



BRIEFING PAPER

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Initial teacher training in England

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Summary

This note outlines the current arrangements for the initial training of school teachers in England. It covers degree and school-based training routes, and provides background on recent policy developments. It also outlines the qualification requirements for teachers in different types of schools.

The note also provides basic information on particular teacher training programmes, such as the Government's *Troops to Teachers* programme, and offers a brief overview of financial support available for teachers in training.

In recent years, there has been an increase in the proportion of teacher training that is 'school-based'. This is proving controversial, and some in the university sector have claimed that their training expertise is being sidelined and that the changes risk creating imbalances in the supply and demand for teacher training places.

The note also provides brief information on the current Government's proposals to replace the current Qualified Teacher Status (QTS) with what it says will be a stronger and more challenging accreditation, awarded after assessment of teachers' effectiveness in the classroom. These proposals were included in the Government's March 2016 Educational Excellence Everywhere Green Paper.

1. Government policy on initial teacher training

1.1 Developments under the Coalition Government

In November 2010, the Coalition Government published a White Paper, *The Importance of Teaching*, which proposed significant reforms to teacher training and development, as well as to the wider school system.¹ Consultation documents and implementation plans followed in 2011.^{2,3} Key announcements included:

- A significant expansion of the Teach First programme
- Launch of the School Direct programme and increased prioritisation of ITT funding on providers that are successful at involving schools in training programmes.
- The launch of the Troops to Teachers programme for ex- service personnel
- Ongoing reform of Ofsted's inspection framework for ITT providers
- Making successful completion of professional skills tests (literacy and numeracy qualifications) a prerequisite for beginning an ITT course.
- More targeting of student financial support on student teachers in particular subject areas, and on those with higher pass marks for their first degrees.
- Launching a small number of University Training Schools, which will deliver three core functions: teaching children; training teachers; and undertaking research.

Carter review of initial teacher training

On 1 May 2014, the then Secretary of State for Education, Michael Gove, appointed Sir Andrew Carter to chair an independent review of ITT courses. The purpose of the review was to:

- define effective ITT practice
- assess the extent to which the current system delivers effective ITT
- recommend where and how improvements could be made
- recommend ways to improve choice in the system by improving the transparency of course content and methods.⁴

The review [published its report](#) on 19 January 2015.

¹ DfE, *The Importance of Teaching. The Schools White Paper*, November 2010, Cm 7980. A summary of the key changes is provided on page 20. All websites last visited 9 May 2016 unless otherwise indicated.

² DfE, *Training our next generation of outstanding teachers. An improvement strategy for discussion*, June 2011.

³ DfE, *Training our next generation of outstanding teachers. An implementation plan*, November 2011

⁴ DfE, *Carter Review of Initial Teacher Training (England): Call for Evidence*, 20 August 2014, para 2.1.

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The report concluded that the ITT system generally performs well and that it is difficult to draw conclusions about whether one training route is better than another. The report also made a number of conclusions and recommendations for improvement in particular areas. These included:

- There is considerable variability in ITT course content and potentially significant gaps in a range of courses. There may be a case for a better shared understanding of what the essential elements of good ITT content look like. The Department for Education should commission a sector body to develop a framework of core content for ITT.
- Of all areas of ITT content, the most significant improvements are needed for training in assessment. A central repository of resources and guidance on assessment should be developed.
- There is some reluctance towards practical approaches to training in behaviour management. Behaviour management should be prioritised within ITT programmes and it is vital that trainees receive practical advice and strategies.
- Mentoring across England is not as good as it should be. The Department for Education should commission a sector body to develop some national standards for mentors.
- Providers and trainees have expressed frustration about the skills tests (see section 3.7 below), arguing that they can lead to otherwise good candidates being lost from ITT. The Department for Education should review the effectiveness of the skills tests in selecting high quality trainees.
- The current information about routes into teaching is confusing. The NCTL's "Get into Teaching" website should be developed and expanded to signpost information that applicants should consider when making choices about ITT courses.⁵

Coalition Government's response

The [Coalition Government's response to the Carter Review](#) was published on 19 January 2015. The response stated that, amongst other things, the Government would:

- commission an independent working group made up of expert representatives from the sector to develop a core ITT framework;⁶
- commission the Teaching Schools Council to develop a set of national standards for mentors;⁷ and
- develop a page on the Get into Teaching website which will signpost relevant information for applicants to consider.⁸

On 24 March 2015, the DfE announced that Stephen Munday, Chief Executive of Comberton Academy Trust, had been appointed to chair a working group to lead on developing a core ITT framework.⁹ The announcement additionally stated that the Teaching Schools Council had been commissioned "to develop a new set of aspirational standards

⁵ Sir Andrew Carter OBE, [Carter Review of Initial Teacher Training \(ITT\)](#), January 2015, pp5-15

⁶ DfE, [Government response to the Carter review of initial teacher training \(ITT\)](#), January 2015, p3.

⁷ *Ibid.*, p6

⁸ *Ibid.*, p7.

⁹ DfE, [Carter Review recommendations get underway](#), 24 March 2015.

for school-based ITT mentors". It is expected that the working group and the Teaching Schools Council will report to ministers by spring 2016.¹⁰

1.2 Developments under the current Conservative Government

Conservative Party 2015 Manifesto

The 2015 Conservative general election manifesto outlined a number of commitments on the training of teachers:

In the next Parliament, we will expect every teacher to be trained not just in how to tackle serious behaviour issues, but also in how to deal with the low level disruption that stops children from learning properly. This generation of teachers is already the best-qualified ever. In future, we will recruit and keep the best teachers by reducing the time they spend on paperwork, introducing bursaries for the most in-demand subjects, paying good teachers more, further reducing the burden of Ofsted inspections and continuing to encourage the growth of Teach First.¹¹

The manifesto also reiterated a commitment made in December 2014 to "train an extra 17,500 maths and physics teachers over the next five years".¹²

Changes to allocation of postgraduate places for ITT providers

On 23 June 2015, the National College for Teaching and Leadership (NCTL) announced that for the 2016-17 academic year eligible schools and ITT providers will be able to recruit as many postgraduate trainees as they wished, up to a national limit. This would, however, be subject to certain controls that would place a stop on recruitment when certain thresholds were met. Full details on how teacher training places are being allocated to providers can be found in NCTL guidance, [Registering initial teacher training places 2016 to 2017](#) (23 June 2015).

The NCTL published updated guidance, [Initial teacher training criteria and supporting advice](#), on 16 March 2016.

Appointment of Tom Bennett

On 16 June 2015, the Secretary of State for Education, Nicky Morgan, announced that she was appointing behaviour expert, Tom Bennett, to lead a new group to develop better training for new teachers on how to tackle low-level classroom disruption.¹³

On 25 June 2015, Lord Nash, Parliamentary-Under Secretary at the Department for Education, responded to a parliamentary question on Tom Bennett's appointment:

¹⁰ DfE, [New experts appointed to help improve initial teacher training](#), 24 September 2015.

¹¹ [The Conservative Party Manifesto 2015](#), p34.

¹² *Ibid.*

¹³ DfE press release, [New reforms to raise standards and improve behaviour](#), 16 June 2015.

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The government is committed to ensuring that all teachers are trained to tackle serious behaviour issues as well as low-level classroom disruption. We have not undertaken a formal assessment of any correlation between classroom behaviour and classroom seating arrangements; however Sir Andrew Carter's recent review of initial teacher training (ITT) content identified that some training courses are insufficiently robust in terms of training teachers to manage poor pupil behaviour. That is why we have invited Tom Bennett, a renowned behaviour expert, to lead an expert group to develop core content on behaviour management for ITT. His group will consider how best to promote their recommendations to ITT providers.¹⁴

1.3 March 2016 White Paper proposals on ITT

On 17 March 2016, the Government published its education White Paper, [Educational Excellence Everywhere](#).¹⁵ Alongside a central proposal to convert all remaining maintained schools to academy status by 2022 this also reaffirmed the Government's commitment to reforming ITT by:

- Continuing the move toward "an increasingly school-led ITT system"¹⁶ while also strengthening university-led training.
- Accrediting new school-led ITT providers, and a major expansion of SCITT-led training with a focus on shortage subjects and areas where recruitment was most difficult.
- The introduction of new quality criteria for ITT providers to inform the allocation of training places and to give "greater certainty to the best providers – both school-led and HEI – by giving them allocations over several years".¹⁷
- Withholding future allocations from providers who cannot meet the new quality criteria.
- Reforming the content of ITT to include a greater focus on subject knowledge, behaviour management, evidence-based practice and adapting the needs of pupils from different groups.
- Finalising the new framework for ITT core content being developed by the independent working group.
- Support for the best universities to establish 'centres of excellence' in ITT.

SCITT
School-led initial teacher training run by networks of schools that have been approved for this purpose.

White Paper proposals on Continuing Professional Development (CPD)

The White Paper also proposes measures to improve CPD for teachers through:

- Better support for schools to improve the quality and availability of CPD.
- Examining the feasibility of incentivising teaching schools to publish their materials on an open-source basis.
- Introducing a new Standard for Teachers' Professional Development, due to be published in Spring 2016.

¹⁴ [PO HL588, 25 June 2015](#).

¹⁵ HM Government, [Educational Excellence Everywhere](#), 17 March 2016.

¹⁶ *Ibid.*, Pp. 28

¹⁷ *Ibid.*, Pp. 31

1.4 Effect of ITT reforms on pattern of ITT provision

Some of the changes to ITT over recent years have been controversial, in particular the increased focus on school-led ITT. Concerns have been raised about the potential for local mismatches of supply and demand of training places, and the sustainability of some university-centred provision.¹⁸

On 22 March 2013, the schools' inspectorate, Ofsted, published a [press release](#) and accompanying headline data reporting the outcome of recent ITT provider inspections.¹⁹ In the press release, Ofsted commented on the apparent success of school-centred training programmes:

Every one of the providers to have received the highest grade is a small employment-based partnership with schools centrally involved. Some of these have recently achieved school-centred initial teacher training (SCITT) status from the Teaching Agency. Their training programmes are designed and delivered by groups of neighbouring schools.

None of the higher education institutions - which have traditionally provided the majority of teacher training - inspected so far has been awarded an outstanding judgement for overall effectiveness. However, one of the outstanding employment-based partnerships, the London East Consortium, is part of the University of Cumbria's initial teacher training provision.

No provider previously judged outstanding under the old framework has retained this top grade to date....

'Those providers which have earned the highest grade since last autumn really stand out from the rest. It is significant that all the outstanding training our inspectors have found so far is being led by consortia of neighbouring schools, with trainees taught by experienced, practising teachers.

'This suggests that the Government is right to put greater emphasis on new teachers being trained in schools where they can best develop the practical skills they will need as teachers – rather than in higher education institutions, which have traditionally trained the majority of trainees.²⁰

On 25 March 2013, the umbrella body, the Universities Council for the Education of Teachers (UCET), wrote a [letter](#) to Her Majesty's Chief Inspector of Schools, Sir Michael Wilshaw, criticising the press release as "misleading, inaccurate and inappropriately political".²¹ UCET sent a [further letter](#) to the then Secretary of State, Michael Gove, and the Minister for Schools, David Willets, on 27 March 2013 asking for clarification on universities' role in teacher education.²²

¹⁸ For example, see Chris Husbands, [Teacher training and teacher supply](#), IOE London Blog, 1 July 2015.

¹⁹ Ofsted, '[School-led partnerships setting benchmark for high quality teacher training](#)', 22 March 2013.

²⁰ *Ibid.*

²¹ UCET, '[UCET objects to Ofsted press release](#)', 23 March 2013

²² UCET, '[UCET seeks urgent ministerial clarification on universities and teacher education](#)', 27 March 2013

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In October 2014, Universities UK published a report on the impact of initial teacher training reforms on higher education institutions. This raised concerns about the effect of the expansion of School Direct on teacher supply.²³ An article on the TES website summarised the report's concern:

In a new report, Universities UK raises concerns about the impact of the government's decision to give schools more say in the recruiting and training of staff. It says that if the pace of change continues, it could create problems in training enough teachers.

Since 2012/13, initial teacher training has undergone a radical shake-up, with an increasing number of training places going to the new School Direct programme, rather than universities.

Under School Direct, schools take the lead in taking on trainees. But this has led to "instability" for many universities, with the numbers of training places allocated directly to institutions falling by 23 per cent in three years, says Universities UK.

While School Direct has been more successful in recruiting trainee English and history teachers, it has been less successful for science, technology, engineering and maths (STEM) subjects, the report says.

"This has contributed to a shortfall in the number of trainee teachers recruited into several subject areas, such as mathematics and physics," it says.

"There are concerns, therefore, that, as the government pursues its ambition for a school-led system, the pace of change could create teacher supply issues in the future if university-delivered training becomes unsustainable."²⁴

In addition, following the June 2015 announcement that schools and ITT providers would be able to recruit as many trainees in 2016-17 as they wished, until a national limit was reached, *Schools Week* reported comments from Chris Husbands, director of the Institute of Education, that this would likely lead to a further expansion of Schools Direct and a decline in university-led provision:

Chris Husbands, director of the Institute of Education, said: "The immediate likelihood is the further expansion, despite the challenges, of School Direct.

"The recent hints are that school and school group bidding for School Direct places for 2016-2017 will account for the vast majority of (initial teacher education), with very loose regional monitoring of demand.

"Essentially, this means higher education allocations will be residual, mopping up numbers not allocated to schools, which is in turn likely to be the hard to recruit areas.

"It's unlikely higher status universities will remain in this highly uncertain market for long, which means the de facto transfer of teacher supply to several thousand competing small businesses.

²³ Universities UK, [The Impact of Initial Teacher Training Reforms on English Higher Education Institutions](#), October 2014.

²⁴ [School Direct causing shortage of maths and science teachers, report claims](#), TES, 30 October 2014.

Recent evidence suggests that the outcomes are likely to be unpredictable.”²⁵

On 4 November 2015, Baroness Evans of Bowes Park, a Government Whip, responded to concerns that some universities may stop offering teacher education:

Baroness Donaghy (Lab): I thank the Minister for her reply, and I know that this is not her area of direct responsibility. However, she must be aware that we have an unstable teacher supply framework, that there are going to be shortages of teachers in some regions in both the short term and the medium term and that the unstable income stream for higher education might mean that some universities—particularly those in the Russell Group—will opt out of the connection with teacher education altogether. Does she really think that that adds up to a good policy for this Government?

Baroness Evans of Bowes Park: I thank the noble Baroness for her question. She is right that we are moving to a school-led teacher training system, but that involves collaboration between universities and schools. A teacher-led or school-led system does not mean a university-excluded system, and we are seeing great collaboration whereby, for example, 70% of School Direct places are actually being delivered by universities. It is improving the link between schools and universities, but also putting in charge of teacher training those who know best what they want in their schools—the head teachers.²⁶

Following publication of the Government’s Education White Paper in March 2016, an article in Schools Week raised questions about the metrics that could be used to allocate ITT places:

Only the “best” training providers will be given guaranteed place allocations based on their performance in three metrics, understood to be course completion rates, employability and attainment.

It is also understood the measures could be used for allocating places in 2017-18, which providers will begin recruiting for this September.

“Centres of excellence” were promised by the government in last month’s **white paper** to give stability to the initial teacher training (ITT) sector.

Since September, training providers have faced national recruitment caps; when a fixed number of trainees are recruited across the country, providers have to stop taking any more, even if their courses are half-full.

This caused multiple problems across the university routes, and was described as “chaotic and shambolic” after its introduction.

In response, the government brought in a new “75 per cent” rule for providers after the University of Cambridge said it would have to close its history course because of the new rules. It allowed providers to keep recruiting in certain subjects until they had offered places to 75 per cent of the numbers they recruited last year.

²⁵ [Teacher training changes will pit providers against each other](#), *in* Schools Week, 23 June 2015.

²⁶ [HL Deb 4 November 2015 c1634-5](#)

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The Department for Education (DfE) then confirmed multi-year allocations would return for the “best providers”, both school and university-led. However, the inclusion of course completion rates and employability suggests the government is still favouring in-school training routes.

Pam Tatlow (pictured), chief executive of MillionPlus, an advocate group for universities, said the criteria were “undoubtedly biased” in favour of school-based routes in which trainees work as salaried teachers and “progression into employment is virtually guaranteed”.

Tatlow said the criteria would “further undermine the viability of university-led courses” and would fail to address teacher shortages.

Universities will be less favoured under the new metrics, suggests analysis by *Schools Week*.

In 2013-14, only 16 (of 255) training providers had all trainees complete their courses and gain employment. All were school-based.

The “best” universities in terms of completion and employment were Leeds Trinity and Buckingham – both with 100 per cent completion and 92 per cent of trainees with jobs.

Russell Group universities, considered to be favoured by ministers, do not rank well on the metrics. Newcastle University is top among the so-called “elite” group, ranking 27th based on completion rates. While its primary and secondary routes had almost universal completion, just 64 per cent of trainees were then employed as a teacher.

At the University of Cambridge, which the government stepped in to save from the forced recruitment caps earlier this year, 98 per cent of trainees completed secondary school training, with 96 per cent finding employment.

James Noble-Rogers, executive director of the Universities Council for the Education of Teachers, urged the government to use Ofsted ratings as a measure for selecting “best providers”.

Teacher training providers are subjected to inspections, similar to schools, and are given similar grades. Noble-Rogers suggested anyone with a “good or outstanding” measure should be considered “best”.

He also echoed concerns about using “employability” as a metric. Data previously collected by the General Teaching Council showed that while trainees in school-based routes immediately began work, many from university routes “took time out, or did supply teaching, before taking a permanent job”.

Recent figures show that those in school-based training tend to be over 25, while most on university routes are under 25.

Noble-Rogers suggested criteria including widening participation, the recruitment of teachers from underrepresented groups, and research activity, claiming this would prevent any kind of “gaming” of the system.²⁷

²⁷ [‘Teacher training place allocations metric ‘biased’](#) in *Schools Week*, 29 April 2016.

Further discussion on teacher supply, recruitment and retention can be found in the linked House of Commons Library briefing paper:

- [CBP 07222, Teachers: supply, retention and workload](#)

2. Qualification requirements for teachers in schools in England

Current requirement for Qualified Teacher Status

Currently, teachers employed in local authority maintained schools in England are required to have Qualified Teacher Status (QTS), although certain exemptions and special arrangements apply in relation to overseas-trained teachers and some other staff – for example, those employed as instructors.²⁸ Relevant regulations include the *Education (School Teachers) Qualifications Regulations 2003*, as amended, and the *Education (Specified Work) (England) Regulations 2012*, as amended.²⁹

The same general requirement to hold QTS is not in place for mainstream free schools and academies, unless the school's funding agreement retains a clause requiring this. Funding agreements are agreements between the Secretary of State and the particular academy trust/ body running the school and can vary between academies.

On 27 July 2012, the DfE announced that new academies would be able to employ teachers without QTS, putting them in the same position as free schools. In addition, existing academies whose funding agreements retain a clause requiring the employment of qualified teachers could apply to have this condition removed.

The DfE's [Governance Handbook](#) (November 2015) explains the current rules as follows:

9.3 Teacher qualifications

30. The board of a maintained school or non-maintained special school should be aware that teachers must hold qualified teacher status (QTS) (unless the teacher satisfies one of the requirements or conditions specified in the Schedule to the appropriate regulations). This also applies to academy trusts whose funding agreement states that any teachers that it employs must hold QTS. [...]

31. Teachers who hold Qualified Teacher Learning and Skills (QTLS) status and membership of the Education and Training Foundation (ETF), will automatically be recognised as qualified teachers in schools in England, and do not need QTS. They will also be exempt from serving a statutory induction period in schools. This will allow them to be appointed to permanent posts in maintained schools in England and they will be paid on the qualified teachers' pay scale. They will continue to be recognised as qualified teachers providing they remain a member of the ETF.

32. The same statutory requirement to hold QTS is not in place for teachers employed by academies unless the academy's funding agreement retains a clause to that effect. An academy may be

Maintained School:

Local authority influenced and funded school.

Academy/ free school:

State-funded school independent of local authority control.

²⁸ Instructors are defined in regulation as those who "give instruction in any art or skill or in any subject or group of subjects (including any form of vocational training), where special qualifications or experience or both are required" (2[1] of Schedule to SI 2012/762)

²⁹ The [Education \(School Teachers\) Qualifications Regulations 2003, SI 2003/1662](#) (all links to SIs as made); the [Education \(Specified Work\) \(England\) Regulations 2012 SI 2012/762](#)

required through its funding agreement to employ teachers with QTS, but the department may agree to relax this requirement if requested by an academy. Even in academies, special educational needs coordinators and designated teachers for looked after children must have QTS. All teachers in special academies must hold QTS. There is no requirement for teaching staff in free schools to hold QTS.

33. The Specified Work Regulations allow maintained schools to employ industry experts as instructors to teach, where specialist qualifications and/or experience are required, as a first choice and on a permanent basis. Instructors will continue to be classed as unqualified teachers and will be paid at the appropriate level of the unqualified teachers' pay scale (in maintained schools).³⁰

The Department for Education also publishes [Teachers' Standards](#), which set out the minimum standards for teachers' practice and conduct.

March 2016 White Paper proposals to replace QTS

The Education White Paper of March 2016 discussed in Section 1, above, also proposes the replacement of QTS with "a stronger, more challenging accreditation based on a teacher's effectiveness in the classroom, as judged by great schools".³¹ Currently, the accreditation body for QTS is the National College for Teaching and Leadership (NCTL), with the award being at the end of initial teacher training.

The Government says this will "raise the bar" and will bring teaching into line with other professions such as law and chartered accountancy, which require trainees to undertake a relatively long phase of work experience.³² The White Paper says that detailed proposals on the replacement of QTS will be published shortly.

The Association of School and College Leaders (ASCL) trade union responded positively to the planned changes:

We welcome plans to replace existing Qualified Teacher Status with a new system in which teachers will complete an extended period in classrooms before being accredited by school leaders. We believe this will help to ensure the highest standards and that it will be good for both new teachers and for schools. We look forward to working with the Government on the detailed plans.³³

Teaching union NASUWT, however, was concerned about the introduction of a "highly discretionary" awarding process:

Every pupil should be entitled to be taught by a qualified teacher. However, the proposal to replace the internationally recognised Qualified Teacher Status (QTS) standard with a highly discretionary system of accreditation will rightly provoke serious concerns amongst teachers, parents and the general public.

Whilst the White Paper belatedly acknowledges that all teachers should be either accredited or on a path to accreditation, Ministers do not appear to have grasped the need to ensure that all teachers are guaranteed access to high quality teacher training and continuing professional development (CPD), which are the

³⁰ DfE, [Governance Handbook](#), November 2015, Pp. 69

³¹ HM Government, [Educational Excellence Everywhere](#), 17 March 2016, pp. 32

³² *Ibid.*

³³ ASCL press release, '[ASCL responds to education White Paper](#)', 17 March 2016

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hallmarks of high performing education systems around the world.³⁴

³⁴ NASUWT press release, ['NASUWT comments on the White Paper'](#), 17 March 2016

3. Teacher training pathways

There are currently several routes into teaching, and the terminology used to describe them can be confusing. ITT courses are often described as either being 'school-centred' (for example, the School Direct programme) or 'higher education-centred' (for example, a university-based B.Ed. course). The National College for Teaching and Leadership (NCTL) allocates and funds teacher training places.

A Statistical First Release from the DfE (19 November 2015), gives details on the number of new entrants who started or who are expected to start an initial teacher training programme in England in the academic year 2015/16.³⁵

General information about current teacher training routes is available on the [Get into Teaching section of the DfE website](#). A summary of the key features of each route is given below.

3.1 School Direct

The School Direct programme accepted its first cohort of students in September 2012, and it was the Coalition Government's intention that the number of places on this programme would be significantly expanded from the 2013/14 academic year.

School Direct offers two types of training places: School Direct and School Direct (salaried). The latter of these replaces the earlier Graduate Teaching Programme, which the DfE closed to new applicants in October 2012.

The DfE [website](#) gives further details on the two options.

3.2 School-centred initial teacher training (SCITT)

SCITT programmes are designed and delivered by groups of neighbouring schools and colleges. They provide practical, hands-on teacher training delivered by practising teachers based in their own school or at a school in their network.

Students are usually based in one school from the consortium – the lead school – while completing teaching practices at others within the group. Training programmes generally last for one academic year full-time, running from September to June, and result in QTS. Many also award a PGCE from a university.³⁶

3.3 Teach First

Teach First is an independent charity which states its vision as "working towards a day when no child's educational success is limited by their

³⁵ DfE, [Statistical first release. Initial teacher training census for the academic year 2015 to 2016](#), 19 November 2015.

³⁶ UCAS, "[School-led teacher training](#)" and DfE, "[SCITT](#)", last accessed 29 April 2016.

socio-economic background".³⁷ Its Learning and Development Programme is for those interested in an employment-based route into teaching. Since September 2012 it has placed trainee teachers in primary as well as secondary schools.

Trainees join Teach First and their university partners for six weeks of intensive training before teaching in a school in a low-income community for two years, where they achieve a postgraduate certificate in education (PGCE) and earn a full-time salary.³⁸

3.4 Troops to Teachers

In its November 2010 White Paper, *The Importance of Teaching*, the Government announced plans to encourage more ex-servicemen and women to train as teachers as part of a scheme to be called Troops to Teachers:

We will [...] encourage Armed Forces leavers to become teachers, by developing a 'Troops to Teachers' programme which will sponsor service leavers to train as teachers. We will pay tuition fees for PGCEs [Post-Graduate Certificate in Education] for eligible graduates leaving the Armed Forces and work with universities to explore the possibility of establishing a bespoke compressed undergraduate route into teaching targeted at Armed Forces leavers who have the relevant experience and skills but may lack degree-level qualifications. We will encourage Teach First to work with the services as they develop Teach Next, so that service leavers are able to take advantage of new opportunities to move into education [...].³⁹

A similar initiative, also called Troops to Teachers, has been running in the USA since 1984.

The Troops to Teachers training route is open to service leavers who do not hold a first degree. The University of Brighton is contracted to run the programme, which lasts two years and is school-based. Trainees are paid on the unqualified teacher pay scale during both years of the programme.

Further information on the programme is available on the [Troops to Teachers section of the Get Into Teaching website](#).

3.5 Researchers in schools

Researchers in Schools (RIS) is a route into teaching for researchers who have completed, or are finishing, a doctorate. It is a two year, salaried training programme; further details can be found on the [Researchers in Schools section of the Get into Teaching website](#).

³⁷ Teach First, "[Our Vision](#)", accessed 29 April 2016.

³⁸ Teach First, "[How Does it Work?](#)", last accessed 29 April 2016.

³⁹ DfE, *The Importance of Teaching – The Schools White Paper 2010*, November 2010, Cm 7980, p22, para 2.15.

3.6 University and college-based routes – undergraduate and postgraduate degrees with Qualified Teacher Status (QTS)

Undergraduate Initial Teacher Training (ITT) degrees usually last 3-4 years (full time), while Post-Graduate Certificate in Education (PGCE) courses usually last for one year (full time). They are offered by many universities and some other higher education providers.

All applicants for Postgraduate Certificate in Education (PGCE) courses need to have already obtained an undergraduate degree or recognised equivalent qualification. Further information about the application procedure, and detailed information about eligibility and prior qualification requirements, can be found on the [University-led teaching section of the Get into Teaching website](#).

3.7 General entry requirements for ITT and the professional studies tests

Since September 2013, students entering ITT in England have had to meet a number of minimum standards. All students, regardless of training pathway, are required to hold GCSEs in English and Maths at grade 'C' or higher, or be able to demonstrate they have reached an equivalent standard. Those enrolling on primary ITT courses are also required to hold GCSE science at C or above. Generally, those enrolling on postgraduate courses (as the name suggests) also need to have a first degree or equivalent.⁴⁰

Additionally, entrants to all courses from September 2013 have been required to sit and pass professional skills tests (in literacy and numeracy) before beginning their course. Previously, trainees were able to complete these tests during the course of their studies. Trainees are able to make three attempts at the tests; if they are unsuccessful, they are then required to wait two years at which point they can make another three attempts.⁴¹

Individual ITT providers may also set their own requirements for entry onto courses which are more stringent than the national requirements.

3.8 Cost effectiveness of different teacher training routes – IFS report

In November 2014 the Institute for Fiscal Studies published a report into the costs and benefits of different initial teacher training routes. The report found that:

- There are few differences in the characteristics of trainees across different routes, suggesting that the most effective trainees are not attracted to a particular route.

⁴⁰ [Have you got what it takes?](#), DfE, last accessed 29 April 2016.

⁴¹ [Professional skills tests](#), DfE, last accessed 29 April 2016.

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- The average cost to government of providing student finance is between £13,000 and £18,000 per trainee for postgraduate training and between £10,000 and £27,000 for undergraduate training.
- Not accounting for non-monetary benefits, the net costs to schools are largest for Teach First (around £11,000 per placement) and lowest for university-based routes (between £400 and £1,600 per placement).
- School-based routes are thought to have a higher net benefit to the host school than university-based routes.
- For most routes, the net benefit to schools is small in comparison with the costs for central government. Teach First, where the largest net benefit to schools is reported, is an exception.⁴²

National Audit Office report, February 2016

The National Audit Office published a report, *Training New Teachers*, in February 2016. On the cost-effectiveness of the Department for Education's approach to ITT, this concluded:

The Department has insufficient information to ensure the cost-effectiveness of its approach. There is little differentiation in price or quality between providers to enable consumer behaviour to shape the market. The Department has information about the short-term cost of training routes but does not yet have sufficient information about long-term costs and the extent to which each route, and increasing schools' role in the process, has improved teaching standards [...].⁴³

⁴² Institute for Fiscal Studies, *The Costs and Benefits of Different Initial Teacher Training Routes*, November 2014, p1-3.

⁴³ National Audit Office, *Training new teachers*, 10 Feb 2016. HC 798 SESSION 2015-16, Pp. 12

4. Financial support for trainee teachers

The system of financial support for teacher trainees in England is complex; individuals considering applying for teacher training programmes should establish what support they are likely to qualify for by contacting the DfE's *Teaching Line* (0800 389 2500), their H.E. institution, or Student Finance England.

4.1 Undergraduate trainees

For undergraduate ITT students, the financial arrangements are the same as for other students undertaking a first degree course – that is, eligible students can apply for student loans to cover fees and maintenance, and grants for living costs.⁴⁴ They may also be eligible for bursaries or other support offered by their institution.

4.2 Postgraduate trainees

For postgraduate trainees, the amount and type of support depends on personal eligibility and financial circumstances, prior qualifications, type of course (particularly, subject specialism) and mode of study. As the name suggests, those enrolled on the School Direct (Salaried) scheme earn a salary and may not qualify for a bursary or other student support. Similarly, those enrolled on Teach First programmes are paid a wage while training.

Bursaries

Eligible non-salaried trainee teachers on postgraduate programmes may qualify for a training bursary – an incentive payment designed to attract highly-qualified trainees in shortage subject areas. Trainees do not need to apply for a bursary – if they meet the eligibility criteria, payments will start when they begin their course.

On 1 October 2015, the Government announced the bursary levels for eligible students in 2016-17 – more information can be found on the [Bursaries and funding section of the Get into Teaching website](#). There were increases on 2015-16 levels for some bursaries for secondary subjects and reductions to the bursaries for primary.

Scholarships

There are also a number of specialist competitive scholarships available to recruits in certain shortage subjects. Scholarships are jointly awarded by the Government and professional bodies, and selection is through an additional application and assessment process. Each scholarship also comes with a package of non-financial benefits, such as early career support and membership of the appropriate professional body.⁴⁵

⁴⁴ Some students may be eligible for additional support dependent on personal circumstances- e.g., student parents may qualify for help toward childcare costs.

⁴⁵ [Bursaries and funding](#).

Other loans and grants

In addition, postgraduate trainees on non-salaried programmes may also be eligible to apply for mainstream student loans and grants. More information is available on the [Get into teaching](#) website, and on the [Gov.uk](#) website.

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