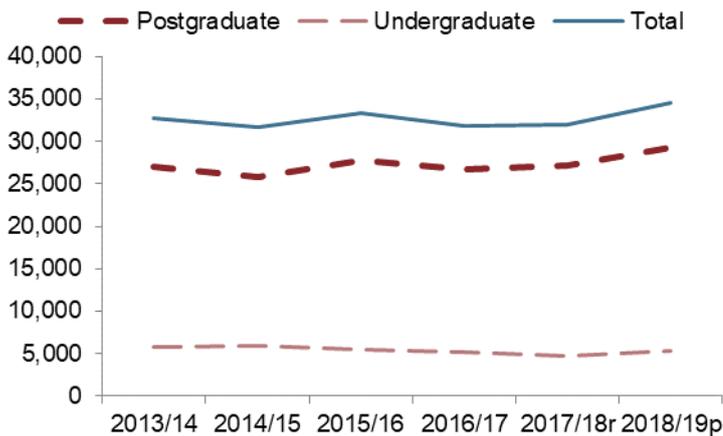




Initial Teacher Training (ITT) Census for the academic year 2018 to 2019, England

29 November 2018

There were 29,255 new entrants starting or expecting to start postgraduate ITT

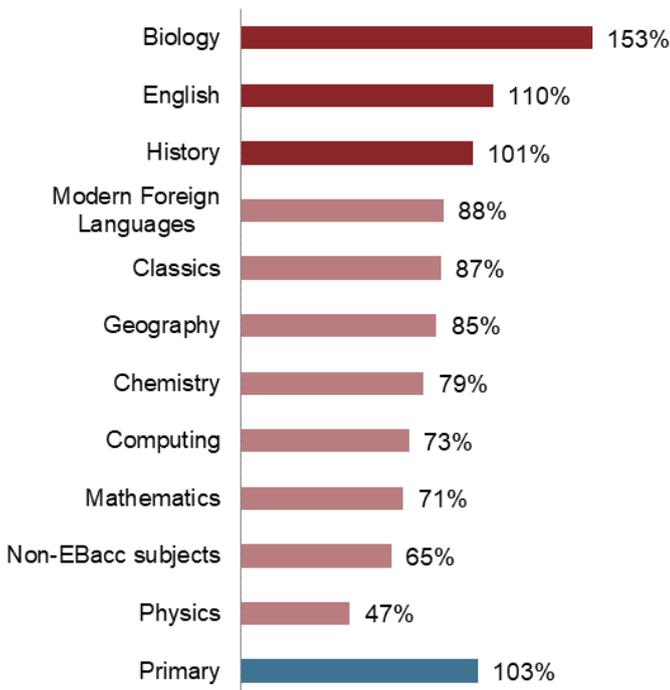


There were 29,255 new entrants to postgraduate initial teacher training (ITT) courses in the academic year 2018 to 2019, compared with 27,145 in academic year 2017 to 2018¹.

Of the new entrants in academic year 2018 to 2019, 29,085 were actual new entrants and 175 were forecast trainees (those expected to start courses or who have delayed for a short period of time²).

There were also 5,335 new entrants to undergraduate ITT, compared with 4,765 in academic year 2017 to 2018.

Recruitment against teacher supply model (TSM) targets varied by subject and phase



There were 2,110 more postgraduate trainees in academic year 2018 to 2019 than in academic year 2017 to 2018. Across the same period, the TSM target³ increased by 1,379.

Within English Baccalaureate (EBacc) subjects, recruitment to biology, English and history exceeded the TSM target. In biology, 153 per cent of the trainees required by the TSM were recruited.

For other EBacc subjects, recruitment performance against the TSM target varied between 88 per cent for modern foreign languages and 47 per cent for physics.

Collectively, 65 per cent of trainees required in non-EBacc secondary subjects were recruited. Within non-EBacc subjects, recruitment performance varied between 116 per cent for physical education and 25 per cent for design and technology.

103 per cent of the trainees required by the TSM for primary ITT were recruited.

¹ This release includes final data for the academic year 2017 to 2018, which revises the previously published information. See methodology for further information.

² Forecast trainees are expected to start within the academic year.

³ The teacher supply model (TSM) estimates the number of postgraduate ITT entrants needed to provide sufficient qualified teachers for the state-funded sector. See methodology 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 the academic year 2018 to 2019. This publication includes revised data for academic year 2017 to 2018.

This release also includes statistics about overseas trained teachers who have been awarded QTS in England with no requirement for further training, and two annexes:

- experimental statistics on new entrants to early years ITT leading to EYTS; and
- experimental statistics on the nationality of new entrants to ITT.

In this publication

The following tables are included in this release:

- Main tables for the academic year 2018 to 2019 with supporting time series data
- Provider-level tables for the academic year 2018 to 2019
- Nationality tables for the academic year 2018 to 2019 with supporting time series data (experimental statistics)

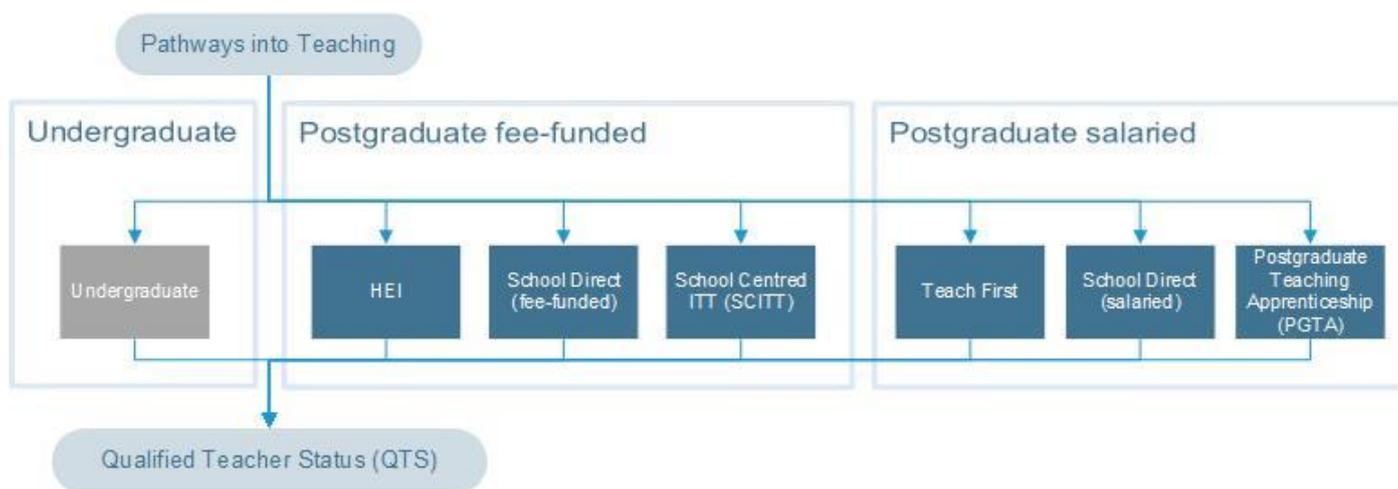
Feedback

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. There are a number of pathways into teaching. Those covered in this publication are summarised in Figure 1.

Figure 1: Pathways covered in the statistical release



Teaching is a graduate profession in England. Non-graduate trainees can gain a degree and QTS together on a three- or four-year undergraduate course.

Postgraduate courses normally run for one year full-time. Postgraduate courses can be ‘fee-funded’ through student loans, or via a salaried route.

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

Postgraduate salaried routes include the School Direct salaried programme, the Teach First Leadership Development Programme, and from the beginning of the 2018 to 2019 academic year, the postgraduate teaching apprenticeship (PGTA).

Successful trainees are awarded QTS and many providers will additionally award a postgraduate certificate in education (PGCE). 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 model (TSM) to estimate the number of postgraduate ITT entrants needed in each subject to provide sufficient qualified teachers for the state-funded sector. See methodology (section 7) for further information.

This publication focuses on postgraduate trainees, as this reflects the methodology of the TSM for academic year 2018 to 2019.

Information on undergraduate trainees is provided in the supporting tables.

2. New entrants to initial teacher training

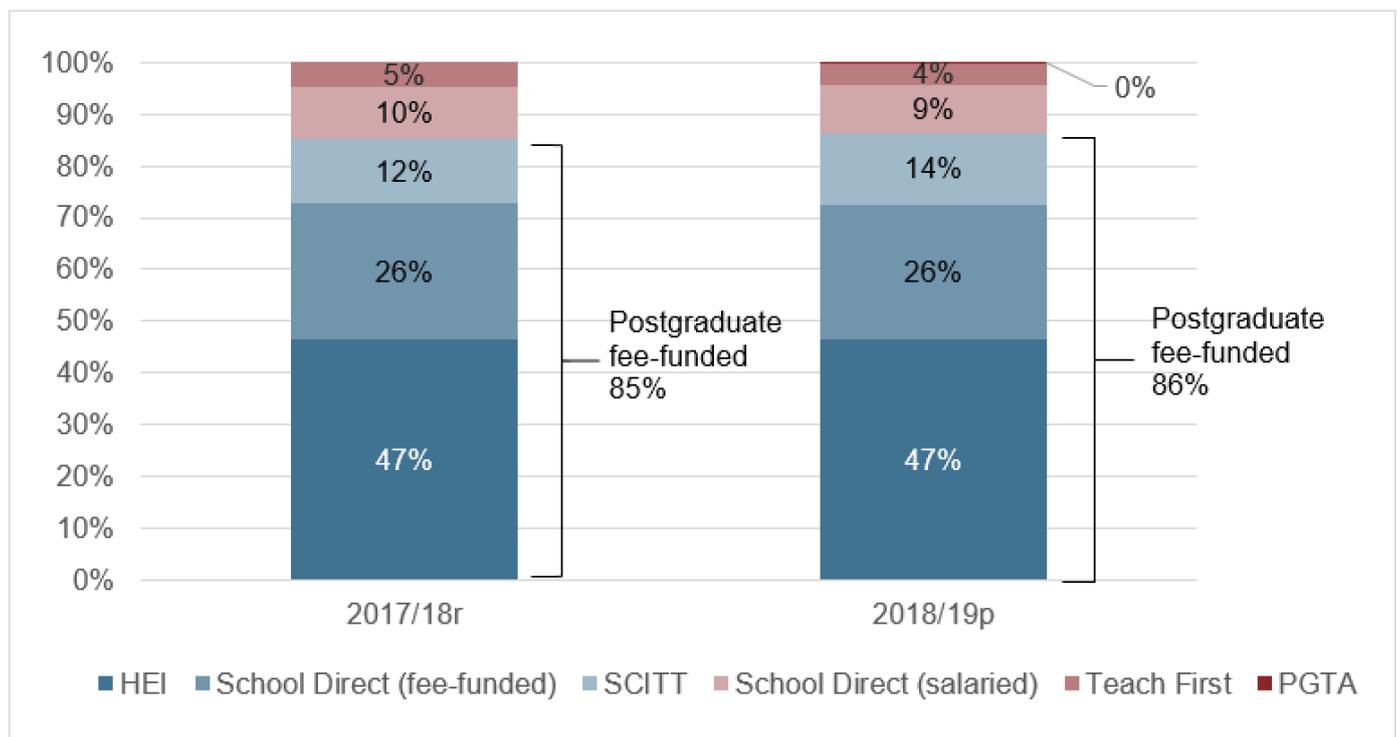
There were 29,255 new entrants to postgraduate ITT courses in the academic year 2018 to 2019. Of these, 29,085 were actual new entrants and 175 were forecast trainees (i.e. those expected to start after the point at which these statistics were collected). Compared to academic year 2017 to 2018, there were 2,110 more postgraduate new entrants to ITT overall⁵.

The teacher supply model (TSM) estimated that, in the academic year 2018 to 2019, England needed 14,237 postgraduate trainees to begin training in secondary EBacc⁶ subjects, 5,437 postgraduate trainees in secondary non-EBacc subjects, and 12,552 trainees in primary. The ITT census shows that we recruited 12,725 postgraduate trainees in secondary EBacc subjects, 3,555 postgraduate trainees in secondary non-EBacc subjects, and 12,975 in primary⁷. When taken together, secondary EBacc subjects recruited 89 per cent of the TSM target, secondary non-EBacc subjects recruited 65 per cent, and primary recruited 103 per cent.

The total number of postgraduate new entrants on school-led routes (excluding forecast trainees) is 15,515 in the academic year 2018 to 2019, making up 53 per cent of the total. This comprises 4,000 at SCITTs; 7,535 on School Direct (fee-funded) routes; 2,735 on School Direct (salaried) routes; 90 on the PGTA, and 1,155 on the Teach First programme.

The proportion of trainees on school-led routes has remained the same as the previous academic year, at 53 per cent. The proportion of postgraduate new entrants to HEIs is 47 per cent, as Figure 2 details. In 2018 to 2019, there were 13,570 new entrants to the postgraduate HEI route.

Figure 2: Proportion of new entrants to initial teacher training by route, for academic years 2017 to 2018 (revised) and 2018 to 2019 (provisional).



There were also a further 5,335 new entrants starting an undergraduate ITT programme in the academic year 2018 to 2019.

⁵ This compares provisional data for the 2018 to 2019 academic year with revised data for the 2017 to 2018 academic year.

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

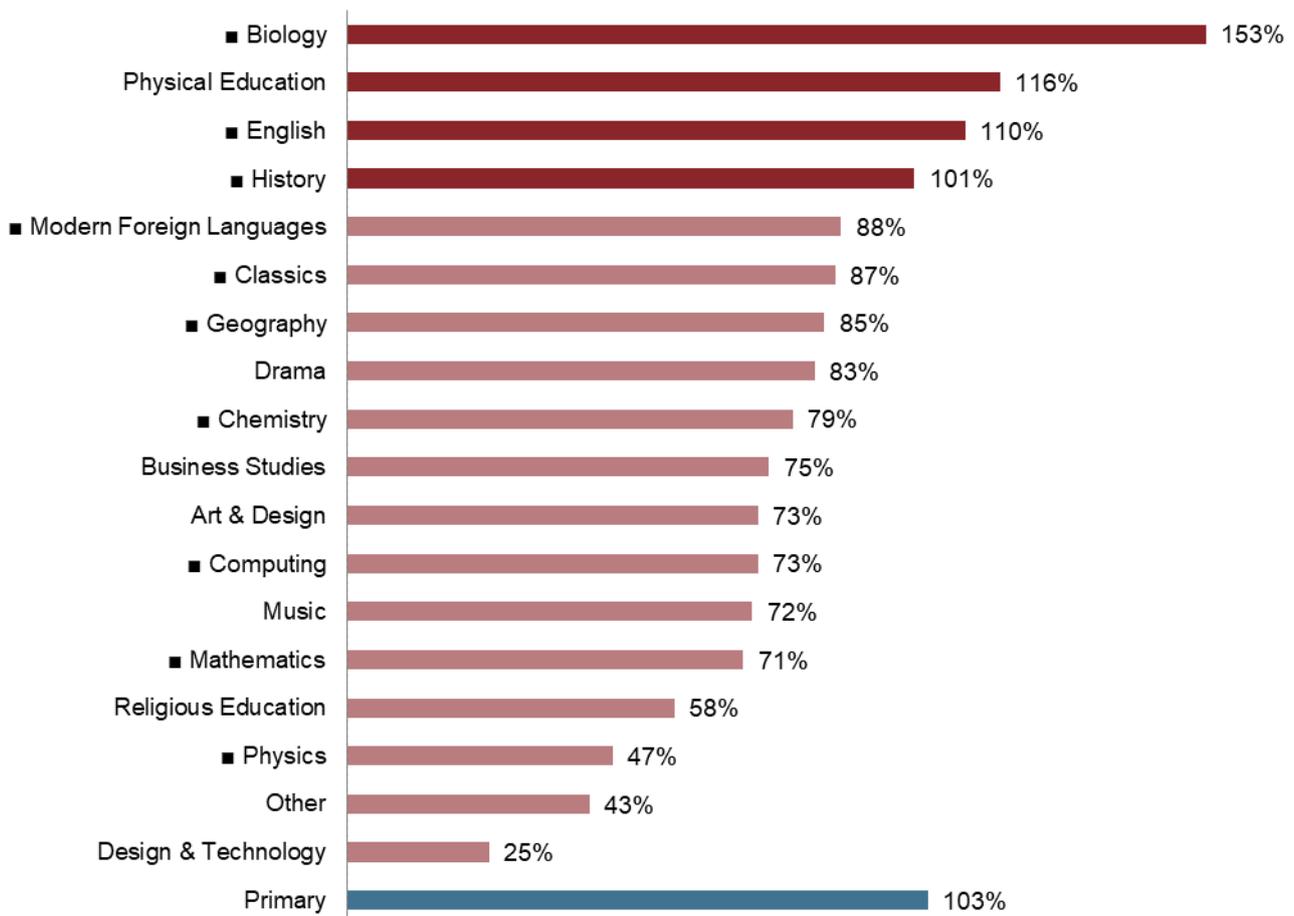
⁷ Subject subtotals are calculated based on unrounded figures, and then rounded to the nearest 5.

3. New entrants to postgraduate initial teacher training by subject

Figure 3 shows that recruitment, relative to the TSM target, was more successful in some subjects than others. The target was exceeded in biology (which recruited 153 per cent of the TSM target), physical education (which recruited 116 per cent), English (110 per cent) and history (101 per cent). For other secondary subjects, there were fewer trainees recruited than required by the TSM. The least successful were physics (47 per cent) and design and technology⁸ (25 per cent).

These figures include forecast trainees.

Figure 3: New entrants to postgraduate initial teacher training by subject, as a proportion of TSM targets, academic year 2018 to 2019 (provisional)⁹



The TSM targets change each year, to reflect the changing future demand for teachers in England. Figure 4 shows a comparison between the number of new entrants, and performance against the TSM target, for academic years 2017 to 2018 and 2018 to 2019.

As figure 4 shows, compared to academic year 2017 to 2018, there were 2,110 more new entrants to postgraduate ITT in academic year 2018 to 2019 (27,145 and 29,255 respectively). The TSM target increased by 1,380 over the same period. In academic year 2018 to 2019, there were 475 more new entrants to primary than in the previous academic year, against a target that increased by 431 over the same period. For secondary subjects, there were 1,635 more trainees than in the previous academic year, against a target that increased by 948.

⁸ 'Design & Technology' includes 'Food' (Design & Technology and Food are classed as independent subjects within the TSM)

⁹ ■ indicates an EBacc subject

Figure 4: New entrants to postgraduate initial teacher training by subject compared to the TSM target, academic years 2017 to 2018 (revised) and 2018 to 2019 (provisional)^{10,11}

Subject	2017/18r			2018/19p		
	Recruited	Target	Contribution to target	Recruited	Target	Contribution to target
■ English	2,125	2,426	88%	2,815	2,558	110%
■ Mathematics	2,385	3,102	77%	2,195	3,116	71%
■ Biology	1,005	1,188	85%	1,815	1,188	153%
■ Chemistry	865	1,053	82%	835	1,053	79%
■ Physics	695	1,055	66%	575	1,219	47%
■ Computing	450	723	62%	530	723	73%
■ Classics	55	69	83%	60	69	87%
■ MFL	1,375	1,514	91%	1,405	1,600	88%
■ Geography	1,190	1,531	78%	1,300	1,531	85%
■ History	1,155	1,160	100%	1,190	1,180	101%
Art	420	577	73%	475	646	73%
Business Studies	170	218	78%	180	241	75%
Design & Technology ¹²	300	917	33%	295	1,167	25%
Drama	255	345	74%	295	357	83%
Music	295	393	75%	295	409	72%
Other	395	812	49%	385	896	43%
Physical Education	1,105	999	110%	1,250	1,078	116%
Religious Education	400	643	62%	375	643	58%
Total EBacc	11,305	13,821	82%	12,725	14,237	89%
Total Secondary	14,645	18,726	78%	16,280	19,674	83%
Primary	12,500	12,121	103%	12,975	12,552	103%
Total	27,145	30,847	88%	29,255	32,226	91%

For secondary subjects, when taken collectively, there was a greater recruitment performance than in the previous academic year (83 per cent in academic year 2018 to 2019 compared to 78 per cent in academic year 2017 to 2018). For primary, recruitment performance was the same as the previous academic year (at 103 per cent).

In summary, the subjects with the largest changes in terms of performance against TSM targets between the two years were:

- Biology – from 85 per cent in academic year 2017 to 2018 to 153 per cent of the TSM target in academic year 2018 to 2019 (the number of new entrants increased by 81 per cent against a target that remained the same)
- English– from 88 per cent in academic year 2017 to 2018 to 110 per cent of the TSM target in academic year 2018 to 2019 (the number of new entrants increased by 32 per cent against a target that increased by 5 per cent)
- Physics – from 66 per cent in academic year 2017 to 2018 to 47 per cent of the TSM target in academic year 2018 to 2019 (the number of new entrants decreased by 17 per cent against a target that increased by 16 per cent)

As the TSM targets change each year, it is important to consider the number of new entrants to ITT alongside the proportion this represents against the TSM target.

¹⁰ 'r' refers to data revised in this publication. 'p' refers to provisional data. See methodology for further details.

¹¹ ■ indicates an EBacc subject

¹² 'Design & Technology' also includes 'Food' (Design & Technology and Food are classed as independent subjects within the TSM)

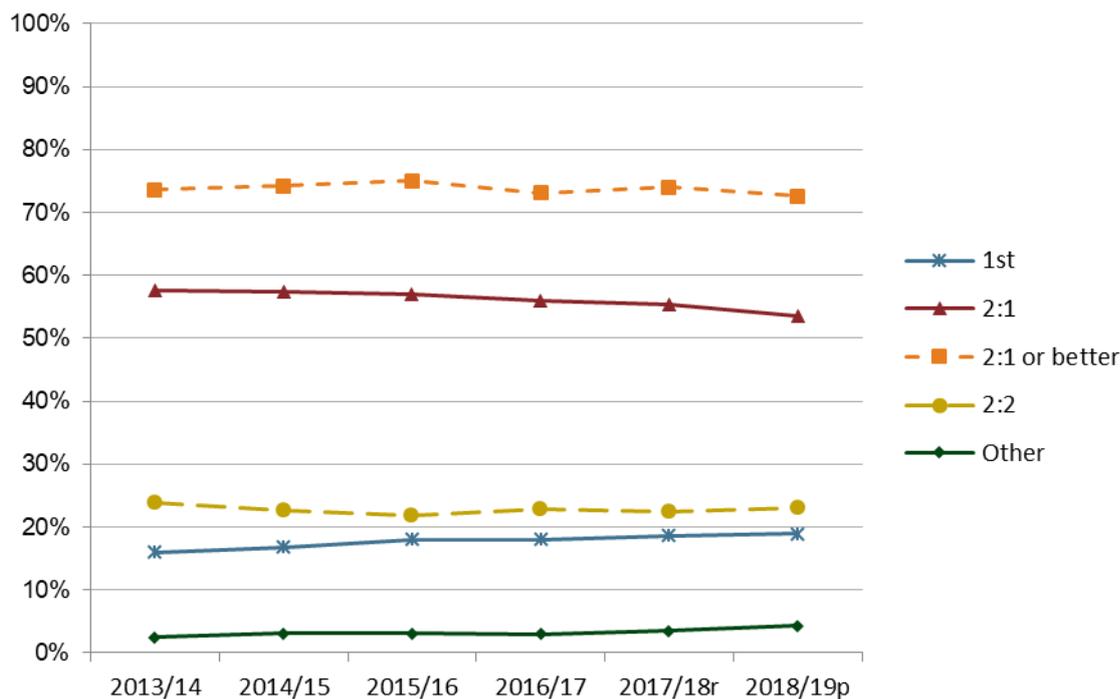
4. Qualifications of new entrants

The class of the undergraduate degree¹³ held by new entrants to postgraduate programmes provides one measure of the quality of new entrants. Degree classes are used to make both in-year and between-year comparisons across training routes and subjects. The figures below refer to the subject of ITT and not the subject of the degree held. Longer term comparisons over time should be made with caution, as the data prior to academic year 2015 to 2016 did not include Teach First trainees.

New entrants to initial teacher training are highly qualified

73 per cent of new entrants on postgraduate programmes held a first class or 2:1 degree, compared to 74 per cent in the 2017 to 2018 academic year. In the academic year 2018 to 2019, 19 per cent of new postgraduate entrants to ITT had first class degrees. This is the same as in academic year 2017 to 2018.

Figure 5: Trends in qualifications of postgraduate new entrants to initial teacher training, academic years 2013 to 2014 to 2018 to 2019 (provisional).



Qualifications of new entrants by route

The proportion of new entrants holding a 2:1 or higher classified degree varies by route, as do the characteristics of trainees on each route (see section 5). Direct comparisons between routes should therefore be made with caution. Overall, new entrants on the Teach First programme had the highest percentage of both first class and 2:1 degrees (26 and 69 per cent respectively). This compares to:

- 20 per cent with a first class and 53 per cent with a 2:1 class for School Direct (fee-funded) routes
- 19 per cent with a first class and 54 per cent with a 2:1 class for HEI routes
- 18 per cent with a first class and 52 per cent with a 2:1 class for SCITT routes
- 17 per cent with a first class and 50 per cent with a 2:1 class for School Direct (salaried) routes.
- 18 per cent with a first class and 44 per cent with a 2:1 class for PGTA routes¹⁴

¹³ For this publication we cannot separate degrees taken in the UK and those taken abroad. Degrees taken refers to all degrees from the UK and abroad.

¹⁴ Due to small numbers, figures for the PGTA should be interpreted with caution and are not necessarily comparable to other routes.

5. Characteristics of new entrants

The ITT census provides information on the demographic characteristics of trainees, including age, gender, ethnicity, disability and study mode (whether a trainee is studying a full-time or part-time course). Annex B provides new experimental statistics on the nationality of trainees. The information below focuses on postgraduate trainees and excludes forecast trainees (for whom this information is not known), and trainees where this information was refused or not provided.

Overall, 30 per cent of new entrants to postgraduate ITT were male, but this differed between primary and secondary subjects.

The proportion of new entrants to postgraduate primary programmes who were male was 19 per cent; this is broadly similar to the academic year 2017 to 2018, where 20 per cent of new entrants were male. There is little variation in this proportion by route.

There was slightly more variation in the gender breakdown of new entrants to postgraduate secondary programmes, with 39 per cent overall being male; broadly similar to the academic year 2017 to 2018. This varied by route, with 31 per cent of trainees starting Teach First courses being male, compared with 59 per cent for post graduate teaching apprenticeships, but this is based on very small numbers.

Figure 6: Characteristics of trainees entering postgraduate initial teacher training in the academic year 2018 to 2019 (provisional) (Primary and secondary combined).

	Male	Aged under 25	Minority ethnic group	Declared disability
Postgraduate total	30%	50%	18%	11%
Higher Education Institution	31%	58%	22%	13%
School Centred ITT	29%	45%	12%	9%
School Direct (fee-funded)	29%	47%	11%	10%
School Direct (salaried)	25%	21%	21%	8%
Postgraduate Teaching Apprenticeship ¹⁴	28%	27%	20%	6%
Teach First	28%	67%	17%	8%

Most postgraduate trainees were aged under 25 in academic year 2018 to 2019 (50 per cent). This compares to 51 per cent in academic year 2017 to 2018. This varied by route, from 67 per cent of trainees on Teach First courses, compared to 21 per cent of trainees on School Direct (salaried) courses.

The overall proportion of postgraduate trainees who said they belonged to a minority ethnic group was 18 per cent in the academic year 2018 to 2019, which is a slight increase compared to academic year 2017 to 2018 (16 per cent). This rate has steadily increased over time, from 13 per cent in academic year 2014 to 2015. The proportion varied by route with 22 per cent of trainees starting HEI courses reported to be from a minority ethnic group, compared to 11 per cent for School Direct (fee-funded) routes.

The overall proportion of postgraduate new entrants who declared a disability was 11 per cent in the academic year 2018 to 2019, which is broadly similar to academic year 2017 to 2018 (10 per cent). This rate has steadily improved over time, from 7 per cent in academic year 2014 to 2015. By route, this ranged from 13 per cent of trainees on HEI courses who declared a disability, to 6 per cent for post graduate teaching apprenticeship routes.

For the first time, we have included information on the number of new entrants to ITT on part time courses. Around 1% of all postgraduate trainees were on a part time ITT route in academic year 2018 to 2019. This varied by route, with the highest percentage being on the PGTA (where 10 per cent of trainees are on part time courses) and School Direct (salaried) routes (where 7 per cent are on part time courses). It should be noted that Teach First does not offer a part time option.

Experimental statistics on the nationality of new entrants to ITT are included in Annex B (section 9).

6. Qualified teachers from overseas

This section provides information about qualified teachers from overseas who have been awarded QTS in England. Professional recognition and the award of QTS, with no requirement for further training, is possible for two groups of overseas trained teachers: those fully qualified in the European Economic Area (EEA), including Switzerland, and, since 2012, those fully qualified in Australia, Canada, New Zealand and United States¹⁵.

Outside of these groups, experienced teachers from overseas are allowed to teach unqualified in maintained schools for a 4-year period of grace while they achieve QTS by another route.

Obtaining QTS does not necessarily mean that qualified teachers from overseas are currently teaching in England¹⁶.

The information in this section should not be confused with data on the nationality of new entrants to initial teacher training courses in England, which is published in Annex B (section 9).

European Economic Area

The European Economic Area (EEA) provides for the free movement of persons, goods, services and capital within the internal market of the European Union (EU) between its 28 member states, as well as three of the four member states of the European Free Trade Association (EFTA)¹⁷. Switzerland is also included in the free movement directive for professional recognition.

There were 3,525 QTS awards made to qualified teachers from the EEA in financial year 2017/18 (latest available data). This represents a 25 per cent decrease from financial year 2016/17, where the number of QTS awards was 4,690.

The EEA countries of origin with 10 per cent or more of the total number of QTS awards made to EEA countries in financial year 2017/18 were:

- Spain: 1,620 QTS awards (17 per cent decrease from financial year 2016/17)
- Greece: 555 QTS awards (18 per cent decrease from financial year 2016/17)

The number of fully qualified teachers from each EEA country awarded QTS is available in Table 10 of the main tables.

Other countries outside the EEA

The number of QTS awards made to teachers from outside the EEA (Australia, Canada, New Zealand and the USA) was 1,475 in financial year 2017/18. This is a 14 per cent decrease from financial year 2016/17, where the number of QTS awards was 1,715.

These 1,475 QTS awards are distributed between the non-EEA countries as follows:

- Australia – 510 QTS awards (14 per cent decrease from financial year 2016/17)
- Canada – 400 QTS awards (22 per cent decrease from financial year 2016/17)
- USA – 355 QTS awards (4 per cent decrease from financial year 2016/17)
- New Zealand – 215 QTS awards (10 per cent decrease from financial year 2016/17)

¹⁵QTS awards are made only to fully qualified teachers who trained in the EEA, under the terms of Council Directive 2005/36/EC. Teachers who trained outside the EEA must have their qualifications recognised by an EEA member state and must have 3 years of experience in that state to be eligible to apply for QTS in England. Teachers from Australia, Canada, New Zealand and United States must be fully qualified and eligible to teach permanently in the country in question. This must be documented from the recognised authority in that state. There is [further information on the award of QTS](#) on our webpage.

¹⁶ There are a number of reasons that individuals may obtain QTS in England and not teach in England. For example, some countries may have a policy to award a salary enhancement to teachers with QTS.

¹⁷ Iceland, Liechtenstein and Norway.

7. Methodology

Data Collection

The initial teacher training census is collected annually and counts trainees registered on a course on the second Wednesday in October. For the academic year 2018 to 2019 this was Wednesday 10 October 2018. The collection remained open until 7 November 2018 to allow providers time to input and check their records.

The provisional data for the academic year 2018 to 2019 were extracted on 19 November 2018, for the main text, nationality annex and tables. Data for the early years annex was extracted a day later, on 20 November 2018. The data presented in this report is provisional - updates are taken in January and July following the census and data are revised in the November report the following year. This release includes revised data for the academic year 2017 to 2018 which entails some revisions to previously published information. A time-series back to the academic year 2014 to 2015 has been provided alongside this publication, in the main tables.

This year, the DfE collected data on a new system, the Database of Trainee Teachers and Providers (DTTP). Revised data for the 2017 to 2018 academic year was migrated from the previous initial teacher training data management system (ITTDMS) to the new DTTP. Provisional data for the 2018 to 2019 academic year was collected via the DTTP. Figures for historical years in the timeseries have not been revised. The only change this year has been the data collection system. All other definitions in terms of data collected remain the same, so comparisons over time remain valid.

For the academic year 2018 to 2019 we received data from 240 providers. These were 171 SCITTs, 68 HEIs and 1 EBITT. Two providers did not complete data entry for early years trainees before data was extracted on 20 November 2018.

Coverage

The initial teacher training census covers England.

Confidentiality

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protects confidentiality.

To do this, figures are rounded and small numbers are suppressed according to the following rules:

- Trainee numbers at national, regional and provider levels are rounded to the nearest multiple of 5.
- Trainee numbers of 1 or 2 are suppressed to protect confidentiality.
- Where the numerator or denominator of any percentage calculated on trainee numbers was 1 or 2, the percentage is suppressed. This suppression is consistent with the Departmental statistical policy.
- Where any number is shown as 0, the original figure was also 0.

Symbols used to identify this in published tables are as follows:

Symbol	Description
0	Zero
*	Small number suppressed to preserve confidentiality
-	Not applicable

Quality assurance

Data for the ITT census were completed, reviewed and signed-off by providers. The data collection and publication team within DfE carried out additional quality checks and data validations throughout the data entry process. After the data collection window had closed, the production team undertook a further quality assurance process to recode and correct some of the data.

This quality assurance process identified a small number of issues. These, along with the solutions that have been implemented, are outlined below:

- A number of providers had erroneously entered data on the old system leading to miscoding. This meant that some of the filters listed in the section below had to be lifted for these specific cases.
- A small number of duplicate trainees were identified and removed during the quality assurance process. Data were then validated and signed-off by the production team.

2017 to 2018 revised data:

- Some trainee characteristics (nationality, disability, study mode and degree class) were not completely transferred into the DTTP for trainees on HEI routes. In order to populate these missing fields, we used data linking techniques to match trainees with missing information to the original dataset, using unique identifiers.

2018 to 2019 provisional data:

- The production team were unable to access complete degree-level data when taking the census data extract from the DTTP. This affected trainees at HEI providers who were not eligible for bursaries. A separate dataset containing complete degree class information was extracted, and the production team used data linking techniques to populate the missing degree data.
- A small number of trainees on postgraduate training programmes were miscoded as undergraduate trainees. We have recoded these trainees as postgraduates, in line with their route information.
- All trainees at one provider were labelled as self-funded. Since this appeared to be a data entry error, the production team recoded the trainees, which are included in the census statistics. The provider has since confirmed that most of the trainees were originally miscoded, but a small number were genuine self-funded trainees, which should have been excluded. These trainees will be removed when the 2018 to 2019 data is revised in next year's census publication.
- After data was extracted, it was found that around 60 Teach First trainees from the University of Northumbria had not been recorded during the data collection window. These trainees are excluded from this publication and will be included when figures are revised in next year's publication.

Inclusion in the census

The census combines individual level data on actual registrations with returns for the number of forecast trainees by subject. Teach First were first included in academic year 2015 to 2016.

We apply filters to ensure we capture only valid trainees:

- Trainees were in their first year
- Trainee records were signed off and not marked as draft or dormant
- Trainees were on a course on or before 10 October 2018
- Trainees started in the academic year 2018 to 2019 (which started on 1 August 2018)
- Trainees were on a course that leads to QTS
- Trainees were not excluded (see below)

Trainees excluded from this release

There are a number of trainees excluded from this analysis who may be working towards QTS, or another teaching qualification, such as early years teacher status (EYTS). The figures presented in the parts of this release relating to mainstream ITT (sections 1 to 5 of the Main Text, the Main Tables, and provider-level tables and the Nationality annex) do not include:

- Self-funded trainees – We exclude trainees that the provider has indicated are not eligible for UK financial support and do not have a DfE allocated place¹⁸. This includes overseas trainees not entitled to UK financial support, and trainees on the School Direct salaried route undertaking a non-DfE funded subject and/or employed at a private school. Previously we excluded self-funded trainees for HEI providers only; this year we have also excluded a small number of self-funded trainees at SCITT providers in the 2018 to 2019 provisional data and 2017 to 2018 revised data.
- Troops to Teachers – Two-year Troops to Teachers courses are for people who are, or have been, in the armed forces. This undergraduate route leads to QTS and a degree qualification.
- EBITT trainees – The employment based initial teacher training (EBITT) route was closed to new entrants in the 2012 to 2013 academic year. Any deferred trainees appearing on this route are not included in any statistics (including time series) from academic year 2013 to 2014. There is one remaining EBITT provider, which is included in this publication because they recruit to the School Direct (salaried) training programme only.

Some trainees are excluded from mainstream ITT statistics (sections 1 to 5 of the main text, the main tables, the provider-level tables and the nationality annex), but are included in an annex of this publication or an annex of the ITT performance profiles statistical release:

- Early years ITT – Trainees working towards early years teacher status (EYTS) are not included as trainees in the main tables as they are not eligible for QTS. This programme focuses on pre-school initial teacher training. However, Teach First offer an early years programme working with children aged three to five years, which does lead to QTS; therefore, these trainees are included. Figures on early years ITT are reported in Annex A (section 8).
- Assessment Only candidates – Assessment Only is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not been awarded qualified teacher status (QTS) in England. It allows teachers to do the necessary assessment and skills tests to qualify for QTS. These individuals are deemed to be already in the workforce and therefore are not counted in the teacher supply model (TSM) target. Figures for AO trainees from academic years 2014 to 2015 through to 2016 to 2017 were published for the first time as an annex of the initial teacher training (ITT) performance profiles 2016 to 2017. These figures will continue to be published as part of the ITT performance profiles in future years.

Teacher supply model

The teacher supply model (TSM) is used by DfE to estimate the number of postgraduate initial teacher training places needed to provide sufficient numbers of qualified teachers for the state-funded sector. The 2018 to 2019 TSM estimated the number of postgraduate ITT entrants needed for ITT courses starting in England in the autumn of 2018. The model (and all data and assumptions used within it) is updated on an annual basis and is published online.

The model accounts for a wide range of factors including pupil number projections, the latest teacher workforce data, economic factors, and curriculum-related policies, among others.

¹⁸ Applies only to subjects with fixed allocations: for postgraduate ITT this only includes physical education and primary School Direct (salaried) courses.

More information can be found within the 2018 to 2019 teacher supply model and accompanying user guide, both of which are available [here](#). The 2018 to 2019 TSM estimated that 32,226 postgraduate training places were required in the 2018 to 2019 academic year in England to meet the needs of the state-funded schools sector.

Database of Qualified Teachers

The source of information in section 6 (Qualified teachers from overseas) is the Database of Qualified Teachers (DQT). This is the central record of teachers who have been awarded qualified teacher status (QTS) in England. Three categories of overseas trained teachers appear in the DQT:

- Teachers who have qualified in countries within the EEA can have their existing professional status recognised and be awarded QTS in England – these individuals appear in the DQT as ‘Qualified Teacher: Under the EU Directive’.
- Since 2012, teachers who qualified in the USA, Canada, Australia or New Zealand are eligible to have their existing teaching qualifications recognised for the award of QTS – these individuals appear in the DQT as ‘Qualified Teacher: By virtue of overseas qualifications’.
- Before 2012, there was a specific Overseas Trained Teacher (OTT) route for all teachers qualified outside the EEA. Teachers who qualified via this route are identifiable in the DQT record. However, because these teachers completed ITT in England, their country of origin for purposes of qualification is properly given in the DQT as England; therefore, although they can be identified as a group it is not possible to determine which overseas countries they arrived from.

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

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.

Background

Early years initial teacher training (EYITT) provides specialist training covering the education and care of children from birth to the age of five. It equips early years teachers with the general skills, knowledge and experience to deliver quality provision and to support the practice of other staff. Training is delivered by accredited ITT providers¹⁹, and applicants must pass professional skills tests in literacy and numeracy before the start of their course. EYITT has the same entry requirements as primary teacher training²⁰ and trainees must meet a robust set of teachers’ standards (Early Years).

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. To become a qualified primary teacher, a trainee would need to undertake a non-early years ITT course leading to the award of QTS. Individuals with EYTS are, therefore, not able to lead classes in a maintained²¹ nursery or school, unless they also hold QTS. Early years teachers can lead teaching in all other early years settings.

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-

¹⁹ 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.

²⁰ Candidates must have achieved a GCSE grade C (or equivalent) in English, mathematics, and a science subject and hold a degree (level 6) from a UK HEI or equivalent qualification (unless undertaking the undergraduate route).

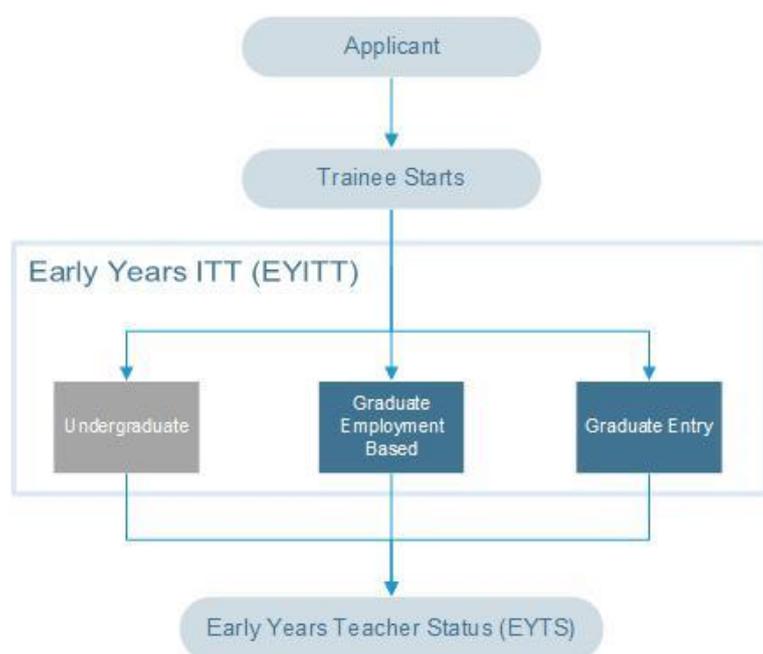
²¹ ‘Maintained’ refers to schools or nurseries where funding and oversight is provided through the local authority.

year period. Postgraduate routes are available only for trainees who have a degree, and normally run for one year. Postgraduate EYITT can be undertaken through full-time study on the graduate entry route or through part-time study on the graduate employment based route for graduates employed in early years settings. Routes for EYITT are summarised in Figure 7.

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.

Figure 7: Early years initial teacher training routes



Data collection and quality

The department has produced experimental statistics for new entrants to EYITT since November 2016²². This annex revises figures for 2017 to 2018 and provides provisional figures for 2018 to 2019.

Two providers did not complete data entry for the 2018 to 2019 academic year. As a result, around 30 trainees were missing when the data was extracted (20 November 2018). These trainees have been included in the total but excluded from any further breakdowns.

New entrants to EYITT

There were 365 new entrants²³ to EYITT in academic year 2018 to 2019. This is 185 fewer new entrants than in academic year 2017 to 2018 where the figure was 550²⁴.

325 new entrants (84 per cent) started on a postgraduate route, and 15 trainees (16 per cent) started on an undergraduate route. This compares to 505 postgraduate new entrants (91 per cent) and 45 undergraduate new entrants (9 per cent) in academic year 2017 to 2018.

²² Any figures about new entrants to EYITT published or quoted before academic year 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, replicated or compared.

²³ This includes 30 trainees that were not recorded in the data collection system before the data was extracted on 20 November 2018. These trainees are excluded from all other breakdowns, because route, degree class and trainee characteristic information is not known.

²⁴ This release includes revised data for the academic year 2017 to 2018. See methodology for further information.

On postgraduate routes, 275 (84 per cent) started on the graduate employment based route, compared to 415 (83 per cent) in academic year 2017 to 2018. 50 (16 per cent) started on the graduate entry route, compared to 90 (17 per cent) in academic year 2017 to 2018.

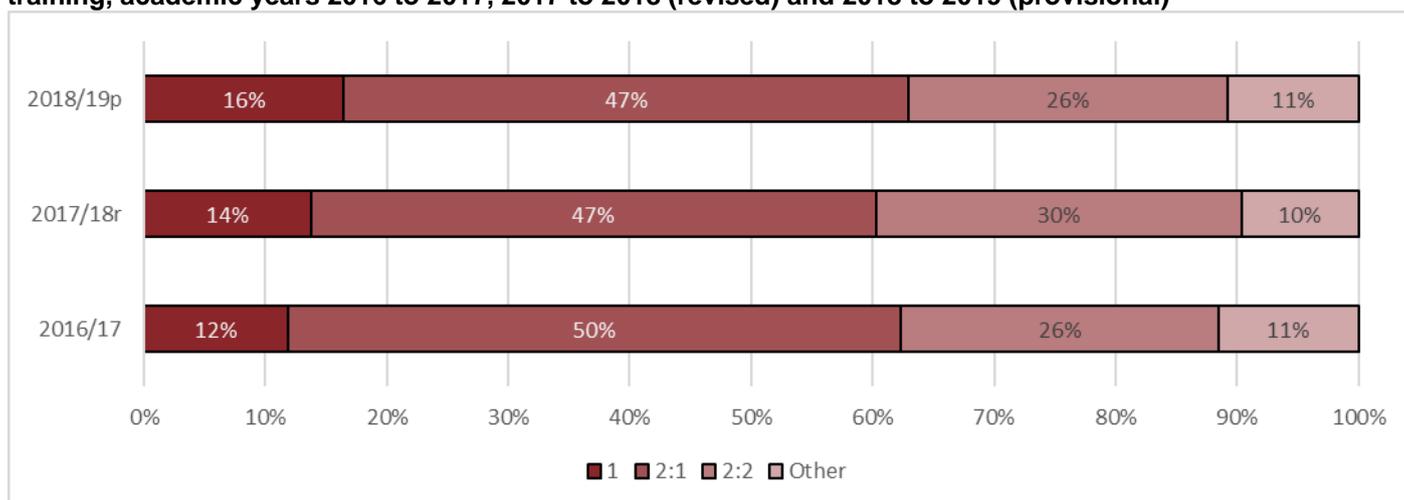
Figure 8: New entrants to early years initial teacher training, by level of entry and route, academic years 2016 to 2017, 2017 to 2018 (revised) and 2018 to 2019 (provisional)

	2016/17	2017/18 (revised)	2018/19 (provisional)
Postgraduate	575	505	325
<i>of which,</i>			
<i>Graduate Entry</i> ²⁵	140	90	50
<i>Graduate Employment Based</i>	435	415	275
Undergraduate	45	45	15
Total ²⁶	620	550	365

Qualifications of new entrants

Excluding those whose degree class is unknown²⁷, 63 per cent of new entrants to postgraduate EYITT held a first class or 2:1 degree, compared to 60 per cent in 2017 to 2018 academic year. In the academic year 2018 to 2019, 16 per cent of new postgraduate entrants to EYITT held a first class degree, 47 per cent held a 2:1 degree, 26 per cent held a 2:2, and 11 per cent had other classifications.

Figure 9: Undergraduate degree classifications of postgraduate new entrants to early years initial teacher training, academic years 2016 to 2017, 2017 to 2018 (revised) and 2018 to 2019 (provisional)²⁸



Comparison to postgraduate new entrants to ITT leading to QTS

Figure 10 shows a comparison of degree class between postgraduate new entrants to EYITT and postgraduate entrants to ITT leading to QTS, for academic year 2018 to 2019. The proportion of new entrants to EYITT who hold a first class degree (16 per cent), or a 2:1 degree (47 per cent) is less than the equivalent proportions of new entrants to ITT leading to QTS (19 and 54 per cent respectively). The two systems are very different and there are many reasons why these differences may occur.

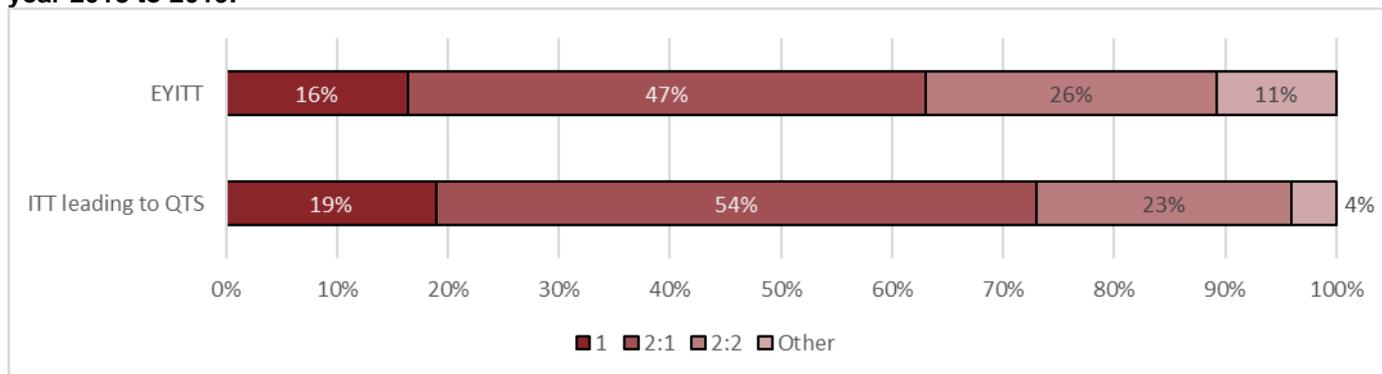
²⁵ Graduate Entry includes the School Direct (early years) route for the academic years 2016 to 2017 and 2017 to 2018.

²⁶ Total for academic year 2018 to 2019 includes 30 trainees who were not recorded in the data collection system before the data was extracted on 20 November 2018. No route information is available for these trainees.

²⁷ This includes trainees where the degree class is recorded as 'Unknown', as well as 30 trainees not entered on the data collection system before data was extracted.

²⁸ Percentages are calculated using unrounded figures

Figure 10: Undergraduate degree classifications of postgraduate new entrants to early years initial teacher training leading to EYTS, and postgraduate new entrants to initial teacher training leading to QTS, academic year 2018 to 2019.



Characteristics of new entrants to postgraduate EYITT

The characteristics of new entrants to postgraduate EYITT in academic years 2016 to 2017, 2017 to 2018 and 2018 to 2019 are shown in Figure 11. There were a higher proportion of trainees in a minority ethnic group in academic year 2018 to 2019 (15 per cent) compared to academic year 2017 to 2018 (10 per cent). All other characteristics were broadly similar to figures in academic year 2017 to 2018.

Figure 11: Characteristics of postgraduate new entrants to early years initial teacher training, academic years 2016/17, 2017 to 2018 (revised) and 2018 to 2019 (provisional)^{29,30}

	2016/17	2017/18 (revised)	2018/19 (provisional)
Male	4%	5%	4%
Aged under 25	21%	26%	24%
Minority ethnic group	11%	10%	15%
Declared disability	6%	8%	9%

Comparison to postgraduate new entrants to ITT leading to QTS

Figure 12 shows a comparison of the characteristics of postgraduate new entrants to EYITT leading to EYTS compared to postgraduate new entrants to ITT leading to QTS in academic year 2018 to 2019. 4 per cent of new entrants to EYITT were male, compared to 30 per cent for ITT. There was also a greater proportion of those aged under 25 starting ITT (50 per cent) compared to EYITT (24 per cent). There were greater proportions of trainees from minority ethnic groups and those who declared a disability starting ITT compared to EYITT, as Figure 12 shows. These differences are similar to those in academic year 2017 to 2018.

Figure 12: Characteristics of postgraduate new entrants to early years initial teacher training and postgraduate new entrants to ITT leading to QTS, academic year 2018 to 2019^{31,32}.

	EYITT (leading to EYTS)	ITT (leading to QTS)
Male	4%	30%
Aged under 25	24%	50%
Minority ethnic group	15%	18%
Declared disability	9%	11%

²⁹ Proportions exclude trainees where information was not supplied, or where characteristics were reported as 'unknown'.

³⁰ Undergraduates not reported due to low numbers.

³¹ Proportions exclude 'unknown' cases, forecast trainees and where information was not supplied.

³² Undergraduates not reported due to low numbers.

9. Annex B: Nationality of new entrants to initial teacher training (experimental statistics)

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.

Background

This annex publishes for the first time analysis of the nationality of new entrants to ITT for academic years 2016 to 2017, 2017 to 2018 and 2018 to 2019. This data should not be confused with data on the award of QTS to existing qualified teachers from overseas, which is presented in section 6 of this publication.

Data Quality and Completeness

For HEI providers, nationality data is not a compulsory part of the ITT census data collection. Providers are encouraged to supply the information, but can choose not to do so if they do not know the nationality of their trainee at the point of collection, or the data was refused by the trainee. For SCITT providers, collection of nationality information is a compulsory part of the registration process.

Figure 13 shows the total number of postgraduate new entrants to ITT (excluding forecasts) for academic years 2016 to 2017, 2017 to 2018 and 2018 to 2019, and the number and proportion of those where nationality data was provided.

Figure 13: Nationality data completeness of postgraduate new entrants to ITT, academic years 2016 to 2017, 2017 to 2018, and 2018 to 2019 (provisional).

	Total trainees	Nationality known	Completeness
2016/17	26,750	25,460	95%
2017/18	27,145	26,050	96%
2018/19p ³³	29,085	28,570	98%

Nationality of new entrants to ITT

In academic year 2018 to 2019, there were 28,570 postgraduate new entrants to ITT whose nationality was known. Of these, 93 per cent were UK nationals (26,525), 5 per cent were EEA nationals³⁴ (1,405) and 2 per cent were nationals of other countries (635). These are the same proportions as in academic years 2017 to 2018 and 2016 to 2017.

Nationality by phase and subject

The proportion of trainees by nationality varies by ITT subject. Figure 14 summarises the nationality of postgraduate new entrants for academic year 2018 to 2019. A detailed breakdown can be found in table 12 of the accompanying nationality tables, alongside figures for academic year 2016 to 2017 and 2017 to 2018.

In academic year 2018 to 2019, 91 per cent of postgraduate trainees starting ITT in Secondary subjects were UK nationals, 6 per cent were EEA nationals, and the remaining 3 per cent were nationals of other countries.

The proportion of secondary postgraduate trainees who were UK nationals varied from 97 per cent for physical education and drama, to 66 per cent for MFL.

³³ Excludes forecast trainees

³⁴ For the purpose of this analysis, 'EEA national' relates to trainees with a nationality from the Member States of the European Union (EU), the three additional States in the European Economic Area (EEA), or Switzerland (which is part of the Schengen free-movement area), excluding United Kingdom (UK) nationals, which are reported separately as 'UK national'. Trainees with a nationality from any other country are included in 'Other nationality'.

The proportion of secondary postgraduate trainees who were EEA nationals varied from 30 per cent for MFL to 1 per cent for drama.

For nationals from other countries, the proportion of secondary postgraduate trainees varied from 8 per cent for business studies to less than 1 per cent for physical education.

For postgraduate trainees starting primary ITT courses, 95 per cent were UK nationals, 3 per cent were EEA nationals, and 1 per cent were nationals of other countries in academic year 2018 to 2019.

Figure 14: Proportion of new entrants to ITT by nationality and subject, academic year 2018 to 2019 (provisional)³⁵

Subject	UK national	EEA national	Other nationality	Total with known nationality
■ English	96%	2%	2%	2,780
■ Mathematics	89%	5%	6%	2,130
■ Biology	92%	5%	3%	1,760
■ Chemistry	90%	6%	4%	805
■ Physics	88%	7%	6%	560
■ Computing	90%	4%	6%	530
■ Classics	91%	7%	*	60
■ MFL	66%	30%	4%	1,365
■ Geography	95%	4%	1%	1,275
■ History	96%	3%	1%	1,165
Art & Design	94%	5%	1%	475
Business Studies	90%	3%	8%	180
Design & Technology	94%	5%	1%	290
Drama	97%	1%	1%	295
Music	92%	6%	2%	290
Other	95%	3%	2%	385
Physical Education	97%	3%	0%	1,210
Religious Education	94%	3%	3%	360
Total EBacc³⁶	90%	7%	3%	12,430
Total Secondary	91%	6%	3%	15,920
Primary	95%	3%	1%	12,650
Total	93%	5%	2%	28,570

³⁵ ■ indicates an EBacc subject

³⁶ EBacc here includes English, mathematics, modern foreign languages, physics, biology, chemistry, history, geography, computing and classics.

Nationality by ITT route

Figure 15 shows the proportion of new entrants to ITT by nationality and route, for academic year 2018 to 2019. A further breakdown can be found in table 12a of the accompanying nationality tables alongside figures for the 2016 to 2017 academic year and 2017 to 2018 academic year.

The proportion of trainees who were UK nationals varied from 97 per cent for Teach First to 91 per cent for HEI, School Direct (salaried) and PGTA. For EEA nationals, the proportions ranged from 7 per cent for trainees starting an HEI course, to 2 per cent for Teach First. For nationals of other countries, the proportion varied from 4 per cent for School Direct (salaried) and PGTA, to 1 per cent for Teach First.

Figure 15: Proportion of new entrants to ITT by nationality and route, academic year 2018 to 2019 (provisional)

Route	UK national	EEA national	Other nationality	Total with known nationality
Higher Education Institution	91%	7%	2%	13,120
School Centred ITT	94%	3%	2%	4,000
School Direct (fee-funded)	95%	3%	2%	7,485
School Direct (salaried)	91%	5%	4%	2,720
Postgraduate Teaching Apprenticeship	91%	4%	4%	90
Teach First	97%	2%	1%	1,150
Total	93%	5%	2%	28,570

10. Accompanying tables

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

National tables

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
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
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
Table 4	Provisional data on ITT new entrants by ethnic group and route
Table 4a	ITT new entrants time series by ethnic group
Table 5	Provisional data on ITT new entrants by age group (as at 10/10/2018) and route
Table 5a	ITT new entrants time series by age group
Table 6	Provisional data on ITT new entrants by disability status and route
Table 6a	ITT new entrants time series by disability status
Table 7	Provisional data on ITT new entrants on part time courses by route
Table 8	Provisional data on ITT new entrants by region and route
Table 9	Revised data on ITT new entrants for the academic year 2017 to 2018 by subject and route
Table 10	QTS awards made to qualified teachers from the EEA under EU Directive 2005/36/EC time series
Table 10a	QTS awards in England for overseas trained teachers (excluding EEA) time series

Provider-level tables

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

Nationality tables (experimental statistics)

Table 12	New entrants to postgraduate ITT with a known nationality, by nationality group and subject
Table 12a	New entrants to postgraduate ITT with an known nationality, by nationality group and route (experimental statistics)

When reviewing the tables, please note that the provider's registered address is used to generate the region. It does not necessarily correspond to the location of the training, or where trainees go on to teach.

Further information

ITT census publications for previous years are available at the [initial teacher training \(ITT\) statistics webpage](#). This collection also includes the:

- ITT Performance Profiles
- Teacher Supply Model and ITT Allocations

11. Abbreviations

AO	Assessment Only
DfE	Department for Education
DQT	Database of Qualified Teachers
DTTP	Database of Trainee Teachers and Providers
EBacc	English Baccalaureate
EEA	European Economic Area
EFTA	European Free Trade Association
EU	European Union
EYITT	Early Years Initial Teacher Training
HEI	Higher Education Institution
ITT	Initial Teacher Training
MFL	Modern Foreign Languages
NQT	Newly Qualified Teacher
PGCE	Postgraduate Certificate in Education
PGTA	Postgraduate Teaching Apprenticeship
QTS	Qualified Teacher Status
SCITT	School Centred Initial teacher training
TSM	Teacher Supply Model

12. Official Statistics

These are Official Statistics and have been produced in line with 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

13. Get in touch

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download <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2018-to-2019>

Reference: Initial teacher training (ITT) Census for the academic year 2018 to 2019, England



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