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Academic year 2023/24

Initial teacher training performance profiles

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Releases in this series

National and provider-level information about the outcomes for teacher trainees in England in the academic year 2023/24.

Outcome measures presented are the proportion of trainees with course outcomes that gained Qualified Teacher Status (QTS), and the employment rates of these qualified teachers. The publication also includes further information on the trainees such as their characteristics, ITT subjects, and ITT routes. The publication also includes information on the number of assessment only candidates and the outcomes for early years ITT trainees. Please note that:

- The publication covers trainees with course outcomes, that is, those who achieved QTS or ended their training but did not achieve QTS.
- Employment figures for trainees with outcomes in 2023/24 are provisionally estimated as it is too early in the reporting cycle to capture everyone who is employed in a state-funded school within 16 months of the end of the 2023/24 academic year. Revised figures will be calculated following collection of the November 2025 school workforce data and will be published as part of the 2024/25 Performance Profiles publication next year; see the methodology section for further details.
- Revised employment figures for 2022/23 are calculated from more complete data using the November 2024 school workforce census; see the methodology section for further details.

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Methodologies

[Initial teacher training performance profiles](#)

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Headline facts and figures - 2023/24

Summary

[Chart](#)

[Table](#)

Total postgraduate
trainees

22,760

(down from 24,277 in 2022/23
and 31,956 in 2021/22)

Postgraduates achieved
QTS

21,210

(down from 22,437 in 2022/23
and 29,715 in 2021/22)

Percentage of
postgraduates achieved
QTS

93%

(up from 92% in 2022/23 and the
same percentage as in 2021/22)

Teaching in a state-
funded school

15,921

(down from 16,720 in 2022/23
and 21,971 in 2021/22)

► [More info \(employment nu...](#)

Percentage achieved
QTS teaching in a state-
funded school

75%

(the same as in 2022/23 and up
from 74% in 2021/22)

► [More info \(employment per...](#)

- In 2023/24, there were 22,760 postgraduate trainee teachers with course outcomes, a reduction from 24,277 in 2022/23. This is in line with a similar decrease in postgraduate entrants to ITT in 2023/24.
- Of the 22,760 postgraduate trainees with course outcomes in 2023/24, 21,210 (93%) achieved QTS. This is a reduction in the number compared to 2022/23 when 22,437 achieved QTS, but a 1 percentage point improvement in the percentage from 92%.
- We provisionally estimate that 15,921 postgraduate trainees will be teaching in a state-funded school within 16 months of the end of the 2023/24 academic year, which is 75% of all those who achieved QTS. Whilst the percentage is unchanged, there has been a reduction in the absolute numbers compared to 2022/23 when 16,720 trainees entered employment within 16 months.

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All supporting files from this release are listed for individual download below:

[ITT Performance Profiles 2023/24 Provider Tables \(xlsx, 1 Mb\)](#)

Table 8 contains data on trainee characteristics, table 9 contains data on trainee (QTS) and employment outcomes, table 10 contains data on trainee placement . All tables are defined by trainee

providers and looks at provider level than trainee level

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About these statistics

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The ITT performance profiles are designed to:

- provide transparent information on outcomes of trainee teachers to the public
- help potential trainee teachers make informed choices about where to train

These statistics are based on trainees with course outcomes, i.e. those trainees who have achieved QTS or ended their training but did not achieve QTS. Trainees who did not achieve QTS includes those who left the course before the end (excluding those who left the course within 90 days of the start) and trainees who did not meet the standards. For comprehensive statistics about new entrants to ITT and their characteristics, please refer to the ITT census publications, available on the ITT statistics webpage.

These statistics cover those training to teach via both postgraduate and undergraduate routes, as well as separate sections on those undertaking Early Years Initial Teacher Training (EYITT) and assessment only (AO) courses.

The following tables are included. All contain data on QTS achievement rates and employment rates. Employment rates for the latest year are provisional estimates and all previous years are revised:

- Main postgraduate and undergraduate routes:
 - national tables for the academic years 2017/18 to 2023/24 by route, subject phase (primary or secondary), subject, region, and trainee characteristics (main postgraduate and undergraduate routes). Note that region is now determined using trainee placement data rather than the location of the accredited provider, and that this breakdown is designated official statistics in development.
 - provider-level tables for the academic years 2017/18 to 2023/24 by route and phase. Provisional employment rates for the latest academic year are not published at provider level.
- AO route: a national table from the academic years 2017/18 to 2023/24 by subject.

- EYITT route: a national table for the academic year 2017/18 to 2023/24 by route and trainee characteristics.

In this year's publication, the main tables contain seven years of data, from 2017/18 to 2023/24. Please see the methodology for more details on how provisional and revised employment rates are calculated.

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Background on mainstream initial teacher training

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To become a qualified teacher in England, trainees typically complete a programme of Initial Teacher Training (ITT). This provides them with education, training, mentoring and teaching practice in schools, leading to the achievement of Qualified Teacher Status (QTS) for successful trainees.

Trainees on all programmes of ITT learn the knowledge, skills and behaviours that define great teaching, receive ongoing mentoring support from a mentor during school placements and will learn how to teach effectively through multiple opportunities to refine and practice particular approaches throughout their training.

ITT is largely delivered through Higher Education Institutions (HEIs) and School Centred Initial Teacher Training (SCITTs) who are accredited by DfE. Many providers also offer academic awards such as PGCE or PGDE for postgraduate ITT.

Trainees on all postgraduate programmes, whether delivered by SCITTs or a HEI, will spend at least two-thirds of their training in schools.

There are three routes into teaching:

- the postgraduate fee funded route, which normally runs for one year full-time.
- the postgraduate salaried route, which normally runs for one year full-time and includes the School Direct salaried programme, the High Potential ITT programme (HPITT) and, since 2018/19, the Postgraduate Teaching Apprenticeship (PGTA).
- the undergraduate route, which normally runs over three or four years and includes teacher training via an undergraduate degree route and the new Teacher Degree Apprenticeship pilot which is a salaried route (and is accepting applications from 2024/25 onwards).

Two non-mainstream routes, Early Years ITT and Assessment Only, are covered in separate sections below.

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Overall QTS and employment rates of trainees

[⌵ Hide](#)

Postgraduate summary

- In 2023/24, there were 22,760 postgraduate trainee teachers with course outcomes, a reduction from 24,277 in 2022/23. The number of trainees with course outcomes has fallen in the last two academic years after being stable at around 32,000 in 2020/21 and 2021/22. This decrease is reflected by the downward trend in numbers of postgraduate entrants since a peak in 2020/21.
- Of the 22,760 postgraduate trainees with course outcomes in 2023/24, 21,210 (93%) achieved QTS. This is a 1 percentage point improvement compared to 92% in 2022/23, but a reduction in terms of absolute numbers with 22,437 trainees achieving QTS in 2022/23.
- Of the 21,210 postgraduate trainees who achieved QTS in 2023/24, we provisionally estimate that 75% will be teaching in a state-funded school within 16 months of the end of the 2023/24 academic year. This is broadly in line with the revised employment rates for postgraduate trainees in recent years, which were 75% in 2022/23 and 74% in 2021/22. However, in terms of absolute numbers, this is a reduction compared to last year, with 15,921 trainees in 2023/24 estimated to enter the workforce, compared to 16,720 in 2022/23.
- Overall, from 2017/18, when comparable statistics began, to 2020/21, the numbers of postgraduate trainee teachers achieving QTS increased steadily, and have decreased since. This is in line both with the trends in overall numbers of ITT trainees with course outcomes, and in ITT entrant numbers across the same time period. In parallel, the QTS achievement rate decreased from 95% in 2020/21 to 92% in 2022/23, and subsequently increased to 93% in 2023/24. The achievement rate was previously stable at 95% or 96% between 2017/18 to 2020/21.
- The number of trainees going on to teach in a state-funded school is provisionally estimated to have fallen for the second year in a row after having been relatively stable between 2017/18 and 2021/22. However, as a proportion of those achieving QTS, the employment rate has remained stable at 75% for the last 2 academic years. Previously, the employment rate fell year-on-year from 80% in 2017/18 to 72% in 2020/21, before increasing to 74% in 2021/22.

Undergraduate summary

- In 2023/24, there were 5,641 undergraduate trainee teachers with course outcomes, a decrease from 5,812 in 2022/23. This is the second highest figure since comparable statistics began in 2017/18, and is in line with sustained high numbers of entrants to undergraduate ITT in 2020/21 and 2021/22.
- Of the 5,641 undergraduate trainees with course outcomes in 2023/24, 4,635 (82%) achieved QTS. This is a similar figure to 2022/23 when 4,617 achieved QTS, and a 3 percentage point increase in the achievement rate from 79%.
- Of the 4,635 undergraduate trainees who achieved QTS in 2023/24, we provisionally estimate that 64% will be teaching in a state-funded school within 16 months of the end of the 2023/24 academic year, a 2 percentage point increase from 62% in 2022/23. In terms of absolute numbers, this is a slight increase on 2022/23, with 2,989 trainees estimated to enter the workforce, compared to 2,876 in 2022/23.
- The numbers of undergraduate trainee teachers who achieved QTS fell from 4,733 in 2017/18 to 3,942 in 2020/21, and subsequently steadily increased to 4,635 in 2023/24. There was a similar

pattern in the numbers of undergraduate trainee teachers going on to teach in a state-funded school, falling from 3,706 in 2017/18 to 2,679 in 2020/21, before increasing steadily to 2,989 in 2023/24.

- In 2023/24, both the QTS achievement rates and employment rates for undergraduates rose year-on-year. This reverses long-standing trends of decreases in both metrics since 2017/18 (which may in part have been driven by the Covid pandemic, particularly in regard to QTS achievement rates, which dropped by 8 percentage points from 2020/21 to 2021/22).
- Note that the undergraduate cohort includes trainees who left the course before the end, regardless of which year of their training they were in.

Chart	Table
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► Export options

Proportion of postgraduate trainees who achieved QTS teaching in a state-funded school within 16 months between 2017/18 and 2023/24

	Postgraduate						
	Achieved QTS						
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Teaching in a State-Funded School (of those achieved QTS)	80%	78%	73%	72%	74%	75%	75%

[Data symbols](#) ?

Footnotes

1. Percentage of those who achieved QTS teaching in a state-funded school is the percentage of trainees who achieved QTS who are employed in a state-funded school in England within 16 months of the academic year end. For 2023/24, employment rate figures are provisional (uplifted), all prior years are revised.
2. Teaching in a state-funded school is the number of trainees registered as employed in a state-funded school in England within 16 months of the academic year end. For 2023/24, figures are provisional (uplifted), previous years are revised. Due to rounding in the uplift process, the sum of constituent parts may differ from the reported total. See methodology for further details.

[Show 4 more footnotes](#)

Source: Table 1 - Trainee qualified teacher status and employment outcomes by characteristics

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Outcomes of postgraduate trainees by subject

 [Hide](#)

Primary summary

- In 2023/24, there were 9,378 primary postgraduate trainees with course outcomes, a decrease from 11,457 in 2022/23.
- Of these, 8,712 achieved QTS, a decrease from 10,609 in 2022/23. This equates to a QTS achievement rate of 93% for primary postgraduate trainees, the same percentage as last year. QTS achievement rates for primary postgraduate trainees fell year-on-year between 2020/21 and 2022/23; prior to 2020/21, they were stable at 95% or 96%.
- Of those primary postgraduate trainees who achieved QTS, we provisionally estimate that 6,271 (72%) will be teaching in a state-funded school within 16 months of the end of the 2023/24 academic year. While the employment rate is unchanged from 2022/23, the number has decreased from 7,630 last year.
- The employment rate for primary postgraduate trainees has been stable at 71% or 72% since 2019/20, following a fall from 83% in 2017/18, and 78% in 2018/19.

Secondary summary

- In 2023/24, there were 13,382 secondary postgraduate trainees with course outcomes, an increase from 12,820 in 2022/23.
- Of these, 12,498 achieved QTS, an increase from 11,828 in 2022/23. This equates to a QTS achievement rate of 93%, a 1 percentage point increase from 2022/23. Prior to this, QTS achievement rates for secondary postgraduate trainees had been stable at 95% or 96% since 2017/18, when comparable statistics began.
- Of those secondary postgraduate trainees who achieved QTS, we provisionally estimate that 9,650 (77%) will be teaching in a state-funded school within 16 months of the end of the 2023/24 academic year. This is the same percentage as in 2022/23 but represents an increase in absolute numbers from 9,090.
- Secondary postgraduate trainees have had higher employment rates than primary postgraduate trainees since 2019/20, while the QTS achievement rates have been consistently within 1 percentage point (except for 2021/22 where there was a 2 percentage point difference).

Secondary subjects

- QTS achievement rates varied by secondary subject in 2023/24, from 89% for Business Studies to 97% for Physical Education and Classics. Physics had previously had the lowest or joint lowest QTS achievement rate of the secondary subjects since 2017/18, but improved by 3 percentage

points this year. Physical Education has consistently been highest or joint highest out of the secondary subjects.

- Of the secondary subjects, Business Studies and Drama both saw decreases in their QTS achievement rate compared to 2022/23. All other secondary subjects saw increases compared to their achievement rate in the previous year, except Chemistry and Design & Technology, which stayed the same.
- Employment rates also vary by secondary subject. In 2023/24, the provisional employment rate ranged from 49% for Classics to 82% for Religious Education. Classics has had the lowest employment rate out of all secondary subjects each year since 2017/18, when comparable statistics began, while Design & Technology had the highest for the two previous years.
- Note that, especially for those with smaller cohort sizes, provisional employment rates for secondary subjects may be revised by up to 8 percentage points. The provisional employment rate for Classics may be revised more substantially. Caution should be used when comparing the latest provisional employment rates with revised rates from previous years.

► Export options

Postgraduate trainee outcomes by subject for the 2023/24 academic year

	Postgraduate					
	2023/24					
	Number of trainees			Percentage of trainees		
	Total	Achieved QTS	Teaching in a State-Funded School (of those achieved QTS)	Total	Achieved QTS	Teaching in a State-Funded School (of those achieved QTS)
Art & Design	401	382	286	100%	95%	75%
Biology	885	818	652	100%	92%	80%
Business Studies	227	201	146	100%	89%	73%
Chemistry	764	691	544	100%	90%	79%
Classics	69	67	33	100%	97%	49%
Computing	413	374	282	100%	91%	75%
Design & Technology	576	540	437	100%	94%	81%
Drama	246	227	175	100%	92%	77%

[Data symbols](#) ?

Footnotes

1. Percentage of those who achieved QTS teaching in a state-funded school is the percentage of trainees who achieved QTS who are employed in a state-funded school in England within 16 months of the academic year end. For 2023/24, employment rate figures are provisional (uplifted), all prior years are revised.
2. Other subject includes general sciences, media & communication studies, psychology and social sciences.

[Show 6 more footnotes](#)

Source: Table 4 - Trainee qualified teacher status and employment outcomes by subject

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Outcomes of trainees by route

 Hide

- QTS achievement rates vary by postgraduate route. In 2023/24, 95% of postgraduate trainees with course outcomes on salaried routes achieved QTS, compared to 93% of those on fee-funded routes. Of postgraduate salaried routes, the Postgraduate Teaching Apprenticeship had the highest QTS achievement rate (97%). In 2022/23, the overall QTS achievement rate was 94% for salaried routes and 92% for fee-funded routes. Salaried routes have consistently had higher QTS achievement rates overall than fee-funded routes since 2020/21.
- In 2023/24, the provisional employment rate was 83% for postgraduate trainees on a salaried route, compared to 73% for postgraduate trainees on a fee-funded route. This is an anticipated 4 percentage point decrease for those on a salaried route, down from a revised rate of 87% last year. Meanwhile we estimate that the employment rate for postgraduates on a fee-funded route is unchanged from 2022/23. Within salaried routes, the highest provisional employment rate was 88% for HPITT, while the lowest employment rate overall was for the fee-funded route. This followed the same order as last year, with the HPITT revised employment rate again highest at 90%, and the postgraduate fee-funded route being the lowest at a revised rate of 73%.
- Note that provisional employment rates by route may be revised by up to 4 percentage points.

Caution should be used when comparing the latest provisional employment rates with revised rates from previous years.

► Export options

Trainee outcomes by route for the 2023/24 academic year

	2023/24					
	Number of trainees			Percentage of trainees		
	Total	Achieved QTS		Total	Achieved QTS	
		Total	Teaching in a State-Funded School (of those achieved QTS)		Total	Teaching in a State-Funded School (of those achieved QTS)
PG fee-funded	19,086	17,716	13,008	100%	93%	73%
PG Salaried High Potential ITT	1,243	1,143	1,007	100%	92%	88%
PG Salaried PGTA	1,647	1,605	1,288	100%	97%	80%
PG Salaried School Direct	784	746	618	100%	95%	83%
Postgraduate Salaried Total	3,674	3,494	2,913	100%	95%	83%
Postgraduate Total	22,760	21,210	15,921	100%	93%	75%
Total	50,041	46,005	36,000	100%	92%	74%

[Data symbols](#) 

Footnotes

1. Percentage of those who achieved QTS teaching in a state-funded school is the percentage of trainees who achieved QTS who are employed in a state-funded school in England within 16 months of the academic year end. For 2023/24, employment rate figures are provisional (uplifted), all prior years are revised.
2. High Potential ITT was formerly reported as Teach First.

[Show 6 more footnotes](#)

Source: Table 3 - Trainee qualified teacher status and employment outcomes by training route and characteristics

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Outcomes of postgraduate trainees by trainee characteristics

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Trainee sex

- For postgraduate trainees with course outcomes in 2023/24, 94% of female trainees achieved QTS, compared to 90% of male trainees. The achievement rate for female trainees remained the same as in 2022/23, as did the achievement rate for male trainees. Female trainees have had higher QTS achievement rates than male trainees every year since 2017/18, when comparable statistics began.
- Provisional employment rates in 2023/24 were 76% for female trainees, which is the same as 2022/23, and 73% for male trainees, which is a 2 percentage point increase from 2022/23. Similarly to achievement rates, employment rates for female trainees have been consistently higher than those for male trainees since 2017/18.
- In 2023/24, 66 postgraduate trainees were recorded as other sex. These trainees had an 85% QTS achievement rate and a 71% provisional employment rate (this category is used where trainees have a legal sex other than male or female as recognised by another country).
- In 2023/24, of all postgraduate trainees with course outcomes, 600 (3%) had unknown sex, compared to 1% in 2022/23. These trainees had a QTS achievement rate of 93% and a provisional employment rate of 70% (this category includes trainees who chose not to provide data on sex and those where this data is not available).

Trainee age

- In 2023/24, of postgraduates with a course outcome, 95% of trainees aged under 25 achieved QTS compared to 92% of trainees aged 25 and over. Figures for 2022/23 were 94% for under 25s and 92% for those aged 25 and over. Trainees aged under 25 have had higher QTS achievement rates than those aged 25 and over every year since 2017/18.
- The provisional employment rate in 2023/24 was 75% for trainees aged under 25 and 75% for trainees aged 25 and over. The employment rate in 2022/23 was slightly higher for trainees aged

under 25 (75%) than trainees aged 25 and over (74%). They have remained within 1 percentage point of each other since 2017/18, when comparable statistics began.

Trainee disability status

- In 2023/24, of postgraduates with a course outcome, 89% of trainees who declared a disability achieved QTS compared to 94% of trainees who did not declare a disability. In 2022/23, QTS achievement rates were 88% for those who declared a disability and 93% for those who did not. Every year since 2017/18, QTS achievement rates have been lower for those who declared a disability than for those who did not.
- In 2023/24, the provisional employment rate was 74% for trainees who declared a disability, and 75% for trainees who did not, compared to 70% and 75% respectively in 2022/23. Similarly to QTS achievement rates, every year since 2017/18, trainees who declared a disability have had lower employment rates than those who did not.
- In 2023/24, of all postgraduate trainees with course outcomes, 1,074 (5%) have unknown disability status, compared to 3% in 2022/23. These trainees had a QTS achievement rate of 92% and a provisional employment rate of 78%.

Trainee ethnicity

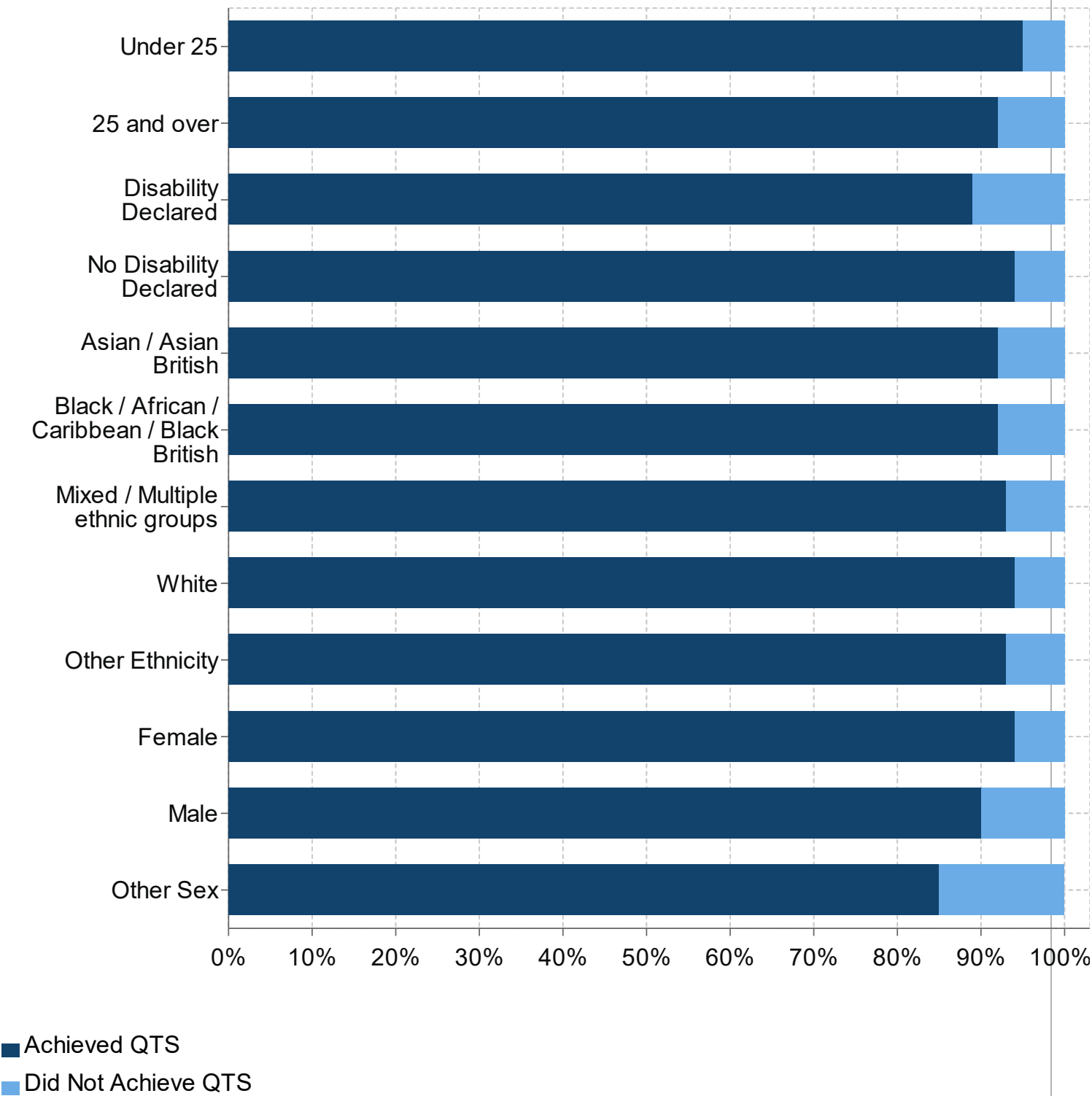
- In 2023/24, of postgraduate trainees with a course outcome that declared their ethnicity, QTS achievement rates were highest for White trainees (94%) and lowest for trainees of Asian/Asian British and Black/African/Caribbean/Black British ethnicity (92%). The QTS achievement rate rose compared to 2022/23 across all ethnic groups apart from trainees of Mixed/Multiple ethnic groups, for whom the achievement rate was unchanged. Those of White ethnicity have consistently had the highest achievement rate compared to other ethnicities.
- This year saw a slightly lower variation in QTS achievement rates between postgraduate trainees of different ethnic groups, with a range of 2 percentage points. 2022/23 had a range of 4 percentage points, the highest variation between trainees of different ethnic groups since 2017/18, when comparable statistics began.
- Provisional postgraduate employment rates in 2023/24 ranged from 69% for trainees of Asian/Asian British ethnicity to 77% for White trainees. The provisional employment rates increased or stayed the same compared to 2022/23 for all ethnic groups. Those of Asian/Asian British and Other ethnicity consistently have the lowest employment rates, while trainees of White and Mixed/Multiple ethnic groups tend to have the highest.
- In 2023/24, of all postgraduate trainees with course outcomes, 1,259 (6%) had unknown ethnicity, compared to 4% in 2022/23. These trainees had a QTS achievement rate of 92%, and a provisional employment rate of 68%, a 7 percentage point decrease from the revised employment rate of 2022/23.

Chart

Table

► Export options

QTS outcomes of postgraduate trainees by characteristic for the 2023/24 academic year



Footnotes

1. Percentage of those who achieved QTS teaching in a state-funded school is the percentage of trainees who achieved QTS who are employed in a state-funded school in England within 16 months of the academic year end. For 2023/24, employment rate figures are provisional (uplifted), all prior years are revised.

2. Trainees who did not achieve QTS are those who ended their training during the year and either left the course before the end (excluding those who left the course within 90 days of the start) or did not meet the standards.

[Show 9 more footnotes](#)

Source: Table 1 - Trainee qualified teacher status and employment outcomes by characteristics

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Explore data

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Outcomes of postgraduate trainees by degree class on entry

[Hide](#)

Summary

- This section looks at the first degrees obtained by postgraduate trainees before entering ITT. Other degree class includes third class honours degrees, and 'ordinary' or 'general' degrees achieved after a non-honours course, and degrees achieved after a non-honours course that was not available to be classified. It also includes other categories from non-UK degrees.
- In 2023/24, for postgraduate trainees with course outcomes and known degree class, QTS achievement rates were 95% for trainees with a first-class degree on entry, 94% for those with an upper second, 94% for those with other degree class and 92% for those with a lower second.
- This was the second consecutive year that trainees with other degree class have had a higher QTS achievement rate than those with a lower second. Trainees with a lower second degree class were however the only group that saw an increase in achievement rate from 2022/23. This still broadly continues the historical trend of trainees with higher degree classes having higher QTS achievement rates.
- Similarly, provisional employment rates in 2023/24 were higher for trainees with a first class or upper second degree on entry (78% and 76% respectively) compared to those with a lower second or other degree class (72% and 74% respectively). This has been the case since 2017/18, when comparable statistics began.

Unknown degree class

- In 2023/24, 7% (1,521) of postgraduate trainees with course outcomes had unknown degree class on entry. This is broadly in line with the two previous academic years, with 6% and 7% respectively.
- Postgraduate trainees with unknown degree class on entry had a QTS achievement rate of 82% and a provisional employment rate of 70%.

<u>Chart</u>	Table
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► Export options

QTS outcomes of postgraduate trainees by degree class on entry for the 2023/24 academic year

		Postgraduate	
		2023/24	
		Achieved QTS	Did not achieve QTS
Degree class	First	95%	5%
	Upper second	94%	6%
	Lower second	92%	8%
	Other Degree Class	94%	6%

[Data symbols](#) ?

Footnotes

1. Trainees who did not achieve QTS are those who ended their training during the year and either left the course before the end (excluding those who left the course within 90 days of the start) or did not meet the standards.
2. Only trainees who have course outcomes are included, see methodology for further details.

[Show 6 more footnotes](#)

Source: Table 1 - Trainee qualified teacher status and employment outcomes by characteristics

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Outcomes of postgraduate trainees by region (official statistics in development)

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Official statistics in development

Official statistics in development are official statistics that are undergoing development, previously called experimental statistics. For the first time, region is determined using trainee placement data, rather than the address of the accredited provider. Providing trainee placement data is not mandatory for providers, however data for at least one placement is now available for 93% of trainees with outcomes in academic year 2022/23 and 96% of trainees with outcomes in academic year 2023/24. In previous academic years, this data was available for less than 1% of trainees. We have therefore presented regional breakdowns for the last two years only.

The location of the first placement school is used where available, or the location of the second placement school where this is available and there are data issues with the first placement. Where placement data is not available for a trainee, the address of the accredited provider is used. This means that the statistics more accurately reflect the location of trainees, especially for providers such as Teach First where trainees may undertake placements far from the location of the accredited provider. Note that trainees who did not achieve QTS were more likely not to have placement data available. For more information, see the methodology section.

We will review the methodology for these statistics and the designation of official statistics in development ahead of next year’s publication. Users are encouraged to provide feedback on these statistics, particularly as we continue to refine and improve them. Feedback can be submitted via the details in the “Contact Us” section below.

Summary

- In 2023/24, there was a 5 percentage point difference between the regions with the highest and lowest QTS achievement rates for postgraduates, which is 1 percentage point more than seen in 2022/23. The East of England and the South West regions had the highest achievement rate at 95%, while the North East had the lowest rate at 90%. In 2022/23 East of England also had the highest rate (95%) whilst the North East had the joint lowest (91%) along with London.
- Postgraduate employment rates show significant regional variation, with a range of 18 percentage points. This was however lower than 2022/23 where there was a range of 23 percentage points. In 2023/24, the East of England had the highest provisional employment rate at 82%, and the North West had the lowest at 64%. These two regions both had the highest and lowest revised employment rates in 2022/23, at 83% and 60% respectively.

Chart	Table
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► Export options

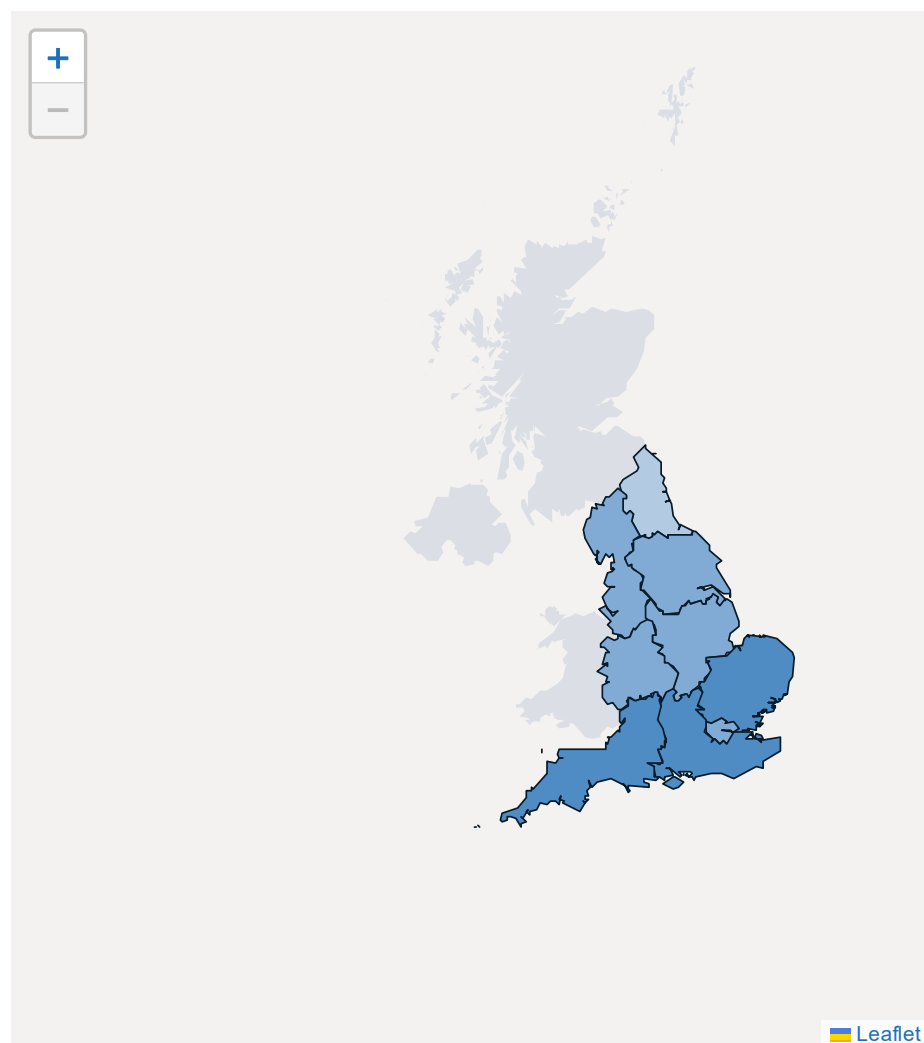
Postgraduate trainee outcomes by region for the 2023/24 academic year

1. Select data to view

Percentage of trainees (Postgraduate, Achieved QTS, 2023 ▾)

2. Select a Region

None selected ▾



Footnotes

1. Percentage of those who achieved QTS teaching in a state-funded school is the percentage of trainees who achieved QTS who are employed in a state-funded school in England within 16 months of the academic year end. For 2023/24, employment rate figures are provisional (uplifted), all prior years are revised.
2. Region is determined by the location of the trainee's first placement school where available, or the location of the second placement school where this is available and there are data issues with the first placement. Otherwise the address of the accredited provider is used. See methodology for further detail.

[Show 6 more footnotes](#)

Source: Table 5 - Trainee qualified teacher status and employment outcomes by region

Explore and edit this data online

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Outcomes of candidates undertaking assessment only (AO)

 Hide

Background

Gaining QTS through AO is a way for existing unqualified teachers, support staff or teaching assistants to demonstrate that they already meet all the QTS standards, without the need for any further training. AO is open to those with relevant teaching experience who hold a degree, or for those with a teaching qualification from another country. Candidates undertaking AO do not complete a course to achieve QTS but are instead assessed against the Teacher's Standards. The entry criteria for AO are the same as those for all ITT courses and must be met in full prior to registration. Only DfE-approved accredited providers of ITT can assess and recommend AO candidates for QTS.

Typical candidates for AO might include:

- unqualified teachers with experience in settings where QTS is not a requirement, for example independent schools, who wish to move into state-funded schools
- unqualified teachers with significant teaching experience
- teachers from overseas who wish to gain QTS in England [1]
- higher level teaching assistants with the necessary qualifications and teaching experience.

Summary

- In 2023/24, there were 1,705 AO candidates, a 6% increase compared to 1,606 in 2022/23. This is also the highest recorded number of AO candidates in any academic year since 2017/18, when official statistics on AO candidates began.
- The proportion of AO candidates achieving QTS remained at 100% in 2023/24. This is consistent

with 100% QTS achievement rates seen every year from 2017/18, with the exception of 99% in 2021/22.

- This higher rate of QTS achievement for candidates undertaking AO compared to mainstream ITT candidates is likely to be because candidates should already be experienced teachers, or hold a teaching qualification from another country, who can demonstrate that they meet all of the Teachers' Standards without any further training.

Subject breakdown of AO candidates

- In 2023/24, 46% of AO candidates took primary assessments. This compares to 40% for postgraduate entrants to mainstream ITT in 2023/24.
- The secondary subjects with the highest numbers of AO candidates were English (11% of AO candidates), Mathematics (7%) and Physical Education (6%). These three subjects have consistently had the highest numbers of AO candidates since 2017/18. These subjects are also consistently the largest or among the largest secondary subjects within postgraduate entrants to mainstream ITT.

Footnote

[1] Teachers who trained and qualified in specific overseas countries and regions can gain qualified teacher status (QTS) with no further ITT or AO in England. Figures for these teachers are published in the yearly Teacher Regulation Agency Annual Reports, which can be found online

Chart	Table
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► Export options

Number of assessment only candidates, for academic years 2017/18 to 2023/24

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Number of trainees	1,262	1,499	1,227	1,658	1,431	1,606	1,705

[Data symbols](#) ?

Footnotes

- 1. Total trainees for 2017/18 excludes one AO trainee with missing subject information.
- 2. Only trainees who have course outcomes are included, see methodology for further details.

[Show 3 more footnotes](#)

Source: Table 6 - Assessment only candidate numbers by subject

Explore and edit this data online

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► Export options

Number of assessment only candidates by subject, for academic years 2021/22 to 2023/24

	2021/22	2022/23	2023/24
Art & Design	44	43	41
Biology	30	21	32
Business Studies	36	42	44
Chemistry	16	13	17
Classics	5	5	6
Computing	20	23	23
Design & Technology	42	35	57
Drama	35	37	37
English	145	175	183
Geography	18	17	32
History	24	37	22
Mathematics	125	103	121
Modern Foreign Languages	28	26	39
Music	32	36	45
Other	82	83	78
Physical Education	98	124	107

[Data symbols](#) 

Footnotes

1. Other subject includes general sciences, media & communication studies, psychology and social sciences.
2. Total trainees for 2017/18 excludes one AO trainee with missing subject information.

[Show 5 more footnotes](#)

Source: Table 6 - Assessment only candidate numbers by subject

Explore and edit this data online

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Outcomes of trainees undertaking early years initial teacher training (EYITT)

[Hide](#)

Background

- EYITT provides specialist training covering the education and care of children from birth to the age of five and is distinct from primary education. Training is delivered by accredited ITT providers. 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.
- Successful EYITT trainees achieve early years teacher status (EYTS). They are not eligible to gain QTS and are therefore not qualified to lead classes in a maintained nursery or school (nurseries or schools where funding and oversight is provided through the local authority), unless they also hold QTS. Trainees with EYTS can work as level 3 support workers in a maintained nursery or school. They can work as unqualified teachers in maintained schools or academies but this status is dependent on the school. Early years teachers can lead teaching in all other early years settings in the private, voluntary and independent (PVI) sector.
- There are several routes leading to the achievement 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-year period full-time. Postgraduate EYITT courses can be undertaken through the graduate entry route (full time study, which includes the early years School Direct route) or the graduate employment based route (a one-year part-time route for graduates working in an early years setting). Postgraduate EYITT normally runs for one year full-time.
- Trainees can also undertake an assessment only route to gain 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 EYITT assessment only route is not included in this publication.

Summary

- There were 530 postgraduate EYITT trainees with course outcomes in 2023/24, of which 93% (491) achieved EYTS. This is a 1 percentage point increase from 2022/23, when 92% of the 487

postgraduate EYITT trainees achieved EYTS. Prior to 2021/22, EYTS achievement rates had been stable at 93% or 94% since 2018/19. When considering trends, it should be noted that numbers of EYITT trainees are relatively low compared to mainstream ITT.

- EYTS achievement rates were higher for the EYITT graduate employment-based route (93%) compared to the graduate entry route (89%), although there were small numbers on the graduate entry route (45) compared to the graduate employment route (485). 2021/22 and 2022/23 were the only academic years since 2017/18 where the achievement rate was higher for those on the graduate entry route compared to those on the graduate employment based route.
- The EYTS achievement rate varied across different trainee characteristics. The trends broadly mirrored those seen in mainstream ITT for degree class, disability status and sex, while the trends in ethnicity and age show some differences. However, once again, these comparisons should be treated with caution as there are very small numbers of EYITT trainees in some of the groups (see chart).

Chart

Table

► Export options

EYTS award status for postgraduate trainees by characteristics for the 2023/24 academic year

		Achieved EYTS	Did Not Achieve EYTS
Age	Under 25	88%	12%
	25 and over	93%	7%
Degree class	First	95%	5%
	Upper second	93%	7%
	Lower second	88%	12%
	Other Degree Class	88%	12%
Disability	Disability Declared	87%	13%
	No Disability Declared	93%	7%
Ethnicity	Asian / Asian British	95%	5%
	Black / African / Caribbean / Black British	95%	5%
	Mixed / Multiple ethnic groups	88%	12%
	Other Ethnicity	100%	0%
	White	92%	8%
Sex	Female	93%	7%
	Male	83%	17%

[Data symbols](#) 

Footnotes

1. Only trainees who have course outcomes are included, see methodology for further details.
2. This publication was produced using data extracted from the Register Trainee Teachers service from the academic year of 2021/22 onwards. This is a move from the previous data source, DTTP (Database of Teacher Training Providers). See methodology for further details.

[Show 9 more footnotes](#)

Source: Table 7 - Early years ITT trainee early years teacher status outcomes by route and characteristics

Explore and edit this data online

Use our table tool to explore this data.

Explore data

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2023/24 year specific methodology

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Data collection

The initial teacher training performance profiles are collected each year for trainees with ITT course outcomes in a given academic year. For 2023/24, trainees are included if they:

- achieved Qualified Teacher Status (QTS),
- completed their course but were unsuccessful and did not achieve QTS,
- or left the course after at least 90 days of starting and before the course end

between 1st August 2023 and 31st July 2024 (inclusive).

For the academic year 2023/24, we extracted data for 214 providers. This consisted of 143 SCITTs, and 71 HEIs. All data were reviewed, confirmed and signed-off by a designated person at each provider.

This statistical release presents trainee outcomes and provisional employment data for 2023/24 as well as revised employment data for 2022/23.

Self-funded trainees

These statistics now include “self-funded” trainees, who had been excluded from historic releases of these statistics. These are trainees that the provider has indicated are not eligible for UK financial support and, for historic data, where they do not have a DfE allocated place. Trainees identified as self-funded may include overseas trainees not entitled to UK financial support; trainees on the School Direct salaried or PGTA routes undertaking a non-DfE-funded subject and/or employed at an independent school; or in situations when a School Direct salaried or PGTA trainee is undertaking a subject that would not normally be funded by DfE, but the provider is funding the trainee themselves.

These self-funded trainees were historically excluded from ITT official statistics and were thought to be a small group of trainees. However, in recent years the numbers of these trainees have been

growing, with 1,373 trainees identified as self-funded in the 2023/24 data. We have therefore moved to including them to improve the coverage of these statistics.

To enable comparison between years, previous years' data from academic year 2019/20 onwards has been revised to include these trainees. Therefore, total trainee counts, QTS achievement rates, and employment rates published here do not match historic publications. Amending historic data prior to 2019/20 was not possible due to changes in data sources. Therefore, care should be taken when comparing numbers of trainees from before 2019/20.

Note that, at the time of publication, self-funded trainees are not included in the headline measures for the ITT Census official statistics on entrants to ITT. Therefore, added caution is advised when comparing numbers between the two sets of statistics. We intend to include self-funded trainees in the ITT Census publication headline measures from academic year 2025/26.

Quality assurance

Data for the ITT performance profiles 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 data were extracted on 13th June 2025 (excluding employment data which was extracted at a later date), a quality assurance process was undertaken by the publication production team. This process included detailed quality checks across the dataset.

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

- This year we have seen a continued low response rate for the return of previous degree class (7% of postgraduates had unknown degree class compared to 3% in 2020/21). We do not feel this compromises the quality of the degree class information published in tables 1, 3, 7 or 8, but it impacts our ability to identify trainees who were eligible for a bursary in 2023/24. Therefore, the decision has been taken not to publish bursary eligibility data for this release. We will investigate alternative methods for identifying trainees eligible for bursaries going forward. We welcome any feedback from users of these statistics via the details in the “Contact Us” section below.

Measuring employment

The Department uses internal administrative data sources to estimate how many final year trainees who achieved QTS go on to employment in a state-funded school in England. For full details on the methodology for measuring employment, see the [publication methodology](#).

For this publication, we calculate two employment rates:

1. A **provisional** employment rate for final year trainees in the 2023/24 academic year
2. A **revised** employment rate for final year trainees in the 2022/23 academic year

Provisional employment rate: Departmental analysis has found that matching ITT trainee data to school workforce census data from the year following qualification does not fully capture how many trainees go onto employment because some teachers do not start in time to be recorded in that SWC,

while others start up to sixteen months after the end of the academic year. We account for these teachers by applying an uplift to the 2023/24 employment figures to estimate a provisional employment rate for 2023/24. The uplift is derived by comparing with data from previous years to determine what proportion of new teachers employed during the year were not included in their first school workforce census but were captured in the following year's census (the uplift applied for 2023/24 was around 26% of those not captured in the first school workforce census).

Please note that the provisional employment rates for smaller cohorts are likely to see significant revisions. In particular, the provisional employment rate for Classics may see revisions of over 10 percentage points, and other secondary subjects may see revisions of up to 8 percentage points. We are currently considering options to adjust the uplift process for subsequent publications.

Trainee region (official statistics in development)

Official statistics in development are official statistics that are undergoing development, previously called experimental statistics. For the first time, region is determined using trainee placement data, rather than the address of the accredited provider. Providing trainee placement data is not mandatory for providers, however data for at least one placement is now available for 93% of trainees with outcomes in academic year 2022/23 and 96% of trainees with outcomes in academic year 2023/24. In previous academic years, this data was available for less than 1% of trainees. We have therefore presented regional breakdowns for the last two years only.

The location of the first placement school is used where available, or the location of the second placement school where this is available and there are data issues with the first placement. Where placement data is not available for a trainee, the address of the accredited provider is used. Note that trainees who did not achieve QTS were more likely not to have placement data available, and therefore more likely to be assigned to the region of the accredited provider.

For the majority of trainees with placement data, the first placement is in the same region as the accredited provider (around 85% in 2023/24). However, trainees at accredited providers based in London are more likely to have placements in other regions (around 35% of those at London-based accredited providers in 2023/24).

This means that the statistics more accurately reflect the location of trainees, especially for providers such as Teach First where trainees may undertake placements far from the location of the accredited provider.

We will review the methodology for these statistics and the designation of official statistics in development ahead of next year's publication. Users are encouraged to provide feedback on these statistics, particularly as we continue to refine and improve them. Feedback can be submitted via the details in the "Contact Us" section below.

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Methodology

Find out how and why we collect, process and publish these statistics.

[Initial teacher training performance profiles](#)

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 these statistics are:

- managed impartially and objectively in the public interest
- meet identified user needs
- produced according to sound methods
- well explained and readily accessible

Find out more about the standards we follow to produce these statistics through our [Standards for official statistics published by DfE guidance](#).

Our statistical practice is regulated by the Office for Statistics Regulation (OSR).

OSR sets the standards of trustworthiness, quality and value in the [Code of Practice for Statistics](#) that all producers of official statistics should adhere to.

You are welcome to contact us directly with any comments about how we meet these standards. Alternatively, you can contact OSR by emailing regulation@statistics.gov.uk or via the [OSR website](#).

Contact us

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