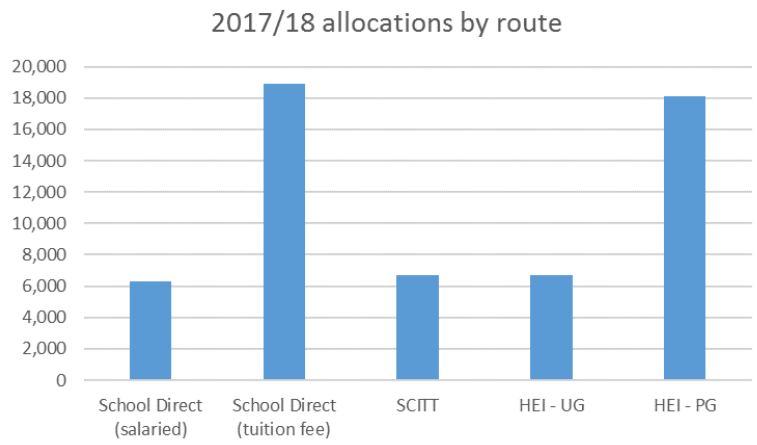
Department for Education

Postgraduate Initial Teacher Training (ITT) places and the Teacher Supply Model (TSM), England 2017/18

SFR 42/2017, 9 May 2017

This publication covers the allocation of Initial Teacher Training (ITT) places for the academic year 2017/18. These are based on the outputs of the Teacher Supply Model (TSM) for 2017/18 (which include assumptions around those trainees that do not complete ITT and gain posts in the state-funded sector post ITT) but also reflect other assumptions, for example, not all providers successfully filling all their allocated places. The TSM estimates how many new teachers are needed to enter the teaching profession in 2018/19 as newly qualified teachers, and therefore need to go through training in 2017/18. These statistics contain modelling based on assumptions made ahead of a final policy decision being reached.

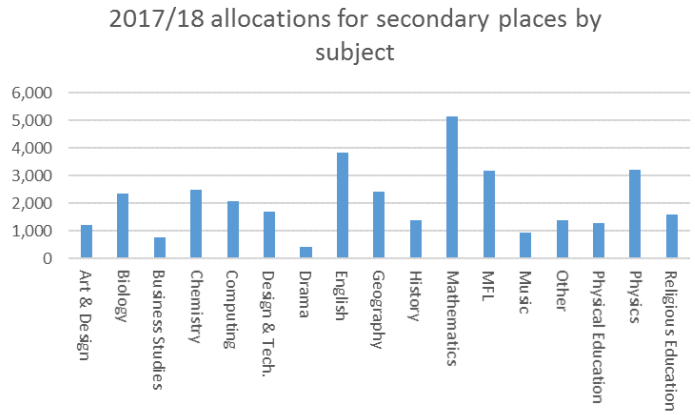
In 2017/18, there were 56,735 places allocated to ITT providers and School Direct lead schools



There were 56,735 places allocated to ITT providers and School Direct lead schools for 2017/18, of which 6,672 were for undergraduate (UG) ITT.

Of the post-graduate allocations, 18,121 places were allocated to Higher Education Intuitions (HEIs) and a further 18,884 places to School Direct lead schools offering School Direct (tuition fee) places. The remaining places were allocated to School Centred Initial Teacher Training (SCITTs) providers and School Direct (salaried) lead schools.

The largest allocations for secondary subjects were in mathematics and English



There were 21,135 allocations for ITT primary places in 2017/18 and 35,600 places allocated for secondary ITT. In 2017/18 the subjects with the largest allocations were Mathematics (5,164 places) and English (3,838).

There were:

- 8,057 places allocated to science subjects (Biology, Chemistry and Physics);
- 3,198 allocated to Modern Foreign Languages (MFL);
- 3,827 History or Geography places.

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About this release

This statistical first release provides the ITT Allocations and the TSM outputs for 2017/18. The TSM is an annual model designed to estimate the number of postgraduate initial teacher training (ITT) places needed to provide teachers for the state-funded sector; the 2017/18 TSM estimates how many postgraduate ITT places are needed for autumn 2017. These people will complete their training in summer 2018 and enter the qualified teacher headcount from autumn 2018.

In this publication

The following supporting information is provided with the SFR:

* TSM_201718.xlsx
* The 2017/18 allocations.xlsx

There is also an ODS version of both the model and allocations. The accompanying Methodological Annex gives further information on the data sources used in the TSM as well as information about the assumptions used in the model. The Methodological Annex also provides details on how to do scenario testing within the model.

1. Allocations process (Table 1)

Every year the Department for Education allocates places to ITT providers and School Direct lead schools to provide courses to train new teachers to enter the profession in the state-funded sector in England. The ITT is largely focused on postgraduate (PG) places (88%) designed to train teachers for the following year. The 2017/18 allocations are made for training course places offered to start in autumn 2017. These trainees will finish their training in the summer of 2018 and if successful can enter employment as a newly qualified teacher (NQT) from autumn 2018.

In order to produce the 2017/18 allocations, the 2017/18 TSM estimates what the demand for entrants into the state-funded sector in England for 2018/19 will be. These entrants are expected to come from the following entrant routes: re-entrants (those returning to the teaching profession), those that are new to the state-funded sector (those that do not go immediately into employment in the state-funded sector after successfully completing training) and newly qualified teachers (NQTs). More detail on the TSM can be found in section 3. In order to source the estimated required number of NQTs, ITT providers and School Direct lead schools are allocated a number of places they can offer to applicants to undertake their training.

The number of initial allocations is much higher than the number of NQTs required reflecting a number of factors: not all providers and School Direct lead schools manage to fill their places; not all trainees will complete the course successfully; and not all those that complete successfully will take up employment in the state-funded sector.

Using the outputs of the TSM, the National College for Teaching and Leadership (NCTL) allocates places to ITT providers and School Direct lead schools. In June 2016, NCTL published guidance on requesting initial teacher training places for the 2017 to 2018 academic year. This indicated that ITT providers and School Direct lead schools should request places based on a realistic assessment of local need and minimum sustainability. The initial allocations were made to ITT providers and School Direct lead schools in October 2016.

More information on the allocations process for 2017/18 can be found in the 2017 to 2018 document on the methodology for requesting ITT places.

Comparisons cannot be made with the 2016/17 allocations process as for that year only a different approach was tested where ITT providers and School Direct lead schools were not allocated places to fill, but were allowed to recruit trainees until there were enough trainees for that subject (i.e. above the Teacher Supply Model estimate of need) at which point recruitment was closed.

More information on the 2016/17 allocations process can be found here:

https://www.gov.uk/guidance/registering-initial-teacher-training-places-2016-to-2017

Table 1: Process for postgraduate allocations for 2017/18

2017/18 TSM outputs and allocations

Subject	Number of all entrants expected in 2018/19	Number of re-entrants expected in 2018/19	Number of new to state-funded sector entrants expected in 2018/19	Number of NQT entrants expected in 2018/19	TSM final outputs 2017/18	Total initial allocations for 2017/18
Art & Design	805	282	119	404	577	**1,216**
Biology	1,599	560	236	803	1,188	**2,354**
Business Studies	317	111	47	159	218	**762**
Chemistry	1,349	472	199	678	1,053	**2,495**
Classics	38	13	6	19	69	**91**
Computing	598	209	88	300	723	**2,083**
Design & Technology[1]	1,188	416	175	597	917	**1,687**
Drama	516	181	76	259	345	**440**
English	3,805	1,332	562	1,911	2,426	**3,838**
Geography	1,555	356	161	1,038	1,531	**2,434**
History	1,494	380	171	943	1,160	**1,393**
Mathematics	4,190	1,467	618	2,104	3,102	**5,164**
Modern Foreign Languages[2]	3,123	617	255	2,251	1,514	**3,198**
Music	564	198	83	283	393	**942**
Other	1,168	409	172	586	812	**1,404**
Physical Education	1,493	523	220	750	999	**1,294**
Physics	1,336	468	197	671	1,055	**3,208**
Religious Education	917	321	135	461	643	**1,597**
All secondary	26,055	8,316	3,521	14,218	18,726	**35,600**
All primary	24,871	8,232	3,772	12,868	12,121	**21,135**
Total	50,926	16,548	7,293	27,085	30,847	**56,735**

Source: TSM 2017/18

1. For allocations purposes, 'Design & Technology' also includes 'Food' (Design & Technology and Food are classed as independent subjects within the TSM).

2. There are a number of new routes into MFL teaching available. As such, not all MFL NQTs will be sourced via initial teacher training. The final output from the TSM is 1,514, with a minimum initial teacher training target of 1,649 used for allocations purposes'. For more information, please see section 3 and the Methodological Annex.

In Table 1, the TSM final output column is higher than the number of NQT entrants expected reflecting the proportion of trainees who start but do not complete and/or find employment in the state-funded sector in the year after training. The total allocations column is higher than the number of trainees needed reflecting that not all providers and School Direct lead schools are able to fill their places.

2. Postgraduate ITT places for 2017/18 (Table 2)

The TSM for 2017/18 requires over 1,600 more postgraduate ITT places than in 2016/17. There is an increase of 632 primary places, a 6% increase. There are 1,038 more secondary places, a 6% growth but this is not a uniform growth across all subjects. The biggest increases are seen in History and Geography.

There are some decreases in Art & Design, Business Studies, Design & Technology, Food, Music, and Others.

Part of the TSM process includes a review of subjects where the underlying modelling would lead to a fall in PG training places required in the next training year. Where this would occur in subjects for which the expected longer term need for teachers is increasing, the ITT place numbers for these subjects are adjusted to ensure that they do not fall below the previous year's level. These are marked with a * in table 2; more information can be found in the Methodological Annex. This adjustment was also applied for EBacc subjects in the 2016/17 model in anticipation of the EBacc policy.

The main output from the TSM model is therefore the ITT places for 2017/18 set out in Table 2 below.

Table 2: TSM outputs of postgraduate ITT places, 2017/18 and 2016/17
2017/18 TSM, postgraduate ITT places

	Number of ITT places for the 2017/18 training year as estimated by the 2017/18 TSM	Number of ITT places for the 2016/17 training year as estimated by the 2016/17 TSM
Art & Design	577	633
Biology	1,188	1,178
Business Studies	218	252
Chemistry*	1,053	1,053
Classics*	69	69
Computing*	723	723
Design & Technology	751	848
Drama	345	347
English	2,426	2,253
Food	166	186
Geography	1,531	778
History	1,160	816
Mathematics*	3,102	3,102
Modern Foreign Languages **	1,514	1,514
Music	393	399
Others	812	938
Physical Education*	999	999
Physics*	1,055	1,055
Religious Education	643	544
Secondary total	**18,726**	**17,688**
Primary	**12,121**	**11,489**
Total	**30,847**	**29,176**

Source: TSM 2017/18

* Subjects that were protected at the 2016/17 level

**** Modern Foreign Languages**

In the 2017/18 TSM we have included an assumption that take-up of the EBacc will increase (see section 3c for details on modelling assumptions) and, as part of this, there would be an increase in the take-up of Modern Foreign Languages (MFL). There are a number of new routes into MFL teaching available. This is reflected in the TSM by including a starting point for the number we expect to get through PG ITT, and adding a new category of 'MFL teachers to be sourced in 2018/19 via ITT and other, new initiatives' which are intended to provide the balance of teachers needed.

3. Methodology used in the Teacher Supply Model

The purpose of the TSM is to provide estimates of the number of entrants to teaching needed through PG ITT. The TSM is a national model covering all state-funded primary (including maintained nurseries attached to schools) and secondary schools, academies, and free schools[1] in England.

The 2017/18 TSM estimates how many PG ITT places need to be filled for people starting initial teacher training in the autumn of 2017 to provide sufficient numbers of NQTs in the autumn of 2018. Teachers can also enter the qualified teacher headcount via other recruitment routes, such as UG ITT, returning to service in the state-funded sector, or as entrants that are new to the state-funded sector. All such teachers are accounted for within the TSM estimates.

3.a Qualified teacher headcount projections (Table 3)

The TSM produces an estimate of future qualified teacher headcount requirementsfor both primary and secondary teachers in state-funded schools in England. Qualified teachers that are working as supply teachers, in special schools or in PRUs are considered as teaching *outside* of the scope of this model. This results in a difference in the qualified teacher headcount figures to those presented in the School Workforce Census.[2]

The qualified teacher headcount is estimated to rise from 451,345 in 2015/16 to 464,606 in 2019/20 (a 3% rise). The largest growth is seen in the secondary sector, where the qualified teacher headcount is forecast to grow from 212,113 to 220,113 (4% rise). The increase is smaller for the primary sector; from 239,232 to 244,493 (2% rise).

These increases are driven by increasing pupil numbers (both primary and secondary pupil numbers are currently increasing). The TSM assumes that as pupil numbers increase, additional teachers will be required. For more information, see the Methodological Annex.

Table 3: Qualified teacher headcount in England, 2011/2012 to 2019/2020 (figures up to and including 2015/16 are historical figures; figures for 2016/17 and beyond are future estimations made by the 2017/18 TSM)
2017/18 TSM, State-funded schools in England

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	219,759	225,311	230,422	235,423	239,232	242,290	243,817	244,473	244,493
Secondary	219,184	219,944	217,824	215,664	212,113	213,976	215,448	217,666	220,113
Total	438,943	445,255	448,246	451,087	451,345	456,266	459,265	462,139	464,606

Source: TSM 2017/18

Entrants to the qualified teacher headcount come from those who are returning to the profession, are new to the state-funded sector, or are NQTs following completion of their initial teacher training. In 2015/16 (using historical data from within the 2017/18 TSM for the latest year available), there were 48,001 entrants to the teacher workforce, of whom 52% were newly qualified. The remainder came from those new to the state-funded sector (14%) or those returning to the teaching profession (34%). For more information on entrants to the teaching profession, please see tables 7a and 7b of the School Workforce Census publication[3].

3.b Pupil projections

1 The TSM does not cover special schools, pupil referral units, early years, independent schools, and further education/sixth-form colleges. Although it does not cover teaching at key stage 5 in standalone sixth-form colleges or FE colleges, it does cover sixth-form teaching in secondary schools in the state-funded sector.
2 Figures cited in this statistical first release may not correspond to similar figures in other SFRs. This is not an error; the scope of the TSM and the definitions used for certain terms in the model are by necessity different from other publications.
3 School Workforce Census

A large part of the demand for new teachers comes from the anticipated growth in pupil numbers.

There was a 2.5% increase in the pupil population in state-funded primary schools between 2015 and 2016, as forecast in the previous projections. The annual rate of increase is then expected to fall slightly to 2.1% between 2016 and 2017, due to reducing birth figures. It is then projected to continue falling to 0.0% between 2019 and 2020. From 2016, the number of children aged 11 to 15 attending state-funded schools is forecast to start rising from 2.75 million in 2016 to reach 3.04 million by 2020. For more information please see: National pupil projections.[4]

3.c Curriculum and qualification assumptions

In addition to changes in pupil numbers, there are a number of policy changes that are modelled within the TSM which affect the estimated demand for new teachers. For the 2017/18 TSM these only impact on secondary subjects.

For confirmed government policy, the model assumes the expected direction from the announced policy; if a government position has yet to be announced, a range of scenarios is modelled in line with government policy and the central scenario is presented. In this year's publication, there were three confirmed government policies that required assumptions. These were:

- An assumption that a range of mathematics curriculum and qualification factors will lead to an increase in hours spent teaching mathematics at key stages 4 and 5;
- An assumption that the new GCSE will lead to an increase in hours spent teaching English at key stage 4;
- The removal of the option to take Core Science GCSE from September 2016 will lead to an increase in teaching time for a small number of pupils who had previously taken one GCSE and now need to take two.

These statistics follow the common principle that where a decision has not been reached about a policy, statisticians use policy assumptions in order to model the data. This year's modelling occurred prior to response to the EBacc consultation. We therefore modelled a range of scenarios from 50% take-up to 90% take-up of EBacc for children starting Key Stage 4 in 2018/19. For this year's allocations, the central estimate of 70% was used.

For more information on these and all other assumptions and how they are reflected in the model, please see the Methodological Annex[5] that accompanies this report.

[4] As for the School Workforce SFR figures, there may be some slight differences between TSM figures and the Pupils Projection SFR figures due to differences in definitions, scope, and so on.

[5] Teacher supply model

4. Further information is available

School Workforce Census:

https://www.gov.uk/government/statistics/school-workforce-in-england-november-2015

Pupil Projections:

https://www.gov.uk/government/statistics/national-pupil-projections-july-2016

ITT census:

https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2016-to-2017

ITT performance profiles:

https://www.gov.uk/government/statistics/initial-teacher-training-performance-profiles-2014-to-2015

5. Official Statistics

The United Kingdom Statistics Authority has designated these statistics as Official Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation 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; and
- 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.

6. Technical information

The TSM Methodological Annex covers the data used in the model and the assumptions made. There is also guidance on the scenario testing available to users of the model. The Methodological Annex can be found alongside the model at:

https://www.gov.uk/government/publications/teacher-supply-model

7. Get in touch

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

Reference: [SFR 42/2017]

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