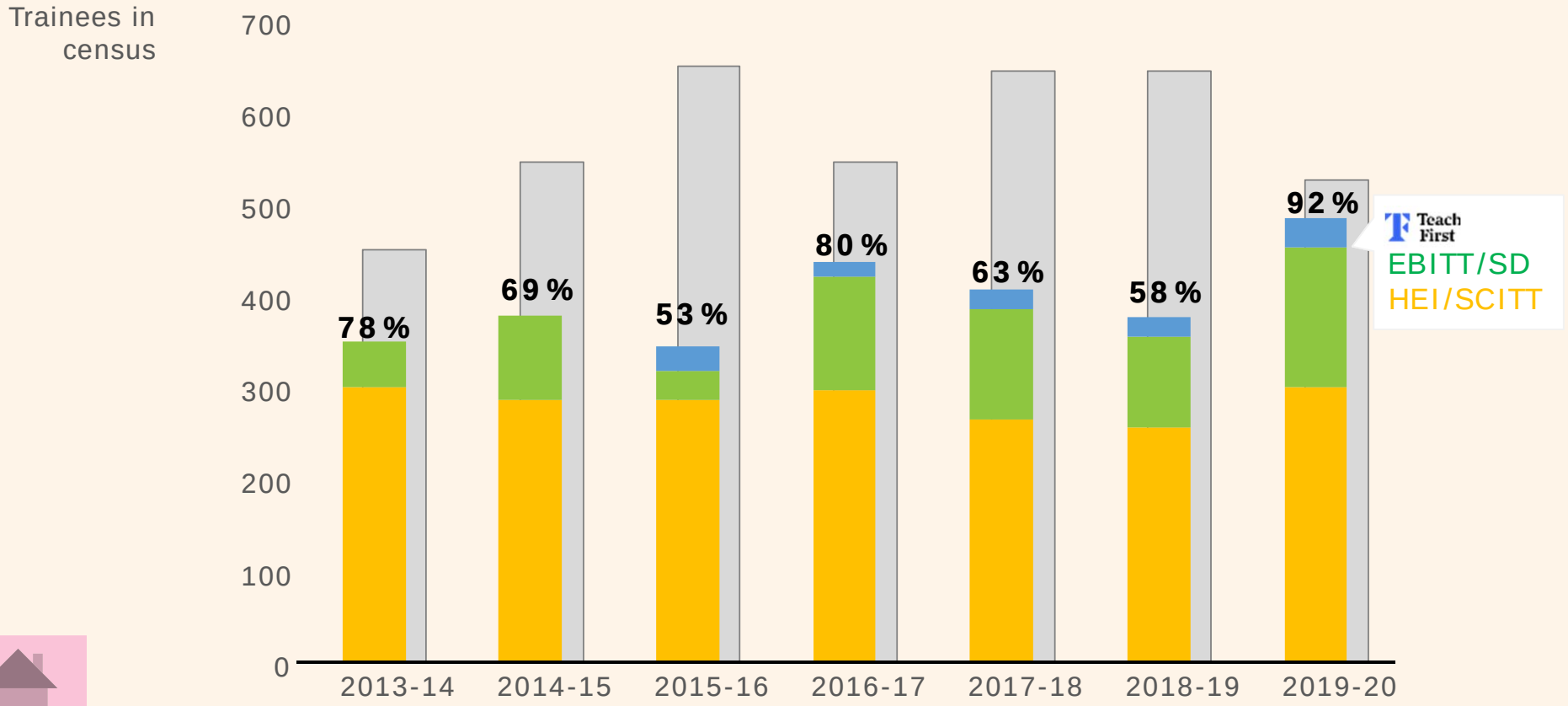


Physics

2013-2019

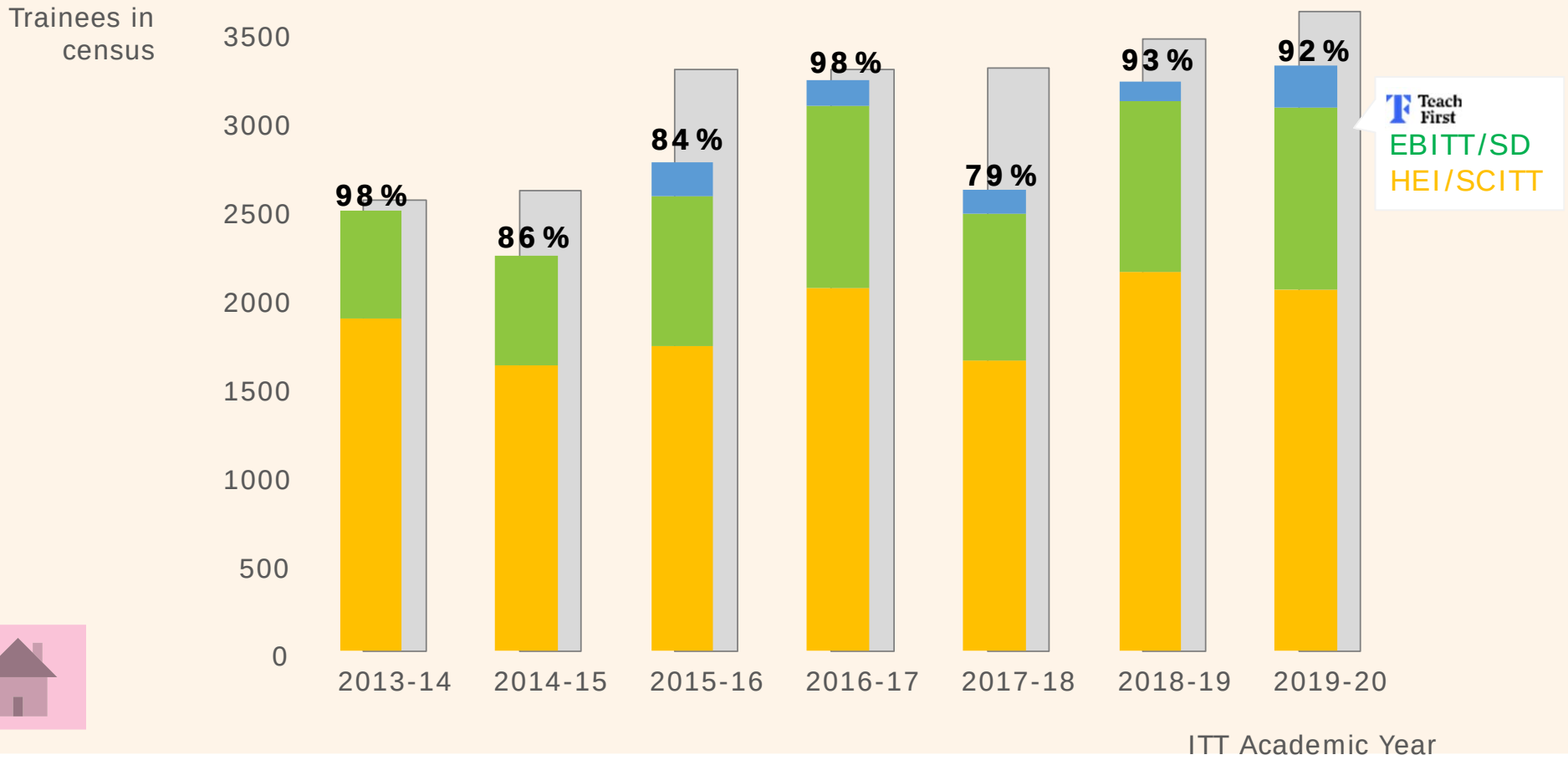


Religious Education 2013-2019



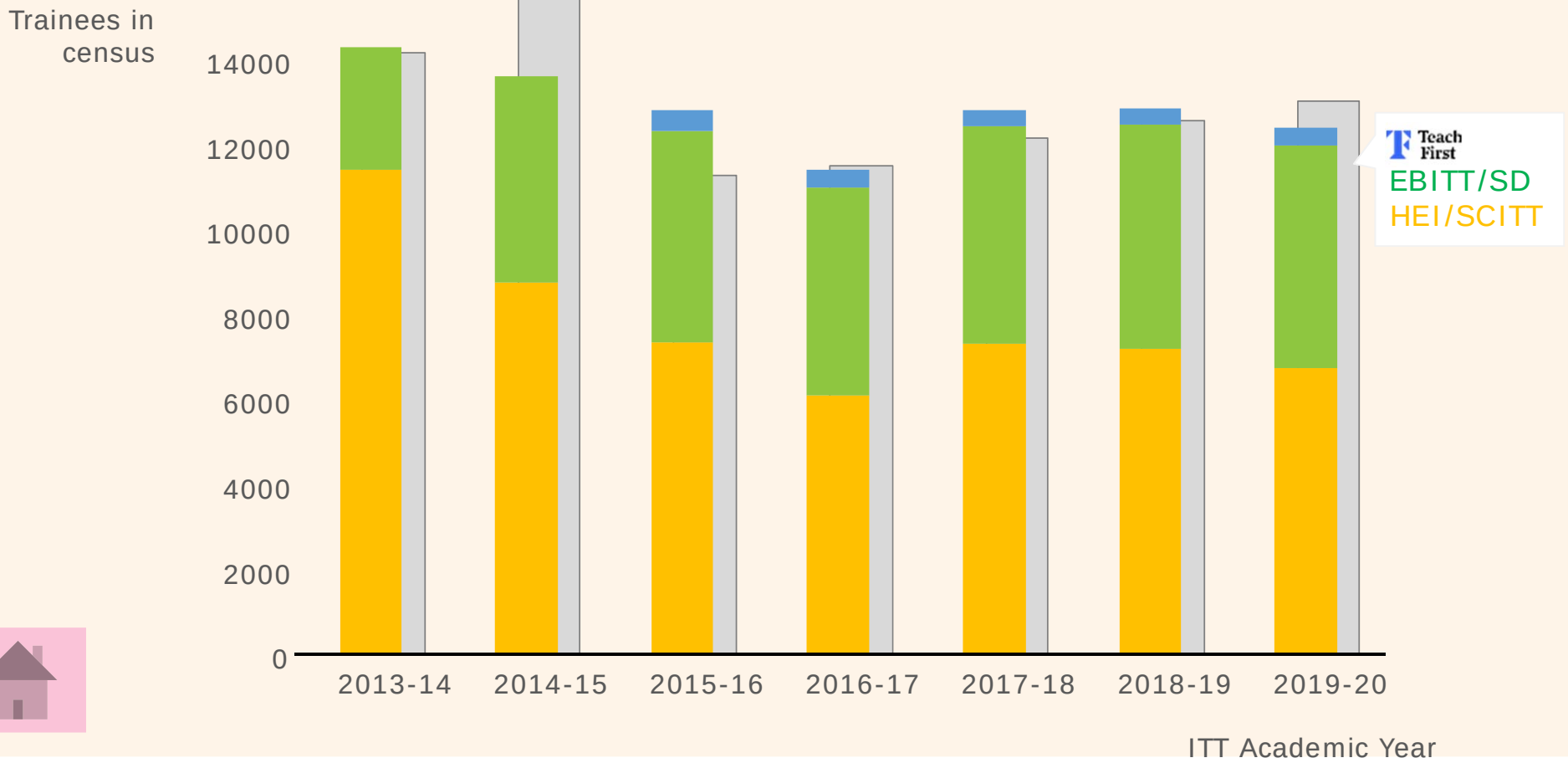
All Science

2013-2019

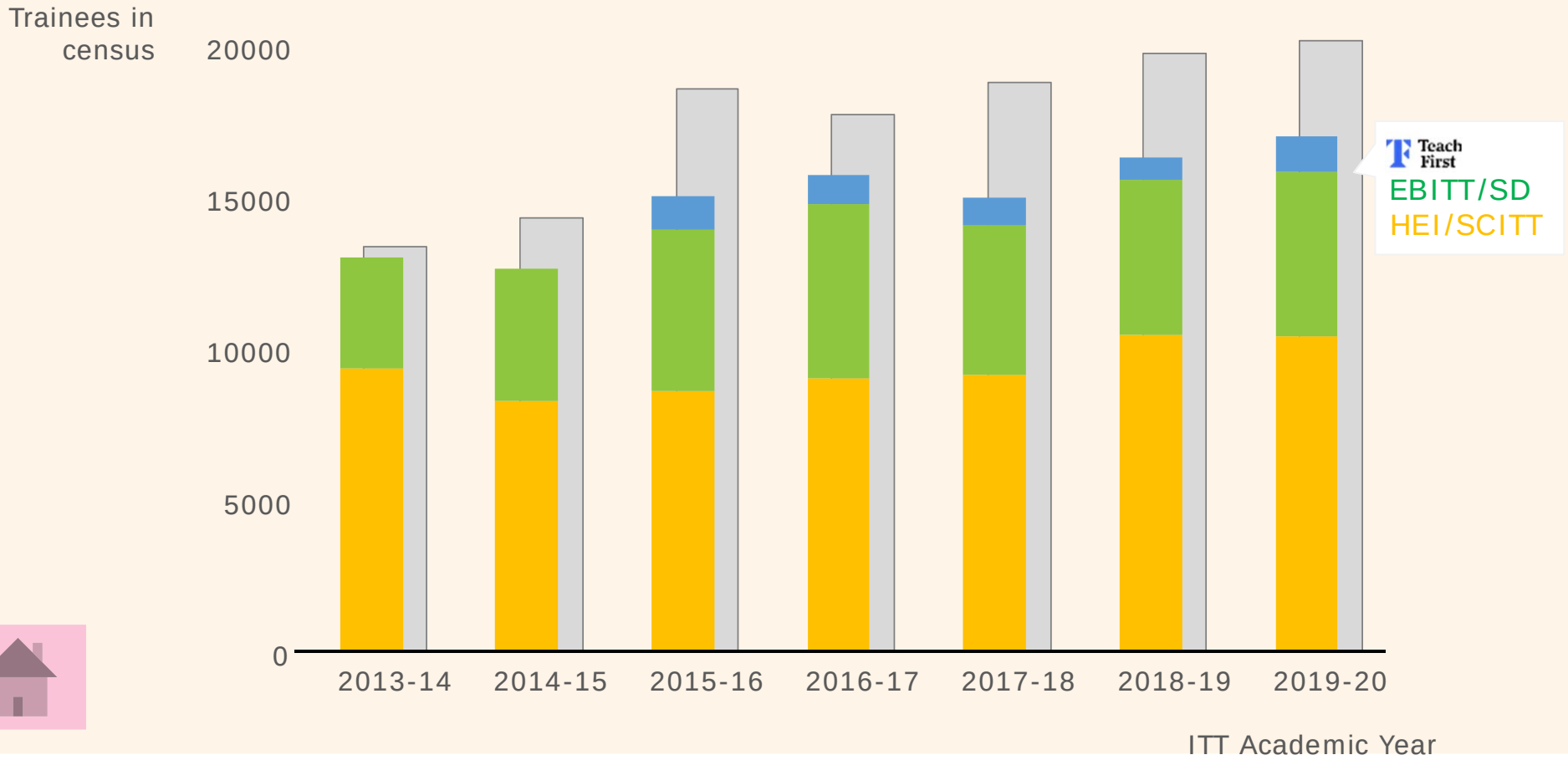


Primary

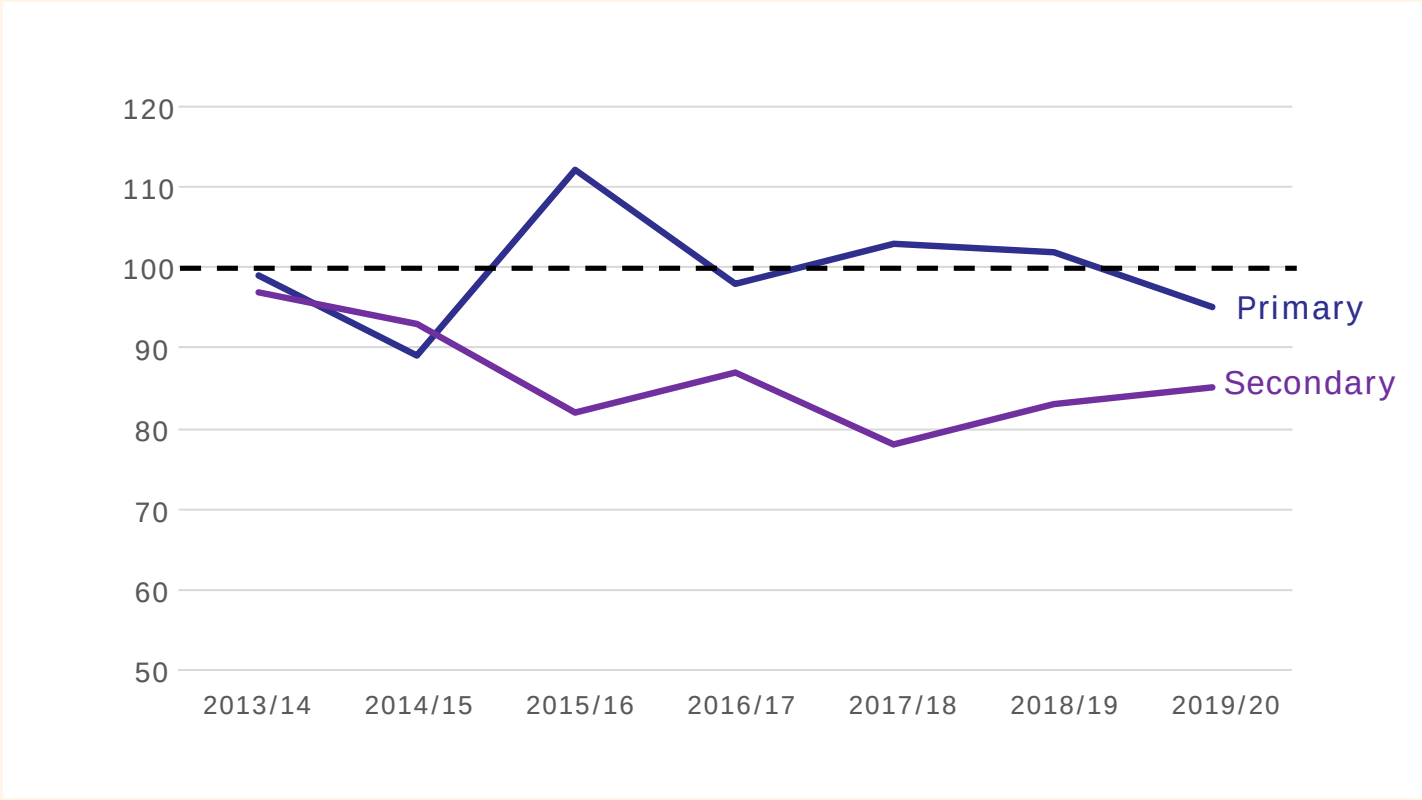
2013-2019



Secondary (all) 2013-2019

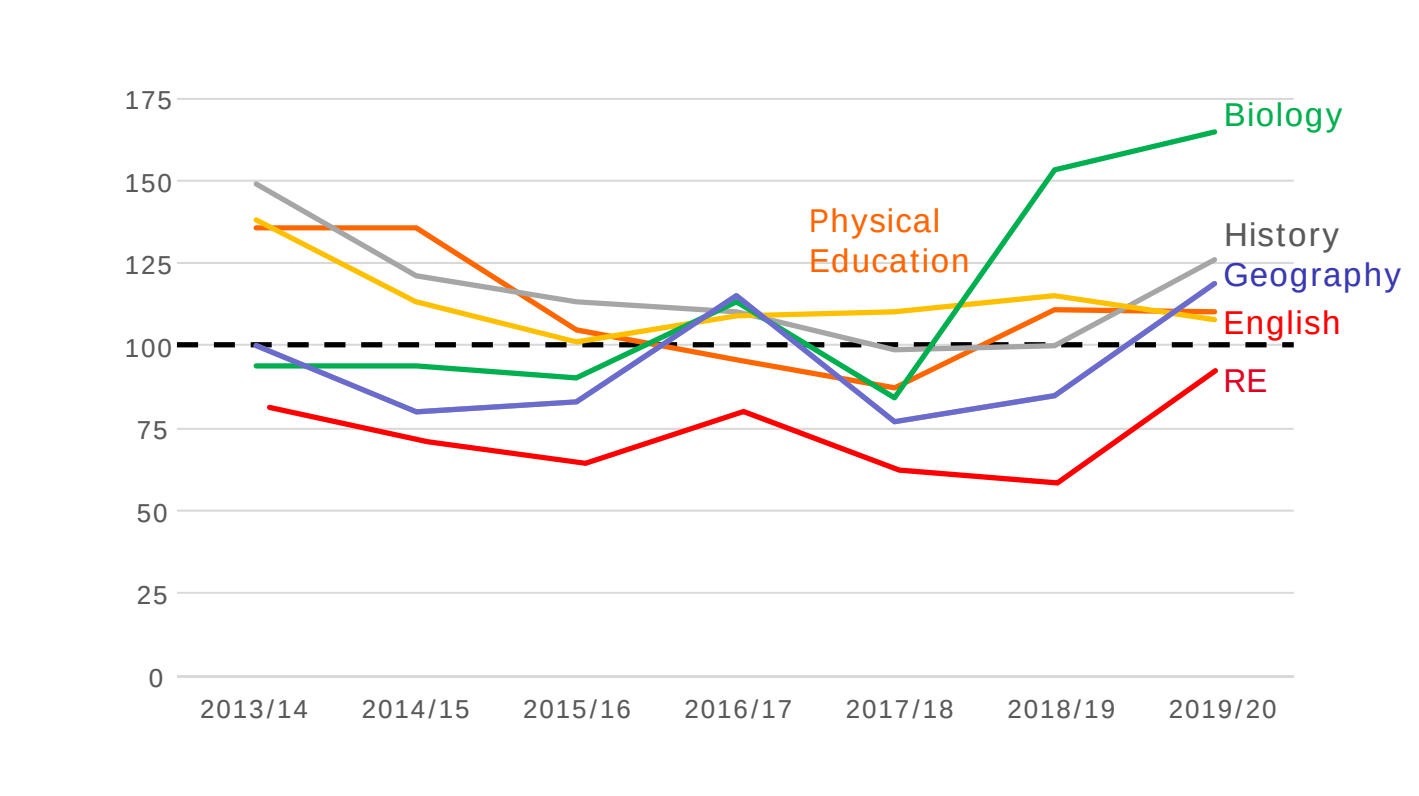


Recruitment trends 2013-2019



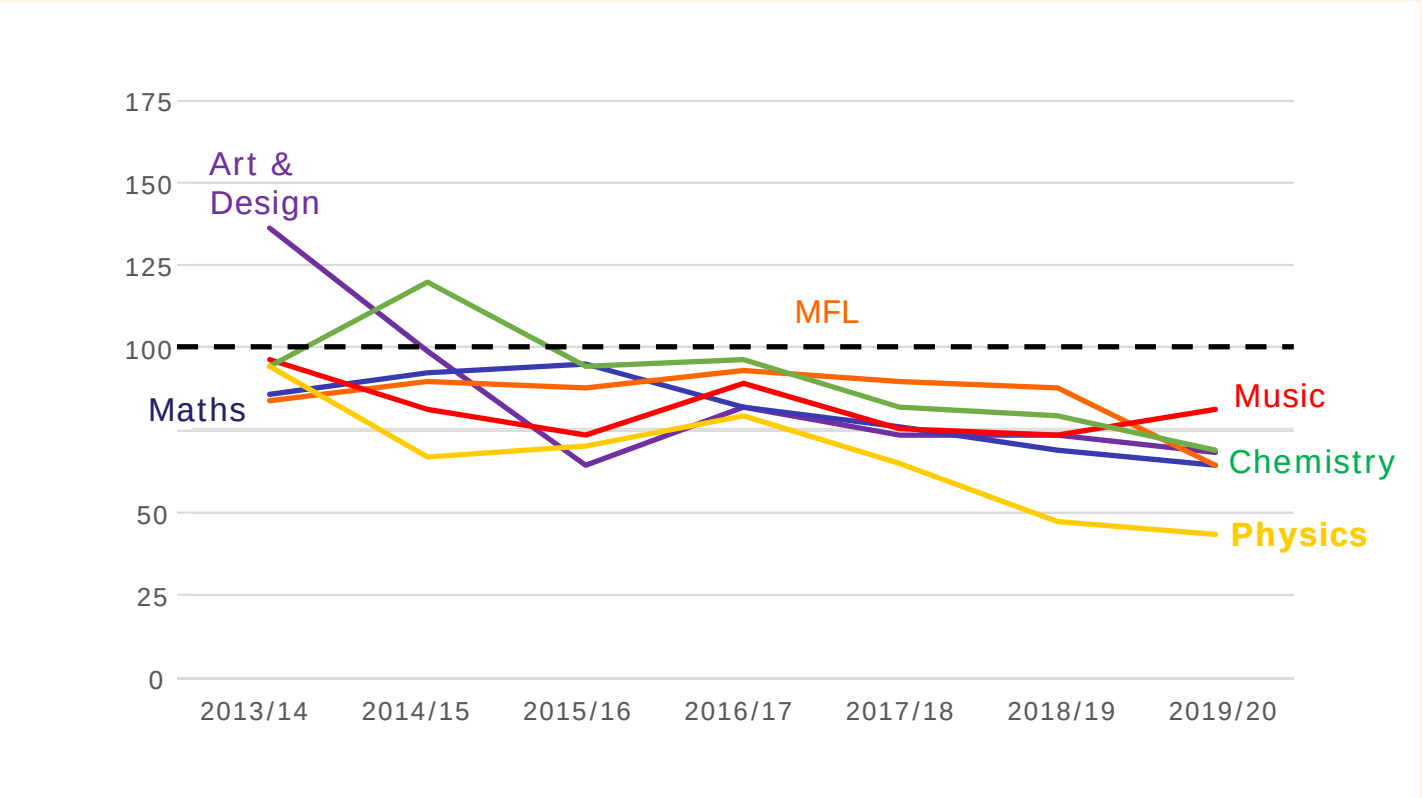
Recruitment trends 2013-2019

Subjects typically around 100%



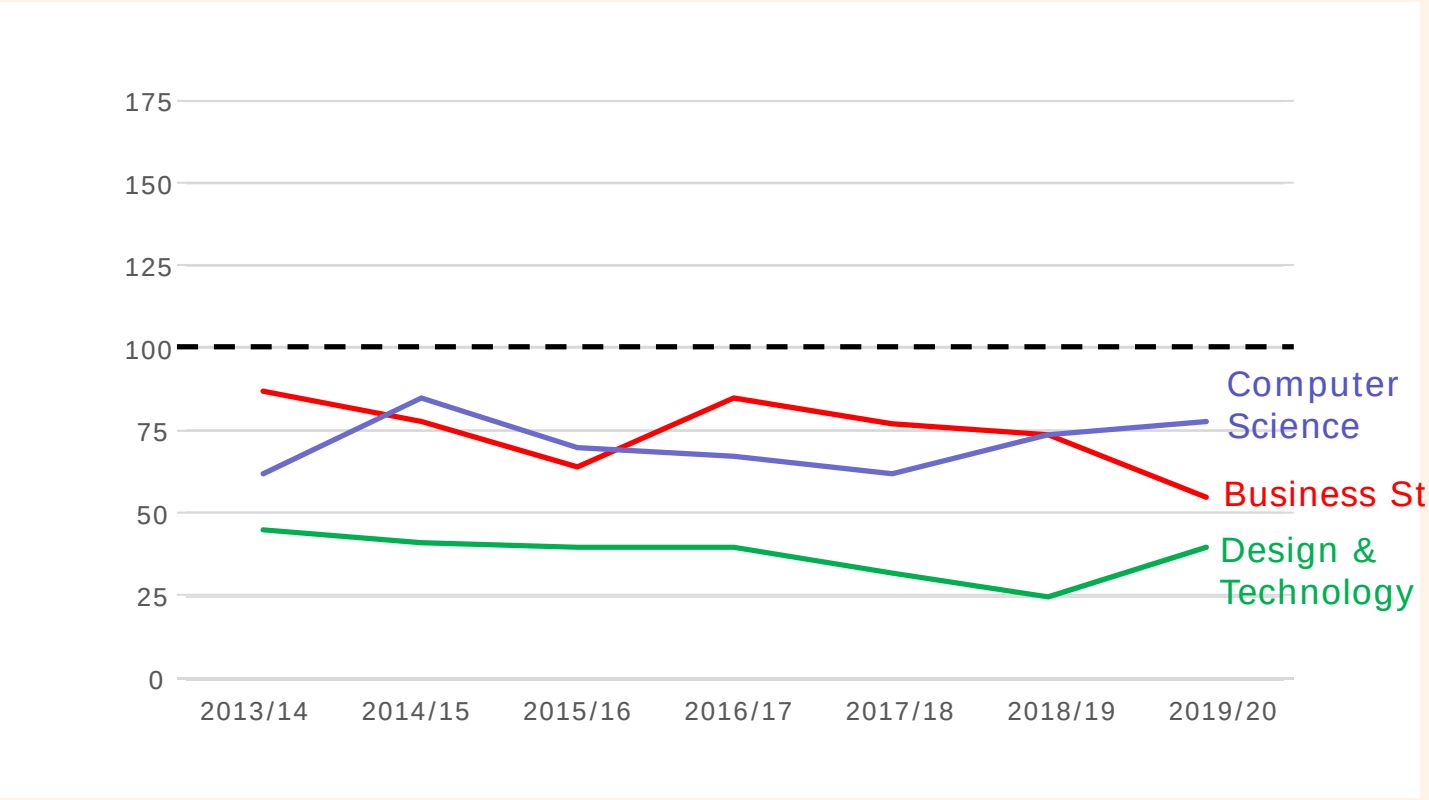
Recruitment trends 2013-2019

Subjects falling from 100%



Recruitment trends 2013-2019

Subjects never at 100%



UCAS recruitment data

UTT Monthly Statistics: Applications

UCAS Teacher Training

Report … 20 May 2019

We could estimate likely census numbers from the sum of

- Placed
- Conditional
- Holding offer

at the end of Sept.

UCAS publishes daily updates and monthly summaries of recruitment statistics.

Subject	Placed	Conditional placed	Holding offer	Other	…ates
Art, or Art …	20	310	40	990	1,360
Biology	70	1,070	130	3,450	4,710
Business E…	10	110	10	410	540
Chemistry	40	420	50	1,440	1,940
Chinese	0	20	0	50	70
Citizenship	0	20	0	70	100
Classics	0	60	0	200	270
Communication and Media Studies	0	20	0	50	70
Computer Studies	10	300	30	1,080	1,420
Dance and Performance	10	80	10	170	260
Design and Technology	10	240	30	570	840
Design and Technology (Food)	0	40	0	100	140
Design and Technology (Product Design)	0	30	0	100	130

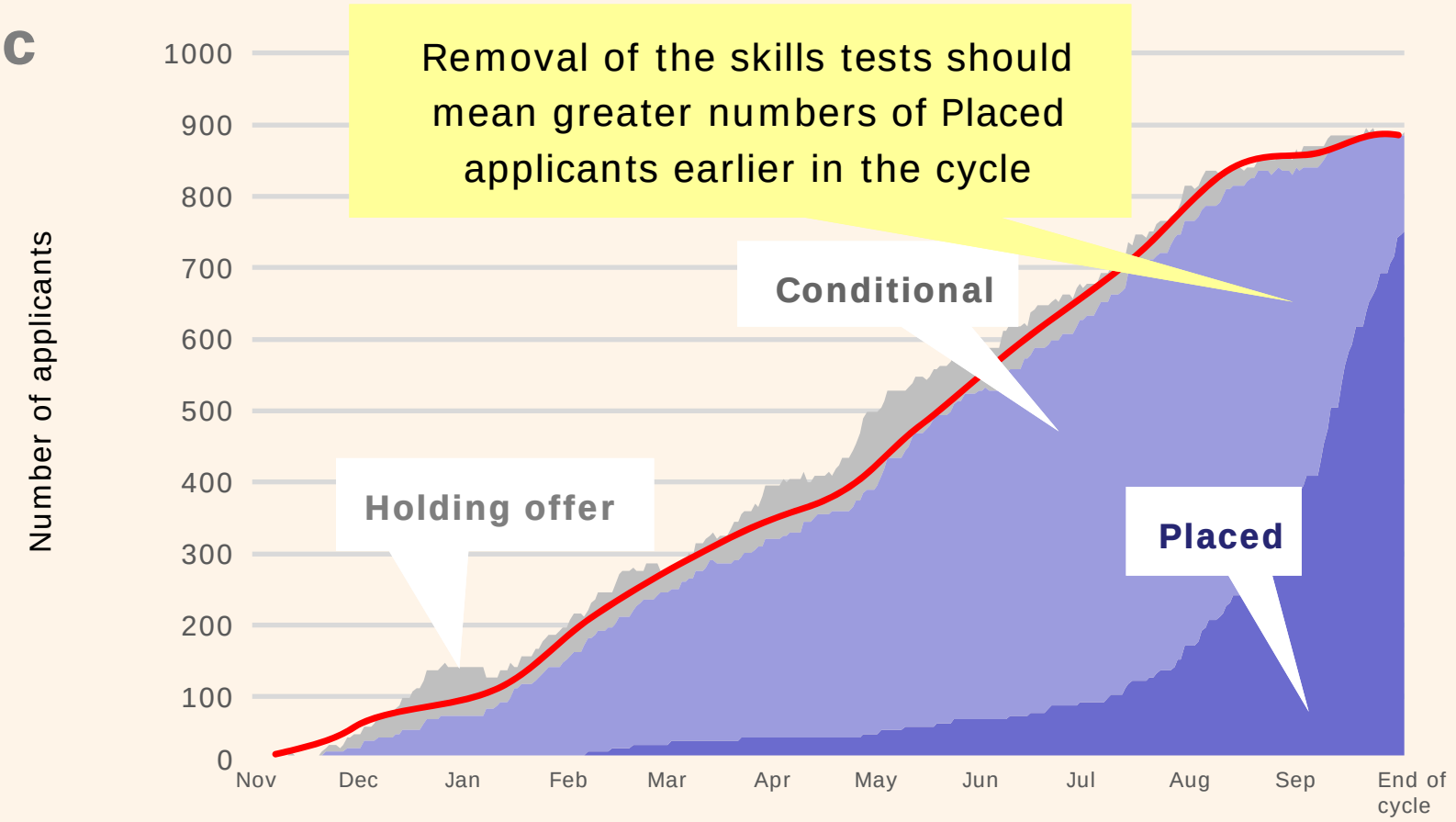
https://www.gov.uk/government/collections/statistics-teacher-training

Recruitment

Placed + Conditional

UTT monthly statistics: applications

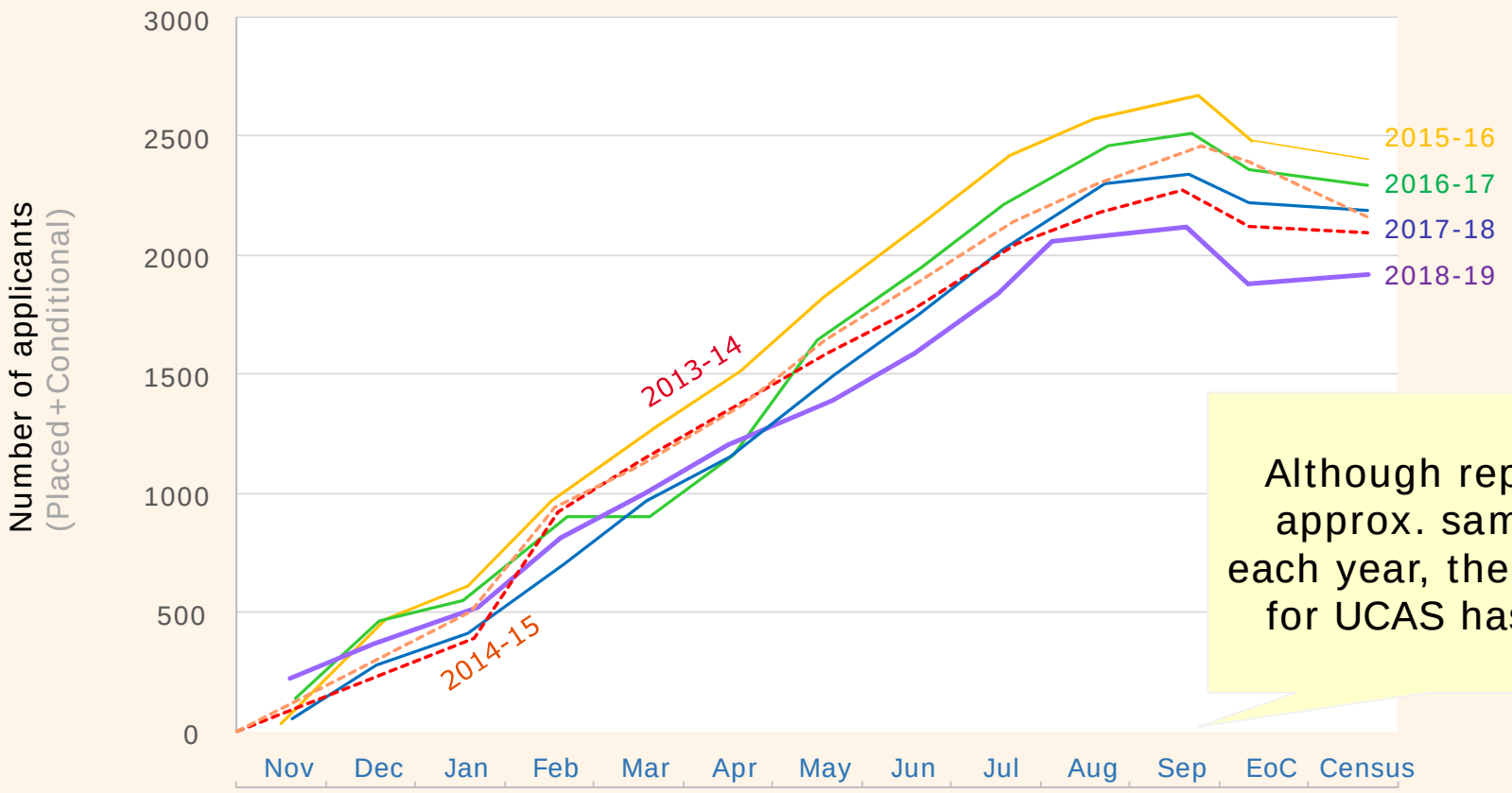
Generic



Teach First Not included

https://www.ucas.com/corporate/data-and-analysis/ucas-teacher-training-releases

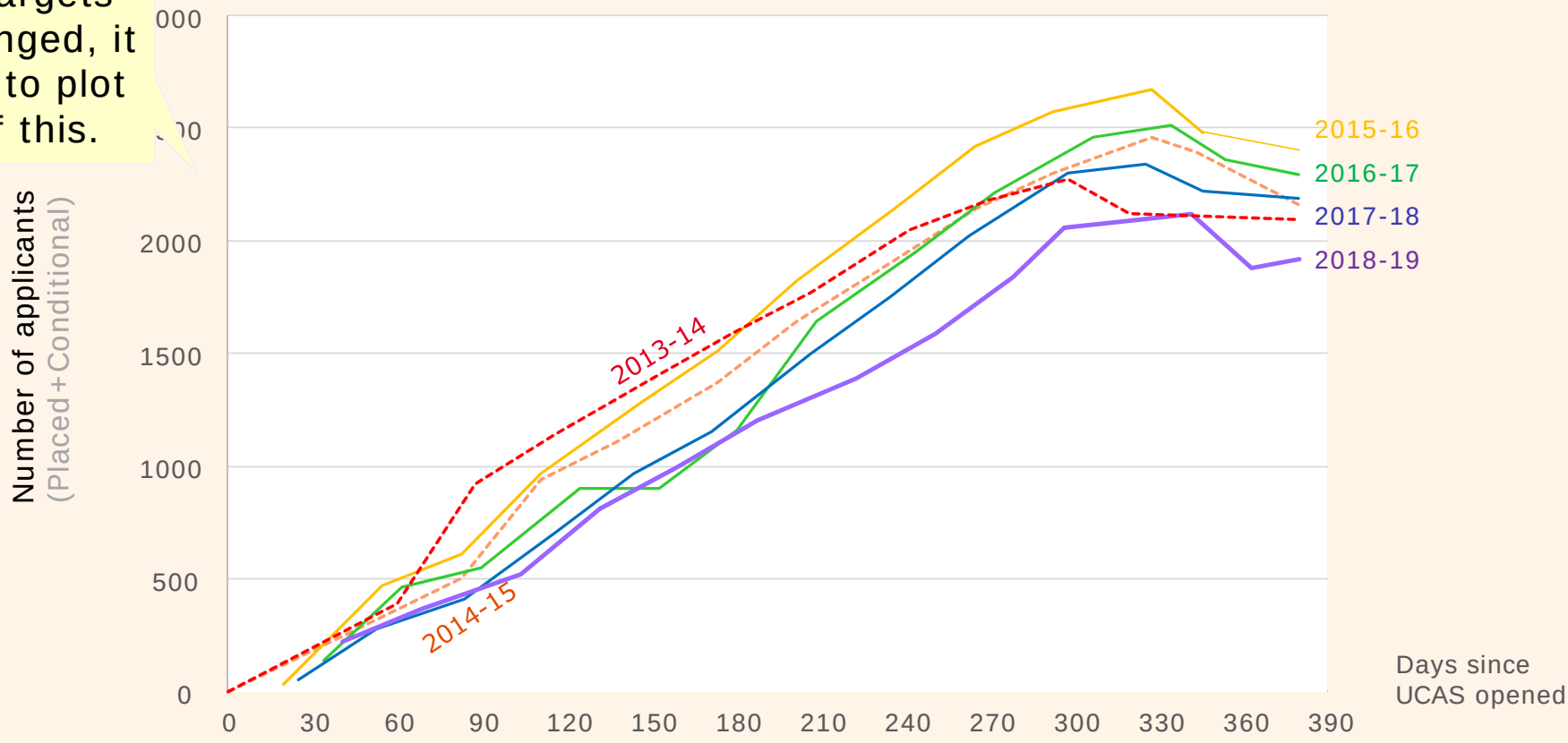
UCAS data - Mathematics



Teach First Not included

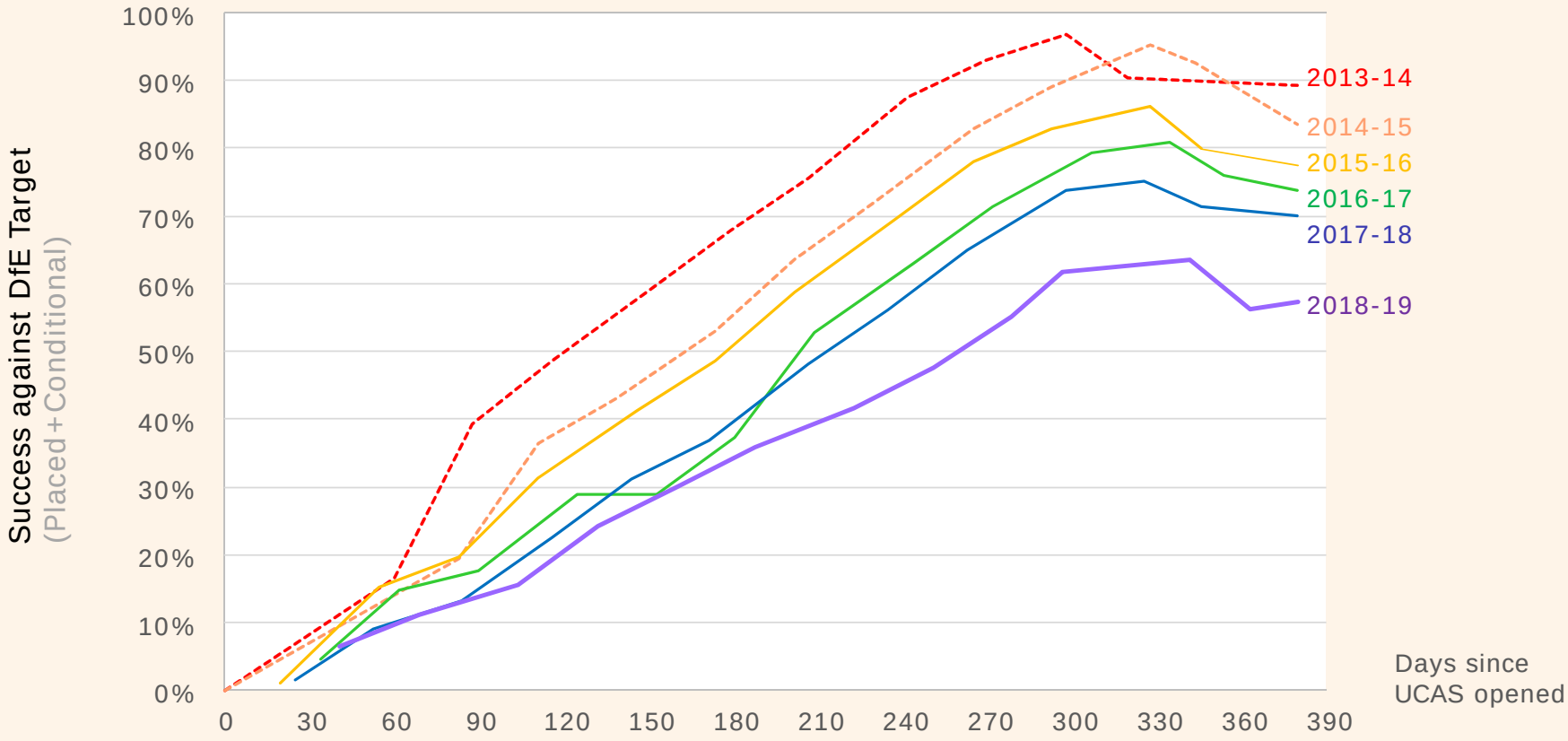
UCAS data - Mathematics

As ITT targets have changed, it is better to plot as % of this.



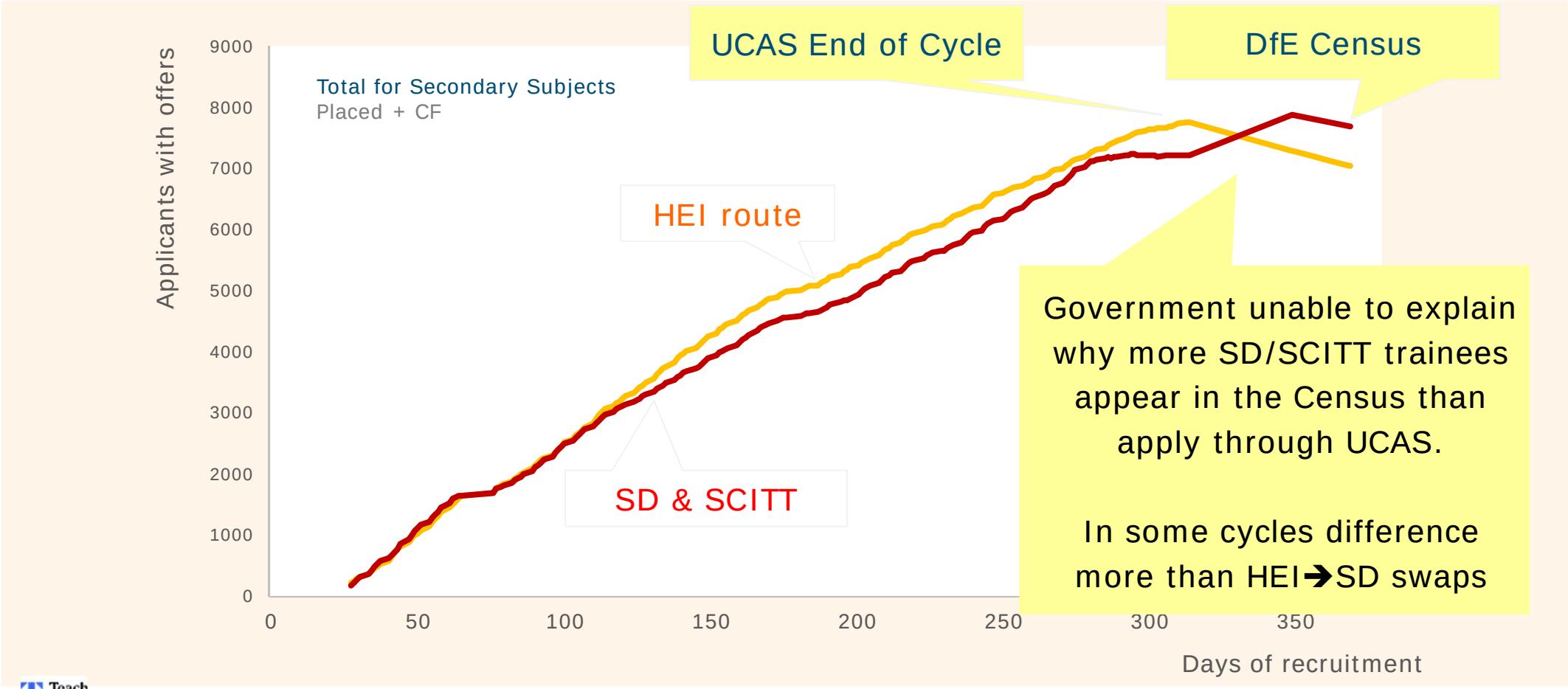
Not included

UCAS data - Mathematics



Teach First Not included

UCAS vs DfE data



Teach First Not included

UCAS End of Cycle data 2017-18

Report B: UCAS Teacher Training applications at End of Cycle 2018

B.1 Summary application status

UCAS Teacher Training applications at End of Cycle 2018

Provider country, course phase and type			Placed	Conditional placed*	Holding offer*
England	Primary	Higher education	5,900	100	40
		SCITT	1,300	30	10
		School Direct	3,390	30	10
		School Direct (salaried)	1,860	20	10
	Secondary	Higher education	8,260	200	30
		SCITT	2,160	40	10
		School Direct	4,130	40	30
		School Direct (salaried)	900	10	10

Subsequent Census data for 2018-19

Coverage: England

		Postgraduate new entrants					
Subject	Higher Education Institution	**School Centred ITT**	School Direct (fee-funded)	School Direct (salaried)	Postgraduate Teaching Apprenticeship[5]	Teach First[6]	Grand Total (including forecasts)
Total Secondary	7,965	**2,435**	4,170	905	20	760	16,605
Primary	5,605	**1,565**	3,365	1,830	70	395	17,985
Total	13,570	**4,000**	7,535	2,735	90	1,155	34,595

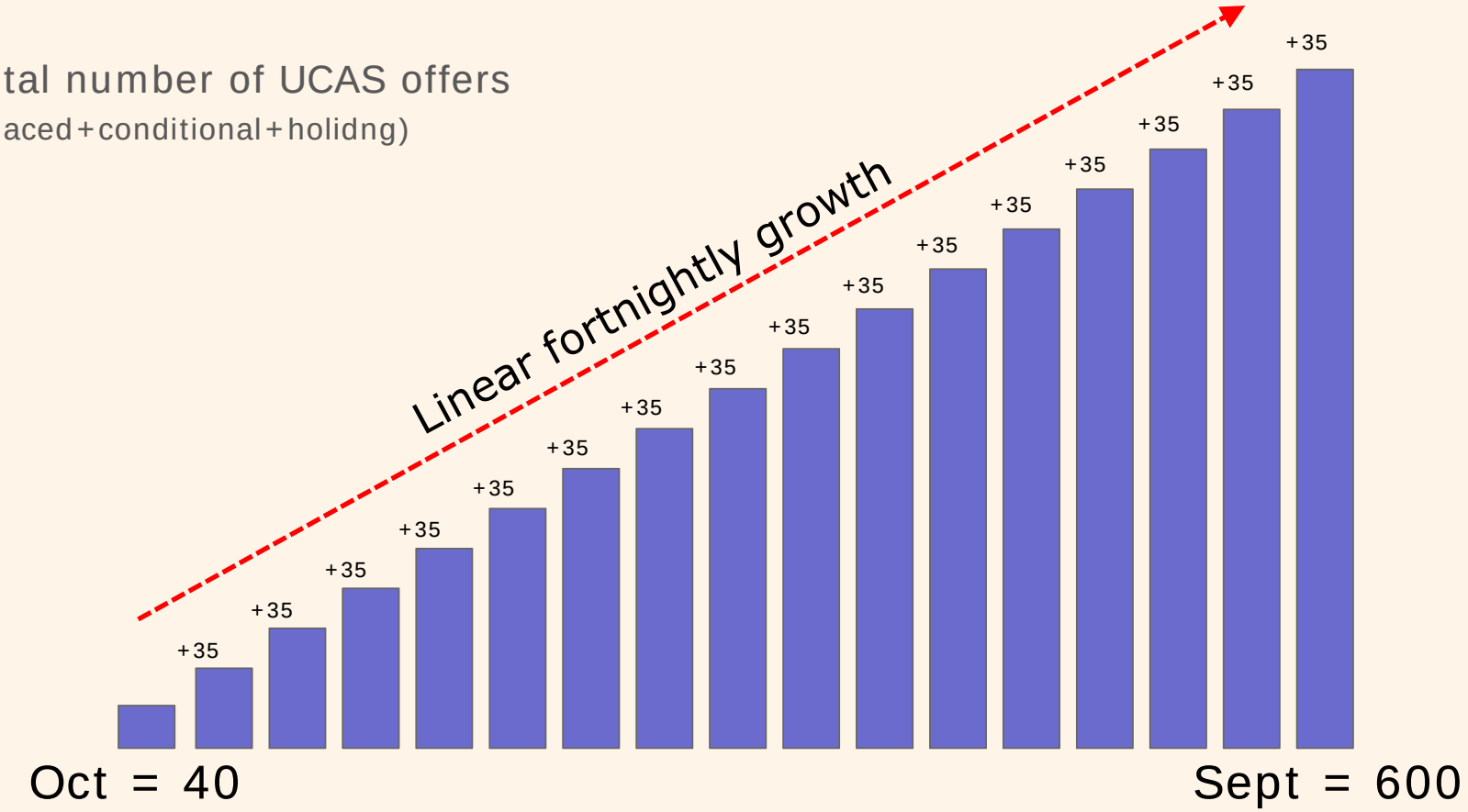
Source: DfE Initial Teacher Training Census

Differences between UCAS & DfE Census

For SCITT routes into teaching, these differences total 1,000 additional trainees appearing over the last two years:

	AY 2017-18		AY 2018-19	
	Primary	Secondary	Primary	Secondary
UCAS	1180 +80	1750 +40	1300 +40	2160 +50
Department for Education	1440	1970	1565	2435

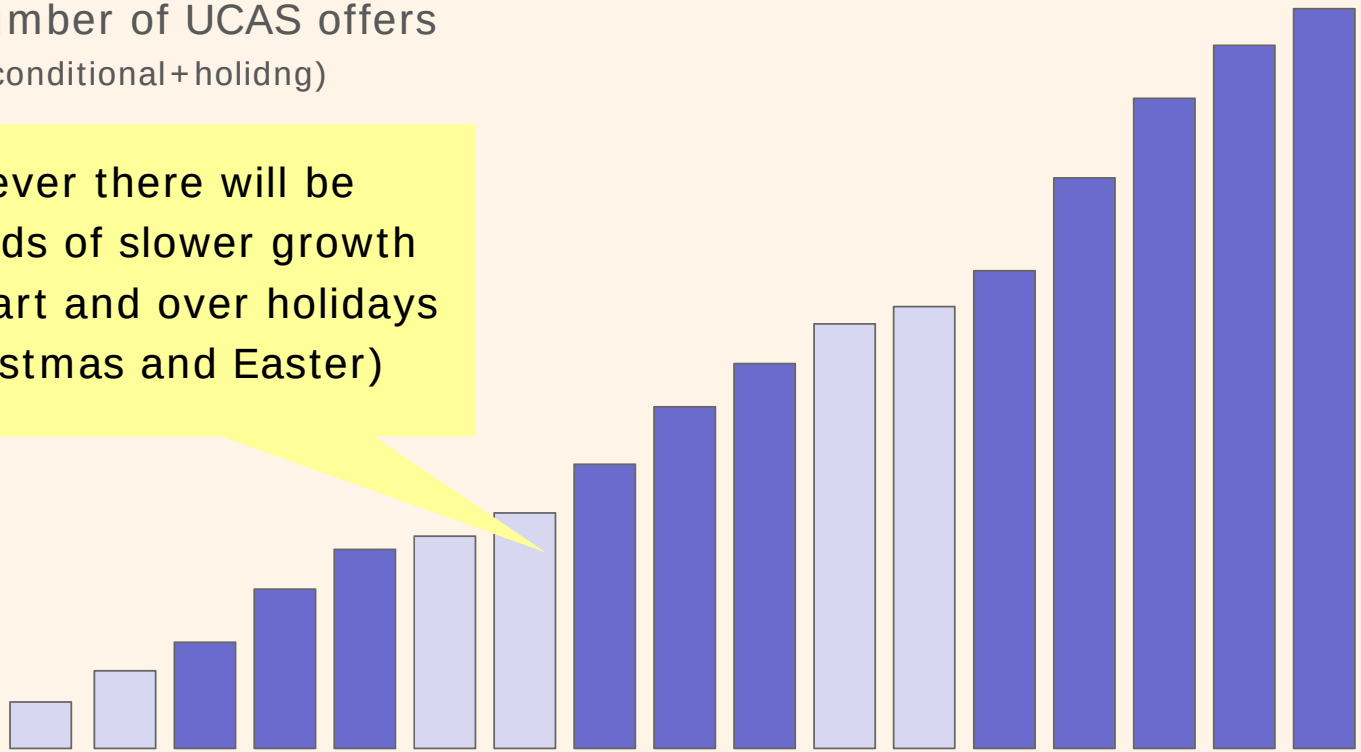
Further Recruitment Cycle Analysis



Further Recruitment Cycle Analysis

Total number of UCAS offers
(placed+conditional+holidng)

However there will be periods of slower growth at start and over holidays (Christmas and Easter)

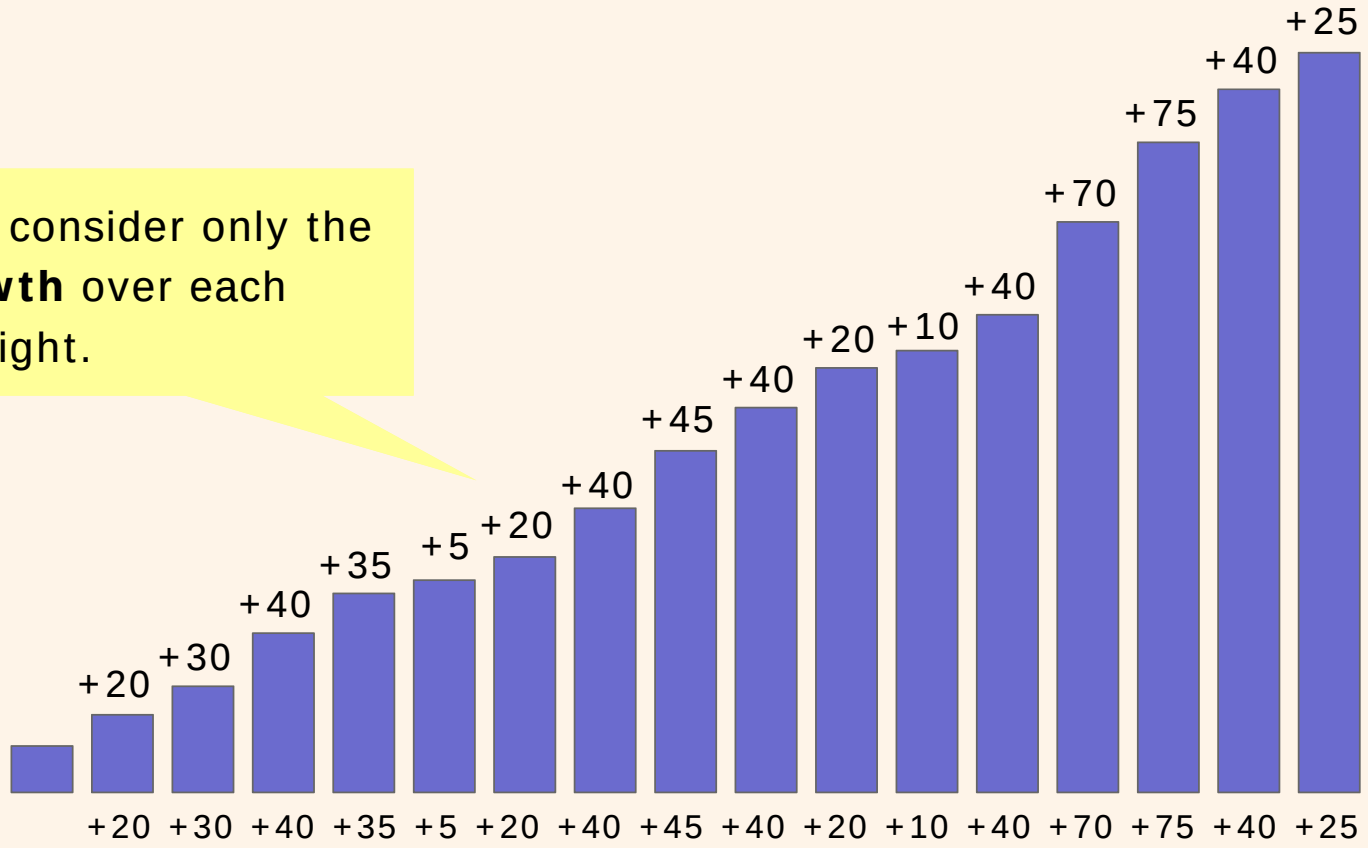


Oct = 40

Sept = 600

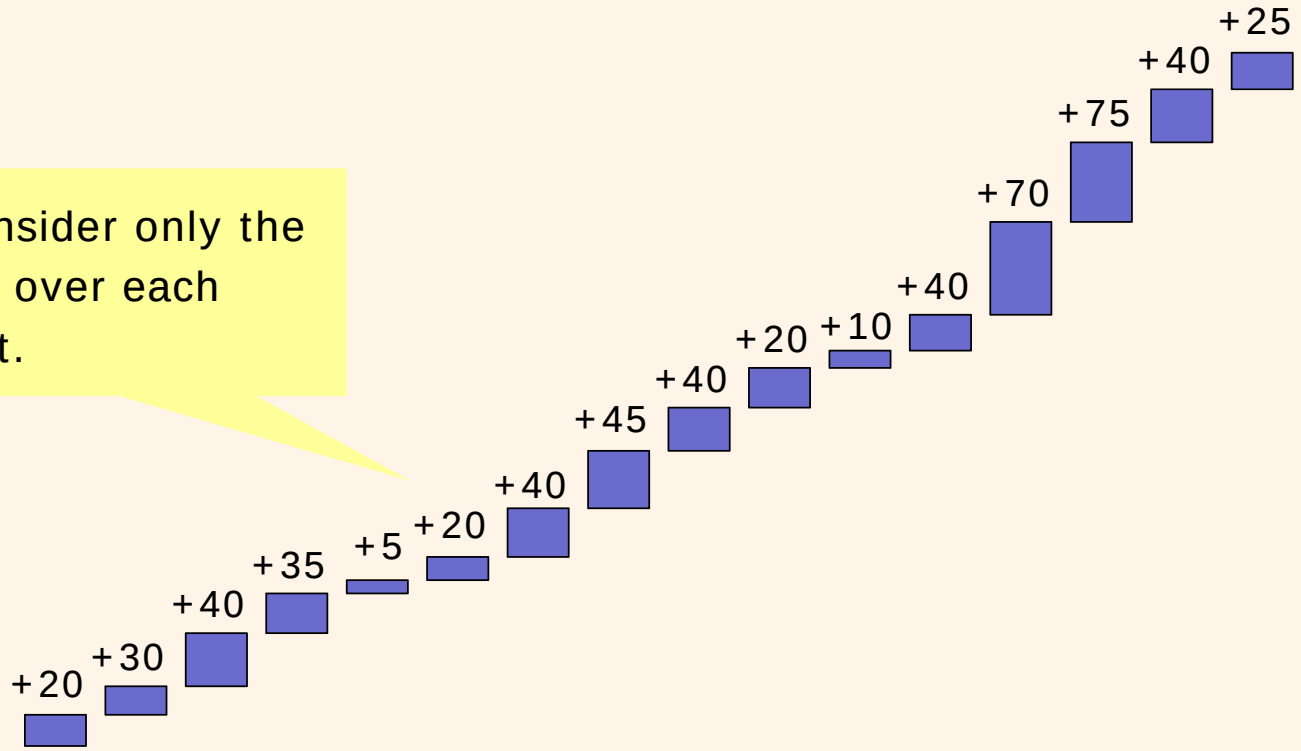
Further Recruitment Cycle Analysis

Let's consider only the **growth** over each fortnight.

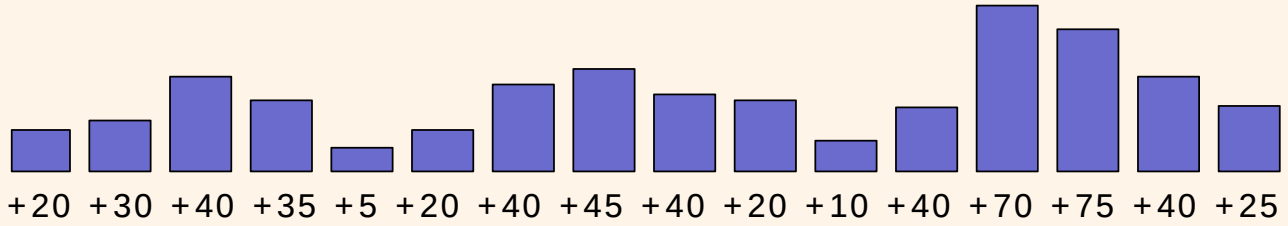


Further Recruitment Cycle Analysis

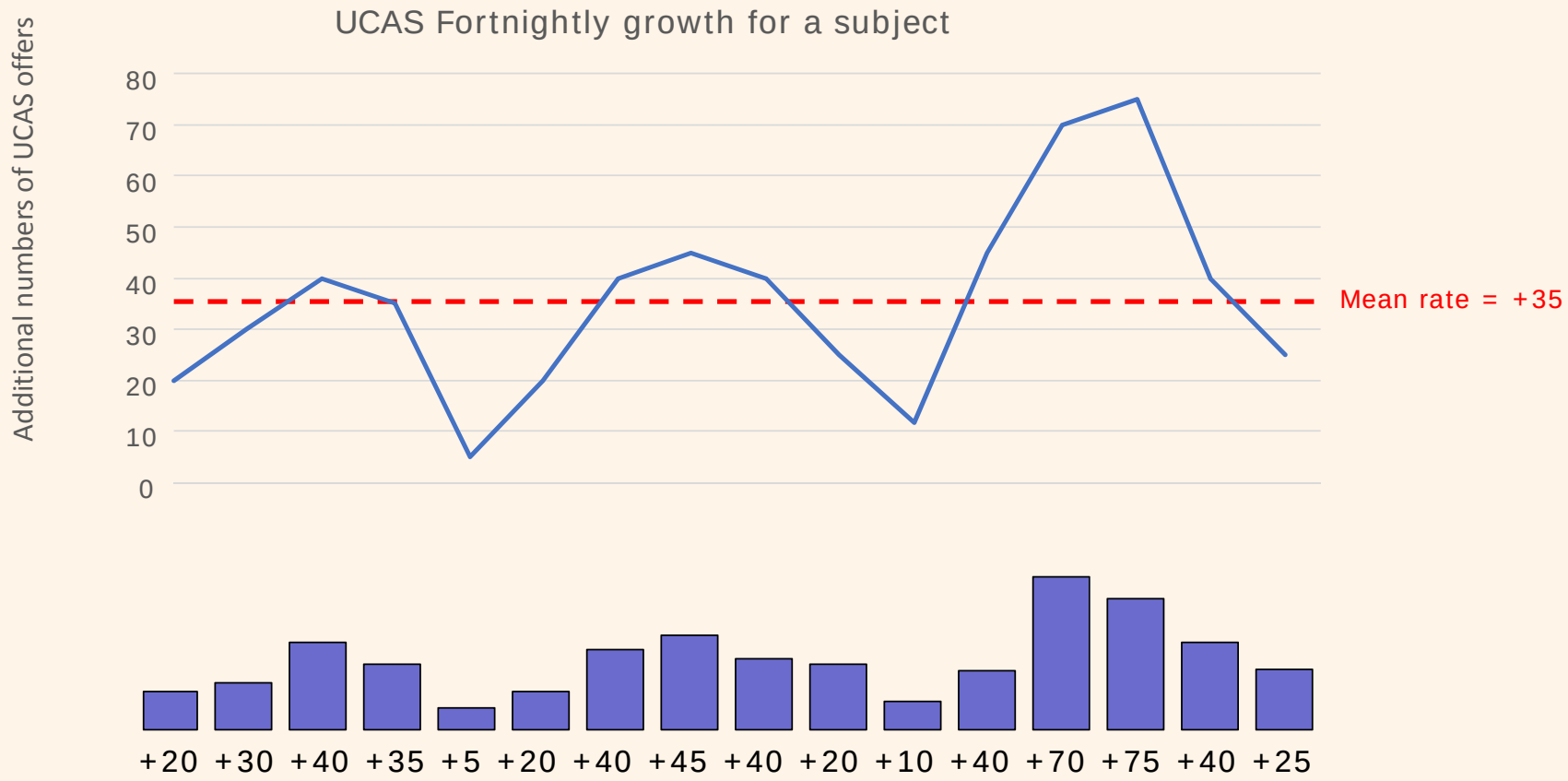
Let's consider only the **growth** over each fortnight.



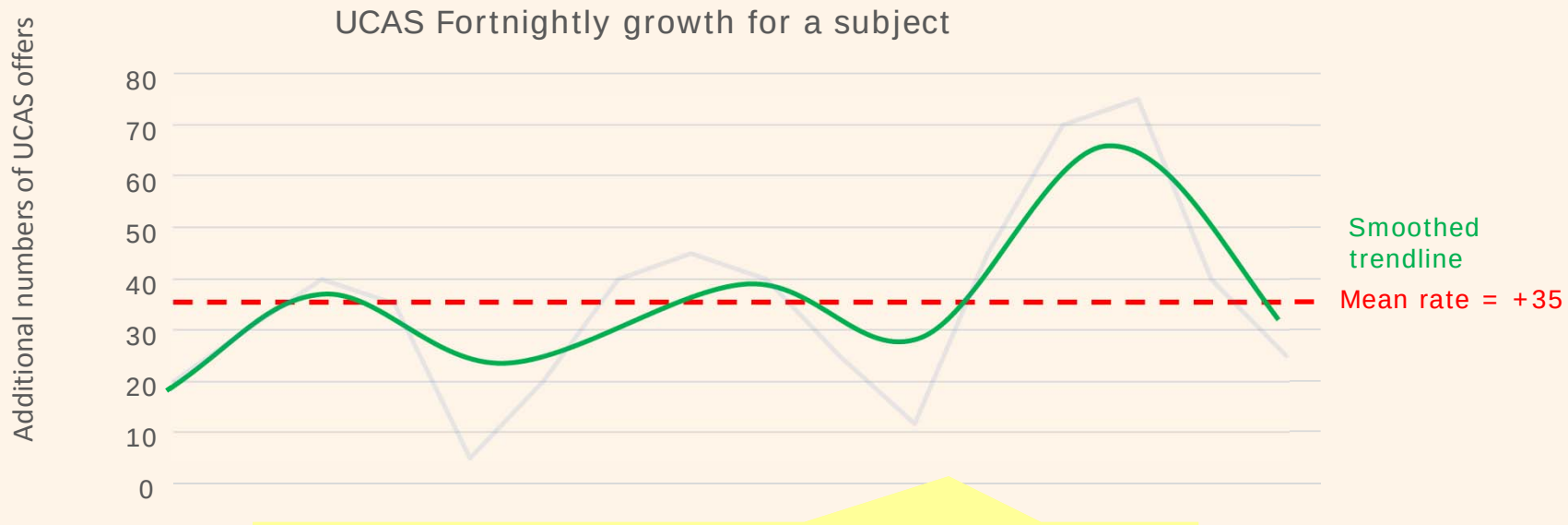
Further Recruitment Cycle Analysis



Further Recruitment Cycle Analysis



Further Recruitment Cycle Analysis



Any tendency towards greater numbers of **late** applicants can be judged from this plot.

Further Recruitment Cycle Analysis – over time

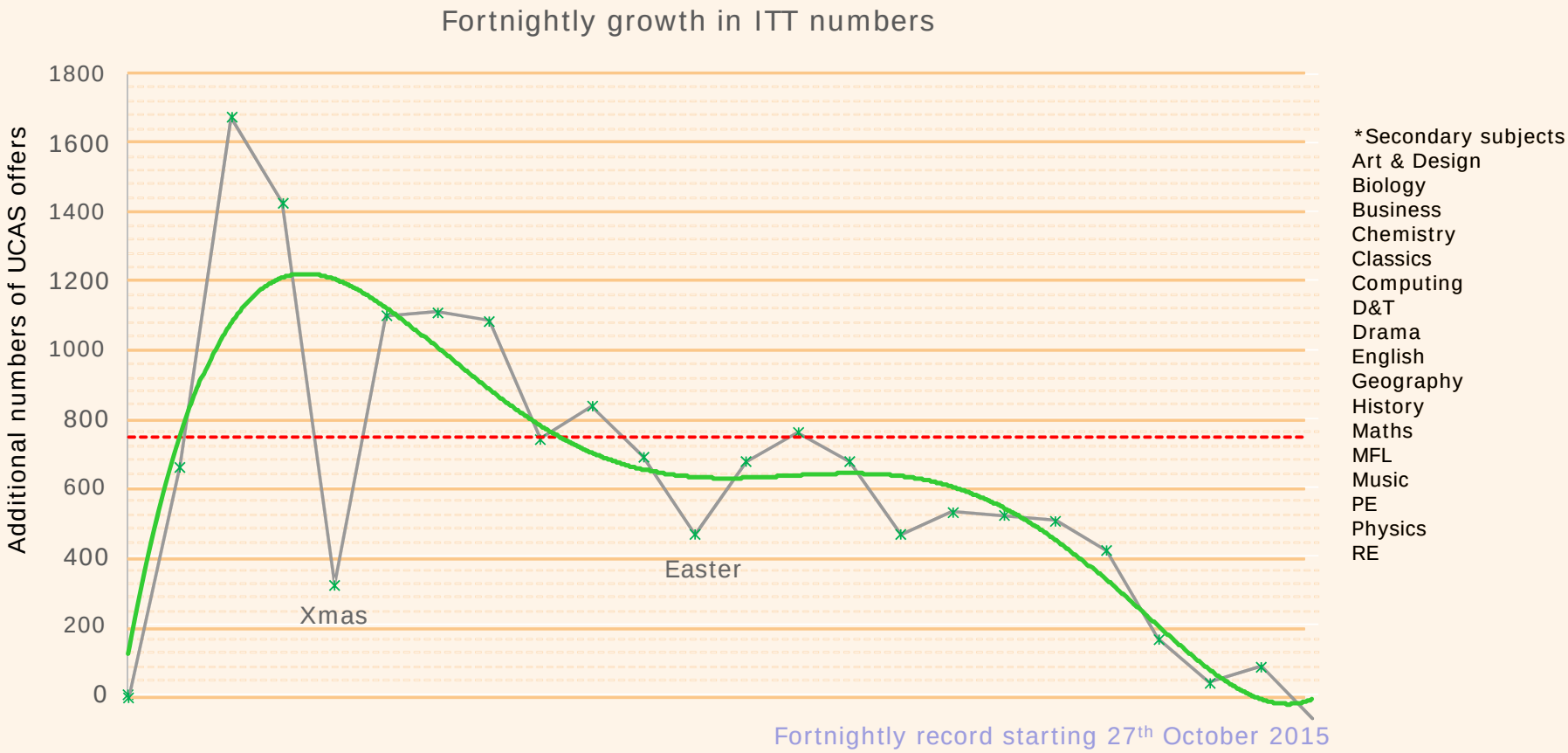
UCAS have been extremely helpful in providing data to allow analysis over time.

Evidence suggests the pattern for Secondary recruitment has shifted away from early application peaks towards more consistent application rates.

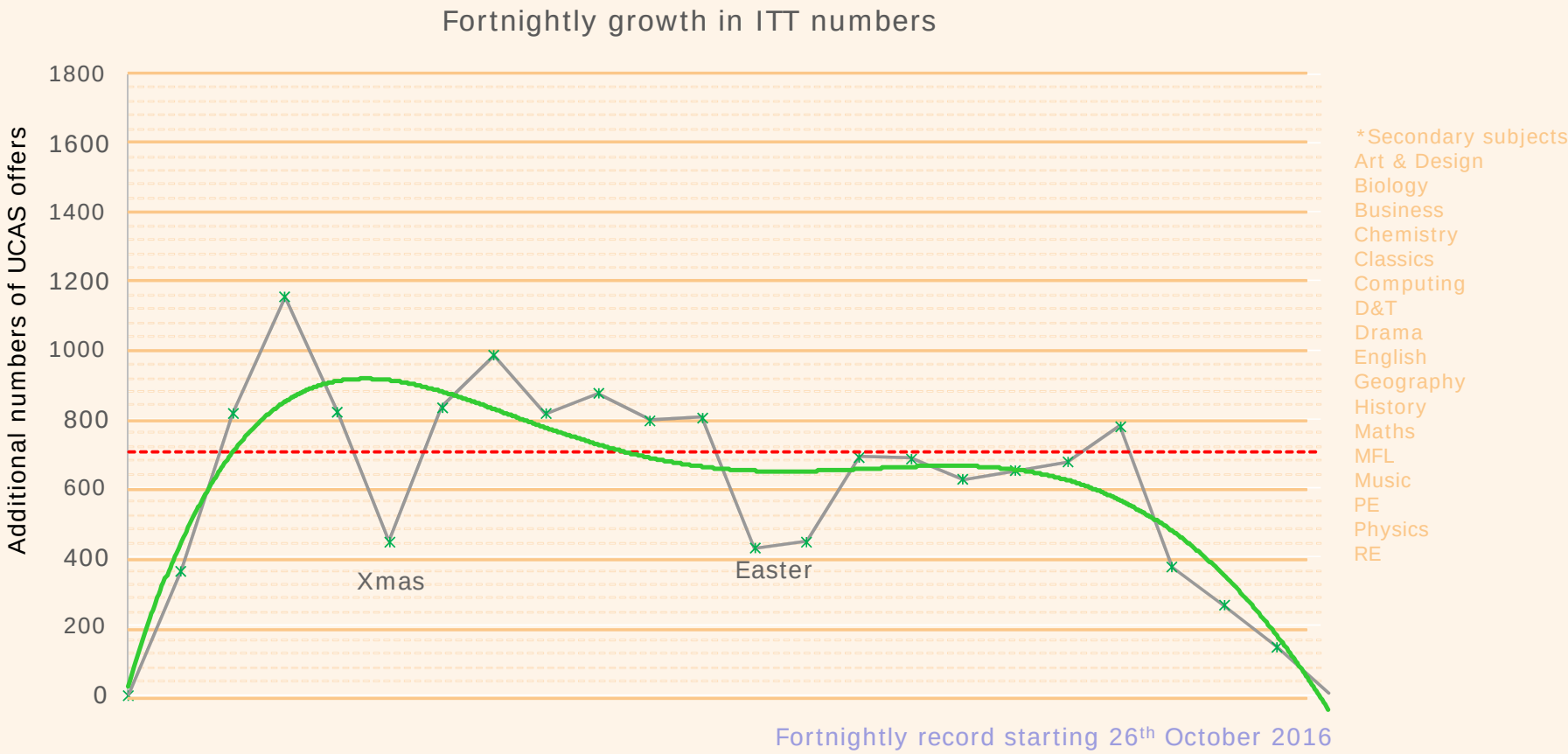
The removal of allocations, uncapping of courses and removal of the 10-day school experience have been likely factors.

Following slides show the recruitment growth rates for all “named” UCAS subject – i.e. does not include general category **Others**:

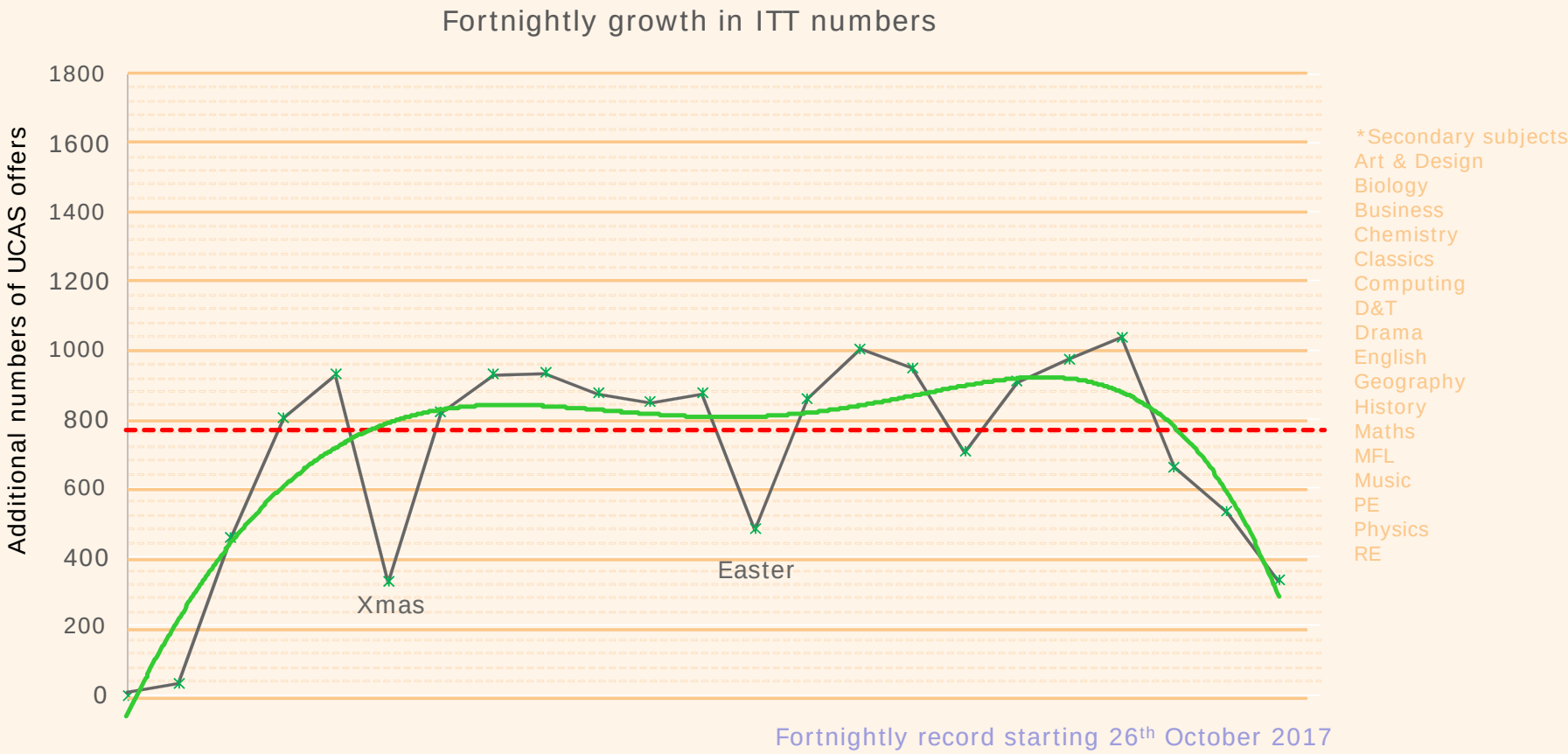
UCAS growth rates – all Secondary subjects* (ITT 2016-17)



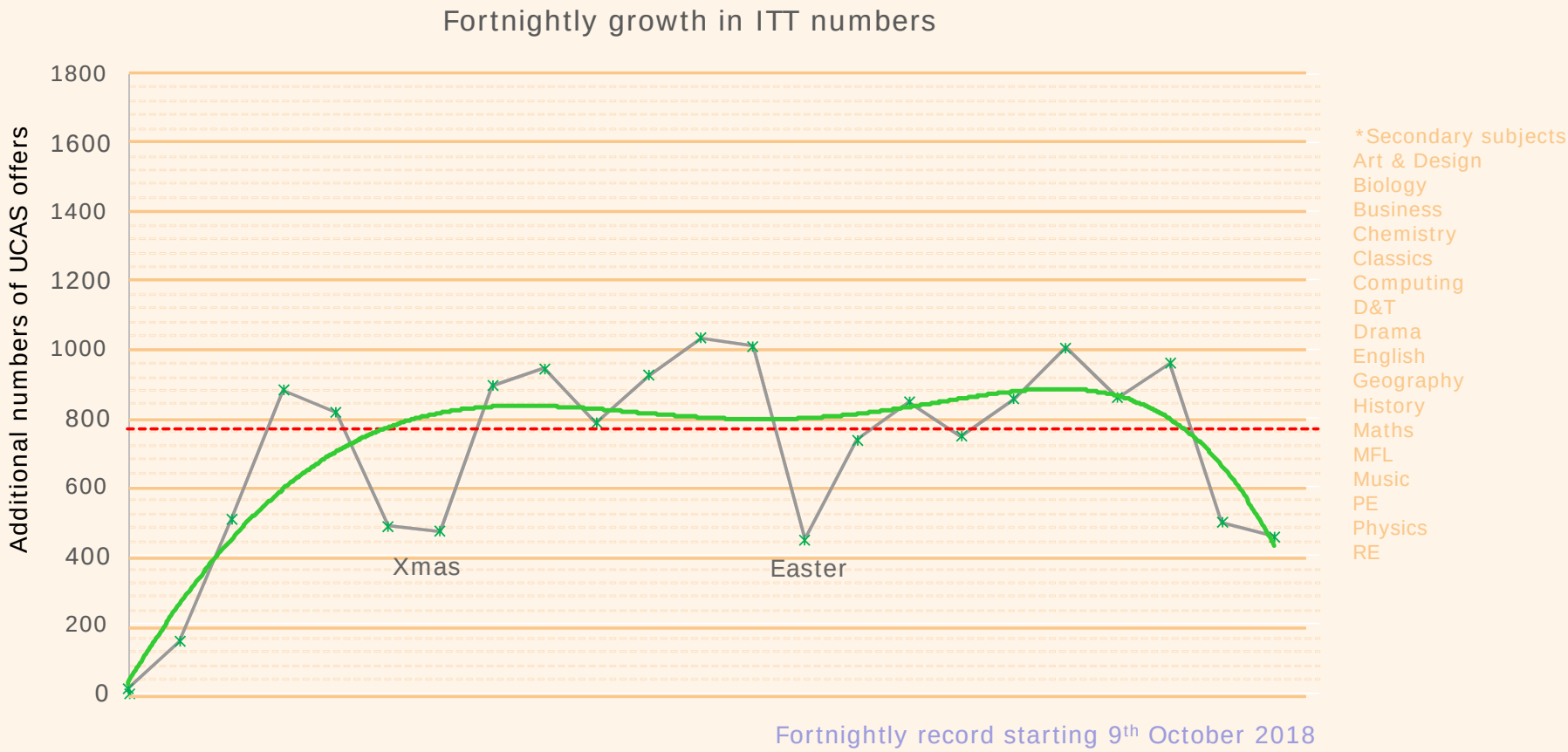
UCAS growth rates – all Secondary subjects* (ITT 2017-18)



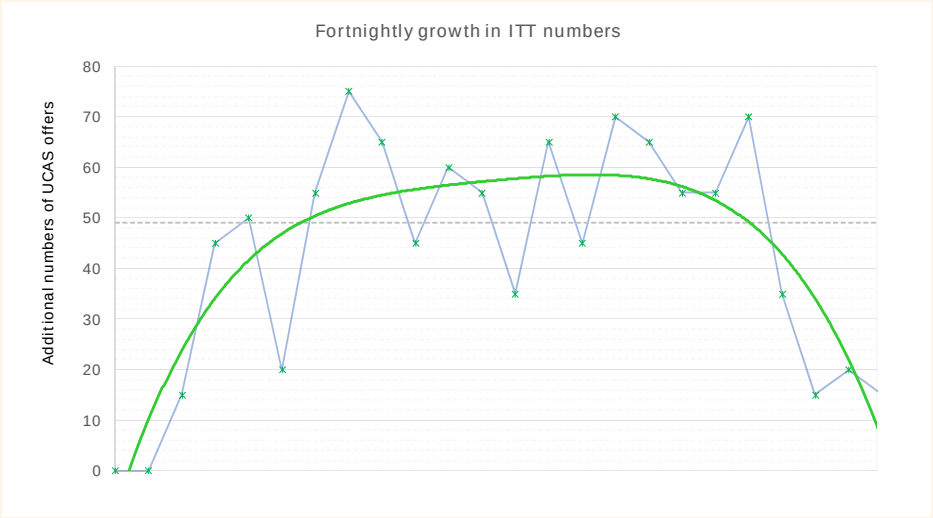
UCAS growth rates – all Secondary subjects* (ITT 2018-19)



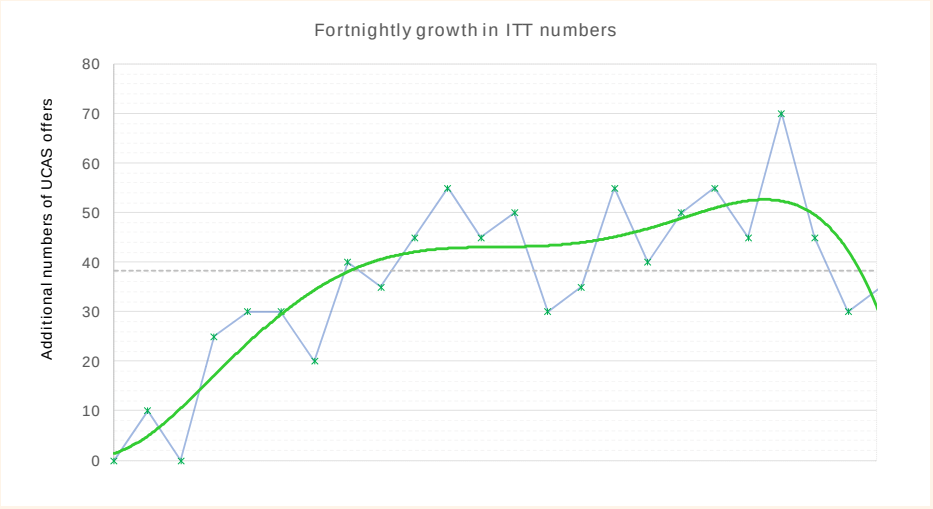
UCAS growth rates – all Secondary subjects* (ITT 2019-20)



Growth in UCAS offers: Chemistry (prior years)

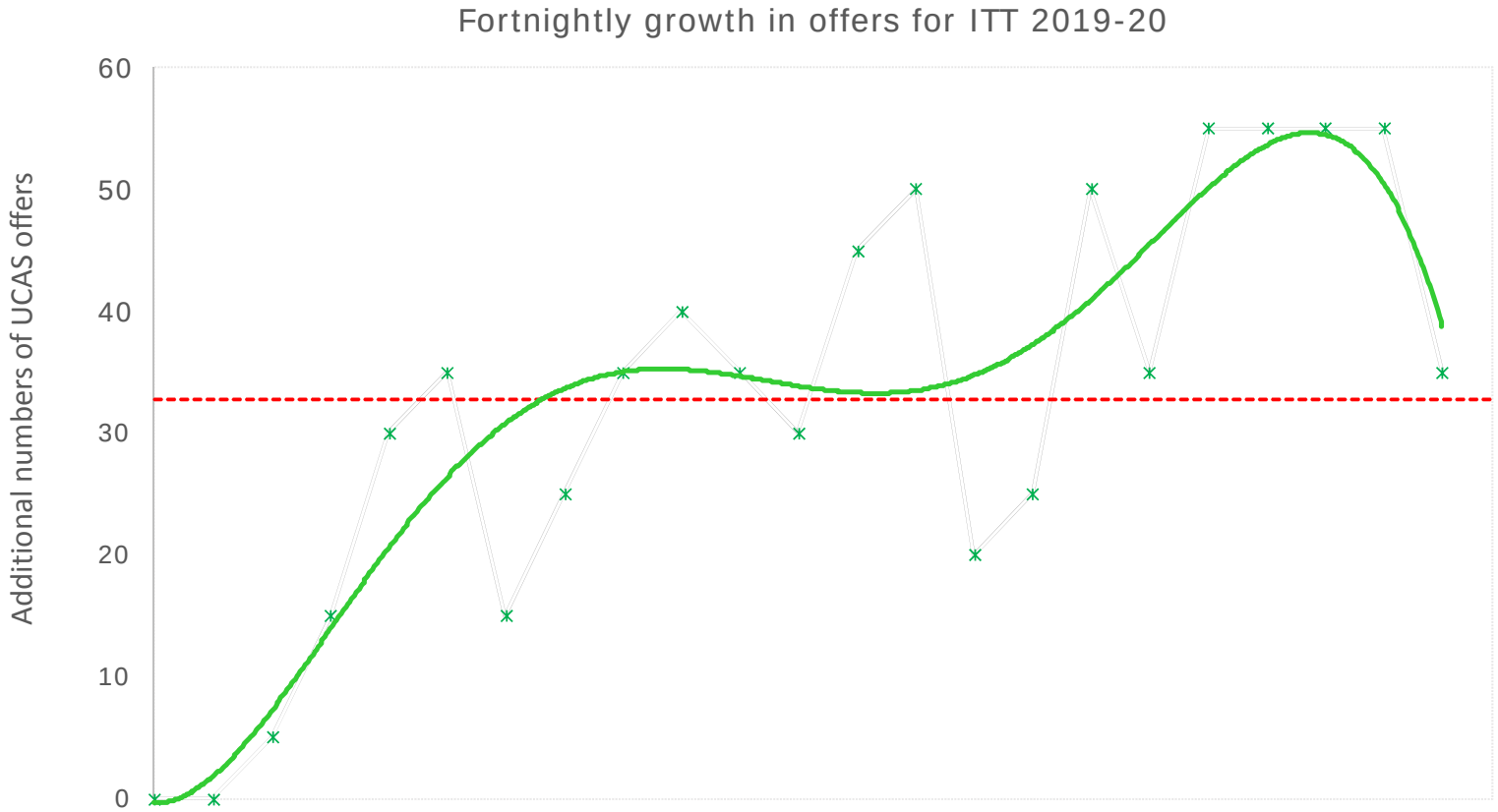


ITT 2016-17

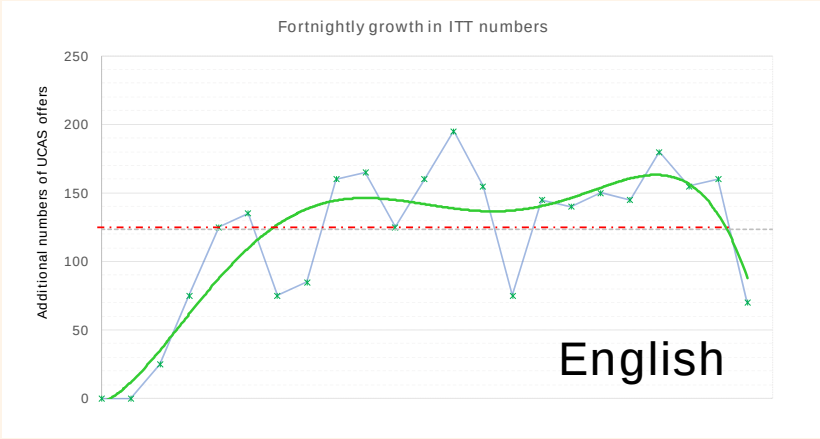


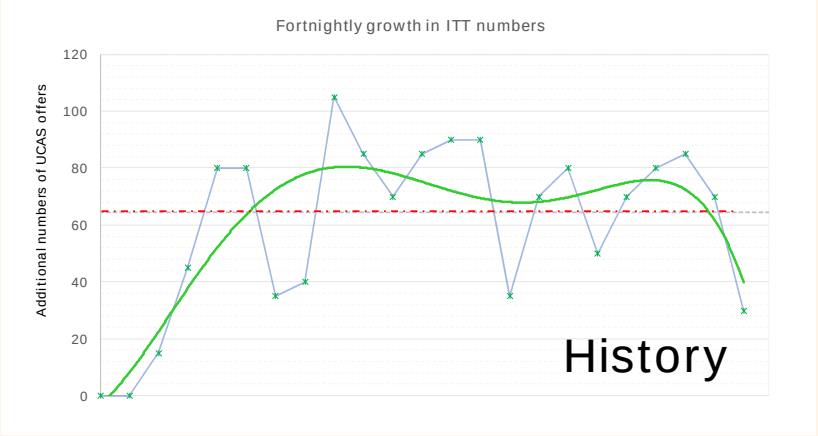
ITT 2017-18

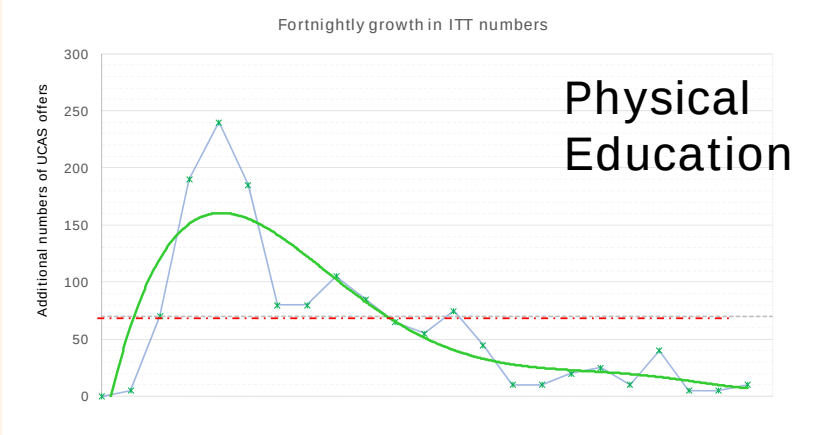
Growth in UCAS offers: Chemistry

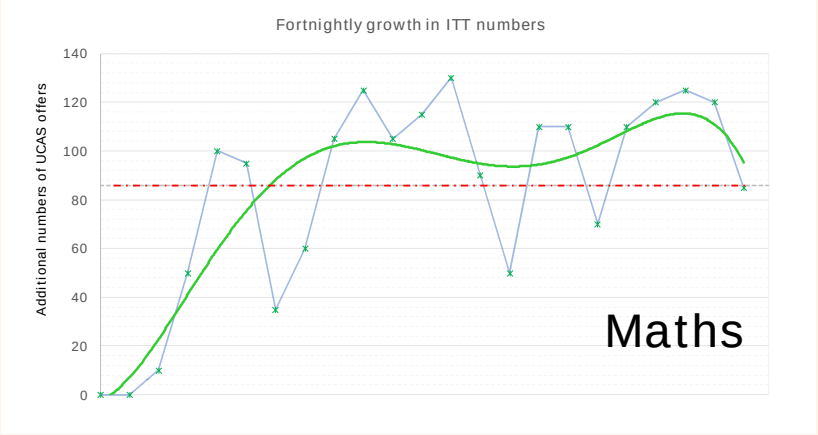


Growth in UCAS offers - selected subjects ITT 2019-20









Nick Gibb Letter

Rt Hon Nick Gibb MP
Minister of State for School Standards

Dear colleague,

I am writing to welcome you to the initial teacher training (ITT) recruitment cycle for 2020 … we will continue to support recruitment throughout ITT2020 with our national, award-winning advertising campaign, *Every Lesson Shapes a Life*.

We are planning to advertise at four points… until October… January, March-April and **June-July** 2020.

What is the right recruitment message?

Discussion points

Recruitment cycle

Have your own recruitment patterns changed over time?

How does this relate to the spread of Train to Teach events? Other DfE Marketing?

How have “removal of potential barriers” impacted on local recruitment?

How are you going to address Functional Mathematical/English needs?

What are local issues with late applications?

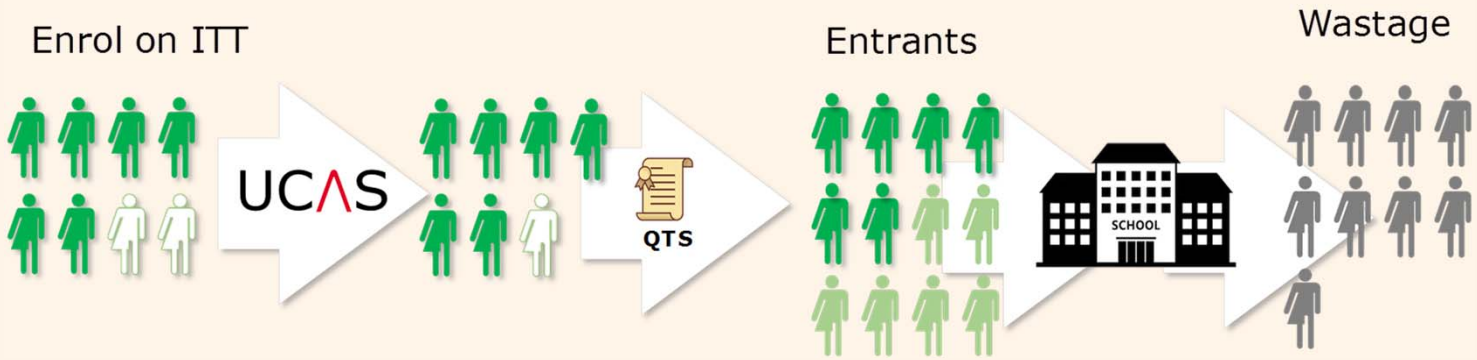
e.g. DBS, securing placements

Are late applicants more or less likely to present other concerns?

Small group discussion

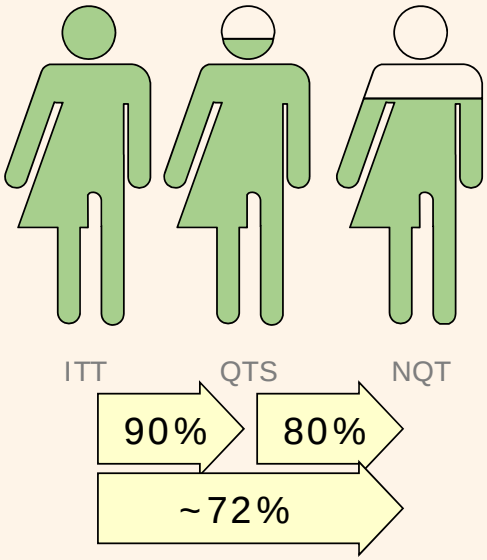
Completion rates

The DfE's teacher supply model has built-in assumptions and data on completion rates:

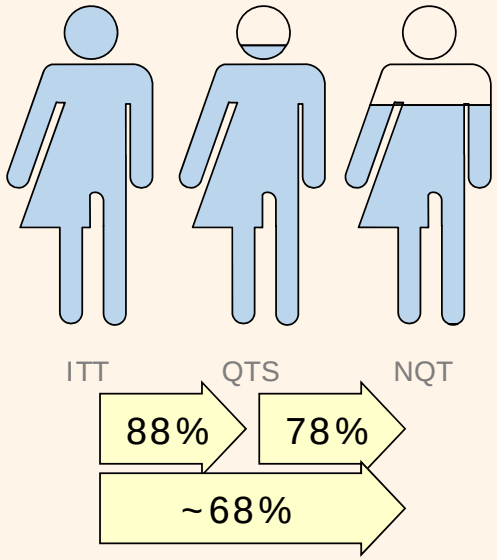


TSM Attrition rates

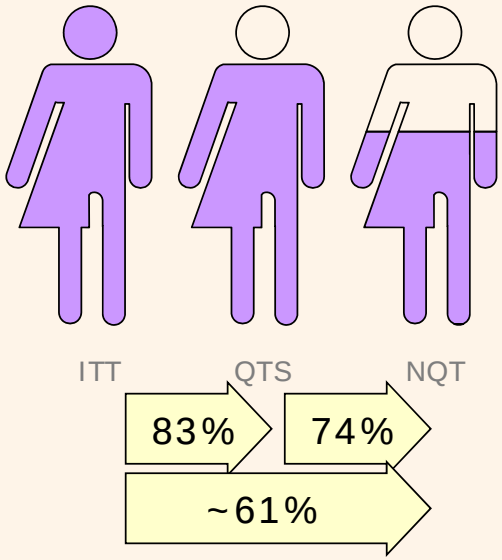
Biology



Chemistry

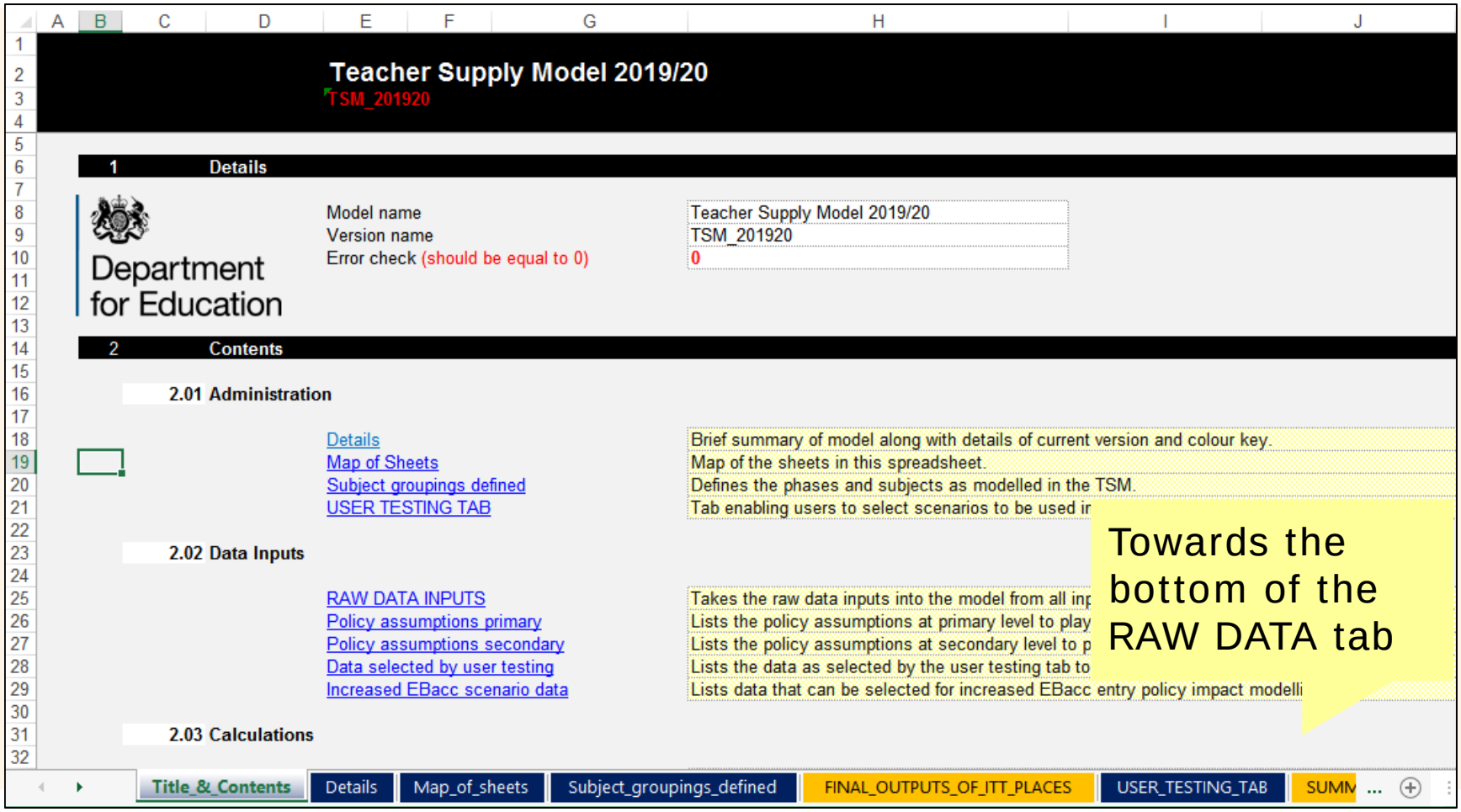


Physics



We now use these data to consider the “pool of NQTs” for Sept 2020…

Teacher Supply Model



Teacher Supply Model 2019/20

TSM_201920

1 Details

Department for Education

Model name	Teacher Supply Model 2019/20
Version name	TSM_201920
Error check (should be equal to 0)	0

2 Contents

2.01 Administration

Details	Brief summary of model along with details of current version and colour key.
Map of Sheets	Map of the sheets in this spreadsheet.
Subject groupings defined	Defines the phases and subjects as modelled in the TSM.
USER TESTING TAB	Tab enabling users to select scenarios to be used in

2.02 Data Inputs

RAW DATA INPUTS	Takes the raw data inputs into the model from all inp
Policy assumptions primary	Lists the policy assumptions at primary level to play
Policy assumptions secondary	Lists the policy assumptions at secondary level to p
Data selected by user testing	Lists the data as selected by the user testing tab to
Increased EBacc scenario data	Lists data that can be selected for increased EBacc entry policy impact modelli

2.03 Calculations

Towards the bottom of the RAW DATA tab

Title_&_Contents | Details | Map_of_sheets | Subject_groupings_defined | FINAL_OUTPUTS_OF_ITT_PLACES | USER_TESTING_TAB | SUMM

https://www.gov.uk/government/statistics/tsm-and-initial-teacher-training-allocations-2019-to-2020

DfE Attrition Rates

	Postgraduate Completion Rate			Postgraduate Employment Rate		
	Postgraduate			Postgraduate		
Subject	HEI (Core)	SCITT (Core)	SD	HEI (Core)	SCITT (Core)	SD
Art & Design	93%	96%	95%	72%	80%	76%
Biology	90%	91%	90%	78%	85%	79%
Business Studies	90%	95%	97%	67%	71%	73%
Chemistry	86%	87%	90%	76%	79%	79%
Classics	98%	88%	95%	67%	71%	73%
Computing	85%	88%	86%	71%	80%	80%
Design & Technology	90%	94%	85%	76%	82%	82%
Drama	96%	96%	94%	73%	79%	79%
English	92%	95%	94%	82%	86%	87%
Food	91%	99%	82%	75%	91%	88%
Geography	93%	96%	88%	82%	89%	82%
History	95%	93%	96%	83%	84%	86%
Mathematics	87%	90%	90%	76%	81%	80%
Modern Foreign Languages	92%	91%	91%	69%	71%	78%
Music	92%	97%	93%	68%	73%	74%
Others	93%	87%	96%	77%	72%	85%
Physical Education	96%	97%	96%	67%	71%	73%
Physics	82%	87%	84%	71%	77%	76%
Primary	89%	93%	92%	78%	83%	87%
Religious Education	90%	92%	92%	77%	91%	84%
Total	90%	93%	92%	77%	81%	83%

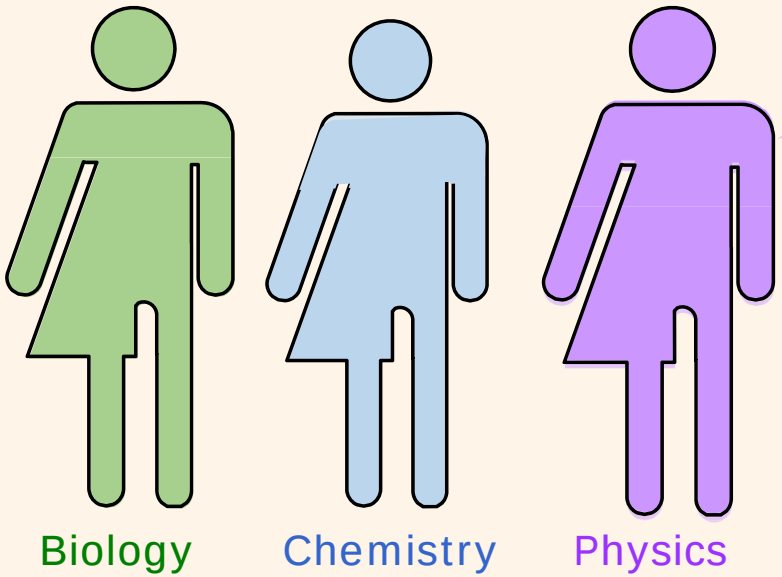
Estimating NQTs for 2020

DfE estimates the numbers of ITT trainees needed and likely output of NQTs

Entrant target **860** NQTs

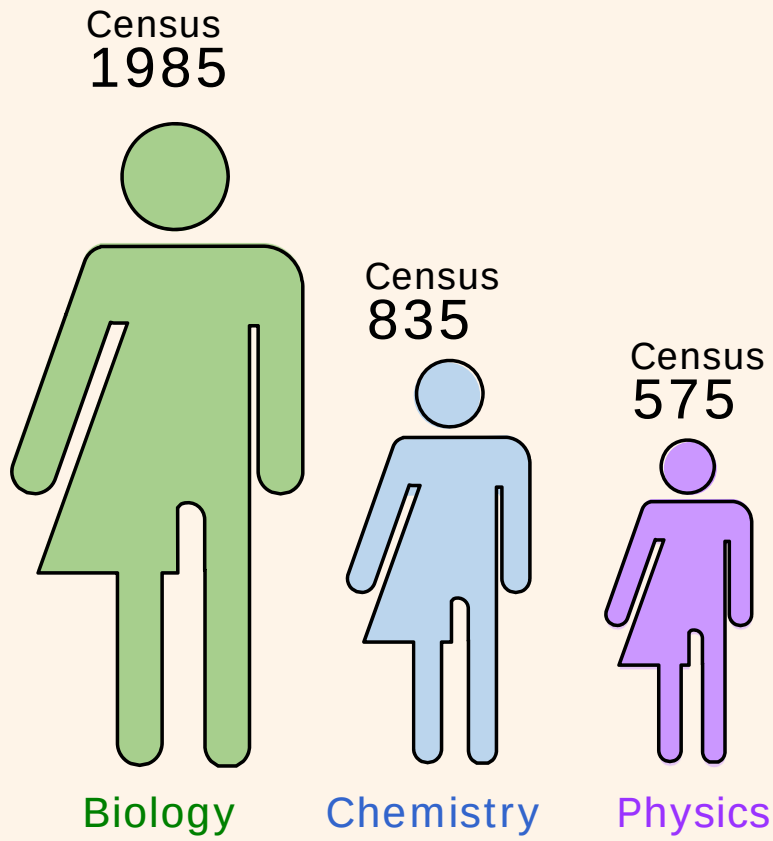
Entrant target **780** NQTs

Entrant target **780** NQTs



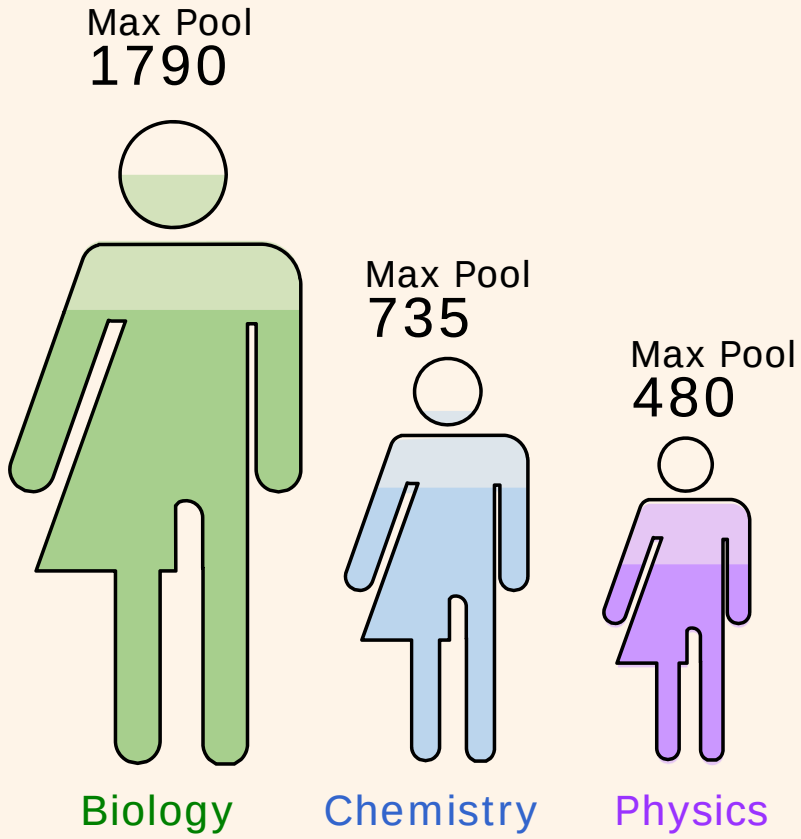
Likely NQTs for 2020

Compare this with the actual census



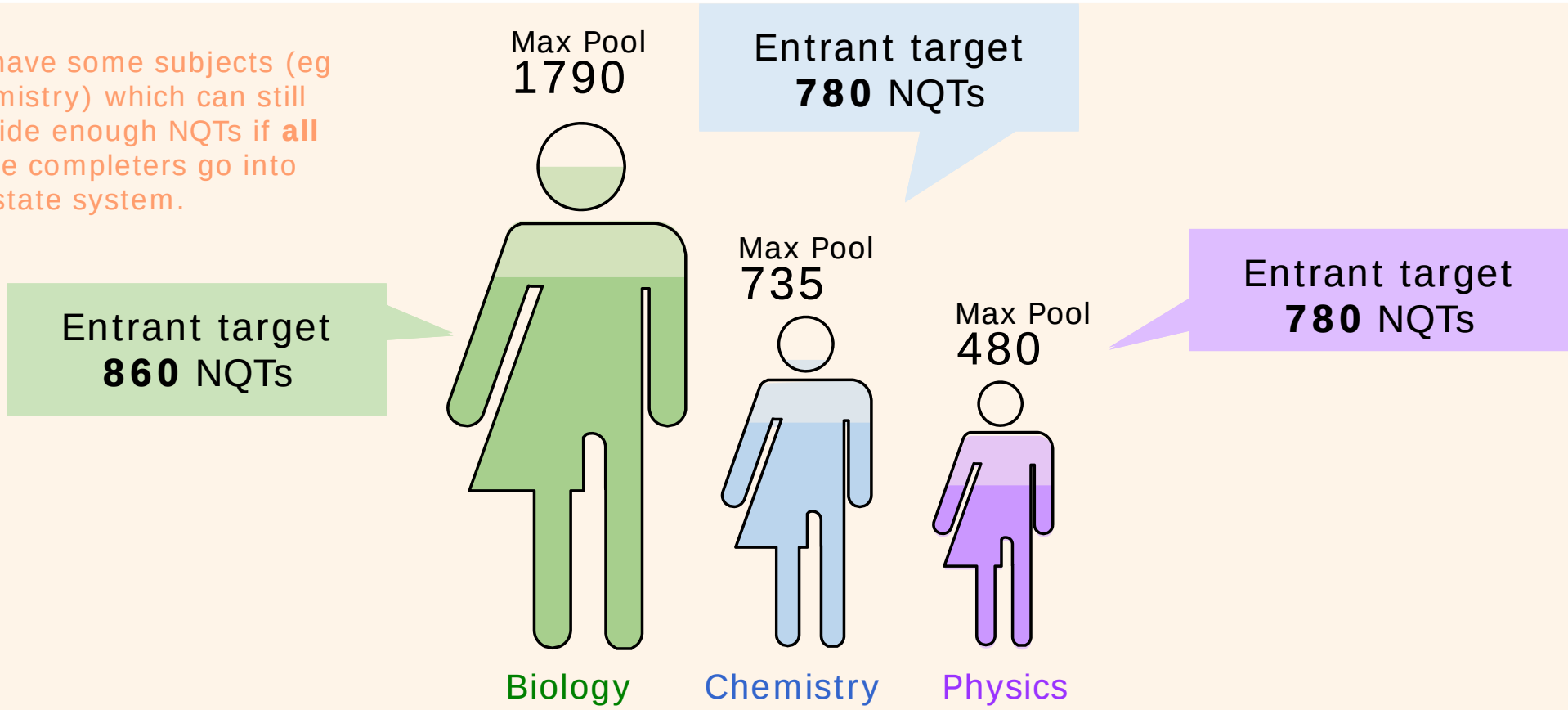
Likely NQTs for 2020

We can suggest a maximum number of NQTs after removing non-completers.



Likely NQTs for 2020

We have some subjects (eg Chemistry) which can still provide enough NQTs if **all** of the completers go into the state system.



Discussion points

Retention

Do your own completion rates match these patterns?

(For Secondary) Have increased bursaries lead to improved/worsening leaving rates?

Do you record reasons to leave/an exit interview? What are common reasons?

Are mature trainees more likely to leave than others?

How many withdrawing trainees have mental health concerns?

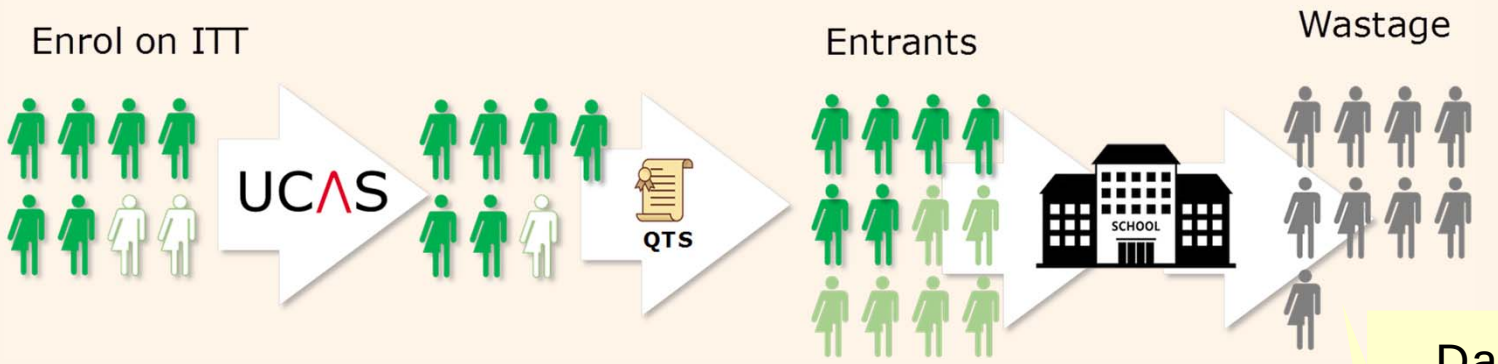
Are trainees disclosing mental health concerns more readily?

Do you discuss workload expectations at interview?

Small group discussion

NQT Attrition rates

The DfE's teacher supply model considers the **retention** of NQTs:

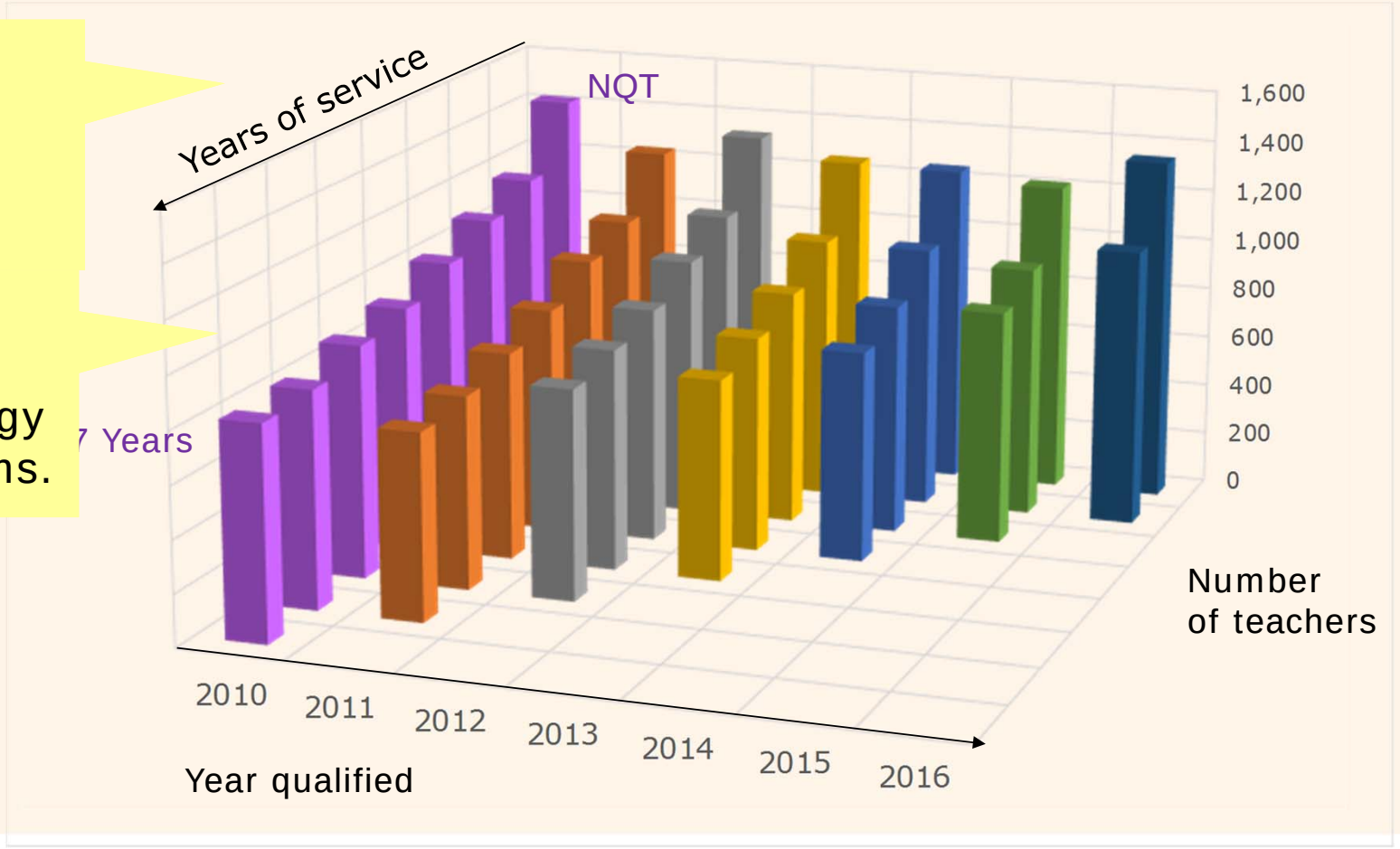


Data from the longevity of different NQTs is used in predicting wastage

ITT Targets – NQT Retention

The DfE recently published attrition rates for secondary subjects.

However, these data contain unusual collection methodology for subject specialisms.



https://department-for-education.shinyapps.io/turnover-and-retention-grids/

TSM – Turnover rates & Retention

Phase:
Secondary

Region:

School Type:

Full-time or Part-time status:

Subjects Specialised in:
Chemistry

Percentages | Numbers

Copy CSV

Year Qualified	Number of NQTs	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years
2010	1,453	83.6	79.2	73.2	68.8	65.1	62.4	60.2
2011	1,305	87.1	79.8	74.3	68.8	65.4	61.8	
2012	1,491	84.5	78.4	71.8	67.6	63.0		
2013	1,325	84.7	74.8	71.1	65.9			
2014	1,437	82.5	74.4	66.9				
2015	1,320	81.7	72.6					
2016	1,487	82.2						

The percentage of NQTs who were recorded in service in each year. Source: School Workforce Census and Initial Teacher Training Performance Profiles.

https://department-for-education.shinyapps.io/turnover-and-retention-grids/

TSM – Turnover rates & Retention

Phase:

Secondary

Region

School

Full-tim

Subject

Ch

Percentages | Numbers

Copy | CSV

Number of NQTs	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years
1,453	83					62.4	60.2
1,305	87					61.8	
1,491	84						
1,325							
1,437	82						
1,320	81.7	72.6					
1,487	82.2						

of NQTs who were recorded in service in each year. Source: School Workforce Census and Initial g Performance Profiles.

This does **not** represent 1300-1500 **Chemistry** NQTs.

Instead, the number of NQTs teaching Chemistry (KS3-5) **regardless** of their ITT specialism.

How much support is there during ITT year (in Secondary) to support SK outside of specialism?

This also represents inconsistency in recording numbers (and the importance) of subject specialists.

https://department-for-education.shinyapps.io/turnover-and-retention-grids/

Importance of Subject Knowledge

UK Parliament

Select Education Committee, 2013-14

Great Teachers: Written evidence submitted by Ofsted:

> *We have no firm evidence to support the view that those with the highest degree classifications make the best teachers. Ofsted has considerable evidence, however, of the links between good* ***subject knowledge*** *and high quality teaching*

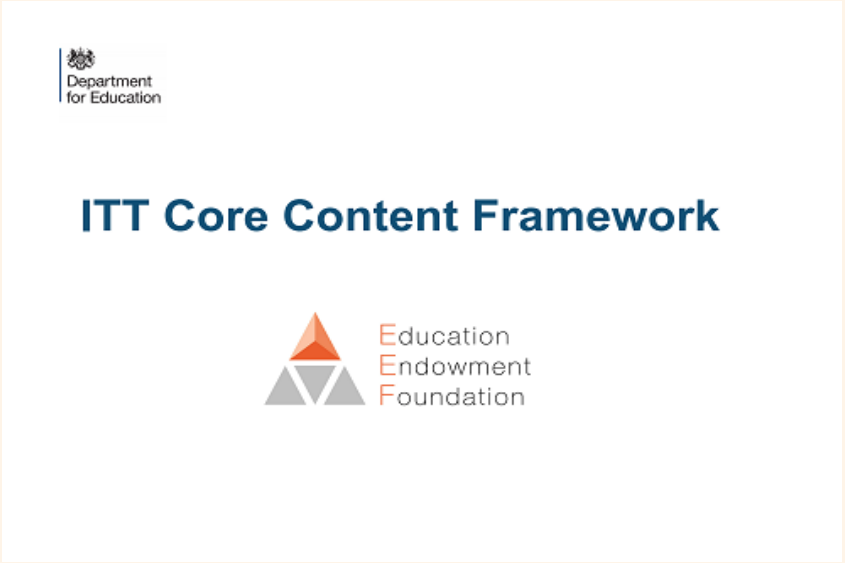
https://publications.parliament.uk/pa/cm201012/cmselect/cmeduc/1515/1515we28.htm

SK in ITT Core Content

Subject and Curriculum
Secure subject knowledge helps teachers to motivate pupils and teach effectively.

Classroom Practice
Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success

Professional Behaviours
Strengthening pedagogical and subject knowledge by participating in wider networks



“I think the people in this country have had enough of experts”

Eligibility

The training bursary level aw

- subject a trainee wishes to
- grade of their highest acad demic qualification

Examples given on ITT Bursary information do little to promote the value of subject knowledge.

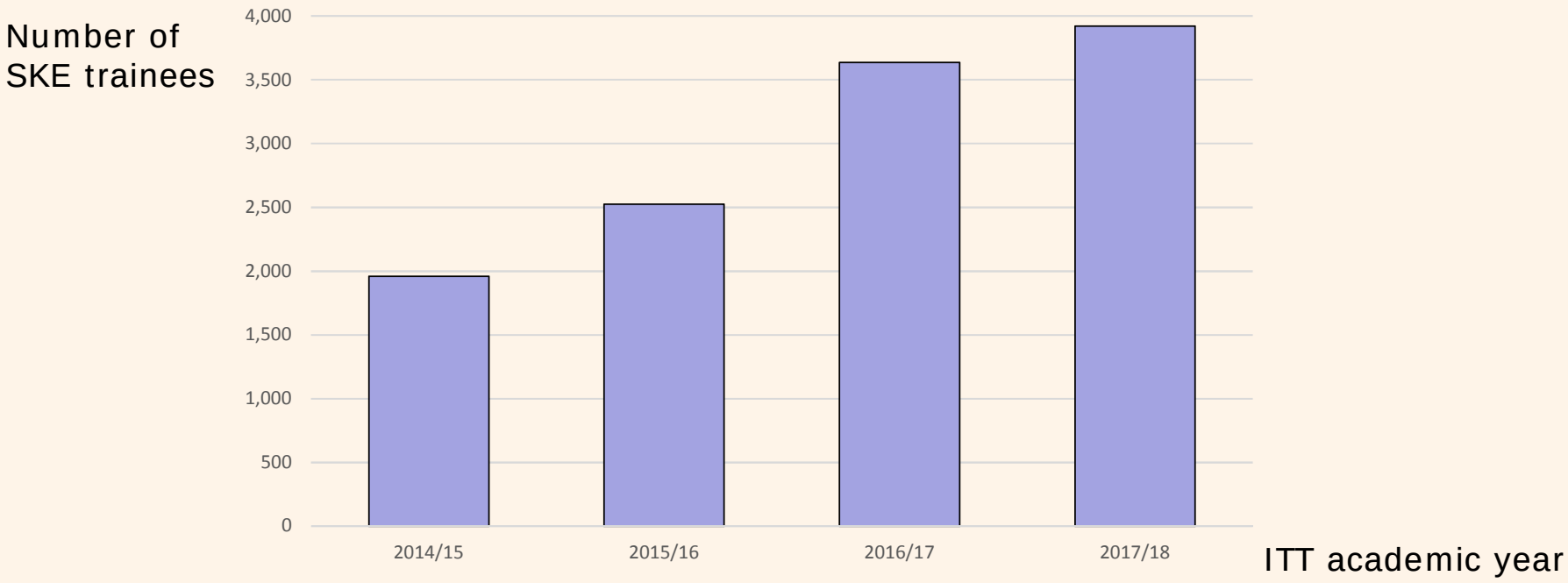
Example
A trainee with a first class degree in English will be eligible for a £26,000 training bursary if they’re training to teach physics, and £15,000 if training to teach English.

This does not change your selection or recruitment process, including making judgements about the relevance of the degree to the subject of training.

https://www.gov.uk/government/publications/initial-teacher-training-itt-bursary-funding-manual/initial-teacher-training-bursaries-funding-manual-2019-to-2020-academic-year

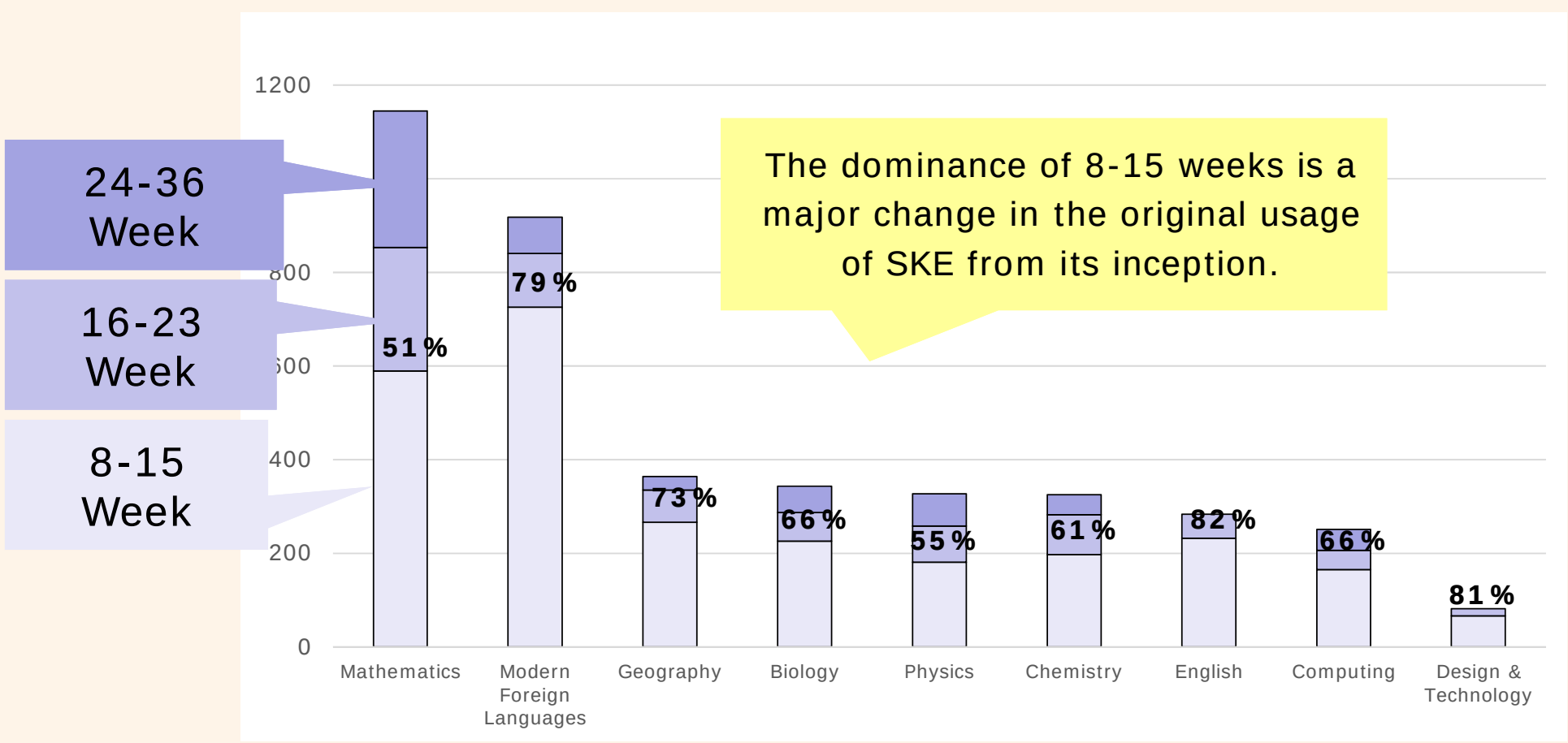
How is Subject Knowledge improved Pre-ITT?

The use of SKE courses for Secondary ITT has grown over the last four years:

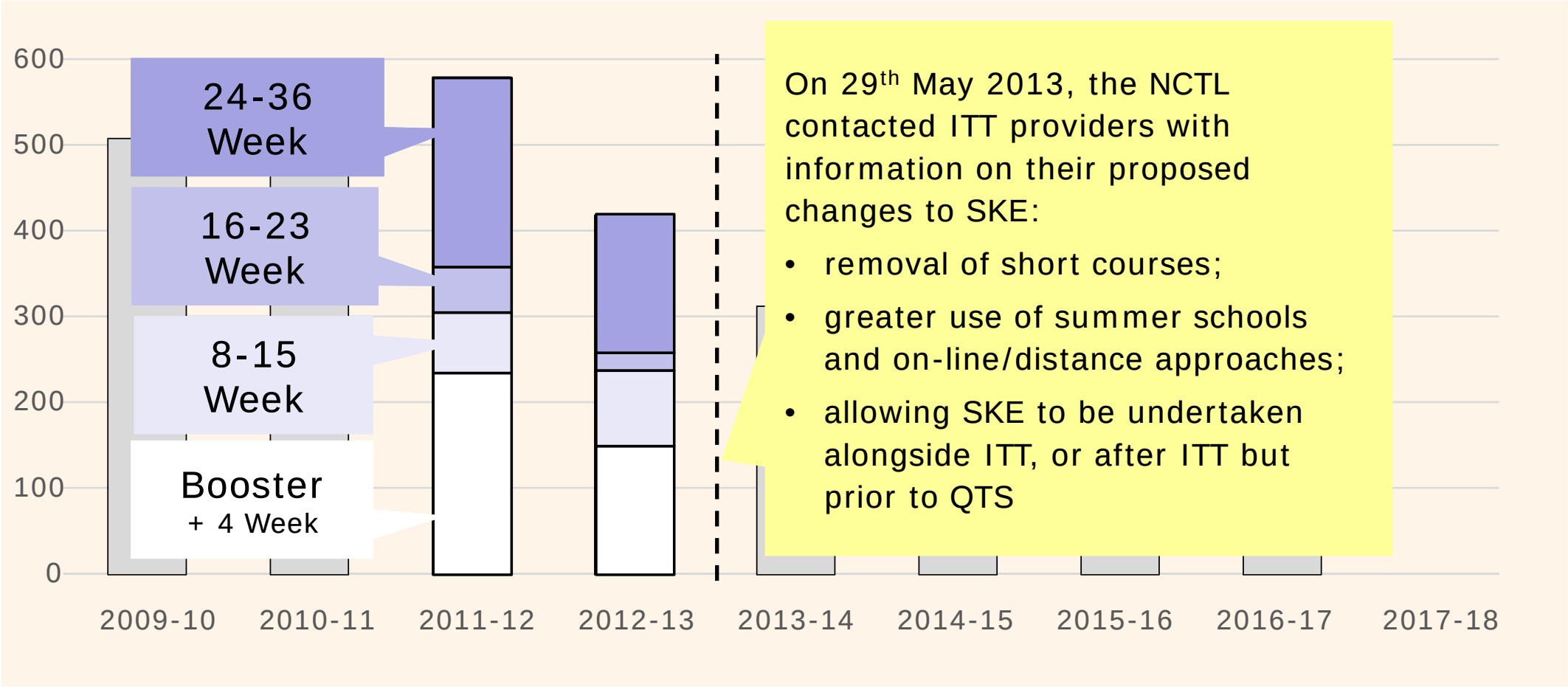


Secondary SKE usage

2016-17 ➔ ITT 2017-18



Chemistry SKE 2009-2018

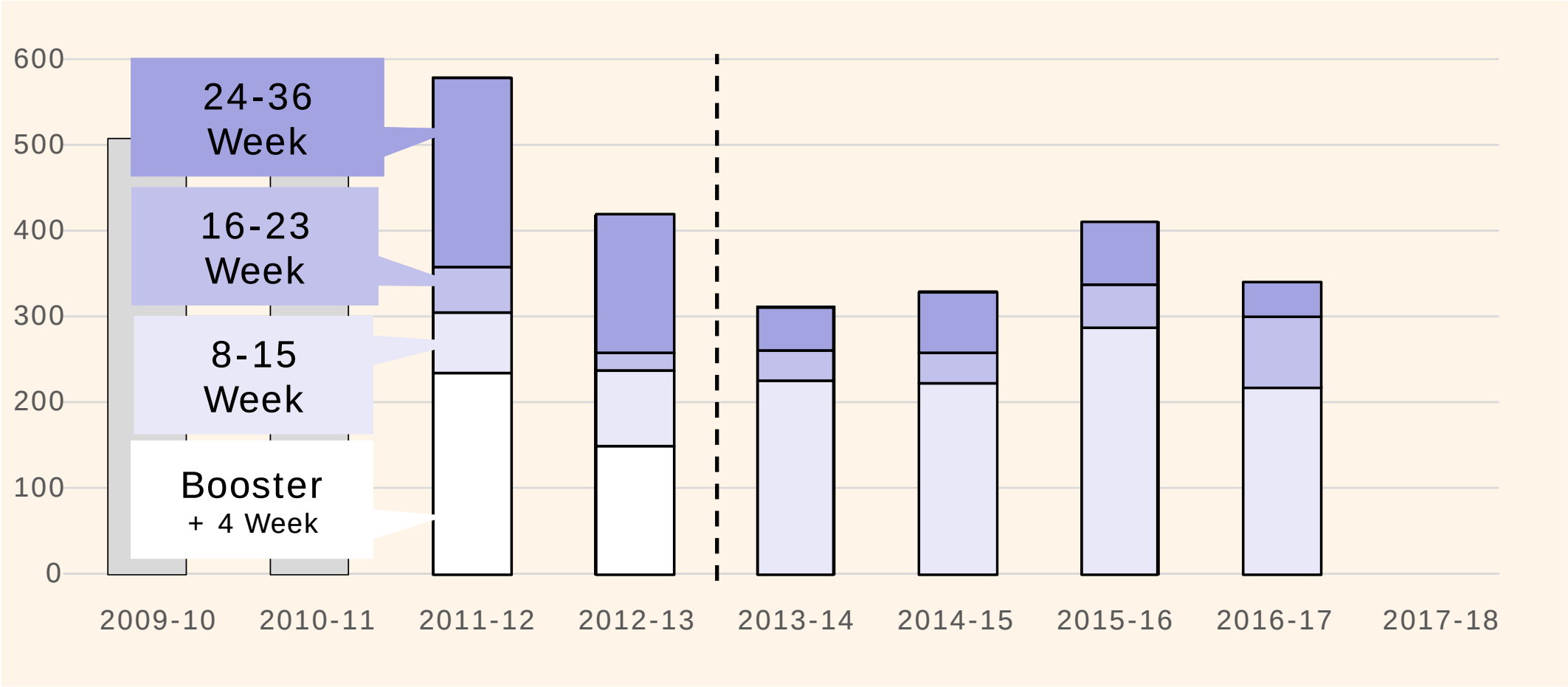


On 29th May 2013, the NCTL contacted ITT providers with information on their proposed changes to SKE:

- removal of short courses;
- greater use of summer schools and on-line/distance approaches;
- allowing SKE to be undertaken alongside ITT, or after ITT but prior to QTS

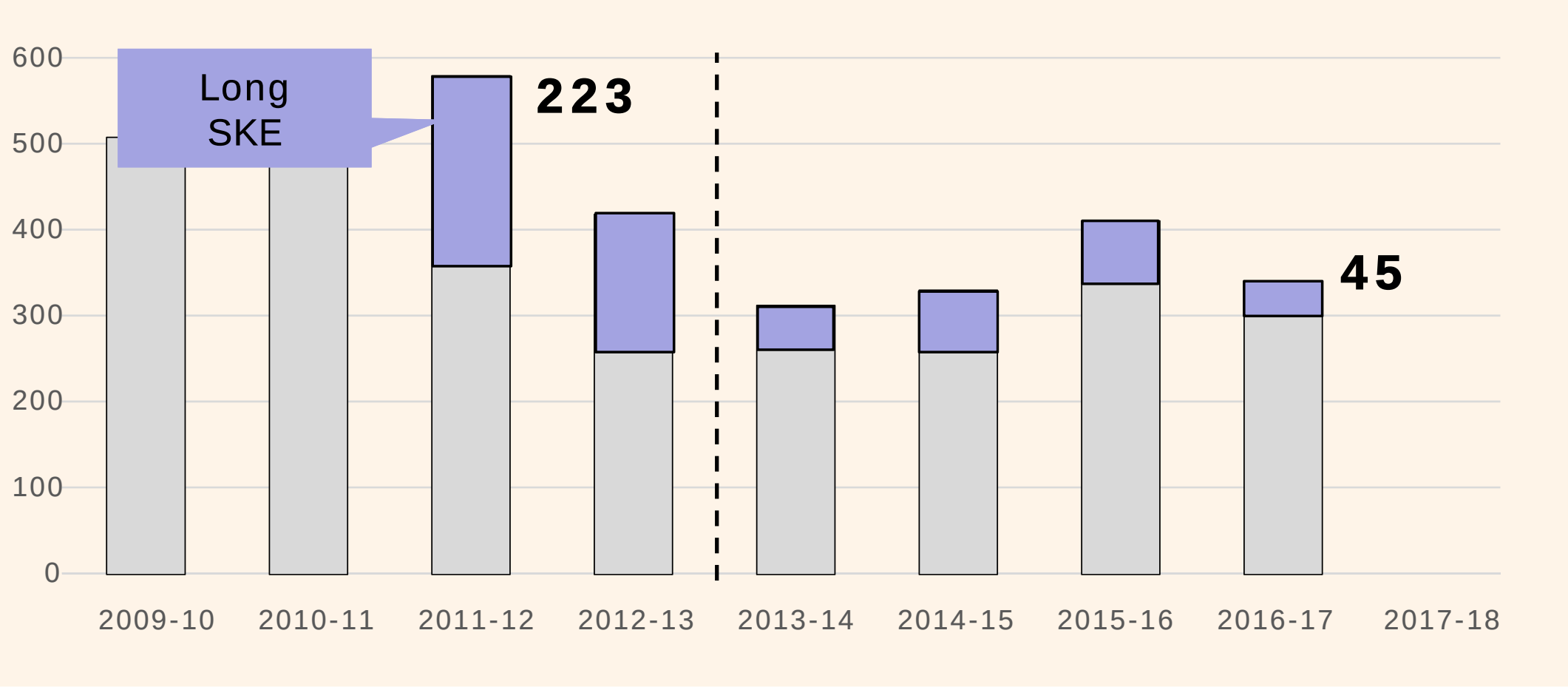
*Difficult to make true comparisons as the bursary levels have changed.

Chemistry SKE 2009-2018



*Difficult to make true comparisons as the bursary levels have changed.

Chemistry SKE 2009-2018

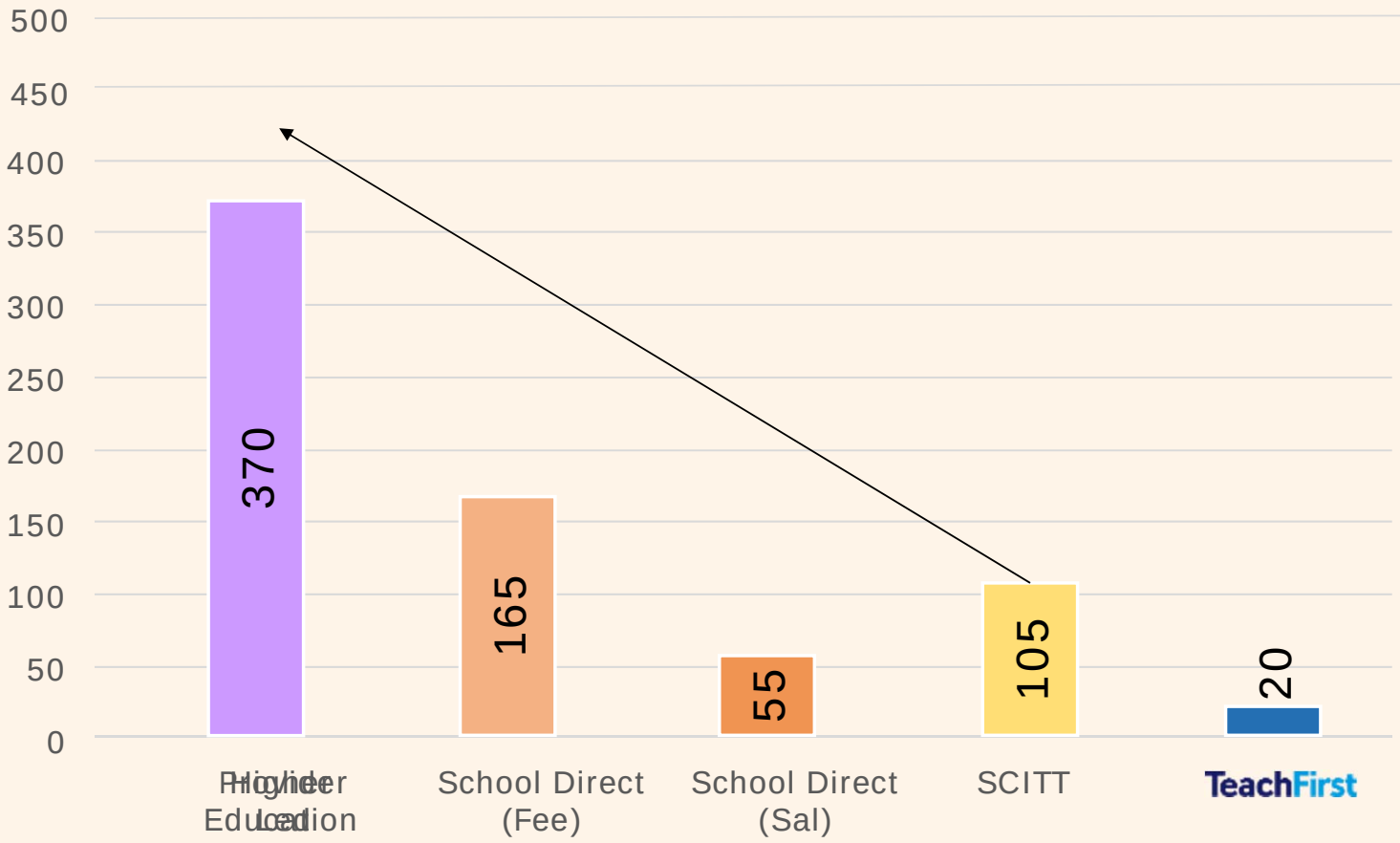


*Difficult to make true comparisons as the bursary levels have changed.

ITT Census & SKE Usage

2016-17 → 2017-18

Physics



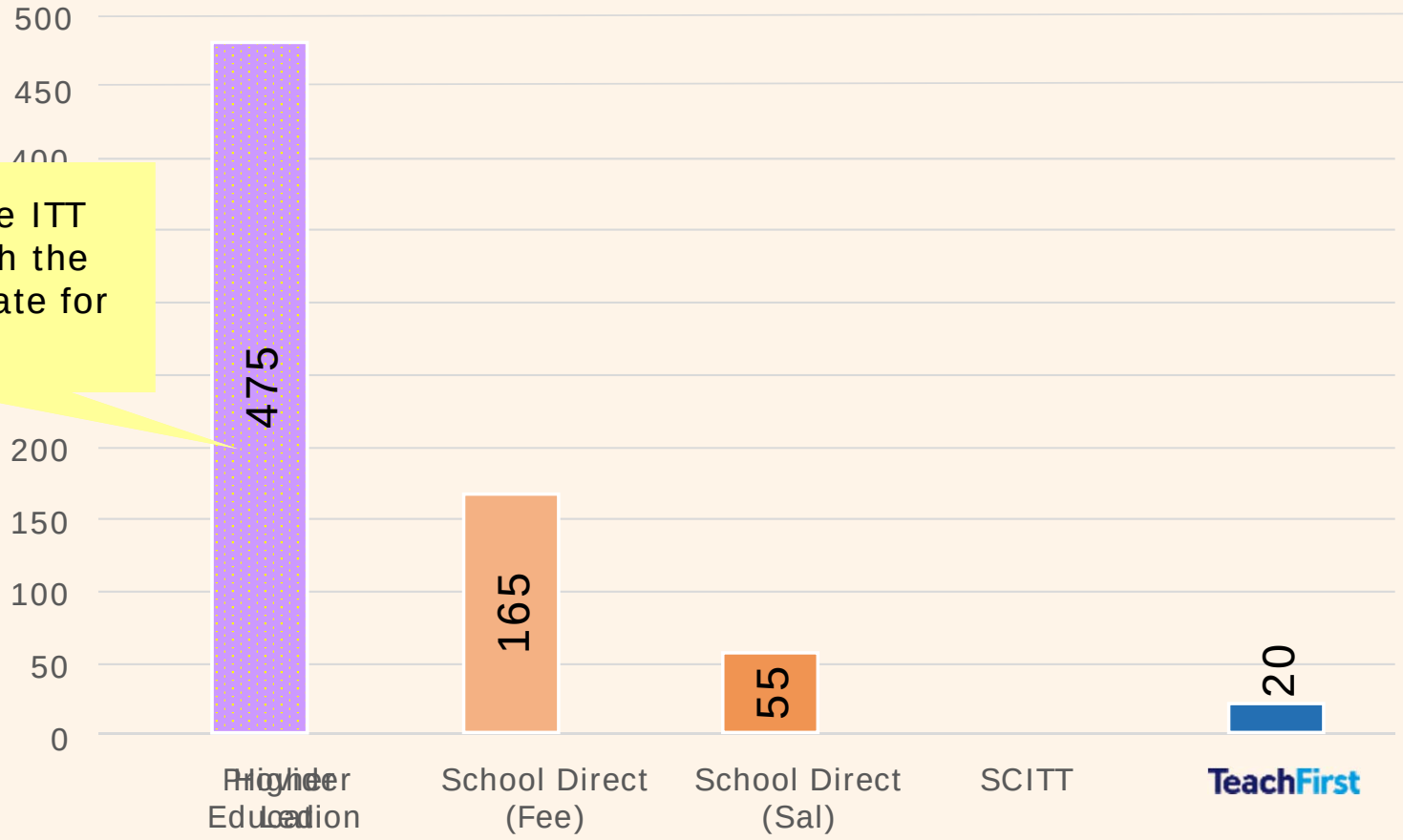
https://www.whatdotheyknow.com/request/ske_numbers_by_provider_3#incoming-1079824

ITT Census & SKE Usage

2016-17 → 2017-18

Physics

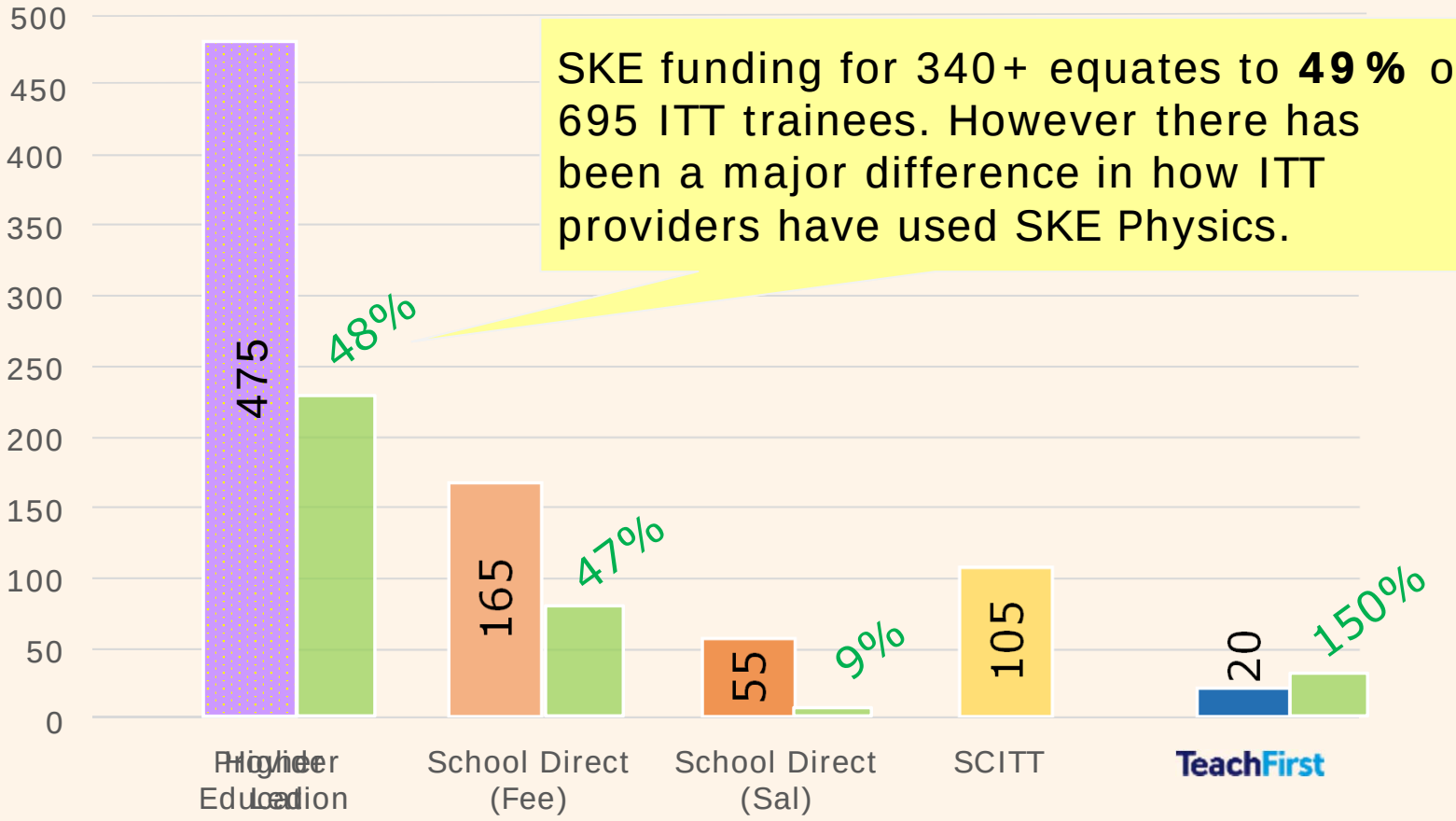
We can compare ITT census data with the Physics SKE update for each route.



https://www.whatdotheyknow.com/request/ske_numbers_by_provider_3#incoming-1079824

ITT Census & SKE Usage 2016-17 → 2017-18

Physics

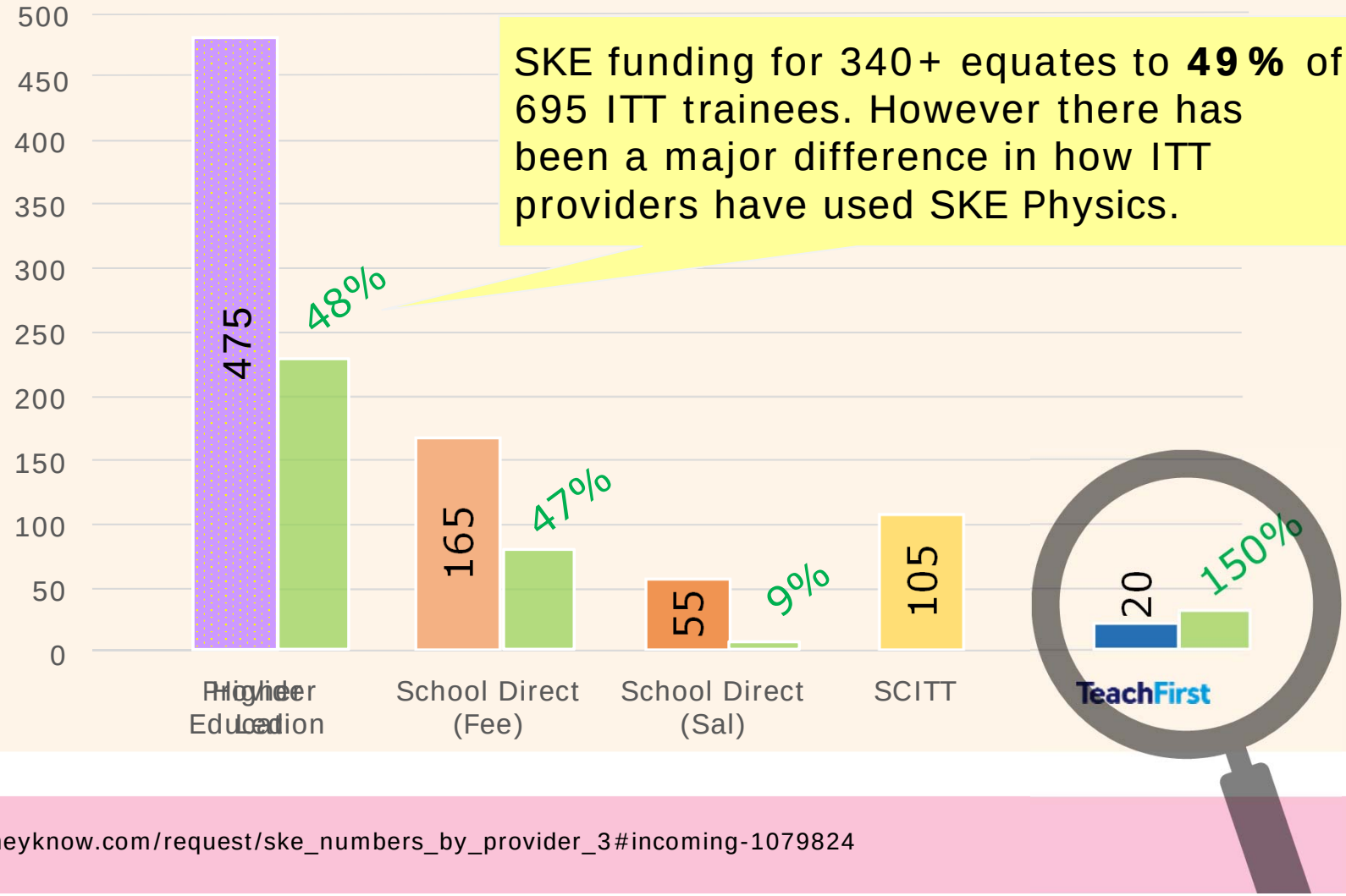


SKE funding for 340+ equates to **49%** of 695 ITT trainees. However there has been a major difference in how ITT providers have used SKE Physics.

https://www.whatdotheyknow.com/request/ske_numbers_by_provider_3#incoming-1079824

ITT Census & SKE Usage 2016-17 → 2017-18

Physics



SKE funding for 340+ equates to **49%** of 695 ITT trainees. However there has been a major difference in how ITT providers have used SKE Physics.

https://www.whatdotheyknow.com/request/ske_numbers_by_provider_3#incoming-1079824

SKE Physics 2014-2017

TeachFirst		TeachFirst	
AY	SKE Physics	AY	Census
2014-15	75	2015-16	23
2015-16	59	2016-17	21
2016-17	~30	2017-18	20
2014-17	**164**	2015-18	**64**

Teach First have enrolled trainees on to SKE Physics courses whom are not going on to become Physics specialists – i.e. general enhancement

https://www.whatdotheyknow.com/request/ske_numbers_by_provider_3#incoming-1079824

Response from TeachFirst

From: xxxxx@teachfirst.org.uk
Sent: 23 March 2018 14:57
To: Crowley, Mark <mark.crowley@ntu.ac.uk>
Subject: Teach First and SKEs

Hi Mark,

All SKE providers working with Teach First seek approval with us before enrolling participants. The SKE is **never made a condition** of the TF offer, although all incoming participants must undertake the CKA. It is a **recommendation** based on their subject knowledge prior to starting the LDP.

TeachFirst
National Office & London Local Area Office
6 Mitre Passage, London, SE10 0ER

Sought clarification from DfE as to why TeachFirst can use SKE funding differently to all other providers.

SKE – recent guide 2018-2019


Department for Education

Subject knowledge enhancement (SKE) funding manual

For SKE programmes starting between 1 October 2018 and 30 September 2019

Issued October 2018

10. **SKE funding** is … available for courses of 8 weeks … for those applying to PE with EBacc ITT courses.

20. **PG ITT courses**… the completion of a SKE course must be a specific condition of the conditional ITT offer.

21. **Teach First candidates**. Teach First participants are eligible for SKE funding, providing they meet the criteria set by Teach First.

How equitable is this?

Also consider that “PE with Ebacc” have no expectation to teach the EBacc during ITT?

Would it be better to use some funds to give Primary trainees Maths **and** English 2-week booster enhancement.

Subject Knowledge of applicants

With the shift away from early applicants, likely to be influenced further by the removal of pre-ITT Skills Tests and Secondary School experience, will there be greater concerns about the SK preparation applicants can do for all phases and subjects?

For those that have access to SKE courses, we have concern that greater numbers of late applicants will have little time to meet conditional offers of even 8 week SKE.

Will this mean a return to offering 2- and 4- week courses?

Should there be better joined up thinking of SK across pre-ITT, in-year and post-ITT?

Discussion points

Small group discussion

Subject Knowledge

What are SK concerns for your provision?

How do you feed back needs for SK development (or conditional offers) through UCAS? How might this be actioned through DfE Apply?

How are secondary providers using pre-ITT SKE? What are underlying issues?

How are ITT providers responding in-year to a potential Ofsted emphasis on SK pedagogy?

How can we help trainees develop transferable skills to use outside their specialism?

Further details please contact

Mark Crowley

Senior Lecturer in Science Education

Nottingham Trent University

mark.crowley@ntu.ac.uk

+(44) 115 848 8064

Remember to get your trainees to register with the Free National Vacancy Service for teachers and schools:
www.teachvac.co.uk