

Training our next generation of outstanding teachers

An improvement strategy for discussion

June 2011

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Foreword by the Secretary of State for Education



If we want to have an education system that ranks with the best in the world, then we need to attract the best people and we need to give them outstanding training.

There are many excellent teachers in this country, but many who could make a huge difference in the lives of children choose other professions. Our teachers are trained in some of the best institutions in the world, but the schools which employ these teachers do not get enough of a say in how they are trained, and training does not focus sharply enough on the techniques teachers most need, such as behaviour management and the effective teaching of reading. We value our teachers highly, but the current system of funding does not incentivise the best. The system needs to change.

This document sets out how we will make teaching an even higher status profession that attracts even more of the best graduates. It explains how we will encourage schools to work together with universities to provide the training that is best for their trainees. Finally it describes how we will make this happen while achieving best value for money.

I invite you to respond to this document. If you are interested in a career in teaching let us know if these proposals will make things better for you. If you are a trainee or a teacher trainer I encourage you to discuss the proposals with your colleagues and give us your views on whether they will make the system better. If you run a teacher training course we want to know if these proposals will help you to prepare a new generation of outstanding teachers. However you are involved I would value your views.

There is no profession more vital and no service more important for our children than teaching. I want to see every child in this country getting a world-class education, and this document sets out a vital step in achieving this vision.

A handwritten signature in black ink that reads "Michael Gove". The signature is written in a cursive, flowing style.

Michael Gove MP

Secretary of State for Education

1. Introduction

1. Nothing is more important to the quality of a school system than the quality of its teachers. The countries with the highest performing school systems have succeeded in making teaching one of the pre-eminent professions, respected throughout society and attractive to the highest achievers. They have focused attention on the effective recruitment, selection and initial training of teachers, so that all those who begin a career in the classroom are well equipped to do so¹.
2. In our White Paper, *The Importance of Teaching*, we recognised that we have in our schools today the best generation of teachers we have ever had. We also faced up to the fact that pupil attainment in this country lags behind that found in the best school systems in the world and that we are losing ground to faster improving countries. In *The Importance of Teaching*, we set out a comprehensive programme of action to change that, including structural reform, reform of the curriculum and of qualifications, sharper accountability and a strengthening of the authority of teachers and heads in school. But above all else, we said that we should continue to improve the recruitment, training and subsequent professional development of teachers.
3. In this consultation document, we set out our proposals to reform initial teacher training. We do not start from a low base: each year, we recruit tens of thousands of new teachers with a passion for their subjects and for educating children; many of them receive very good training, including in some of our best schools and universities. But it is essential that there is further rapid improvement if the attainment of children and young people in this country is to begin to catch that of pupils in the highest achieving jurisdictions.
4. We propose to take action in three main areas:
 - a) first, to raise the bar for entry to initial training: attracting more of the highest achieving graduates and having higher expectations of the academic and interpersonal skills of those funded to train to teach;
 - b) second, to refocus government investment in teacher training so that it is effective in attracting and retaining in teaching more of the best graduates, especially in shortage subjects;
 - c) third, to improve the routes through teacher training, so that it is easier to apply for teacher training and so that the nature and content of the training is more effective in preparing trainees to be successful in the classroom.
5. In this document, we set out our proposals in each of these areas in turn. The strategy is for discussion – with teachers, trainees, head teachers, universities, pupils, parents and the general public – before we announce final decisions later in the year, ready for changes to begin to take effect for teacher training courses beginning in 2012. Annex 1 explains how you can offer your views.

¹ Barber and Mourshed (2007)

2. The quality of teacher trainees

1. The world's best-performing systems draw their teachers from the highest achieving third of graduates². Some of the most successful countries, like Finland and South Korea, draw from the top ten per cent. In recruiting teachers, the approach of these countries is generally to set a very high standard for entry to training and to train only the number of teachers they will need, rather than training more than they need and giving schools greater choice of qualified applicants³.
2. In England, there has been an improvement in trainee qualification levels, but we are not yet matching the highest performing countries. In 2008/9, 61 per cent of post-graduate entrants had a 2.1 or higher class of degree, compared to 56 per cent four years earlier. However, the proportion is significantly lower in some key subjects, such as science (54 per cent) and mathematics (48 per cent). The difficulty of recruiting enough teachers in this country has been one reason why there has been greater focus on sufficiency than on raising the minimum standard.
3. At the same time, we have recruited rather more trainees than the number of teachers that we strictly need. In part, this reflects planning for early wastage from the profession (some 10 per cent drop out or are advised to leave initial training during the one year PGCE; 10 per cent of those who qualify leave teaching in the next year).
4. In future, our aim should be to follow the highest performing jurisdictions in being more rigorous about selection at the outset, choosing those people most likely to be successful as teachers. Doing this will in itself raise the status of the profession and make it more attractive to the most able. If at the same time, we get better at selecting those most likely to remain in the profession for longer, we can reduce the number of people we train, focusing resources better.
5. There are lessons to be learned from the success of the charity Teach First in attracting very high-achieving graduates into teaching. Teach First has set a very high bar for entry to its leadership development programme and has developed a model of selection according to the academic and personal qualities of individuals which has been very successful. We should both maximise the contribution of Teach First to the training of teachers and apply the lessons of its success to other training routes.

There should be more rigorous selection of trainees

6. While there is no single, simple set of teacher characteristics that will be effective in all circumstances, there are identifiable talents which can reliably be used to select teachers. For example, it is a constant finding that effective teachers are intellectually capable and able to think, communicate and plan systematically⁴. Studies show that teachers with good subject knowledge are more effective⁵. And certain personal characteristics have been found to be shared by effective teachers:

² Auguste et al. (2010)

³ Barber and Mourshed (2007)

⁴ OECD (2005)

⁵ Whelan (2009)

sustained commitment, resilience, perseverance and motivation, as well as high overall levels of literacy and numeracy, strong interpersonal and communication skills, a willingness to learn and a motivation to teach⁶.

7. It is therefore unsurprising that in the best systems, tests of these characteristics and qualities underpin rigorous pre-entry selection of candidates for teacher training. Those who do not have the subject knowledge or interpersonal skills, who have unrealistic expectations or lack commitment to teaching can be discouraged before they start⁷. In Finland, for example, there is a multi-stage process of teacher selection:
 - a) a national screening process involving a 300-question multiple choice assessment which tests literacy, numeracy and problem-solving;
 - b) university-based tests that evaluate candidates' ability to process information, think critically and synthesise data;
 - c) university-based interviews which assess candidates' motivation to teach, motivation to learn, communication skills and emotional intelligence.
8. Similarly, in this country, Teach First employs a particularly rigorous approach to selection, involving two stages, including a day-long assessment centre. Candidates are assessed against eight areas of competency, including: humility; respect and empathy; subject knowledge; leadership; problem solving; and resilience. School staff are used in making assessments and a range of assessors observe and evaluate each candidate.
9. Therefore, based on the evidence from this country and abroad, we intend to strengthen the selection process for entry to teacher training in three ways. First, we will raise the expectations of the academic achievement of trainees. Second, we will strengthen the assessment of literacy and numeracy. Third, we will increase the rigour of assessment of the candidates' interpersonal skills.
10. Academic attainment is not, of course, the only important factor in being an effective teacher: having good interpersonal skills is also very important. However, there is strong evidence that good subject knowledge of teachers is an important factor in the success of pupils. Analysis also shows that degree class is a good predictor of whether a trainee will complete their course and achieve Qualified Teacher Status⁸. Therefore, from September 2012, the Department for Education will fund only trainee teachers who hold a second class degree or higher.

⁶ Barber and Mourshed (2007)

⁷ Ashby et al. (2008)

⁸ DfE internal analysis of degree class and teacher wastage (2011)

Emily Rae, South Holderness Technology College

I came into teaching via the secondary PGCE at the University of Hull in 2007, after graduating with a first class degree in mathematics from Durham University. I started at South Holderness Technology College as a newly qualified teacher three years ago, and a year later became the Key Stage 5 coordinator in the maths department. My decision to become a teacher stemmed from my own enjoyment of the subject, and I am always looking for new ways to pass this enthusiasm on to the students.

For me, having a strong background in maths has really enhanced my role as a teacher both in and out of the classroom. I have worked extensively with Key Stage 3 and 4 gifted and talented students, including organising Saturday morning workshops on topics that interested me in my degree course such as fractal geometry and the Fibonacci sequence, cross-curricular activities such as the mathematics of Islamic art and a visit to the National Code Breaking Centre at Bletchley Park.

11. Secondly, there is already testing of literacy and numeracy of trainee teachers in England, as in the highest performing countries. Trainees in England must pass tests in literacy, numeracy and IT in order to obtain Qualified Teacher Status at the end of their teacher training course. However, these tests are taken after entry to teacher training, so do nothing to screen out people who are unsuitable to enter ITT; and trainees are allowed unlimited re-sits. The IT test, by contrast, was introduced at a time of great concern about teachers' basic IT skills: today new teachers tend to have strong IT skills and the vast majority pass the IT test easily.
12. Therefore, from September 2012, we propose that all those wishing to enter post-graduate teacher training should have to pass both a literacy test and a numeracy test at the outset. Candidates who fail one or both of the skills tests at the first attempt should be limited to two re-sits for each test, greatly strengthening the rigour of the process. We will drop the IT test, which is no longer needed.
13. Thirdly, we want there to be better testing of candidates' interpersonal skills and we will expect all providers of ITT to assess these skills before accepting anyone onto training. We have piloted a test of interpersonal skills for teaching, which has proven useful and which we will continue to test and then to make available. However, we do not think it necessary for Government to prescribe in detail how providers should make these judgements. Instead, we will expect initial teacher training providers to decide for themselves what approach to assessing these skills will be most effective for them. Ofsted inspection of ITT providers will assess the appropriateness of the selection arrangements which are in place and their impact on the quality and employability of teachers who enter the profession.

We will expand Teach First

14. Teach First has already done much to raise the profile of teaching among high performing graduates. Hutchings et al. (2006) conducted an evaluation of the programme and found two key successes:
 - a) the recruitment of a substantial number of graduates who would not otherwise have become teachers, and who have good degrees from elite universities and outstanding personal qualities;
 - b) the short-term and long-term contribution to the staffing of challenging schools in disadvantaged areas, particularly in shortage subjects.
15. We announced in *The Importance of Teaching* that funding would be provided to allow Teach First to expand its programme across the country and set up a scheme in primary schools. Teach First's extension into primary schools is progressing well, and the initial evaluation of the programme suggests that there is potential for much more significant growth and we will continue to look at the potential for further expansion.
16. We have also asked Teach First to develop a similar scheme to attract young professionals with a few years' work experience into teaching. This programme will seek to draw to the profession young people with the same strong academic records and excellent interpersonal skills found in the Teach First cohort, and with some experience of the world of work. We anticipate that this will draw to teaching some highly talented career changers who might not otherwise have considered the move.
17. These developments of Teach First will certainly contribute to the attractiveness of teaching as a profession to some of the most able graduates. The wider changes to selection processes will also raise the standard which trainees must reach in order to be supported to train. At the same time, we must make it more attractive for graduates to train to teach, and we now turn to that issue.

3. Better investment – better teachers

1. While making selection more rigorous is important, it can only be successful in raising the standard of new entrants to training if going into teaching is made more attractive to new graduates, so that the pool from which trainees are selected is deep. In many subject areas, there is already a strong supply of prospective teachers. In others – particularly mathematics and the physical sciences – there has been a history of under-recruitment. In maths, 16 per cent of lessons are taught by a non-specialist; and of science teachers, only 22 per cent hold a chemistry degree and only 14 per cent a physics degree⁹.
2. We currently spend around £500m each year on the initial training of teachers. We should now use more of that resource to tackle the problem of shortage subjects, create stronger incentives for the most talented graduates to come into the profession and put our resources into the highest quality training institutions. And as well as making training financially affordable, we must also make it as easy as possible for talented students to get onto the course they want.

Student support arrangements are changing and will apply to ITT

3. Currently more than 80 per cent of teacher training places are in universities. Both post-graduate and undergraduate trainees receive support from the Student Loans Company to pay tuition fees and living costs. Loans are repaid once graduates are in work and their earnings reach a certain threshold. Under wider reforms to higher education, from autumn 2012, all higher education institutions will be able to charge a basic amount of £6,000 a year for their undergraduate courses. They may charge up to £9,000 a year but this will be subject to meeting much tougher conditions on widening participation and fair access.
4. This system will apply to undergraduate and post-graduate teacher training. The principle that those who benefit from higher education should contribute more to the cost should apply to teacher training just as it applies to other university courses. No trainee will need to pay upfront for the costs of their teacher training. A full student support package will be available from the Student Loans Company in line with the package for undergraduate higher education. Trainees will have access to living cost loans and grants, with trainees from low income families receiving the most generous support.

We will provide targeted bursaries

5. At the same time, we want to make training to teach highly attractive, especially to those who have a lot to offer as teachers. Excellent teachers provide great benefit to society as a whole. They are worth the cost of investment in training many times over in the difference they make to children's achievement at school, and in the subsequent economic benefits associated with this higher achievement¹⁰.

⁹ School Workforce Census, November 2010 data published here:
<http://www.education.gov.uk/rsgateway/DB/SFR/s000997/index.shtml>

¹⁰ See for example Hanushek 2011

6. From 2012/13, we therefore propose to provide bursaries designed to make training to teach more attractive to the most talented graduates, especially in shortage subjects. We propose to provide different levels of bursary for different subjects and to target more money towards those we most want to attract. We anticipate that the level of bursaries might go up or down from year to year in order to reflect the needs of the system for different subjects.
7. We want to invite views on how this might work in practice. However, one approach would be to focus bursaries only on postgraduate courses and to vary the bursary according to the extent of need for teachers of a subject and the degree class of the candidate. To illustrate this model, the table below sets out how (depending on the demand for teachers in a particular year) this could look in practice.

		High priority specialisms	Medium priority specialisms	Other secondary specialisms and primary
Training bursary	Outstanding potential (1 st)	£20,000	£13,000	£9000
	Good potential (2.1)	£15,000	£10,000	£5000
	Satisfactory potential (2.2)	£11,000	£9000	£4000
Example subjects		Mathematics, physics, chemistry	Modern languages, IT, design and technology	

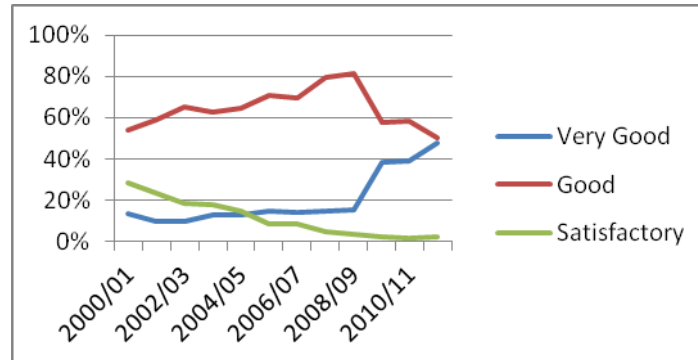
8. There may be some ITT courses in some parts of the country which cost more to provide than the income that can be raised through tuition charges. The Teaching Agency will hold a fund to provide grant funding to protect these courses where this is in the public interest. The Teaching Agency will not provide grant funding for courses where it considers that potential tuition charge income is enough to cover the full cost of the course. Under these proposals, ITT providers could broadly expect their potential income, per trainee, from a combination of grant and tuition charges to remain stable between 2011/12 and 2012/13.

We will focus money on high quality provision

9. At the same time, we wish to continue in 2012/13 to have a mechanism for reducing the number of places in poor quality ITT providers and increasing the number in high quality providers. We therefore expect to retain the existing method of allocating places to ITT providers each year. Under this system, providers bid to provide places and the Training and Development Agency for Schools accepts or rejects bids, taking into account factors such as the provider's Ofsted inspection

grade and record in training trainees who go on to employment in teaching. This allows careful matching of the number of places available with the estimates of demand for new teachers from schools, while also eliminating poor provision. Over time, this has been effective, as the chart shows, in improving the proportion of provision in good or better providers.

Chart: proportion of ITT providers rated as very good, good and satisfactory by Ofsted



10. The forthcoming higher education white paper will set out the Coalition's reforms to funding for higher education. We will consider carefully whether and how these proposals might be applied to ITT. While there are risks to any loosening of control over the allocation process, there are potential benefits in allowing innovation and new high quality providers into the system and we will consider this carefully.
11. Undergraduate initial teacher training, where a trainee works at undergraduate level towards a Bachelor degree and Qualified Teacher Status, generally attracts lower quality applicants than post-graduate ITT. However there are some undergraduate courses which attract good quality applicants. We will continue to allocate undergraduate ITT places for 2012/13 and beyond, but focus allocations on courses where trainees are at least of the same quality as those on typical post-graduate courses. Universities will not receive grant funding for undergraduate teacher trainees who start their studies from September 2012 onwards, so, as with other undergraduate higher education courses, will raise income through tuition charges.

We will ensure that there is a focus on the employability of trainees

12. At present, too many of those who begin training drop out of teaching near the start of their career. Around 10 per cent leave during the PGCE year and 10 per cent of those who start to teach have left within a year. This is a very expensive rate of attrition from the profession. Employment-based initial training schemes like the Graduate Teacher Programme have a better rate of retention from training into teaching.
13. This year we have introduced for the first time a measure under which allocations of funded places to ITT providers take account of the employment record of those trained by the provider. This is an important new incentive to encourage better retention rates. In addition, we think it is important that potential trainees know the employability record of each provider when considering where to train. We propose that we will facilitate the publication of employability data, categorised by provider and subject.

We will reconsider the funding of the Graduate Teacher Programme

14. The Graduate Teacher Programme (GTP) is one of the most attractive routes into teaching because it allows trainees to earn a salary while they train, and to be treated as a member of staff in school. We want to use this advantage to attract more outstanding people into teaching, and to pitch the GTP at high quality career changers.
15. We believe that participation in the GTP can bring real advantages to both schools and trainees, and we would like to allow increased participation. However, because the GTP costs more per candidate than mainstream ITT provision, it would not be possible to expand the number of GTP places further without a moderate increase in the contribution to trainee salary costs from schools. Initial feedback from schools suggests that this could be a disincentive for them to participate unless we remove the requirement for the trainee to be additional to the school's core teacher staff need: "supernumerary". This would allow trainees to take on more teaching responsibilities as they are training and allow schools to fund them from staffing budgets more easily. Teach First participants have shown that it is possible for the right people to excel in these circumstances.
16. As part of the discussion of these proposals, we want to talk to schools, trainees, and training providers, about the merits and risks of expanding the programme in this way before we make concrete decisions on the future size and funding of GTP.

We will make it easier to apply to teacher training

17. As well as making training affordable, we also want to make it straightforward to apply. The current process of applying for ITT is complex and can be confusing. There are different systems for each training route meaning that an applicant who wishes to apply for both the mainstream PGCE route and the Graduate Teacher Programme (GTP) has to make at least two separate applications, through separate systems. Equally providers that offer more than one route also have to work with multiple application systems.
18. Each GTP provider has its own process for recruitment and selection and its own application system. Deadlines and timescales vary and some require applicants to find a school willing to employ them before they can apply. To assist applicants, the TDA provides an on-line portal which brings together information on GTP providers in a single place. From September 2011, the portal will be enhanced to provide full course information, and allow people to apply for the GTP directly.
19. Mainstream post-graduate applications are made and processed through the Graduate Teacher Training Registry (GTTR), which is run by the Universities and Colleges Admissions Service (UCAS). The GTTR allows a maximum of four sequential choices per application. This means that applicants can lose places with second choice providers because of delays in first choice providers making decisions. The time delay means that many users find applying to teacher training confusing and frustrating.

20. We propose to look at the options for providing a single system for applications to all courses (a gateway could also include initial numeracy and literacy tests) and for having applications made in parallel to all teacher training providers. We welcome views on how to make this work most effectively.

4. Reform of training

1. The nature, content and quality of training are as important as making teaching attractive and selecting well. There are currently many different models of initial teacher training. Some (the Graduate Teacher Programme, SCITTs) are fundamentally school-led. Others are led by universities, with schools providing teaching placements. There is good quality provision of all types, and there has been improvement over time.
2. At its best, existing initial teacher training enables trainees to develop their subject knowledge, access research, reflect and practice teaching. Having different routes into teaching allows trainees to take the path which best suits their needs¹¹.
3. There are some general lessons about what makes for the best quality provision. Where initial teacher training (ITT) programmes are linked to specific school needs, especially to activities based on demonstration and peer review, they are more effective¹². Schools providing learning opportunities have a significant influence on a new teacher's development¹³. Where teachers have had extensive initial training in schools, they perform better¹⁴. A school becoming involved in ITT can contribute to school improvement – involvement in ITT can contribute to strong synergy among the teachers training and the staff at the school, where all teachers are better supported to focus on their own practice and personal development¹⁵.

ITT contributing to school improvement

Lampton school in Hounslow is heavily involved in both the GTP and PGCE routes into teaching, working in partnership with other schools and universities. All teachers in their second year of teaching are offered the opportunity to be trained to observe PGCE trainees against the standards, and teachers in their third year are trained as mentors.

The school believes that a strong involvement in ITT has created a highly professionalised workforce in the school. Teachers who have become engaged in training new entrants have improved the level of discourse about effective teaching, and improved teaching throughout the school. Lampton now considers initial teacher training as part of its core purpose, and shares the skills it has developed through school-to-school improvement work.

¹¹ Musset et al. (2010)

¹² Musset et al. (2010)

¹³ Ingvarson, Meiers, and Bevis (2005)

¹⁴ Reinhartz and Stetson, (1999); Menter, (2010)

¹⁵ Musset et al. (2010)

4. Universities bring great strengths to the training of teachers. For example, they can provide good subject networks and subject specialist expertise. Comparing different routes, Ofsted ratings of PGCE provision led by universities are positive¹⁶. There are excellent examples of schools and universities working effectively together. However, many trainees also say that the training they receive directly from the university leading their course is not properly joined up with the school placements that all courses must include¹⁷.
5. There is some evidence that university-based trainees see their training as too theoretical. One study found that 46 per cent of Bachelor of Education (BEd) students, 33 per cent of primary and 19 per cent of secondary PGCE students thought so. Students on employment-based routes were far less likely to feel this¹⁸. Trainees who follow teacher training programmes that are led by schools, such as the Graduate Teacher Programme, are more likely to find their training provided relevant knowledge, skills and understanding to teach their specialist subject¹⁹, and better prepared them for the classroom and behaviour management²⁰.
6. We think that overall, schools should take greater responsibility in the system. As employers of newly qualified teachers, schools have a critical interest in ensuring that they are of high quality and ready to teach and that new teachers are committed to teaching and intend to stay in the profession. They should play a greater role in recruitment and selection of new teachers; and over time, they should take on greater responsibility for managing the system.

Partnership between schools and university

Three secondary schools in south London offer 60 placements a year for PGCE and GTP trainees, working closely with a university partner. The schools and university share responsibility for the quality of the trainees' experience. A link member of staff from the university is a regular presence in the school, offering support with mentor training, with school based training programmes, and with other forms of staff development including Masters provision.

The schools regularly host interview days where responsibility for allocating places on the programmes is shared with the university. They are also represented on the university's ITT partnership steering group and are able to help shape the course content and structure of ITT provision across the universities.

¹⁶ HMCI's Annual Report 2010

¹⁷ NQT survey, TDA (2010)

¹⁸ Hobson (2009)

¹⁹ For Primary School NQTs only, based on responses of very good, good and satisfactory combined.

²⁰ NQT survey, TDA (2010)

7. We do not think that this is a change that should be rushed: it is far more important to preserve good quality training and build capacity. However, over the next five to 10 years we expect that, rather than government managing much of the ITT system centrally, schools should increasingly take on this responsibility. This does not mean that universities would not be involved: far from it. Groups of schools, often led by the new Teaching Schools, might lead ITT partnerships and draw on support from universities and other providers.
8. Teaching Schools have a particularly important role, given the importance of trainees seeing and learning from truly outstanding practice. The Teaching School Alliances will bring together groups of schools to work together to develop teachers and to identify and share outstanding practice.

We want it to be easier for schools to lead teacher training

9. At the moment schools can lead teacher training as part of one of two initiatives – School Centred Initial Teacher Training (SCITT) and the Graduate Teacher Programme (GTP). Under both programmes schools are accredited as providers of ITT, usually as part of a consortium that includes other schools and a university. Trainees on SCITT programmes are student trainees and may receive training bursaries. Trainees on the GTP are treated as employees of the school and receive a salary. Around 5 per cent of trainees train on SCITT programmes. Around 13 per cent train on the GTP. Both these programmes provide effective approaches for school-led teacher training, and we want to encourage more of the best schools to participate.
10. School-led teacher training requires schools to be accredited by government. Accreditation is rightly a rigorous process to make sure that the quality of training is high. It is a significant hurdle that for many schools means that it is difficult to make the leap from low-level involvement in ITT to leading it.
11. We propose to make it easier for schools who want to be involved in ITT, but are not yet ready to be accredited. We will allow them to recruit and select trainees and then to work with an accredited provider of ITT to train them to be qualified teachers. The requirement to work with an accredited provider will provide quality assurance of selection, training and assessment. We will expect schools to employ trainees recruited in this way following training.
12. The trainee will be eligible for funding in the same way as a trainee on existing post-graduate courses. To attract good quality graduates into the schools that most need them, trainees who are recruited and selected by schools with a high proportion of pupils eligible for free school meals could receive a larger bursary than other trainees.
13. Typically, the new Teaching Schools might lead this as part of their work with an ‘alliance’ of other schools. Larger chains of academies might also want to work in this way. Over the next five years we see this mechanism as an essential part of developing an ITT system which is led by schools, with a growing proportion of trainees being recruited and trained in this way.

“School direct” ITT

A school or group of schools applies to the new Teaching Agency to be able to offer a training place. The Teaching Agency approves the application. The school advertises the training place, including on a central list, selects a trainee and chooses an accredited ITT provider to work with to provide the training*. If the trainee attracts DfE funding, including a training subsidy or bursary, the Agency releases funding to the accredited provider.

- The accredited provider administers payment of any bursary to the trainee.
- The provider may charge the trainee a tuition charge.
- Depending on the agreement that the school has with the ITT provider, the provider may pay the school to reflect the school’s contribution to recruitment, selection and training.

Once the trainee has completed training and gained Qualified Teacher Status, the school will be expected to employ the trainee. In 2012/13 we expect to offer up to 500 places, with further expansion in future years. Priority will be given to the schools and subjects with the greatest need.

* Any places delivered through “school direct” will not count against the provider’s allocation of places through the continuing system of allocating places directly to ITT providers.

We want universities to work more closely with schools

14. There is an important role for universities in any future ITT system. They provide trainees with a solid grounding in teaching, and space to reflect on their school experiences. We expect universities to continue to be involved in most teacher training, responding to the demands of schools for high quality training to supplement school-based practical experience.
15. We will also change the inspection of ITT so that the quality of partnership working is treated as more important. This will mean that more funded training places are directed towards providers where partnerships are strong. In the allocation of places, we propose to prioritise the strongest university-school partnerships that are able to demonstrate features such as:
 - a) guaranteed high quality placements for trainees, especially in outstanding schools, attached to teachers whose lessons have been judged to be outstanding, and attached to subject departments judged to be outstanding;
 - b) shared staff between the university and school;
 - c) university presence on school governing bodies or their committees.

Partnership between the University of Manchester and Altrincham Grammar School for Girls

The University of Manchester and Altrincham Grammar School for Girls have created a joint mathematics post. The new appointment will have a dedicated role of delivering and coordinating the training of eight to ten trainee teachers in school, with a particular focus on developing teaching and learning with high ability pupils.

The tutor will teach in the school and lecture in the university, and will also develop Continuing Professional Development (CPD) and conferences for ITT partnership schools and trainees. The post will offer the opportunity to develop high quality research and practice as part of an extended model of ITT partnerships.

The University of Manchester is hoping to replicate these arrangements with other potential Teaching Schools

16. We will also encourage our best university providers to develop University Training Schools. Based on a Finnish model, these schools have the potential for excellence in teaching, research and teacher training.

We will ensure that the content of ITT meets the needs of schools

17. The professional standards for qualified teachers should set out the knowledge and skills that all teachers should develop through ITT. These standards are being reviewed by an independent review group led by Sally Coates, Head Teacher of the outstanding Burlington Danes Academy. The revised standards will be reflected in ITT once they have been finalised.
18. In addition, we want to tackle two specific weaknesses consistently identified by new teachers in the initial training they have received²¹:
 - a) for primary teachers, the ability and confidence to teach reading effectively, including using systematic synthetic phonics;
 - b) feeling able to establish and maintain a good standard of behaviour in the classroom.

²¹ Newly qualified teacher survey 2010: 51 per cent of primary trainees rated their preparation to teach reading effectively, including the use of systematic synthetic phonics, as good or better compared with 84 per cent rating their training overall as good or better. 67 per cent of primary and 69 per cent of secondary trainees rated their training as good or better in preparing them to deal with poor behaviour effectively.

19. Strengthening new teachers' preparedness to teach reading, including systematic synthetic phonics is one of our fundamental priorities. Since the publication of the white paper, the Training and Development Agency for Schools has developed and implemented a package of support and challenge to improve training in this area. This has included:
- a) a review of the programmes of ITT providers with indications of poor provision and recommendations for improvement, monitored through subsequent visits;
 - b) harnessing the expertise of providers with high ratings to identify the features of effective practice in systematic synthetic phonics training and disseminating these to all providers;
 - c) the development of greater capacity in schools for training in the teaching and assessment of literacy, supported through the Leading Partners in Literacy programme.
20. Improving teachers' skills in tackling poor pupil behaviour is also vital: no issue is more important when it comes to attracting good people into teaching²². We are also committed to tackling bullying in schools, especially homophobic bullying. We know that there is some excellent practice in this area, and we will encourage support between ITT providers, so that struggling providers can learn from the best. This work has already begun, along the same lines as the programme for phonics. We will also help local networks of schools to develop teachers as behaviour specialists. They will work across groups of schools to improve the quality of training that trainees receive while on placements in schools.
21. The school placement is one of the most important parts of any ITT route, and the benefit trainees derive is directly related to the quality of the experience. Placements should allow trainees to observe outstanding teaching, modelling the practice they should aspire to achieve while supporting them to get there.
22. We believe that these changes to the nature and structure of initial training, alongside improved selection, better incentives and clearer routes into training will create significant improvement. We would welcome views and comments.

²² Hargreaves et al. (2006); Edmonds et al. (2002); Barmby and Coe (2004)

ANNEX 1

Your views

1. The proposals in this document are intended for discussion and the Department for Education (DfE) is keen to hear your views.
2. We are particularly interested in your views on the questions below. There is a page on the DfE website www.education.gov.uk/schools/careers/traininganddevelopment for submitting responses. The Training and Development Agency for Schools will also run regional events during the summer for schools, universities and other ITT providers to discuss the proposals. Details of these are also available on the DfE website.

The Questions

1. a) Do you think the proposals for enhancing selection will improve the quality of new teachers? These include more rigorous entry testing, a focus of inspection on how ITT providers' choose which candidates to offer training places to, and the offer for schools to select and help train the trainees that will go on to work in their school.
b) Are there other approaches DfE should consider?
2. What are your views of the vision of schools leading teacher recruitment and training, working in partnership with universities and other ITT providers as they require?
3. a) If you are a head teacher, or teacher, do you think your school would be interested in recruiting trainees through the school direct proposal described in chapter three?
b) What opportunities and difficulties do you think this approach would present?
4. a) If you work in a university or other ITT provider, would you be interested in working with schools that recruit trainees in this way?
b) What opportunities and difficulties do you think this approach would present?
5. Would it be more attractive for a trainee to be able to apply to a particular school for teacher training, rather than a university, with the expectation that the school will offer employment after training?
6. a) Do you agree that we should offer more financial support to trainees with good degrees and maths and science specialists?
b) Do the proposals for funding in chapter three strike the right balance in the different levels of funding individuals?
7. Do you think that it is right to give more initial teacher training places to providers that are working in close university/school partnerships?

8. Do you think that a single gateway for PGCE and Graduate Teacher Programme applications is a good idea?
9. What more would you change to improve initial teacher training?

Questions for schools

10. How could we improve these proposals to make your school more likely to take a greater role in initial teacher training?
11. Would a reduction in salary subsidy for the Graduate Teacher Programme make it less likely that you will take part in the programme?
12. Would the removal of the supernumerary requirement for the Graduate Teacher Programme make it more likely that you will take part in the programme?

ANNEX 2

The Current System

1. There are currently four main routes to achieve Qualified Teacher Status (QTS) providing applicants with a choice of provision to suit their needs. On average 35,000 teachers are trained each year.
 - a) Teach First – a highly competitive programme for very high quality graduates to gain QTS while teaching as a member of staff in a challenging school. Teach First currently recruits about one per cent of the total number of trainee teachers each year though this will grow to about three per cent over the next few years. The scheme originally started in secondary schools and has recently expanded its provision into primary schools where it will continue to grow.
 - b) Employment-based – providing around 17 per cent of secondary teachers and 13 per cent of primary teachers. Provided by Employment Based Initial Teacher Training providers – accredited partnerships of schools, often led by universities or with a university in the partnership. The main provision is the Graduate Teacher Programme which involves studying for QTS while working as an unqualified teacher in a school for a year. The trainee is additional to the school’s core teacher staff need, “supernumerary”. Of the total applicants to teacher training 11 per cent choose this route.
 - c) Undergraduate – represents 20 per cent of the total applicants of which 84 per cent are for primary school teaching and 16 per cent for secondary. This is a three or four year course of higher education. Around 65 per cent of secondary trainees are studying to teach science, technology, engineering or maths (STEM).
 - d) Post-graduate – the most popular route with 66 per cent of applicants. It provides 78 per cent of each year’s cadre of secondary school trainees and 56 per cent of primary school trainees. This route is normally provided by universities, but also by School Centred Initial Teacher Training providers (SCITTs). These are accredited partnerships of schools, often with universities.
2. There are also specialist employment-based programmes for overseas trained teachers and foundation degree holders – the Registered Teacher Programme.
3. Whatever the route, providers of ITT need to demonstrate they meet the statutory requirements for ITT that have been set by the Secretary of State. The Training and Development Agency for Schools (TDA) accredits training providers and Ofsted inspects the quality of provision. The grades awarded by Ofsted affect the number of places a provider is allowed to offer.
4. Trainees who successfully complete their training programme and demonstrate they can meet the 33 standards for QTS are recommended for award by their training providers.

5. It is the Secretary of State's responsibility to determine the number of initial teacher training places by subject that will be funded annually and to inform the TDA. TDA allocate the places between providers on the basis of provider quality, and making sure there is geographical coverage.

Quality of provision

6. The most recent evaluation of providers by Ofsted shows that all providers are either "very good", "good" or "satisfactory" in each phase of ITT they teach. There has been a continual improvement in quality in recent years, which can be at least partly attributed to the TDA's efforts to drive up quality. Ninety-eight per cent of mainstream providers now are "good" or "very good", up from 97 per cent last year, and 83 per cent of EBITT providers are "good" or "very good", up from 80 per cent last year.

Quality of trainees

7. The degree class of entrants has been rising in line with the general rise in degree classifications. Over 90 per cent across all routes have a 2.2 and above. STEM trainees have a slightly lower average degree class, and the average is higher the younger the trainees are.
8. The proportion of those gaining QTS who are teaching (in any setting) within 6 months is 76 per cent of former undergraduate trainees (68 per cent in maintained schools), and 83 per cent of former PGCE trainees (73 per cent in maintained schools). Retention patterns are stable year on year. Just under 75 per cent are still teaching five years after achieving QTS, and 63 per cent after 10 years.

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