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Department for Education

Academic year 2024/25

Initial teacher training performance profiles

Annual national, regional and provider level statistics on outcomes of teacher trainees in England (qualified teacher status rates and employment rates).

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Total postgraduate trainees

24,668

(up from 22,760 in 2023/24 and 24,277 in 2022/23)

Postgraduates achieved QTS

22,679

(up from 21,210 in 2023/24 and 22,437 in 2022/23)

Percentage of postgraduates achieved QTS

92%

(down from 93% in 2023/24 and the same percentage as in 2022/23)

Teaching in a state-funded school

16,035

(up from 15,601 in 2023/24, but down from 16,720 in 2022/23)

► More info (employment numbers)



Percentage achieved QTS teaching in a state-funded school

71%

(down from 74% in 2023/24 and 75% in 2022/23)

► More info (employment percentage)



- In 2024/25, there were 24,668 postgraduate trainee teachers with course outcomes, an increase from 22,760 in 2023/24. This is in line with a similar increase in postgraduate entrants to ITT in 2023/24.
- Of the 24,668 postgraduate trainees with course outcomes in 2024/25, 22,679 (92%) achieved QTS. This is an increase in the number compared to 2023/24 when 21,210 achieved QTS, but a 1 percentage point decrease in the percentage from 93%.
- We provisionally estimate that 16,035 postgraduate trainees will be teaching in a state-funded school within 16 months of the end of the 2024/25 academic year, which is 71% of all those who achieved QTS. Whilst the percentage is lower (down from 74% in 2023/24), there has been an increase in the absolute numbers compared to 2023/24 when 15,601 trainees entered employment within 16 months. Revised 2024/25 figures will be calculated following collection of the November 2026 school workforce data and will be published as part of the 2025/26 Performance Profiles publication next year.

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Background information

These statistics contain national and provider-level information about the outcomes for teacher trainees in England in the academic year 2024/25. 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 2024/25 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 2024/25 academic year. Revised figures will be calculated following collection of the November 2026 school workforce data and will be published as part of the 2025/26 Performance Profiles publication next year; see the methodology section for further details.
- Revised employment figures for 2023/24 are calculated from more complete data using the November 2025 school workforce census; see the methodology section for further details.

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About these statistics

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 2024/25 by route, subject phase (primary or secondary), subject and trainee characteristics (main postgraduate and undergraduate routes). Note that regional breakdowns were published as official statistics in development last year, reflecting that they were undergoing development. Work is ongoing to review the robustness of the data and methodology for this year and the statistics will be published at a later date, once that work has concluded.
 - provider-level tables for the academic years 2017/18 to 2024/25 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 2024/25 by subject.
- EYITT route: a national table for the academic year 2017/18 to 2024/25 by route and trainee characteristics.

In this year's publication, the main tables contain eight years of data, from 2017/18 to 2024/25. 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

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 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 salaried Teacher Degree Apprenticeship route which accepted 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

Postgraduate summary

- In 2024/25 there were 24,668 postgraduate trainee teachers with course outcomes, an increase from 22,760 in 2023/24. This is the first increase in the number of trainees with course outcomes following a period of stability at around 32,000 in 2020/21 and 2021/22 and subsequent year-on-year declines.
- Of the 24,668 postgraduate trainees with course outcomes in 2024/25, 22,679 (92%) achieved QTS. This is a 1 percentage point decrease compared to 93% in 2023/24, although in absolute terms, the number achieving QTS increased from 21,210 in 2023/24.
- Of the 22,679 postgraduate trainees who achieved QTS in 2024/25, we provisionally estimate that 71% will be teaching in a state-funded school within 16 months of the end of the 2024/25 academic year. This is a decrease from 74% in 2023/24 and, whilst it is provisional and should be treated with some caution, if it does not increase when it is revised next year, it will be the lowest employment rate since 2017/18 when comparable statistics began. In terms of absolute numbers, the estimated number entering the workforce increased from 15,601 in 2023/24 to 16,035 in 2024/25.
- Overall, from 2017/18, when comparable statistics began, to 2020/21, the numbers of postgraduate trainee teachers achieving QTS increased steadily, and then decreased until 2023/24, before increasing again in 2024/25. This is in line with trends in the overall numbers of postgraduate trainees with course outcomes and in ITT entrant numbers over the same period. The QTS achievement rate has been relatively stable between 2021/22 and 2024/25 either being 92% or 93%. This was a drop from 95% in 2020/21, prior to this the QTS rate had been stable at either 95% or 96% between 2017/18 and 2020/21.
- The number of postgraduate trainees going on to teach in a state-funded school is provisionally estimated to have increased in 2024/25, following two consecutive years of decline. However, as a proportion of those achieving QTS, the employment rate provisionally fell to 71%. The employment rate declined from 80% in 2017/18 to 72% in 2020/21, then increased to 75% by 2022/23, before falling in the two most recent years.

Undergraduate summary

- In 2024/25, there were 5,934 undergraduate trainee teachers with course outcomes, an increase from 5,641 in 2023/24. This is the highest figure since comparable statistics began in 2017/18, and is consistent with relatively high numbers of entrants to undergraduate ITT in recent years.
- Of the 5,934 undergraduate trainees with course outcomes in 2024/25, 4,422 (75%) achieved QTS. This represents a decrease from 4,635 (82%) in 2023/24, with both the number achieving QTS and the achievement rate falling since 2023/24.
- Of the 4,422 undergraduate trainees who achieved QTS in 2024/25, we provisionally estimate that 60% will be teaching in a state-funded school within 16 months of the end of the 2024/25 academic year. This is a decrease of 3 percentage points from 63% in 2023/24. In terms of absolute numbers, the number estimated to enter the workforce fell from 2,939 in 2023/24 to 2,653 in 2024/25.
- The number of undergraduate trainee teachers who achieved QTS fell from 4,733 in 2017/18 to 3,942 in 2020/21, before increasing steadily to 4,635 in 2023/24. In 2024/25, this trend reversed, with the number achieving QTS falling to 4,422. There was a similar pattern in the numbers of undergraduate trainees going on to teach in a state-funded school, which fell from 3,706 in 2017/18 to 2,679 in 2020/21, increased to 2,939 in 2023/24, and then fell to 2,653 in 2024/25.
- In 2024/25, both the QTS achievement rate and employment rate for undergraduates fell year-on-year. The QTS achievement rate of 75% is the lowest recorded since comparable statistics began in 2017/18 when it was 92%, while the provisional employment rate of 60% is also the lowest recorded over the series, following a general downward trend from 78% in 2017/18.
- 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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Proportion of postgraduate trainees who achieved QTS teaching in a state-funded school within 16 months between 2017/18 and 2024/25

	Postgraduate							
	Achieved QTS							
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Teaching in a State-Funded School (of those achieved QTS)	80%	78%	73%	72%	74%	75%	74%	71%

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[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 2024/25, 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 2024/25, 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: Register trainee teachers (Register), School Workforce Census (SWC)

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Outcomes of postgraduate trainees by subject

Primary summary

- In 2024/25, there were 9,213 primary postgraduate trainees with course outcomes, a decrease from 9,378 in 2023/24.
- Of these, 8,502 achieved QTS, a decrease from 8,712 in 2023/24. This equates to a QTS achievement rate of 92% for primary postgraduate trainees, a 1 percentage point decrease from 93% in 2023/24. QTS achievement rates for primary postgraduate trainees were stable at 96% between 2017/18 and 2019/20 but have generally declined since then to 92% in 2024/25.
- Of those primary postgraduate trainees who achieved QTS, we provisionally estimate that 5,882 (69%) will be teaching in a state-funded school within 16 months of the end of the 2024/25 academic year. This is a decrease in absolute numbers from 6,190 and represents a 2 percentage point decrease from 2023/24 in the rate, which is now provisionally the lowest since comparable statistics began in 2017/18.
- Prior to this year, the employment rate for primary postgraduate trainees had 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 2024/25, there were 15,455 secondary postgraduate trainees with course outcomes, an increase from 13,382 in 2023/24.
- Of these, 14,177 achieved QTS, an increase from 12,498 in 2023/24. This equates to a QTS achievement rate of 92%, a 1 percentage point decrease from 2023/24. QTS achievement rates for secondary postgraduate trainees have been stable at 92% or 93% since 2021/22. Prior to this, QTS achievement rates 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 10,153 (72%) will be teaching in a state-funded school within 16 months of the end of the 2024/25 academic year. This represents a provisional increase in absolute numbers from 9,411, but a 3 percentage point decrease from 2023/24 in the rate and is provisionally the lowest rate since the time series began in 2017/18 when it was 79%.
- 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 2024/25, from 89% for Business Studies, Computing, Chemistry and Physics to 96% for Physical Education and 98% for Classics. Prior to 2024/25, Physical Education has consistently had the highest or joint highest QTS achievement rate out of the secondary subjects (excluding Classics, which has a small cohort).
- Of the secondary subjects, Classics and Design & Technology both saw increases in their QTS achievement rate compared to 2023/24. All other secondary subjects saw decreases compared to their achievement rate in the previous year, except Business Studies and Drama, which stayed the same.
- Employment rates also vary by secondary subject. In 2024/25, the provisional employment rate ranged from 46% for Classics to 79% for Design & Technology. Classics has had the lowest employment rate out of all secondary subjects each year since 2017/18, when comparable statistics began, while Design & Technology

has had either the highest or second highest employment rate since 2018/19.

- Note that, especially for those with smaller cohort sizes, provisional employment rates for secondary subjects may be revised by up to 8 percentage points based on analysis of historic data. The provisional employment rate for Classics may be revised more substantially as it is a small cohort. 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 2024/25 academic year

	Postgraduate					
	2024/25					
	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	711	665	465	100%	94%	70%
Biology	1,328	1,191	892	100%	90%	75%
Business Studies	209	186	133	100%	89%	72%
Chemistry	702	600	510	100%	86%	74%

Chemistry	702	690	510	100%	89%	74%
Classics	55	54	25	100%	98%	46%
Computing	489	436	294	100%	89%	67%
Design & Technology	605	575	456	100%	95%	79%
Drama	232	213	132	100%	92%	62%
English	2,337	2,145	1,631	100%	92%	76%
Geography	881	801	599	100%	91%	75%
History	939	854	624	100%	91%	73%
Mathematics	2,269	2,068	1,536	100%	91%	74%
Modern Foreign Languages	1,224	1,149	747	100%	94%	65%
Music	343	316	234	100%	92%	74%
Other	330	301	194	100%	91%	64%
Physical Education	1,463	1,402	826	100%	96%	59%
Physics	803	714	525	100%	89%	74%
Religious Education	455	409	321	100%	90%	78%

Primary	9,213	8,502	5,882	100%	92%	69%
Secondary	15,455	14,177	10,153	100%	92%	72%
Total	24,668	22,679	16,035	100%	92%	71%

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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 2024/25, 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 5 more footnotes](#)

Source: Table 3 - Trainee qualified teacher status and employment outcomes by subject

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Outcomes of trainees by route

- QTS achievement rates vary by postgraduate route. In 2024/25, 95% of postgraduate trainees with course outcomes on salaried routes achieved QTS, compared to 91% of those on fee-funded routes. Salaried routes continued to have higher QTS achievement rates than fee-funded routes. Within salaried routes, Postgraduate Teaching Apprenticeship and Postgraduate Salaried School Direct had the highest QTS achievement rates at 96%, while the High Potential Initial Teacher Training (HPITT) route had a QTS achievement rate of 92%.
- In 2024/25, the provisional employment rate was 83% for postgraduate trainees on a salaried route, compared to 68% for postgraduate trainees on a fee-funded route. The provisional employment rate for salaried routes was unchanged from 2023/24 (83%), while the rate for fee-funded routes decreased from 72% in 2023/24. Within salaried routes, the highest provisional employment rate was 87% for HPITT, compared to 83% for the Postgraduate Salaried School Direct route and 80% for the Postgraduate Teaching Apprenticeship route.
- Note that provisional employment rates by route may be revised when further data become available. Caution should be used when comparing the latest provisional employment rates with revised rates from previous years.

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Trainee outcomes by route for the 2024/25 academic year

2024/25	

		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)
Postgraduate	PG Salaried High Potential ITT	1,348	1,240	1,076	100%	92%	87%
	PG Salaried PGTA	2,053	1,980	1,584	100%	96%	80%
	PG Salaried School Direct	890	853	709	100%	96%	83%
	PG fee-funded	20,377	18,606	12,667	100%	91%	68%
	Postgraduate Salaried Total	4,291	4,073	3,368	100%	95%	83%
	Postgraduate Total	24,668	22,679	16,035	100%	92%	71%

Undergraduate	5,934	4,422	2,653	100%	75%	60%
Total	30,602	27,101	18,688	100%	89%	69%

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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 2024/25, 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: Register trainee teachers (Register)

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Outcomes of postgraduate trainees by trainee characteristics

Trainee age

- In 2024/25, 95% of postgraduate trainees aged under 25 achieved QTS, compared to 90% of trainees aged 25 and over. In 2023/24, the corresponding figures were 95% and 92%. Trainees aged under 25 have achieved higher QTS rates than older trainees since 2017/18, when comparable statistics began.
- The provisional employment rate in 2024/25 was 71% for both trainees aged under 25 and those aged 25 and over. This compares with 75% for both age groups in 2023/24. Employment rates for the two age groups remain very similar.

Trainee disability status

- In 2024/25, 89% of trainees who declared a disability achieved QTS, compared to 93% of trainees who did not declare a disability. In 2023/24, the corresponding figures were 89% and 94%. Every year since 2017/18, QTS achievement rates have been lower for those who declared a disability than for those who did not.
- In 2024/25, the provisional employment rate was 69% for trainees who declared a disability and 71% for trainees who did not declare a disability, compared with 71% and 74% respectively in 2023/24. 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, although the gap has been narrower in recent years.
- In 2024/25, of all postgraduate trainees with course outcomes, 1,470 (6%) postgraduate trainees had unknown disability status. These trainees had a 91% QTS achievement rate and a 73% provisional employment rate.

Trainee ethnicity

- In 2024/25, among postgraduate trainees with a course outcome who declared their ethnicity, QTS

achievement rates were slightly higher for trainees of White ethnicity, Mixed/Multiple ethnic groups, and Other ethnicity, all at 92%. Asian/Asian British ethnicity and Black/African/Caribbean/Black British ethnicity both had a QTS achievement rate of 91%. Variation between ethnic groups was therefore just 1 percentage point.

- Compared with 2023/24, QTS achievement rates fell by 1 percentage point across all ethnic groups, except White which fell by 2 percentage points.
- Provisional employment rates in 2024/25 ranged from 63% for trainees of Other ethnicity to 73% for White trainees. Employment rates fell compared with 2023/24 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 2024/25, 1,188 (5%) postgraduate trainees had unknown ethnicity. These trainees had a 91% QTS achievement rate and a 59% provisional employment rate, compared with 62% in 2023/24.

Trainee sex

- For postgraduate trainees with course outcomes in 2024/25, 93% of female trainees achieved QTS, compared to 89% of male trainees. This represents a decrease of 1 percentage point for both female and male trainees compared to 2023/24 (94% and 90% respectively). Female trainees have continued to have higher QTS achievement rates than male trainees throughout the time series.
- Provisional employment rates in 2024/25 were 72% for female trainees and 68% for male trainees, compared to 75% and 71% respectively in 2023/24. Employment rates therefore fell by 3 percentage points for both groups, although female trainees continued to have higher employment rates than male trainees.
- In 2024/25, 3 per cent of postgraduate trainees were recorded as other sex. These trainees had an 85% QTS achievement rate and a 68% provisional employment rate.
- In 2024/25, 429 postgraduate trainees (around 2%) had unknown sex. These trainees had a 94% QTS achievement rate and a 52% provisional employment rate (this category includes trainees who chose not to provide data on sex and those where this data is not available).

► Export options

Postgraduate trainee outcomes by characteristic for the 2024/25 academic year

		2024/25							
		Postgraduate							
		Number of trainees				Percentage of trainees			
		Total	Achieved QTS		Did not achieve QTS	Total	Achieved QTS		Did not achieve QTS
			Total	Teaching in a State-Funded School (of those achieved QTS)	Total		Total	Teaching in a State-Funded School (of those achieved QTS)	Total
Age	Under 25	10,279	9,758	6,924	521	100%	95%	71%	5%
	25 and over	14,389	12,921	9,111	1,468	100%	90%	71%	10%
Disability	Disability Declared	4,425	3,948	2,707	477	100%	89%	69%	11%

	No Disability Declared	18,773	17,394	12,350	1,379	100%	93%	71%	7%
Ethnicity	Asian / Asian British	3,474	3,157	2,058	317	100%	91%	65%	9%
	Black / African / Caribbean / Black British	1,589	1,447	970	142	100%	91%	67%	9%
	Mixed / Multiple ethnic groups	965	892	627	73	100%	92%	70%	8%
	White	16,868	15,567	11,405	1,301	100%	92%	73%	8%
	Other Ethnicity	584	540	338	44	100%	92%	63%	8%
Sex	Female	16,776	15,659	11,302	1,117	100%	93%	72%	7%
	Male	7,389	6,552	4,479	837	100%	89%	68%	11%
	Other Sex	74	63	43	11	100%	85%	68%	15%



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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 2024/25, 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.

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Source: Register trainee teachers (Register), School Workforce Census (SWC)

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Outcomes of postgraduate trainees by nationality and subject

Background

For the first time in 2024/25, outcomes for postgraduate trainees by nationality have been included. Data is available back to 2018/19 and is also broken down by subject.

Summary

- In 2024/25, UK nationals continued to make up the vast majority of postgraduate trainees, with 20,891 trainees with outcomes in 2024/25, compared with 1,463 EEA nationals, 1,396 trainees of other nationalities (non-UK and non-EEA), and 918 trainees with unknown nationality.
- Postgraduate trainees from the EEA had the highest QTS achievement rate at 94%, followed by trainees of other nationalities (93%), UK nationals (92%) and trainees with unknown nationality (85%). Compared with 2023/24, achievement rates were broadly unchanged for EEA and other nationality trainees, while the rate for trainees with unknown nationality fell noticeably from 93%.
- Provisional employment rates showed greater variation than QTS achievement rates. In 2024/25, the employment rate was 72% for UK nationals, compared with 65% for trainees of other nationalities, 62% for EEA nationals, and 69% for trainees with unknown nationality.
- Compared with 2023/24, employment rates increased for EEA nationals (from 58% to 62%), while they fell for UK nationals (from 75% to 72%), trainees of other nationalities (from 68% to 65%) and trainees with unknown nationality (from 76% to 69%). Despite these changes, the overall pattern remained similar, with employment rates lower for non-UK nationality groups than for UK nationals.
- The lower employment rates for some nationality groups may reflect differences in post-training destinations and eligibility to work in state-funded schools in England, rather than differences in training outcomes alone.
- The largest proportion of international trainees with trainee outcomes are in Modern Foreign Languages (MFL) and Physics, where international bursaries were introduced in 2023/24 for these subjects. QTS and employment rates are presented within this release but care should be taken when looking at provisional

employment rates for 2024/25, particularly where trainee numbers are small, as these are estimates and will be revised next year. See the methodology for more information.

► Export options

Postgraduate trainee outcomes by nationality for the 2024/25 academic year

	2024/25			
	Percentage of trainees		Number of trainees	
	Achieved QTS	Teaching in a State-Funded School (of those achieved QTS)	Achieved QTS	Teaching in a State-Funded School (of those achieved QTS)
UK National	92%	72%	19,236	13,802
EEA National	94%	62%	1,370	851
Other Nationality	93%	65%	1,292	845
Unknown Nationality	85%	69%	781	538

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[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 2024/25, 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 2024/25, 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.

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Source: Register trainee teachers (Register), School Workforce Census (SWC)

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Outcomes of postgraduate trainees by degree class on

entry

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 2024/25, for postgraduate trainees with course outcomes and known degree class, QTS achievement rates were 95% for trainees with a first-class degree, 93% for those with an upper second, and 90% for those with a lower second or other degree class.
- Trainees with a first-class degree continued to have the highest QTS achievement rate. Achievement rates fell slightly compared with 2023/24 for trainees with upper second, lower second and other degree classes, while remaining unchanged for those with a first-class degree.
- Similarly, provisional employment rates in 2024/25 were highest for trainees with a first-class degree (75%), followed by those with an upper second (72%). Employment rates were lower for trainees with a lower second (67%) or other degree class (66%). This continues the long-standing general pattern of higher outcomes among trainees entering with higher degree classifications.

Unknown degree class

- In 2024/25, 1,753 postgraduate trainees with course outcomes had an unknown degree class on entry.
- These trainees had a QTS achievement rate of 80% and a provisional employment rate of 66%.

[Chart](#)

[Table](#)

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QTS outcomes of postgraduate trainees by degree class on

entry for the 2024/25 academic year

		Postgraduate	
		2024/25	
		Achieved QTS	Did not achieve QTS
Degree class	First	95%	5%
	Upper second	93%	7%
	Lower second	90%	10%
	Other Degree Class	90%	10%

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[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: Register trainee teachers (Register)

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

These statistics were published as official statistics in development last year, reflecting that they were undergoing development. Work is ongoing to review the robustness of the data and methodology for this year and the statistics will be published at a later date.

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Outcomes of candidates undertaking assessment only (AO)

Background

Gaining QTS through AO is a way for existing unqualified teachers, support staff or classroom staff to demonstrate that they already meet all the Teachers' Standards [1], without the need for any further training. AO is open to those with relevant teaching experience who hold a degree. 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
- teachers from overseas who wish to gain QTS in England [2]
- higher level teaching assistants with the necessary qualifications and teaching experience.

Summary

- In 2024/25, there were 2,000 AO candidates, a 17% increase compared to 1,705 in 2023/24. 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 2024/25. 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 2024/25, 40% of AO candidates took Primary assessments. This compares to 37% for postgraduate trainees with outcomes in mainstream ITT in 2024/25.

- The secondary subjects with the highest numbers of AO candidates were English (11% of AO candidates), Other (7%), Mathematics (6%) and Physical Education (6%). English, Mathematics and Physical Education 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 s

[1] The Teachers' standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

[2] 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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**Number of assessment only candidates, for academic years
2017/18 to 2024/25**

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Number of trainees	1,262	1,499	1,227	1,658	1,431	1,606	1,705	2,000

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[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 4 more footnotes](#)

Source: Register trainee teachers (Register)

Explore and edit this data online

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Number of assessment only candidates by subject, for academic years 2022/23 to 2024/25

	2022/23	2023/24	2024/25
Art & Design	43	41	53
Biology	21	32	33
Business Studies	42	44	63
Chemistry	13	17	22
Classics	5	6	5
Computing	23	23	49
Design & Technology	35	57	70
Drama	37	37	27
English	175	183	216
Geography	17	32	50
History	37	22	34
Mathematics	103	121	128
Modern Foreign Languages	26	39	52

Music	36	45	63
Other	83	78	142
Physical Education	124	107	113
Physics	13	10	39
Religious Education	32	26	31
Primary	741	785	810
Secondary	865	920	1,190
Total	1,606	1,705	2,000

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[Data symbols](#) 

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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: Register trainee teachers (Register)

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

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

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(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 758 postgraduate EYITT trainees with course outcomes in 2024/25, of which 96% (727) achieved EYTS. This is a 3 percentage point increase from 2023/24, when 93% of the 530 postgraduate EYITT trainees achieved EYTS. Prior to 2024/25, EYTS achievement rates had ranged between 89% and 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 (96%) compared to the graduate entry route (91%), although there were small numbers on the graduate entry route (53) compared to the graduate employment-based route (705). This continues the pattern seen in most years since 2017/18, with achievement rates generally higher on the graduate employment-based route than on the graduate entry route.
- The EYTS achievement rate varied across different trainee characteristics. In 2024/25, achievement rates were higher for trainees aged under 25 (98%) than for those aged 25 and over (96%), and higher for female trainees (96%) than for male trainees (83%). Achievement rates were also higher for trainees who did not declare a disability (97%) than for those who declared a disability (86%). Across ethnic groups, achievement rates ranged from 94% for Black/African/Caribbean/Black British trainees to 100% for trainees of Mixed/Multiple ethnic groups and Other ethnicity, though these figures are based on very small numbers. Achievement rates were highest among trainees with an other degree class (100%) and first-class degrees (98%), and lowest among those with unknown degree class (92%). However, these comparisons should be treated with caution as there are very small numbers of EYITT trainees in some groups.

► Export options

**EYTS award status for postgraduate trainees by characteristics
for the 2024/25 academic year**

		Achieved EYTS	Did Not Achieve EYTS
Age	Under 25	98%	2%
	25 and over	96%	4%
Degree class	First	98%	2%
	Upper second	97%	3%
	Lower second	94%	6%
	Other Degree Class	100%	0%
Disability	Disability Declared	86%	14%
	No Disability Declared	97%	3%
Ethnicity	Asian / Asian British	97%	3%
	Black / African / Caribbean / Black British	94%	6%
	Mixed / Multiple ethnic groups	100%	0%

Sex	Other Ethnicity	100%	0%
	White	96%	4%
	Female	96%	4%
	Male	83%	17%

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[Data symbols](#) 

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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: Register trainee teachers (Register)

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2024/25 year specific methodology

Data collection

The initial teacher training performance profiles are collected each year for trainees with ITT course outcomes in a given academic year. For 2024/25, 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 2024 and 31st July 2025 (inclusive).

For the academic year 2024/25, we extracted data for 195 providers. This consisted of 125 SCITTs, and 70 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 2024/25 as well as revised employment data for 2023/24.

Self-funded trainees

Since the 2024/25 release, these statistics 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, 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 prior to 2023/24. 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.

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 2nd July 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.

From this quality assurance, we identified 279 trainees who had been erroneously counted in the previous publication when self-funded trainees were added in. These trainees were already present in the data, and got double counted. They have been removed this year. There were 255 postgraduates, and 24 undergraduates.

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 2024/25 academic year
2. A **revised** employment rate for final year trainees in the 2023/24 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 2024/25 employment figures to estimate a provisional employment rate for 2024/25. 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 2024/25 was around 22% 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)

These statistics were published as official statistics in development last year, reflecting that they were undergoing development. Work is ongoing to review the robustness of the data and methodology for this year and the statistics will be published at a later date.

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