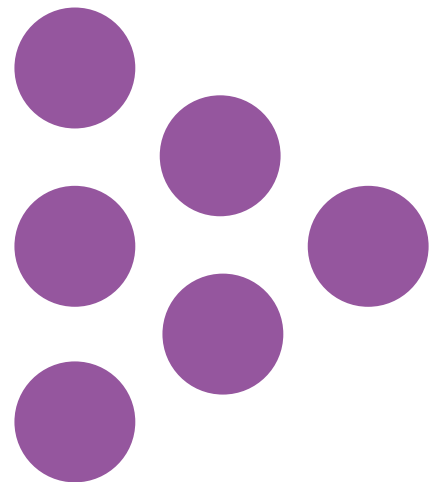# NFER
National Foundation for Educational Research

Report

Initial teacher training placement capacity in English schools

National Foundation for Educational Research (NFER)
Independent analysis for MillionPlus

Initial teacher training placement capacity in English schools

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Contents

Executive Summary

The Covid-19 pandemic in 2020 and 2021 caused unprecedented challenges for society, the economy and also for education systems. Two major impacts on the initial teacher training (ITT) system were the reduction in school-based teacher training places and the increase in ITT applications. First, as schools prepared to reopen to more children in June 2020, towards the end of the first national lockdown, the Government issued guidance on how to do so safely. This included advising schools to reduce visitors to the school site to a minimum. Meanwhile, a collapse in vacancies across the wider economy and the introduction of the furlough scheme, meant increased demand for the relatively secure-looking prospect of teacher training. Applications to postgraduate teacher training surged over the summer of 2020. However, this meant that more trainees would be entering the system in September 2020 and would require more training placements.

In order to allow ITT providers additional flexibility to make the placement capacity that schools were offering cover more trainees, the Department for Education (DfE) relaxed the ITT requirements. However, the squeeze on placement capacity has highlighted a vulnerability that could continue to impact the ITT sector. There remains a lack of high quality data on the extent to which schools offer training placements, how many, and what factors explain why schools do and do not engage with the ITT sector. This independent analysis, commissioned by MillionPlus, provides fresh insight on these questions from new analysis of school survey data.

In the 2020 autumn term, NFER conducted a senior leader survey with a focus on schools' experience of recruitment and retention during the coronavirus lockdown period. The survey responses are statistically weighted to be nationally representative of all mainstream state-funded schools in England. Senior leaders were asked about how many teacher training placements they were planning to take in the 2020/21 academic year, whether this was more than in 2018/19, what considerations had influenced their offers and what strategies might encourage them to offer more placements.

We measure teacher training capacity in a few different ways: the proportion of schools that were planning to offer any ITT placements in 2020/21, the average number of placements offered per school and the median number of placements offered per full-time equivalent (FTE) teacher. We also measure the proportion of schools for whom the number of placements in 2020/21 was more, less or about the same as in 2018/19.

Key findings

- Secondary schools have a higher likelihood of engaging with the ITT system and have a higher average number of placements compared to primary schools. However, this is mainly a reflection of the size of secondary schools' teaching workforces: the median number of placements per teacher is similar between primary and secondary schools.

- Local authority maintained secondary schools have a lower average number of placements compared to secondaries that are single-academy trusts or in multi-academy trusts. However, there are no significant differences in other measures, or at primary level.

- Outstanding secondary schools offer the most placements per school, compared to good and requires improvement/ inadequate schools. The same is true at primary level, although the difference is not statistically significant. Outstanding schools were the least likely to have reduced their placement capacity in 2020/21 relative to the level in 2018/19, compared to other schools.

- Secondary schools with less deprived pupil demographics tend to offer more placements, compared to schools with higher pupil deprivation levels. However, there is no significant difference in other measures, or at primary level.

- Primary schools that are closer to an ITT provider tend to offer more placements per school than schools that are further away from an ITT provider. However, there are no significant differences in other measures, or at secondary level.

- There are significant geographical differences in ITT placement capacity. Primary schools in large cities outside London and small coastal areas offer more placements per school than schools in other areas. Secondary schools in large cities outside London offer more placements per school than schools in other areas, while secondaries in London and those in small coastal and non-coastal areas offer fewer placements per school. Secondary schools in small coastal areas were the most likely to have reduced their placement capacity in 2020/21 relative to the level in 2018/19, compared to other schools.

- Urban primary schools are more likely than rural schools to offer placements and tend to offer more placements per school than rural primary schools. However, there is no significant difference on other measures, or at primary level.

- The most-cited considerations which had influenced primary school senior leaders' plans to offer the number of placements that they offered were concerns about the burden on school staff to provide support for ITT students and concerns about having too many different people on the school site. Responses were somewhat similar for secondary senior leaders, although they were less concerned about having too many different people on site.

- The most-cited strategies that would support senior leaders' schools to offer more placements were increased financial support from Government, incentives/recognition for providing trainee placements and increased support from ITT providers. Eighteen per cent of primary senior leaders and 27 per cent of secondary senior leaders said that no changes to existing arrangements would be required for them to offer more.

1 Introduction

The Covid-19 pandemic in 2020 and 2021 caused unprecedented challenges for society, the economy and also for education systems. One of the many impacts of Covid-19 was on the initial teacher training (ITT) system, which was affected in a number of ways, including restrictions on face-to-face lectures and curtailment of school-based training placements as schools closed to all but vulnerable and keyworker children.

Two impacts that became apparent in the summer of 2020, after the initial onset of the crisis, were the reduction in school-based teacher training places and the increase in ITT applications. First, as schools prepared to reopen to more children in June 2020, towards the end of the first national lockdown, the Government issued guidance on how to do so safely. This included reducing visitors to the school site to a minimum. As a result, schools reduced their offers of training placements to ITT providers. A NASBTT survey of school-based ITT providers in June 2020 indicated that half had reported partner schools withdrawing from offering placements (NASBTT, 2020). An NFER survey conducted in July 2020 showed that Covid-19 had led some schools to reduce or withdraw training placement offers, and to an overall reduction in placement capacity (Sharp, *et al.*, 2020).

Second, the uncertainty in the wider labour market, including a collapse in vacancies across the wider economy and the introduction of the furlough scheme, meant increased demand for the relatively secure-looking prospect of teacher training. Applications to postgraduate teacher training surged over the summer of 2020. However, this meant that more trainees would be entering the system in September 2020 and would require more training placements.

In order to allow ITT providers additional flexibility to make the placement capacity that schools were offering cover more trainees, the DfE relaxed the requirements that trainees spend 120 days physically in schools, train in at least two schools and cover the full age and ability range of training. However, the squeeze on placement capacity has highlighted a vulnerability that could continue to impact the ITT sector. There remains a lack of high quality data on the extent to which schools offer training placements, how many, and what factors explain why schools do and do not engage with the ITT sector.

MillionPlus commissioned NFER to conduct this independent analysis to provide fresh insight on these questions. The data analysed is from a survey of school senior leaders which NFER conducted in autumn 2020 (Worth and Faulkner-Ellis, 2021).

2   Data and methodology

In the 2020 autumn term, NFER conducted a senior leader survey with a focus on schools' experience of recruitment and retention during the coronavirus lockdown period. A total of 863 senior leaders responded, from 514 primary schools and 349 secondary schools. The survey responses are statistically weighted to be nationally representative of all mainstream state-funded schools in England. More details on the survey methodology are in the methodology appendix to the Teacher Labour Market 2021 Annual Report, available here:

https://www.nfer.ac.uk/media/4401/methodology_appendix_teacher_labour_market_in_england_annual_report_2021.pdf

One of the questions senior leaders were asked was how many teacher training placements they were planning to take in the 2020/21 academic year. From this question we analyse a range of metrics. First, we calculate what proportion of schools were planning to offer at least one ITT placement, to measure whether or not schools engaged with ITT at all. Second, we calculate the number of placements that each school was offering (including schools that were not offering placements) and take a mean to measure average placement capacity per school.

Third, to account for the differing size of the teacher workforce in each school, which would influence how many placements they could realistically support, we measure the ratio of ITT placements offered to FTE teachers, using published data on the number of teachers from the 2019 School Workforce Census. We take a median to measure a typical ratio among schools (rather than a mean, which is prone to extreme values in small numbers of cases where there is erroneous data).

Finally, we analyse responses to a follow-up question, asking senior leaders whether the number of placements they were offering in 2020/21 was more, less or about the same (or if they didn't know) as in 2018/19.

We analyse the data separately for primary and secondary schools and also explore variation in responses by different types of school including:

- religious character of the school
- school type (local authority maintained, stand-alone academy, multi-academy trust)
- Ofsted rating
- quintile of pupil deprivation (proportion of pupils eligible for free school meals (FSM))
- straight-line distance between the school and the nearest ITT provider
- geographical area type[1]
- rural or urban area.

We conduct statistical tests to assess whether the differences between different school types are statistically significant (at the 95 per cent level). For the proportion of schools offering at least one ITT placement and average ITT placements offered measures, we calculate an F test from an

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[1] Defined according to the Travel to Work Area that the school is in. See Teacher Workforce Dynamics in England, p93 for details on the area categorisation.

analysis of variance. For the median ITT placements per FTE teacher we calculate a Median test. For the comparison of placements in 2020/21 to 2018/19 we calculate a likelihood ratio chi-squared test.

We also present results from analysis of two further multiple response questions asked in the survey on the considerations that influenced senior leaders' plans to take that number of ITT placements and what broader strategies might support or encourage their school to take more trainee teachers on ITT courses.

The findings from these analyses are shown in section 3.

3 Results

Table 3.1 shows each measure for primary and secondary schools. The data shows that secondary schools have a higher likelihood of engaging with ITT and have a higher average number of placements, compared to primary school. However, this is mainly a reflection of the size of secondary schools: the median number of placements per teacher is similar between primary and secondary schools. Secondary school leaders were less likely than primary school leaders to say that their school was offering less placement capacity than in 2018/19.

Table 3.1. ITT placement capacity by phase

	At least one ITT placement (%)	Average ITT placements offered per school	Median ITT placements per FTE teacher	Compared to 2018/19			
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary	64.7	2.1	0.10	13.6	26.8	56.8	2.7
Secondary	87.4	5.9	0.08	14.6	18.3	63.3	3.7
Significant difference?	Yes	Yes	No				Yes

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.2 shows each measure for religious and non-religious primary and secondary schools. There are no significant differences in ITT placement capacity between religious and non-religious schools in either phase.

Table 3.2. ITT placement capacity by phase and school religious character

	At least one ITT placement (%)	Average ITT placements offered per school	Median ITT placements per FTE teacher	Compared to 2018/19			
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary							
Not religious	66.7	2.2	0.10	13.6	26.1	56.9	3.4
Religious	60.3	1.9	0.11	13.7	28.6	56.5	1.2
Significant difference?	No	No	No				No
Secondary							
Not religious	86.5	5.9	0.08	12.1	19.9	64.2	3.9
Religious	91.2	6.2	0.09	25.4	11.9	59.7	3.0
Significant difference?	No	No	No				No

Note: Religious schools include schools from a range of denominations including Church of England, Catholic, Christian, Jewish, Methodist and Muslim.

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.3 shows each measure by type of school, separately for primary and secondary schools. There are no significant differences in ITT placement capacity by school type in the primary phase. In the secondary phase, there is a significant difference in the average number of placements offered by school type. Local authority maintained schools have a lower average number of placements compared to single-academy trust schools and schools in multi-academy trusts.

Table 3.3. ITT placement capacity by phase and school type

	At least one ITT placement (%)	Average ITT placements offered per school	Median ITT placements per FTE teacher	Compared to 2018/19			
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary							
Local authority maintained	64.3	2.0	0.10	13.9	28.7	55.0	2.4
Multi-academy trust	65.7	2.2	0.10	12.7	22.4	61.2	3.6
Single-academy trust	62.0	2.4	0.09	16.7	33.3	50.0	0.0
Significant difference?	No	No	No				No
Secondary							
Local authority maintained	83.3	4.7	0.07	12.8	24.4	61.5	1.3
Multi-academy trust	87.3	6.1	0.09	12.8	19.0	64.6	3.6
Single-academy trust	92.1	6.8	0.09	20.0	10.7	62.7	6.7
Significant difference?	No	Yes	No				No

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.4 shows each measure by school Ofsted rating, separately for primary and secondary schools. Schools rated as requires improvement or inadequate have been combined into one category because of the small sample size in the survey responses of schools with these ratings.

There are no significant differences in ITT placement capacity by Ofsted rating in the primary phase. In the secondary phase, there is a significant difference in the proportion of schools with at least one ITT placement and the average number of placements offered by Ofsted rating. Good and outstanding schools are more likely than requires improvement or inadequate schools to offer placements. Outstanding schools offer the most placements per school, compared to good and requires improvement/ inadequate schools. Outstanding schools were the least likely to have reduced their placement capacity in 2020/21 relative to the level in 2018/19, compared to other schools.

Table 3.4. ITT placement capacity by phase and Ofsted rating

	At least one ITT placement (%)	Average ITT placements offered per school	Median ITT placements per FTE teacher	Compared to 2018/19			
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary							
Outstanding	70.4	2.6	0.11	5.9	23.5	69.4	1.2
Good	64.3	2.1	0.09	15.3	29.5	52.6	2.5
Requires improvement/ Inadequate	56.7	1.8	0.10	15.5	17.2	63.8	3.4
Significant difference?	No	No	No				Yes
Secondary							
Outstanding	92.0	7.4	0.10	10.4	9.0	74.6	6.0
Good	92.9	6.2	0.08	17.2	19.9	60.2	2.7
Requires improvement/ Inadequate	81.0	4.9	0.08	16.4	28.4	52.2	3.0
Significant difference?	Yes	Yes	No				Yes

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.5 shows each measure by school quintile of pupil deprivation (as measured by the proportion of pupils who have been eligible for free school meals any time in the last six years), separately for primary and secondary schools.

There are no significant differences in ITT placement capacity by pupil deprivation quintile in the primary phase. In the secondary phase, there is a significant difference in the average number of placements offered by pupil deprivation quintile. Schools with less deprived pupil demographics tend to offer more placements compared to schools with higher pupil deprivation levels.

Table 3.5. ITT placement capacity by phase and pupil deprivation quintile

	At least one ITT placement (%)	Average ITT placements offered per school	Median ITT placements per FTE teacher	Compared to 2018/19			
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary							
Lowest 20% FSM	75.2	2.6	0.16	19.4	23.3	57.3	0.0
Middle-lowest 20% FSM	61.2	2.0	0.09	10.9	25.7	60.4	3.0
Middle 20% FSM	63.0	1.9	0.08	15.0	30.0	52.0	3.0
Middle-highest 20% FSM	63.0	1.9	0.09	9.1	27.3	60.6	3.0
Highest 20% FSM	64.7	2.3	0.09	15.0	28.0	53.0	4.0
Significant difference?	No	No	No				No
Secondary							
Lowest 20% FSM	91.2	7.8	0.09	16.9	9.2	72.3	1.5
Middle-lowest 20% FSM	92.9	6.9	0.09	15.2	12.1	66.7	6.1
Middle 20% FSM	94.5	5.9	0.09	16.4	25.4	53.7	4.5
Middle-highest 20% FSM	87.3	5.2	0.07	16.9	18.5	61.5	3.1
Highest 20% FSM	80.5	5.3	0.07	10.9	32.8	54.7	1.6
Significant difference?	No	Yes	No				No

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.6 shows each measure by straight-line distance between the school and their nearest ITT provider, separately for primary and secondary schools. School and ITT provider locations are defined according to the geographical location of their postcodes.

There are no significant differences in ITT placement capacity by distance to the nearest ITT provider in the secondary phase. In the primary phase, there is a significant difference in the average number of placements offered by distance to the nearest ITT provider. Primary schools that are closer to an ITT provider tend to offer more placements per school than schools that are further away from an ITT provider.

Table 3.6. ITT placement capacity by phase and distance to nearest ITT provider

| | At least one ITT placement (%) | Average ITT placements offered per school | Median ITT placements per FTE teacher | Compared to 2018/19 | | | |
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary							
Less than 5km	67.4	2.5	0.11	18.0	23.3	56.6	2.1
5-10km	63.5	2.1	0.08	10.1	28.7	58.1	3.1
10-15km	70.5	1.6	0.12	13.6	19.7	65.2	1.5
More than 15km	59.1	1.8	0.08	10.7	33.6	51.9	3.8
Significant difference?	No	Yes	No				No
Secondary							
Less than 5km	90.0	6.3	0.09	12.5	19.3	63.6	4.5
5-10km	83.3	5.9	0.08	17.1	17.1	61.4	4.3
10-15km	87.4	5.7	0.10	18.8	21.9	59.4	0.0
More than 15km	85.0	5.4	0.08	15.3	16.7	65.3	2.8
Significant difference?	No	No	No				No

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.7 shows each measure by type of geographical area, separately for primary and secondary schools. Schools' geographical area is defined based on the Travel to Work Area that it is in. See NFER's [Teacher Workforce Dynamics in England report,](#) p93 for details on the area categorisation.

In the primary phase, there is a significant difference in the average number of placements offered by geographical area type. Primary schools in large cities outside of London and in small, coastal areas tend to offer more placements compared to primary schools in other areas.

There are significant differences between secondary schools on all the measures. Secondary schools in London are less likely to offer placements at all, offer fewer placements and offer fewer placements per teacher than schools in other areas. Secondary schools in London were also less likely to say they were offering more placements in 2020/21 than in 2018/19, compared to other schools. In contrast, secondary schools in large cities outside of London are more likely to offer placements, offer more placements and offer more placements per teacher than schools in other areas.

Table 3.7. ITT placement capacity by phase and geographical area type

	At least one ITT placement (%)	Average ITT placements offered per school	Median ITT placements per FTE teacher	Compared to 2018/19			
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary							
London	63.3	2.2	0.09	16.7	29.6	50.0	3.7
Large cities	67.7	2.5	0.13	15.1	23.3	59.7	1.9
Medium-sized urban	64.8	1.9	0.10	13.7	24.5	58.3	3.6
Small, non-coastal	58.6	1.5	0.07	9.3	34.0	53.6	3.1
Small, coastal	67.2	2.5	0.13	13.8	29.2	55.4	1.5
Significant difference?	No	Yes	No				No
Secondary							
London	77.6	4.2	0.06	3.8	17.3	67.3	11.5
Large cities	93.3	6.9	0.10	13.8	19.3	65.1	1.8
Medium-sized urban	87.3	6.3	0.08	20.7	9.8	67.4	2.2
Small, non-coastal	91.1	5.6	0.07	21.8	23.6	50.9	3.6
Small, coastal	79.7	5.1	0.08	7.3	26.8	61.0	4.9
Significant difference?	Yes	Yes	Yes				Yes

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.8 shows each measure by school rurality, separately for primary and secondary schools. There are no significant differences in ITT placement capacity by rurality in the secondary phase. In the primary phase, there is a significant difference in the proportion of schools with at least one ITT placement and the average number of placements offered by rurality. Urban primary schools are more likely than rural schools to offer placements and tend to offer more placements than rural primary schools.

Table 3.8. ITT placement capacity by phase and rurality

	At least one ITT placement (%)	Average ITT placements offered per school	Median ITT placements per FTE teacher	Compared to 2018/19			
				More (%)	Less (%)	About the same (%)	Don't know (%)
Primary							
Rural	56.2	1.7	0.11	16.9	26.5	54.4	2.2
Urban	68.9	2.3	0.10	12.8	26.5	57.9	2.7
Significant difference?	Yes	Yes	No				No
Secondary							
Rural	82.6	5.3	0.08	20.5	10.3	64.1	5.1
Urban	89.4	6.2	0.08	14.3	20.5	61.4	3.8
Significant difference?	No	No	No				No

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.9 shows the proportion of senior leaders who responded to each option put to them, in answer to the question of which considerations had influenced their school's plans to offer the number of placements that they offered. The most-cited considerations for primary senior leaders were concerns about the burden on school staff to provide support for ITT students and concerns about having too many different people on the school site. Primary leaders also cited concerns about pupils having enough time with their qualified class teachers, as well as positive aspects such as using trainees to support teaching capacity and recruitment.

Responses were somewhat similar for secondary senior leaders, although they were less concerned about having too many different people on site and more positive about trainees supporting recruitment.

Table 3.10 shows the same responses, split by the school's level of engagement with ITT (measured by the number of placements they were offering, grouped into: none, below average and above average). The breakdowns reveal some considerable differences, particularly showing schools that were not engaged with ITT being more likely to emphasise concerns and less likely to emphasise beneficial aspects, with highly-engaged schools citing the opposite.

Table 3.9. Considerations influencing ITT placement capacity

Which, if any, of the following considerations influenced your school's plans to take this number of ITT placements in the 2020-21 school year?	Primary (%)	Secondary (%)
Concerns about the burden on school staff to provide support for ITT students	40	30
Concerns about having too many different people in school (e.g. social distancing)	39	17
Concerns that pupils need to have as much time as possible with their qualified class teacher to enable lost time during school closures to be regained	31	18
To support teaching capacity (e.g. trainees available to work with small groups of pupils)	31	18
To support recruitment (e.g. potential to identify high-quality trainees to employ next year)	25	36
Concerns about the teaching quality of trainee applicants	16	11
We don't have any links with ITT providers	8	3
The number of ITT placements we offer is mandated by the MAT/Partnership	6	15
Other	7	7
None of the above	12	22

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.10. Considerations influencing ITT placement capacity, by level of engagement with ITT

Which, if any, of the following considerations influenced your school's plans to take this number of ITT placements in the 2020-21 school year?	Primary (%)			Secondary (%)		
	No engagement	Some engagement (1-2 placements)	High engagement (more than 2 placements)	No engagement	Some engagement (1-5 placements)	High engagement (more than 6 placements)
Concerns about the burden on school staff to provide support for ITT students	54	41	24	37	35	22
Concerns about having too many different people in school (e.g. social distancing)	49	42	26	22	17	16
Concerns that pupils need to have as much time as possible with their qualified class teacher to enable lost time during school closures to be regained	42	32	19	20	20	17
To support teaching capacity (e.g. trainees available to work with small groups of pupils)	6	35	56	4	13	26
To support recruitment (e.g. potential to identify high-quality trainees to employ next year)	3	30	43	11	27	53
Concerns about the teaching quality of trainee applicants	19	16	13	17	13	7
We don't have any links with ITT providers	18	4	1	14	2	2
The number of ITT placements we offer is mandated by the MAT/Partnership	5	8	3	13	16	15
Other	7	4	11	4	7	8
None of the above	13	12	13	26	24	18

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.11 shows the proportion of senior leaders who responded to each option put to them, in answer to the question of what strategies would support their school to offer more placements. The most-cited strategies for both primary and secondary senior leaders were: increased financial support from Government, incentives/recognition for providing trainee placements and increased support from ITT providers. Fewer senior leaders cited adaptations to ITT requirements, increased emphasis on remote/ virtual/ blended training opportunities for trainees and clarity/guidance on modification or safety. Eighteen per cent of primary senior leaders and 27 per cent of secondary senior leaders said that no changes to existing arrangements would be required to offer more.

Table 3.12 shows the same responses, split by the school's level of engagement with ITT. The breakdowns show broadly the same response patterns, but revealing several differences. In particular, schools that were not engaged with ITT seemed more likely to cite clarity/guidance on modifications to and/or safety of ITT placements than highly-engaged schools. Unengaged schools were also less likely to cite incentives/ recognition for providing trainee placements as a strategy, compared to highly-engaged schools. Strikingly, 42 per cent of unengaged secondary schools responded that no changes to existing arrangements would be required to encourage them to take more trainees, suggesting an openness to considering partnership with training providers.

Table 3.11. Strategies that would encourage more ITT placement capacity

What broader strategies, if any, would support or encourage your school to take more trainee teachers on ITT courses this school year?	Primary (%)	Secondary (%)
Increased financial support from Government	64	56
Incentives/ recognition for providing trainee placements	45	36
Increased support from ITT provider/s	32	24
Adaptations to ITT requirements (e.g. number/range/length of placements)	22	18
Increased emphasis on remote/virtual/blended training opportunities for trainees	21	18
Clarity/guidance on modifications to ITT placements	16	9
Clarity/guidance on safety of ITT placements	14	9
Other	2	2
None; no changes to existing arrangements required	18	27

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

Table 3.12. Strategies that would encourage more ITT placement capacity, by level of engagement with ITT

What broader strategies, if any, would support or encourage your school to take more trainee teachers on ITT courses this school year?						
	Primary (%)			Secondary (%)		
	No engagement	Some engagement (1-2 placements)	High engagement (more than 2 placements)	No engagement	Some engagement (1-5 placements)	High engagement (more than 6 placements)
Increased financial support from Government	63	66	63	43	60	56
Incentives/ recognition for providing trainee placements	38	45	53	20	34	42
Increased support from ITT provider/s	39	30	27	19	33	16
Adaptations to ITT requirements (e.g. number/range/length of placements)	23	21	22	23	17	16
Increased emphasis on remote/virtual/blended training opportunities for trainees	20	23	19	12	22	15
Clarity/guidance on modifications to ITT placements	21	14	15	19	9	6
Clarity/guidance on safety of ITT placements	21	9	11	21	11	3
Other	4	2	1	0	1	5
None; no changes to existing arrangements required	19	17	18	42	22	28

Source: NFER analysis of NFER autumn term 2020 senior leader survey data.

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