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This publication covers the outputs of the Teacher Supply Model (TSM) as well as requests and allocations for Initial Teacher Training (ITT) places in 2019 to 2020. The TSM estimates the number of new teachers needed to enter the teaching profession in 2020 to 2021. The model forecasts the number of these new teachers that are either: returning to the state sector after a break from teaching; previously qualified but new to the state sector; or Newly Qualified Teachers (NQTs). The model then estimates how many trainees are needed to start postgraduate ITT courses in 2019 to 2020 in order to provide the required number of NQTs in 2020 to 2021.

The TSM is used by the Department for Education (DfE) to manage recruitment to ITT courses. Recruitment is unlimited in almost all ITT courses this year, except for postgraduate Physical Education (fee-funded courses only), undergraduate (all courses) and Early Years (all courses leading to Early Years Teacher Status (EYTS)), where recruitment is limited by the number of places allocated.

Permission to recruit has been issued in two categories for 2019 to 2020: unlimited and allocated, with most postgraduate courses in the unlimited category

Postgraduate courses in the unlimited category

Art & Design	Geography
Biology	History
Business Studies	Mathematics
Chemistry	Modern Foreign Languages
Classics	Music
Computing	Other
Design & Technology	Physics
Drama	Physical Education (salaried courses) ¹
English	Religious Education

Recruitment is unlimited in most postgraduate subjects this year.

ITT providers must first request permission to recruit from the Department for Education. Once permission is granted, providers may recruit as many trainees as they wish.

The only postgraduate courses in the allocated category are fee-funded Physical Education courses, where DfE have allocated 1,289 places to ITT providers and School Direct lead schools

Level	Subject	Route	Allocations
Postgraduate	Physical Education (PE)	Higher Education Institution	541
		School Centred Initial Teacher Training	224
		School Direct (fee-funded)	524
Total postgraduate fee-funded PE allocations			1,289

ITT providers and School Direct lead schools have received an allocation of places for Physical Education (fee-funded) courses from DfE. ITT providers and lead schools cannot recruit beyond the total number of places allocated for each course.

Additionally, DfE have allocated 6,648 Primary and 984 Secondary undergraduate places to ITT providers and School Direct lead schools as well as 636 Early Years places

Level	Subject	Allocations
Undergraduate	Primary	6,648
	Secondary (all subjects)	984
Total undergraduate allocations leading to QTS		7,632
Undergraduate	Early Years	58
Postgraduate	Early Years	578
Total allocations leading to EYTS		636

All undergraduate and Early Years courses are in the allocated category.

Early Years courses lead to EYTS while all other ITT courses lead to Qualified Teacher Status (QTS).

¹ School Direct (salaried) and postgraduate teaching apprenticeship

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About this release

This statistical release provides Initial Teacher Training requests and allocations, Teacher Supply Model outputs, and multiple-year allocations for 2019 to 2020.

In this publication

Initial Teacher Training allocations

This spreadsheet contains information about all ITT courses which have been issued permission to recruit for the 2019 to 2020 academic year. For ITT courses with allocations, the spreadsheet identifies the number of places allocated to each course.

Initial Teacher Training requested places

This spreadsheet contains information on the number of places requested by ITT providers and School Direct lead schools for each ITT course, including courses where recruitment is unlimited.

Teacher Supply Model (TSM)

The TSM is an annual spreadsheet model designed to estimate the number of postgraduate ITT places needed to provide qualified teachers for the state-funded teaching sector; the 2019 to 2020 TSM estimates how many postgraduate ITT entrants are needed for ITT courses starting in autumn 2019.

Teacher Supply Model: Methodological annex

This document provides further information on the data and assumptions used in the TSM, and also includes details on running scenario testing within the model.

Multiple-year allocations: Underlying data

Multiple-year allocations reward the top performing ITT providers with a guaranteed number of training places for three years. This spreadsheet contains the Ofsted rating, degree class of trainees, employment outcomes and recruitment performance data used to calculate multiple-year allocations.

Multiple-year allocations: Methodology document

The methodology document explains the data and calculations used to determine which ITT providers are awarded multiple-year allocations.

There are also open document spreadsheet (ODS) versions of ITT requests, allocations, and multiple-year allocations.

1. Allocations and permission to recruit to ITT courses

Every year the Department for Education (DfE) distributes Initial Teacher Training places to ITT providers and School Direct lead schools.

In June 2018, DfE published guidance on requesting ITT places for the 2019 to 2020 academic year. This instructed ITT providers and School Direct lead schools to request places for all of their ITT courses based on a realistic assessment of local need and minimum sustainability of their ITT programmes. Data on the number of places requested for each ITT course can be found in Table 1 of the ITT requested places spreadsheet. The DfE communicated allocations and permission to recruit to ITT providers and School Direct lead schools on 11 September 2018.

For the 2019 to 2020 recruitment cycle, a permissive approach was adopted, whereby recruitment to most courses is unlimited. More detail can be found in the [ITT allocations methodology: guidance for the 2019 to 2020 academic year](#). Permission to recruit to ITT courses was granted using two categories:

Allocated category: This category includes postgraduate Physical Education (fee-funded courses only), undergraduate (all courses) and Early Years (courses leading to EYTS). ITT providers and School Direct lead schools received allocations for these courses, and cannot recruit more trainees than the number of places allocated. The number of places allocated to each ITT course can be found in Table 2 of the ITT Allocations spreadsheet.

Unlimited category: This category includes all other mainstream² postgraduate courses. All ITT providers and School Direct lead schools that requested training places in June 2018 received confirmation from DfE of permission to recruit. Once permission has been granted for a particular course in the unlimited category, the ITT providers and School Direct lead schools may recruit as many trainees as they wish. These courses are also listed in Table 2 of the ITT Allocations spreadsheet.

An additional 1,750 places are available to Teach First. This is the same number of places as last year.

2. Multiple-year allocations

For the 2019 to 2020 academic year, 60 ITT providers will be awarded multiple-year allocations. Multiple-year allocations are awarded to the top 25% performing ITT providers³. They receive a guaranteed number of training places for three years, up to and including the 2021 to 2022 academic year. This guarantee is intended to provide longer term stability and planning opportunities for ITT providers. The number of guaranteed places for each postgraduate course will be equal to the number of ITT trainees recruited to that course in the 2018 to 2019 training year, as recorded in the 2018 to 2019 ITT Census.

Four indicators have been used to determine the top 25% performing ITT providers, with each given equal weight:

- Ofsted rating
- Trainee undergraduate degree class
- Recruitment performance
- Employment rates

Full details of the methodology and underlying data for multiple-year allocations are available in the documents accompanying this publication.

² ITT routes leading to Qualified Teacher Status other than Teach First

³ Based on the number of ITT providers active on 1 September 2018

3. Postgraduate ITT places for 2019 to 2020 as estimated by the TSM

The TSM estimates how many trainees are needed to start postgraduate ITT courses in 2019 to 2020. The 2019 to 2020 TSM estimates 864 more postgraduate ITT places are needed compared to the outputs of the 2018 to 2019 TSM. This includes an additional 451 primary places, a 4% increase. The TSM also estimates 413 more secondary places are needed, a 2% increase, but this is not uniform across all subjects. Ten subjects have seen an increase in places, the largest of which are in Business Studies, though this increase is driven by the inclusion of Economics in Business Studies this year, and Modern Foreign Languages (MFL). Eight subjects have seen a decrease in places, the largest of which are in Classics, Geography and Religious Education. However, the decrease in places in these subjects is in part due to the removal of place protection in the 2019 to 2020 TSM.

ITT place protection has been used within previous versions of the TSM for selected subjects (all EBacc subjects, Physical Education, and Religious Education in the 2018 to 2019 model) to prevent ITT place numbers from falling against the level of the year before. This provides the model with greater flexibility to account for potential extra demand relating to emerging policies that are not yet evident within the underlying data and to recruit additional teachers in those subjects in which demand and teaching hours are likely to grow.

For example, the 2017 to 2018 TSM estimated that 1,188 places were required for Biology in 2017 to 2018. The 2018 to 2019 TSM estimated that only 1,179 were required in 2018 to 2019. Because ITT place protection was applied within the 2018 to 2019 TSM, the 2018 to 2019 TSM boosted ITT places for Biology back up to 1,188 as an end of model adjustment.

ITT places for EBacc subjects, RE, and PE have not had place protection applied this year within the TSM. The removal of place protection this year has impacted on four subjects where places were previously held at higher levels; Classics, Computing, Geography and RE. Place protection increases ITT place numbers for individual subjects up to a higher level than the demand as estimated by the TSM and the current levels of teaching per pupil as recorded within the SWC. Therefore, the removal of place protection has not reduced ITT places below the level required as estimated by the Department. All subjects affected by this change are ones in which providers have unlimited permission to recruit.

The main output from the TSM model is the number of ITT places required per subject for 2019 to 2020:

Figure 1: TSM outputs of postgraduate (PG) ITT places⁴, 2019 to 2020 and 2018 to 2019

Source: TSM 2019 to 2020

Subject	Number of PG ITT places required for the 2019 to 2020 training year as estimated by the 2019 to 2020 TSM	Number of PG ITT places required for the 2018 to 2019 training year as estimated by the 2018 to 2019 TSM
Art & Design	668	646
Biology	1,192	1,188
Business Studies ⁵	348	241
Chemistry	1,152	1,053
Classics	28	69
Computing	631	723
Design & Technology ⁶	1,022	1,167
Drama	347	357
English	2,654	2,558
Geography	1,116	1,531
History	1,273	1,180
Mathematics	3,343	3,116
Modern Foreign Languages	2,241	1,600
Music	392	409
Others	668	896
Physical Education ⁷	1,222	1,078
Physics	1,265	1,219
Religious Education	525	643
Secondary total	20,087	19,674
Primary	13,003	12,552
Total	33,090	32,226

⁴ The TSM outputs cover postgraduate ITT trainees across all routes leading to QTS, including Teach First

⁵ Includes 'Economics', which has previously been categorised under 'Others'

⁶ Includes 'Food', although the two subjects are modelled separately within the TSM

⁷ Includes 'Dance', which has previously been categorised under 'Others'

4. Methodology used in the Teacher Supply Model

The TSM is a national model covering all state-funded primary (including maintained nurseries attached to schools) and secondary schools, academies, and free schools⁸ in England. The purpose of the TSM is to provide estimates of the number of entrants to teaching needed through postgraduate ITT.

The 2019 to 2020 TSM estimates how many postgraduate ITT trainees are required to start ITT in the autumn of 2019, to provide sufficient numbers of NQTs in the autumn of 2020. The TSM also accounts for teachers who enter the qualified teacher headcount via other recruitment routes, such as undergraduate ITT, returning to service in the state-funded sector, or as previously qualified teachers that are new to the state-funded sector.

4.a Qualified teacher headcount projections

The TSM produces an estimate of future qualified teacher headcount requirements for both primary and secondary teachers in state-funded schools in England. Qualified teachers that are working as supply teachers, in special schools or in Pupil Referral Units are considered as teaching in schools *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.⁹

The qualified teacher headcount is estimated to rise from 450,708 in 2017 to 2018 to 458,137 in 2021 to 2022 (a 1.7% rise). Almost all of the estimated growth is seen in the secondary sector, where the qualified teacher headcount is forecast to grow from 209,219 to 216,611 (a 3.5% increase). The headcount increase is negligible for the primary sector, changing from 241,489 to 241,526 in the same period.

The increase in secondary is driven by increasing secondary pupil numbers; the TSM assumes that as pupil numbers increase, additional teachers will be required. For more information, refer to the methodological annex which accompanies this publication.

Figure 2: Qualified teacher headcount in State-funded schools in England, 2011 to 2012 academic year to 2021 to 2022 academic year (figures up to and including 2017 to 2018 are historical figures; figures for 2018 to 2019 and beyond are future estimations made by the 2019 to 2020 TSM)

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	219,499	225,219	230,460	235,920	239,895	242,264	241,489	242,092	242,074	242,067	241,526
Secondary	222,534	223,506	220,936	219,083	215,268	212,746	209,219	211,158	213,194	214,794	216,611
Total	442,033	448,725	451,397	455,003	455,162	455,010	450,708	453,250	455,268	456,862	458,137

Source: TSM 2019 to 2020

Entrants to the stock of qualified teachers include those returning to the profession, those who are new to the state-funded sector, and also NQTs following completion of their Initial Teacher Training¹⁰. In 2016 to 2017¹¹, there were 44,319 entrants to the teacher workforce, of whom 51.6% were newly qualified. The remainder came from those new to the state-funded sector (11.7%) or those returning to the teaching profession (36.7%). For more information on entrants to the teaching profession, please see tables 7a and 7b of the [School Workforce Census](#)¹².

⁸ 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 Further Education colleges, it does cover sixth-form teaching in secondary schools in the state-funded sector.

⁹ Figures cited in this statistical release may not correspond to similar figures in other publications. 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.

¹⁰ In the 2019 to 2020 TSM an assumption has been made that 255 teachers will be recruited for MFL via new initiatives.

¹¹ Using historical data from within the 2019 to 2020 TSM for the latest year available. The latest historical figures in the School Workforce Publication have been revised and will not be the same as those published in 2019 to 2020 TSM.

¹² There may be some slight differences between TSM figures and the School Workforce Census publication figures due to differences in definitions, scope, and so on.

4.b Pupil projections

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

The TSM uses pupil population figures by age group for state-funded nursery, primary and secondary schools from the Pupil Projections Model (PPM). These figures differ to those within the PPM statistical release due to the specific scope used by the TSM for modelling purposes due to differences in both scope and definitions.

There was a 1.2% increase in the pupil population of primary school age between January 2017 and 2018, in line with the estimate between these years within the previous version of the TSM. There was a 1.8% increase in the pupil population of secondary school age (excluding year 12 and 13 pupils) between January 2017 and January 2018, slightly less than the increase estimated within the previous TSM. The secondary school pupil population is forecast to continue rising from 2.77 million in January 2018 to reach 3.08 million by 2022 (a rise of 11% over four years).

All pupil population figures quoted here are sourced from the 2019 to 2020 TSM and are estimates of pupil numbers for the January of each academic year (so, figures for January 2018 relate to the 2017 to 2018 academic year). For more information on the PPM statistical release, please see: [National pupil projections](#).¹³

4.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 2019 to 2020 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 four confirmed government policies that required assumptions, all of which were included in the last TSM. The policies are:

- From the 2018 to 2019 academic year, we expect to see increases in the EBacc entry rate up to 75% for GCSE examinations in the summer of 2024 and 90% by 2027 as outlined in our EBacc consultation response published in July 2017. The model only makes an estimate of the first stage of this increase up to 75%; the increase up to 90% by 2027 has not been modelled as part of the TSM this year.
- The new, expanded Mathematics GCSE will require a greater amount of Mathematics teaching at key stage 4. We also expect there to be continued growth in take-up of post-16 Mathematics qualifications, including Core Maths.
- The new English GCSE will require a greater amount of English teaching at key stage 4.
- The quantity of KS4 teaching (as a % of the total) dedicated to Science (Biology, Chemistry, and Physics) is growing; as a result of both the removal of the Core Science GCSE option and increasing uptake of triple science. We expect further increases to occur.

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; however, this year no policies which have yet to be announced are included in the modelling.

For more information on these and all other assumptions and how they are reflected in the model, please see the TSM methodological annex that accompanies this publication.

¹³ As with the School Workforce statistical release, there may be some slight differences between TSM figures and the figures in the Pupil Projections statistical release due to differences in definitions, scope, and so on.

5. Further information is available

ITT statistics

The ITT Census and ITT Performance Profiles provide statistics on numbers, characteristics, completion rates and employment outcomes for Initial Teacher Trainees. The latest data can be found at the link below:

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

2019 to 2020 ITT allocations and recruitment

More information on the ITT allocations process for 2019 to 2020 is available at: <https://www.gov.uk/government/publications/initial-teacher-training-itt-requesting-places-2019-to-2020>

Provisional data on the actual number of ITT trainees recruited for 2019 to 2020 will be published in the ITT Census once trainees start their courses in Autumn 2019:

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

2018 to 2019 ITT allocations and recruitment

More information on the ITT allocations process for 2018 to 2019 is available at: <https://www.gov.uk/government/publications/initial-teacher-training-itt-requesting-places-2018-to-2019>

Provisional data on the actual number of ITT trainees that were recruited for 2018 to 2019 will be published in the ITT Census in November 2018 at the link below:

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

The school workforce

The School Workforce Census statistical release provides the latest information on the composition of the school workforce employed in local authority maintained nursery, primary, secondary and special schools and all primary, secondary and special academy schools and free schools in England. The latest publication is available at:

<https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017>

Pupil projections

The Pupil Projections statistical release provides national projections for the number of pupils in schools by type of school and age group. The latest publication is available at:

<https://www.gov.uk/government/statistics/national-pupil-projections-july-2018>

6. Official Statistics

These are Official Statistics and have been produced in line with the 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, 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.

7. 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/collections/statistics-teacher-training#performance-data>

8. Get in touch

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Reference: TSM and ITT allocations for academic year 2019 to 2020, England, 25 October 2018



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