

Training our next generation of outstanding teachers

Implementation plan

November 2011

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Foreword by the Secretary of State for Education



Since the launch of the Schools White Paper a year ago, I have been struck by the dedication and commitment in schools and universities alike to play their part in the recruitment and training of new teachers. There is clear consensus that we can work together to enhance the status of the teaching profession and attract and train a new generation of outstanding teachers.

The response to our initial teacher training (ITT) strategy consultation in the summer was excellent and has helped to refine what needs to be done. A summary of the consultation responses is published in a separate document.

This ITT strategy implementation plan reaffirms our commitment to recruiting the very best graduates into teaching, securing better value from the public investment in ITT, and reforming training so that more ITT is led by schools and there is a focus on the most important elements of being a teacher.

The plan sets out in further detail the proposals from the ITT strategy that the government will take forward. It is aimed primarily at those who will now work together to make a reality of the strategy: schools and universities, teachers and teacher trainers. It follows the same themes that each chapter of the strategy covered: the quality of trainees; better investment – better teachers; reform of training. The plan also includes a chart setting out the important dates and milestones in the implementation of the strategy.

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. The quality of teacher trainees

1. In the initial teacher training strategy we cited the strong evidence that links teacher quality above all other factors to pupils' attainment. We set an ambition that England should match the best-performing countries in the world in the quality of teachers that it recruits. To achieve this we put forward proposals in the Schools White Paper, the ITT strategy and other announcements that included:
 - a) expanding the Teach First programme, which has so successfully raised the status of teaching as a career choice among top graduates;
 - b) encouraging Service Leavers to become teachers through a new Troops to Teachers programme;
 - c) placing more emphasis on selection processes and trainee quality in making judgements about an ITT provider's quality;
 - d) setting a higher bar for entry to ITT courses.
 - e) making it easier for schools to employ the qualified teachers with the range of skills that they need

We will expand Teach First even further

2. Given Teach First's outstanding record in recruiting top graduates into teaching in challenging schools, we set out plans in the Schools White Paper for a significant expansion of the programme, doubling its size in this parliament. We want as many challenging schools as possible to benefit from the programme and we have been working with Teach First on plans to expand even further. Teach First is also following up on the commitment in the Schools White Paper to an employment-based route to attract high-fliers from other professions by developing its programme to attract more career changers.

We will launch the Troops to Teachers programme

3. We know that Service Leavers can make outstanding teachers, role models and mentors. They have the ability to relate to young people from difficult backgrounds. In the Schools White Paper we committed to support Service Leavers to bring these skills into schools. The armed forces charity SkillForce is already extending its programme that trains Service Leavers as mentors to work with young people with behavioural or family problems and those at risk of exclusion. We will introduce further elements of the programme, including:
 - a) support for Service Leavers to gain qualified teacher status;
 - b) a new role for Service Leavers to have a lead in a school on behaviour and work with students at risk of exclusion or exhibiting anti-social behaviour;
 - c) support for Service Leavers with the right abilities to move directly into school leadership positions.

We will work with Ofsted to improve the quality of selection by ITT providers

4. Given their central role in the selection of trainees, ITT providers will play an important part in meeting the ambition of recruiting teachers from among the best graduates.

We expect providers to have in place rigorous selection processes so that only candidates with excellent subject knowledge and aptitude for teaching enter training.

5. Ofsted is currently consulting on its new framework for the inspection of teacher training. DfE will work with Ofsted so that the framework reinforces the need for rigorous selection and evidence of the recruitment of high quality trainees.
6. The Training and Development Agency for Schools (TDA) will continue work to ensure that ITT providers have access to a range of high quality tools to assess non-cognitive skills such as self-organisation as part of selection for entry on to ITT courses.

The skills tests will become entry tests for ITT

7. Currently trainees must pass skills tests before gaining qualified teacher status (QTS). We proposed in the strategy that these should become entry tests for teacher training. We also proposed to limit candidates to two resits. These changes will come into force from September 2012 for trainees who are starting training from September 2013.
8. At the same time the TDA will begin a review of the skills tests to ensure that they are testing candidates to meet rigorous standards of literacy and numeracy. We will introduce the reviewed skills tests in September 2013 for trainees who are starting training from September 2014. In the mean time, while the skills tests are being reviewed, we will raise the pass mark for the tests for candidates that take them as entry tests between September 2012 and September 2013. The TDA will write shortly to ITT providers with further detail of the operation of the skills tests as entry tests.
9. We also proposed in the strategy to remove the ICT skills test, which is no longer needed. Subject to parliamentary approval of changes to the relevant regulations, we intend that passing the IT skills test will not be a requirement for achieving qualified teacher status from April 2012. The literacy and numeracy skills tests will continue to be a requirement for gaining qualified teacher status for trainees on courses in the 2011/12 and 2012/13 academic years, after which the tests become an entry requirement.

New routes into teaching will make it easier for schools to employ those with the skills that they need

10. Subject to approval by parliament, from April 2012 schools will be able to employ, as qualified teachers, holders of qualified teacher learning and skills (QTLS) status. QTLS is the professional status for teachers in further education. Head teachers will have the freedom to employ the qualified teacher that best meets the requirements of the job, regardless of whether their background is in schools or further education.
11. In addition, subject to approval by parliament, those who qualified as teachers in Australia, New Zealand, Canada and the United States will from April 2012 automatically be able to teach as qualified teachers in England, without additional training.
12. DfE is consulting until December 2011 on the amendments to regulations that are required to introduce these changes. The consultation is on the DfE website.

2. Better investment – better teachers

1. In the ITT strategy we committed to a continuing high level of public investment in ITT. We set out how we could spend that investment most effectively to meet our ambitions, targeting it at incentives for the highest quality graduates and in those subject areas where it is still difficult to recruit enough trainees. We also proposed to reconsider the funding of the graduate teacher programme, and to make it easier to apply to teacher training.

We will proceed with using financial incentives to attract the best graduates in the subjects where they are most needed

2. The ITT strategy proposed new financial incentives, with much higher bursaries than in previous years, particularly for trainees with good degrees in the subjects where it is hardest to recruit teachers. This approach offers a good basis from which to raise the status of teaching as a career choice and incentivise better quality graduates to become teachers. Subject to some important enhancements to the operation of the bursary scheme, in 2012/13 we will introduce bursaries based on the framework outlined in the ITT strategy.

We will enhance the bursary scheme by recognising exceptional achievement outside of degree result and using bursaries to incentivise course completion

3. The 2012/13 bursary scheme will give flexibility in exceptional circumstances for trainees to receive a higher bursary than their degree class would otherwise allow. This will allow the system to take account of, for example, trainees with a 2.2 and a PhD or proven exceptional subject knowledge gained from another career. TDA is also working with the National Academic Recognition Information Centre for the United Kingdom (UK NARIC) to provide guidance to ITT providers on determining degree classification equivalence for trainees with degrees from outside the UK.
4. In addition the Teaching Agency will phase payment of the bursaries over the duration of the course in order to incentivise completion. This will include, for example, paying part of the larger bursaries as a course completion bonus.

We will focus ITT funding on recruiting and training more specialist mathematics, physics and chemistry teachers

5. Specialist teachers in the sciences are essential to high quality teaching of these subjects. Too often these subjects are taught by teachers with a background in a different science specialism. We have already proposed in the ITT strategy bursaries of up to £20,000 to attract more chemistry and physics specialists into teaching. We will proceed with awarding these bursaries. In addition we will introduce a new prestigious physics teacher training scholarship to be awarded by the Institute of Physics (see box below).
6. General science ITT courses are not as effective as specialist courses in preparing trainees to teach physics, chemistry and biology. In 2012/13 trainees on general science courses will not attract any bursary. The TDA and, from April 2012, the Teaching Agency will work with ITT providers to reduce the volume of general science training in favour of specialist courses, and to focus specialist physics, chemistry and

biology courses on preparation for the discrete teaching of those specialisms, rather than science as a single subject.

7. With the support of the Institute of Physics, we will launch in 2012/13 a pilot ITT course in physics with mathematics. Trainees on this course will be eligible for bursaries of up to £20,000. We expect this to be particularly attractive to high quality physics and engineering graduates, who often have a strong interest in both physics and mathematics.

Institute of Physics teacher training scholarships

New Institute of Physics (IoP) teacher training scholarships will help to attract more of the best graduates into physics teaching. IoP has excellent links to physics specialists through its university and member networks. Working with experts in teaching practice, IoP will be able to award scholarships to candidates with exceptional subject knowledge, enthusiasm for the study of physics, and outstanding potential to teach. IoP's relationship with the scholars will continue into their teaching careers to develop a cadre of outstanding physics teachers who are part of a community of physicists across schools, universities and industry.

The scholarships will be worth £20,000 in addition to benefits such as membership of the Institute. Any graduate with a 2.1 or first who is intending to do a mainstream physics ITT course will be able to apply. Around 100 scholarships will be available, with DfE providing the funding for the payments of £20,000 to the IoP teacher training scholars. IoP will begin recruitment for the scholarships during autumn 2011. Further details are available on the IoP's website: www.iop.org.

We will consider expanding the model of the Institute of Physics scholarships to other subject specialisms for 2013/14. DfE would be pleased to consider approaches from other organisations that are interested in attracting and selecting trainees for the award of outstanding teacher training scholarships.

We will encourage the recruitment and training of more specialist primary teachers

8. Successful secondary teaching, especially in the sciences and mathematics, must be founded on outstanding subject teaching at primary level. Yet currently most primary ITT prepares trainees for generalist primary teaching. More schools should be able to employ primary teachers that they can deploy as specialist subject teachers in the sciences, mathematics, languages or other subjects. For the allocation of ITT places from 2012/13, TDA will prioritise primary courses that offer a specialism, particularly in the sciences, mathematics or modern languages. For 2013/14 we expect to adjust financial incentives for trainees to favour trainees on specialist primary courses with a good A-level in mathematics, a science, or a language, over those on generalist courses.

We will require most trainees to hold a 2.1 or first to be eligible for a bursary

9. We want to make it clear that teaching is a prime career choice for the highest quality graduates, as it is in the top performing school systems in the world. The bursary must be an award to incentivise the best people into teaching. Primary trainees and those in most secondary specialisms will therefore require at least a 2.1 to be eligible for a bursary from 2012/13.

We will offer the top level of bursaries for modern language trainees in 2012/13

10. The amount of modern language teaching has declined significantly in recent years. However schools that are choosing to offer pupils the English Baccalaureate are now restoring languages to the timetable. To meet this demand from schools for more modern language teachers, in 2012/13 secondary trainees will be eligible for the top level of bursaries. Once the modern language teacher workforce has grown to meet the needs of schools that offer the English Baccalaureate, we expect to lower these bursaries. In determining bursaries for 2013/14 we will therefore look in particular at the need for continuing the highest bursaries for modern languages.
11. The table below summarises the financial incentive scheme that will operate in 2012/13.

		Physics, mathematics, chemistry, modern languages	Other priority secondary specialisms ¹ and primary	General science and non-priority secondary specialisms ²
Training bursary 2012/13	Trainee with first	£20,000	£9000	£0
	2.1	£15,000 ³	£5000	
	2.2	£12,000	£0	

12. TDA will write shortly to ITT providers with further detail on the operation of 2012/13 bursaries.

¹ Art and design, design and technology, economics, engineering, English, dance, drama, geography, history, information and communications technology, computer science, classics, music, biology, physical education, primary, and religious education mainstream post-graduate ITT courses attract £9000 bursaries for trainees with a first and £5000 for trainees with a 2.1.

² General science, business studies, citizenship, applied science, health and social care, leisure and tourism, media studies, psychology, social sciences (except economics) ITT courses attract no bursary.

³ Physics trainees with a 2.1 or first are able to apply for an Institute of Physics scholarship. The scholarship is worth £20,000. Trainees who hold the scholarship will not also be eligible for the standard DfE bursary. Physics trainees who are not awarded the scholarship will continue in 2012/13 to be eligible for the standard £20,000 bursary for those with a first, and £15,000 bursary for those with a 2.1.

We will ensure that ITT providers and potential trainees have the information to plan effectively as early as possible

13. It is important that ITT providers and trainees have information about the funding of teacher training early. This gives ITT providers the security to plan and invest in their teacher training provision. It allows potential trainees to make informed decisions, for example knowing whether they can expect a bursary.
14. DfE will write to the TDA along side the publication of this implementation plan to set firm minimum targets for ITT recruitment for the 2012/13 academic year, from which TDA will be able to allocate places to individual providers. We will aim for a similar timetable in setting recruitment targets for 2013/14.
15. This implementation plan confirms bursaries for 2012/13 and we will publicise this information as soon as possible to trainees. For 2013/14 we will aim to publish bursary details in summer 2012 so that all those thinking about training in 2013/14 have this information as early as possible.

Allocations of ITT places will support the principles set out in the ITT strategy

16. As part of allocating ITT places for 2012/13, TDA will write to ITT providers with details of how places will be allocated. The process will reflect the aims set out in the ITT strategy, including further improvement of training quality, encouraging innovation, focussing on the employability of trainees, and rewarding the most effective partnerships between universities and schools. In the case of undergraduate courses, it will also include concentrating places on courses where trainees are of at least the same quality as those on typical post-graduate courses.

We will reform the graduate teacher programme

17. The ITT strategy highlighted the importance of the graduate teacher programme (GTP) in attracting trainees by offering a salary during training. The strategy also suggested a larger contribution from schools to trainees' salaries in order to allow increased participation in the GTP and the opportunity for more trainees to train while based in a school.
18. The responses to the consultation showed that there is a careful balance to strike between assuring the quality of training, giving providers more flexibility and finding a sustainable approach to funding trainees. We want an ITT system that allows for the expansion of school-led training that is similar to that which the GTP can provide, through the growth of school-centred initial teacher training (SCITT). As set out in part three of this implementation plan, we expect the growth of school-led ITT to be through "school direct" and giving priority in the allocation of places to new and existing SCITT provision. This will mean that we can narrow the focus of the remaining GTP to target high quality career changers for whom a salary is particularly important as an incentive. TDA will write to providers with details of how we will implement changes to meet these ambitions.

We will develop a system to make it easier to apply to teacher training

19. The ITT strategy made the case for the importance of an application system that makes it easy for all potential trainees to access any teacher training course in the country, rather than having different systems for different training routes. An improved application system must also reduce the time delay and confusion that results from the sequential consideration of applications: currently candidates' second choice providers are only able to consider their applications once they have been rejected by their first choices.
20. Since the publication of the strategy TDA has worked closely with the Universities and Colleges Admissions Service (UCAS). UCAS runs the system for the majority of applications to ITT through the Graduate Teacher Training Registry (GTTR). UCAS and TDA have made good progress in developing an initial proposal for a single application system that will cover all applications to post-graduate ITT⁴, and allow for some choices to be considered in parallel. Under this proposal applications to teacher training from 2013 for courses that start in September 2014 will be through the single system that allows parallel consideration of applications by ITT providers.

We will make changes to the regulation of teacher training to implement the ITT strategy and reflect changes to higher education

21. Changes proposed in the Higher Education White Paper by the Department for Business, Innovation and Skills to the regulation of higher education, as well as the implementation of the ITT strategy mean that we need to review the arrangements for regulating ITT. This includes retaining powers, such as controlling trainee numbers, even where there is no direct funding relationship between the new Teaching Agency and an ITT provider.
22. The TDA will consult shortly on changes to the Secretary of State's initial teacher training requirements and on the criteria for accreditation of ITT providers. DfE will continue to work closely with the Department for Business, Innovation and Skills so that changes to the regulation of higher education proposed in the HE White Paper can be reflected in arrangements for ITT. Where necessary this will include allowing for a different approach specifically for ITT.

The new Teaching Agency will replace the TDA from April 2012

23. Subject to parliamentary approval, the Training and Development Agency for Schools will close in March 2012. The new Teaching Agency will launch immediately after the closure of TDA and will take on many of its functions, including those for ITT. Details of the set-up and functions of the new agency will continue to be published in the lead-up to launch.
24. The new agency will have some important differences from the TDA, including direct accountability to ministers. It will also have a central role in implementing the ITT strategy as set out in this plan. The transition itself should not have a significant effect on the relationship between government and ITT providers.

⁴ Teach First has a different recruitment model and will continue to run its own application system

3. Reform of training

1. The ITT strategy set out the evidence for a strong link between the quality of teacher training and high quality school-based activities based on demonstration and peer review. The strategy also argued that, as employers of newly qualified teachers, schools have a critical interest in initial teacher training, and should play a greater role in leading the recruitment, selection and training of teachers. We put forward proposals to:
 - a) make it easier for schools to lead teacher training;
 - b) encourage more universities to follow the example of the integrated working of the best university-school partnerships;
 - c) focus ITT on the skills and knowledge that trainees will need most once they are working in the classroom as qualified teachers.

We will launch “school direct” to give more schools the opportunity for close involvement in ITT

2. The ITT strategy proposed a new system, “school direct”. The system allows schools to control access to funding for ITT and therefore become closely involved in the selection and training of trainees who are expected to go on to work in the school. It also offers more trainees the opportunity to choose training that is linked to a particular school. The box below describes “school direct” as it was proposed in the strategy and as we will proceed with implementing it. From a minimum of 500 places in 2012/13 we will aim to increase the number of “school direct” places quickly in future years, in line with demand from schools. In addition, as proposed in the ITT strategy, in 2012/13 we will offer an additional payment, worth 25 per cent of their bursary, to trainees on “school direct” places that are based in schools where more than a quarter of pupils are eligible for free school meals. TDA will publish further details on the operation of “school direct” shortly and invite schools to apply for places.

“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 that are 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.

The new teaching schools will play a central role in further improvement in the quality of training

3. Since the publication of the ITT strategy, the National College for School Leadership (NCSL) has designated the first cohort of teaching school alliances. These will lead the school system in training and developing outstanding teachers. Their remit includes both the development of existing teachers through peer-to-peer training, coaching and mentoring and also supporting the training of new teachers. All teaching schools will undertake these core roles, along with school-to-school support. Teaching schools will also be co-ordinating schools across their alliances to increase the ownership of ITT among schools, and to improve the range and quality of trainees’ experience.
4. This will include a variety of approaches - for example, supporting the development of the highest quality school placements and trainee mentors across their alliance, working with a university to ensure that selection and training meets the needs of local schools, or managing “school direct” places for their alliance of schools. We anticipate that a significant number of teaching schools will take part in “school direct” and some will seek accreditation as ITT providers in their own right (see below). There are also a number of teaching schools which will choose to concentrate on other parts of their role and develop their contribution to ITT more gradually.
5. NCSL will designate a further 100 teaching schools for the 2012/13 academic year. This will rise to a network of 500 schools and their alliances by 2014/15.

More schools will have the opportunity to become accredited ITT providers

6. Some groups of schools may be ready to offer initial teacher training in their own right, separately from an existing accredited provider of ITT. They must be able to offer high quality school-based training and have the potential to develop the administrative infrastructure required to run ITT. This might include some teaching school alliances and successful chains of academies. Over the coming year, TDA will work with groups of schools to discuss the potential for accreditation and priority allocation of teacher training places in 2012/13.

SCITT partnerships will contribute to the growth of school-led ITT

7. TDA will prioritise existing high quality school-centred initial teacher training (SCITT) providers in allocating places. TDA will also consider proposals from existing providers that do not currently offer SCITT-style provision, but would like to set up a partnership to do so and migrate places over to the partnership. Over the current parliament we expect the growth of “school direct”, the accreditation of more groups of schools as ITT providers and the expansion of other SCITT-style provision to lead to a significant increase in school-led teacher training.

We will work with Ofsted to improve the strength of university-school partnerships

8. The ITT strategy argued that outstanding teacher training with strong school involvement can be found in all types of training. Meaningful involvement of schools in teacher training is already found in the best university-led partnerships that offer PGCE courses. While increasing the role of schools through “school direct” and accrediting groups of schools as ITT providers, we will also require university ITT providers to involve schools fully in their provision. DfE and TDA will work with Ofsted so that its new inspection framework recognises the features of outstanding university-school partnerships, where schools are closely involved in the selection of trainees and the design and delivery of training. The allocation of ITT places will prioritise providers that have such arrangements in place so that only universities and other providers who demonstrate extensive school involvement and high quality training continue to have a role in ITT.

University training schools will provide a new approach to integrating teacher training into school practice

9. We will establish a few innovative and prestigious University Training Schools (UTSs) in England. These will be aligned with the essential elements of training schools in Finland. These go significantly beyond the traditional partnership arrangements that some universities currently have with schools. UTSs will be run by some of our best providers of ITT and will deliver three core functions: teaching children, training teachers and undertaking research. Universities will be responsible for running UTSs and will operate outside the maintained sector as academies/free schools, so that a governance model can be put in place to give the university the appropriate level of control. UTSs will be designated according to strict criteria, which will be published shortly.

The new teachers' standards will focus ITT on preparing trainees to offer outstanding classroom teaching

10. Since the publication of the ITT strategy the DfE has published a new set of teachers' standards, following a review led by the outstanding head teacher Sally Coates. They provide a framework of clearly defined standards against which trainees' and teachers' performance can be judged effectively. They focus on the core job of a teacher – delivering outstanding education. The large volume of guidance that accompanied the previous standards will be removed so that ITT providers have the flexibility to design the programmes that best prepare trainees for assessment against the standards and to meet the needs of schools. Assessments for qualified teacher status from September 2012 will be against the new standards.

We will continue work to improve training in systematic synthetic phonics and behaviour management

11. The ITT strategy described work to match providers that offer outstanding training in systematic synthetic phonics or behaviour management with under-performing providers. TDA and, from April 2012, the Teaching Agency will continue with this work. We will also strengthen monitoring arrangements for training in these two essential areas, including through specific Ofsted inspections. We will introduce a process to remove accreditation from consistently under-performing providers.

ITT will need to prepare trainees for the new National Curriculum

12. We are reviewing the National Curriculum for five to 16 year olds to ensure that it has a greater focus on the essential knowledge and understanding that all children should acquire. The new National Curriculum will leave teachers to decide how to teach it most effectively and to design a wider school curriculum that best meets the needs of their pupils. The TDA and, from April 2012, the Teaching Agency will work with ITT providers to consider the implications of the new National Curriculum for ITT to ensure that teachers are able to plan for and teach the new curriculum.

ITT implementation dates

2011				2012					2013	
Sept	Oct	Nov	Dec	Apr	May	Jun	Jul	Aug	Sept	Sept
Targets and Allocations										
		◆ DfE publishes ITT targets for 2012/13	◆ TDA notifies providers of mainstream allocations							
Bursaries										
		◆ DfE publishes bursaries for 2012/13					◆ DfE publishes bursaries for 2013/14			
Skills Tests										
				◆ ICT skills test withdrawn. Any trainees assessed for QTS from this point do not need to pass the ICT skills test				◆ Pre-entry literacy and numeracy skills tests launched. Trainees entering ITT from September 2013 must pass the skills test before entry to their training		◆ New revised literacy and numeracy skills tests launched for trainees starting training in September 2014
Regulation of ITT										
	◆ Ofsted's consultation on the new Initial Teacher Education inspection framework begins	◆ Consultation begins on regulation of ITT from 2012/13, including changes to SoS's accreditation and ITT requirements						◆ New Ofsted inspection framework comes into effect		◆ Implementation of changes to ITT requirements and accreditation criteria

2011				2012					2013	
Sept	Oct	Nov	Dec	Apr	May	Jun	Jul	Aug	Sept	Sept
Teacher Regulation				<ul style="list-style-type: none"> ◆ Schools permitted to employ holders of QTLS status as teachers ◆ Teachers who trained in New Zealand, Canada, Australia and USA automatically eligible for QTS 					<ul style="list-style-type: none"> ◆ New teacher standards come into force. Any new trainees assessed for QTS from 1st September must be assessed against the new standards 	
School Involvement in ITT									<ul style="list-style-type: none"> ◆ Second tranche of teaching school designation 	
Applications										<ul style="list-style-type: none"> ◆ Single application system launches for trainees starting in September 2014
Teaching Agency				<ul style="list-style-type: none"> ◆ Teaching Agency launches, following the closure of the Training and Development Agency for Schools 						

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Search using ref: DfE-00038-2011

ISBN: 978-1-78105-019-4

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