Dear Graham,

Thank you for inviting me to present evidence at the recent Education Select Committee on the rationale for and performance of National College for Teaching and Leadership (NCTL).

During the session you asked for some additional information which I have responded to below.

1. The continuing availability of material from the former NCTL website (Q57)

The websites of the former National College for School Leadership (NCSL) and the Training and Development Agency for Schools (TDA) underwent substantial change as a result of the Arms Length Body (ALB) reform programme during 2012. Resources from each of the sites are available through the web archive of The National Archives on the following links:

NCSL  [http://tinyurl.com/o6lwqw9](http://tinyurl.com/o6lwqw9)

TDA  [http://tinyurl.com/k5k4xbq](http://tinyurl.com/k5k4xbq)

Most of the content was available on the Department’s website before the transition to GOV.UK. From May 2012 onwards, NCSL operated a membership site which required membership registration and login. This site closed in September 2014. Since July 2014 it is now available, free of charge, via the following link:

[http://tinyurl.com/lhcjobe](http://tinyurl.com/lhcjobe)

From September 2014 we made selected, former NCTL leadership programme materials freely to the system to use for leadership development. These materials are available here and will be added to as existing licensed programmes come to an end: [https://www.nationalcollege.org.uk/](https://www.nationalcollege.org.uk/)

2 March 2015
2. Numbers of trainees on subject shortage teacher training course, including Subject Knowledge Enhancement (SKE) (Q85)
Our provisional data shows that there were 2,010 pre ITT SKE funded places in 2013/14.

In addition, 45 Teaching School Alliances are currently involved in a project to design and deliver Post ITT SKE provision in secondary maths, physics, chemistry, computing, languages and primary maths. This is aimed at improving or refreshing specific subject knowledge for current teachers to retrain in shortage subjects. From September 2014 to date, there have been 938 participants.

3. Details (and numbers when available) of the scheme to support students through university (Q86)
On 8 December 2014 the Prime Minister announced proposals to recruit up to 2,500 additional specialist maths and physics teachers over the next Parliament. As part of that we have been exploring what additional incentives might encourage more maths and physics graduates to commit to a career in teaching. The Secretary and State and her Ministers are currently considering advice on these options with a view to announcing further details shortly.

4. Details of teacher vacancy rates for specific subjects (Q90)
The committee asked for information on the vacancy rates for English, maths and science. The School workforce in England: November 2013 Statistical First Release http://tinyurl.com/ks2bvvv shows that in secondary schools there were 220 vacancies for English, 220 for maths and 230 in all sciences. These vacancies include posts which have been filled on a temporary basis.

5. Information on the quality of graduates going into teaching, beyond degree class (Q96)
The Department does not hold this information. It has information on the degree classes of new entrants to postgraduate programmes. The November 2014 ITT trainee number census Statistical First Release http://tinyurl.com/mlkpsmc shows that overall, 73% of new entrants with degrees on postgraduate programmes held a first class or 2:1 classified degree.

6. NCTL analysis of cold spots for good teachers and how allocation of funding reflects this in relation to the Teaching Leaders programme (Q113)
Please see Annex A for further information.

7. Data on satisfaction with NCTL courses over time (Q120)
Up to September 2014, NCTL encouraged participants to report their levels of satisfaction on each leadership module.

Data showed that:
- When asked if they would recommend the qualification to a colleague, 92% of NPQH participants, 86% of NPQSL participants and 84% of NPQML participants confirmed that they would.
- When asked about the quality and relevance of the modules and the leadership curriculum, 62% of those who responded rated the modules and its delivery at 100% satisfaction, a further 27% rated the modules and their delivery at 80% satisfaction
Since September 2014, licensees are encouraged to collect their own data. In addition we have commissioned CfE Research to lead an independent assessment of the NPQ modules and the Leadership Curriculum, looking at customer satisfaction and impact. Following the next round of longitudinal surveys, the final evaluation results will be published in summer 2016.

8. Evidence on the quality of non-qualified teachers (Q156)
The Department does not collect information regarding the quality of individual teachers, whether QTS-holders or not. Equally, Ofsted does not inspect and grade individual lessons as part of the school inspection process. We are not aware of any independently produced studies relating to the quality of non-QTS teachers in England.

The number of unqualified teachers in schools fell between 2010 and 2013 (the latest year for which data is available http://tinyurl.com/ks2bvyy). In November 2013, there were 17,100 unqualified teachers in state-funded schools, compared with 17,800 in November 2010 and 18,800 in 2005. The overwhelming majority (96%) of teachers in state-funded schools hold QTS – this includes 95% of teachers in academies, and 97% of those in local authority-maintained schools.

Judgements about the quality of teaching are made at school-level, and it is the responsibility of the head teacher to ensure that the teaching staff they employ are of suitably high quality. School leaders are held accountable for the overall quality of teaching in their schools through the Ofsted inspection regime and the publication of school performance data.

Addendum
In addition, during the session I said there were 16 nurseries that are teaching schools. The correct number is 26.

Please let me know if you require any further information.

Yours sincerely

Charlie Taylor
Chief Executive
National College for Teaching and Leadership
Teaching Leaders 2015 – school eligibility and delivery hub locations

1. Flexibility in the model for selecting and targeting schools - Teaching Leaders Secondary

- Teaching Leaders (TL) reviews their criteria annually with NCTL to ensure that the areas targeted reflect highest need.

- When the programme was first created in 2011, the target areas were London and Manchester. Since then NCTL has worked with TL to grow the number of delivery hubs from 3 in 2011 to 15 in 2014 and will add a further 5 in 2015. The new hubs introduced since 2011 have targeted cold spots where the need is highest. New hubs planned for 2015 include:
  - North East (Teesside)
  - South West (Bristol reaching Somerset, Gloucester and Bristol)
  - East of England (Ipswich/Suffolk)
  - Yorkshire and Humber (South Yorkshire)
  - West Midlands (Stoke)

- In 2015 TL will be able to reach 95% of eligible schools nationally with their new hubs. While delivery hubs may be in towns and cities, the catchments equate to approximately an hour’s travel time from delivery locations which allows schools from rural and coastal areas to access the programme.

- TL currently uses three eligibility criteria, which are agreed in conjunction with NCTL, to target schools with the highest need. These are socio-economic deprivation, school performance and size of the achievement gap:
  - Socio-economic deprivation: Ever 6 FSM >= 50%
  - Achievement gap: Ever 6 FSM of >=25% and <50% AND <56%\(^1\) of disadvantaged pupils achieving 5A*-C at GCSE (incl. E&M)
  - School performance: Fewer than 40% of pupils achieving 5A*-C at GCSE (incl. E&M)

- Using the criteria, TL maps schools nationally against the delivery hubs to reach the largest number of eligible schools in specific areas. They partner with Teaching School Alliances in local areas to establish delivery hubs which enable them to flexibly reach areas of need without increasing their costs.

- Schools outside the immediate catchment areas are encouraged and supported to join their nearest hubs. For example, schools in Scarborough, Cumbria, Carlisle, Oxfordshire and Swindon all have participants on the secondary programme.

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\(^{1}\) In 2014, the threshold for disadvantaged pupil performance was 59%
2. Placement

Teaching Leaders works with schools to identify and develop existing talent. This ensures that the highest potential leaders remain in the areas that need them most. This year:

- 95% of participants have remained in challenging schools after finishing the programme
- 82% of participants are retained in their current schools after finishing the programme
- 58% of participants have been promoted while on the programme
- 28% of alumni have been promoted into senior leadership positions
3. Distribution of eligible secondary schools

Key: the pins are colour coded to show the relevant regional delivery team: red = South; yellow = Midlands; blue = North; green = North East

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2 This map uses the 2014 eligibility criteria and 2013 KS2 data and does not include the national 2014 KS4 data which was published at end of January 2015.
4. Distribution of 2015 secondary delivery hubs and catchment areas

Key: the pins are colour coded to show the relevant regional delivery team: red = South; yellow = Midlands; blue = North; green = North East

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3 This map uses the 2014 eligibility criteria and 2013 KS2 data and does not include the national 2014 KS4 data which was published at end of January 2015.
5. Eligible secondary schools by region

<table>
<thead>
<tr>
<th>Region</th>
<th>Eligible schools</th>
<th>Schools with 2013 or 2014 participants</th>
<th>Existing delivery hubs</th>
<th>New delivery hubs for 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>North East</td>
<td>98</td>
<td>24</td>
<td>Tyneside</td>
<td>Full delivery in both Tyneside and Teesside</td>
</tr>
<tr>
<td>North West</td>
<td>242</td>
<td>82</td>
<td>Liverpool Preston Manchester</td>
<td>-</td>
</tr>
<tr>
<td>Yorks &amp; Humber</td>
<td>163</td>
<td>46</td>
<td>Leeds</td>
<td>South Yorkshire Derbyshire Nottingham</td>
</tr>
<tr>
<td>West Midlands</td>
<td>201</td>
<td>50</td>
<td>Birmingham Coventry</td>
<td>Stoke</td>
</tr>
<tr>
<td>East Midlands</td>
<td>131</td>
<td>14</td>
<td>Nottingham</td>
<td>South Yorkshire Derbyshire Nottingham</td>
</tr>
<tr>
<td>East of England</td>
<td>130</td>
<td>20</td>
<td>Norwich Chelmsford</td>
<td>Suffolk</td>
</tr>
<tr>
<td>London</td>
<td>287</td>
<td>85</td>
<td>London</td>
<td>-</td>
</tr>
<tr>
<td>South East</td>
<td>152</td>
<td>35</td>
<td>Canterbury Eastbourne Southampton</td>
<td>-</td>
</tr>
<tr>
<td>South West</td>
<td>108</td>
<td>6</td>
<td>-</td>
<td>Bristol</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,512</strong></td>
<td><strong>362</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 This table uses the 2014 eligibility criteria and 2013 KS2 data and does not include the national 2014 KS4 data which was published at the end of January 2015.
5 Includes: Academies, converter; Academies, sponsor-led; Community schools; Foundation schools; Free schools; Studio Schools; UTCs; Voluntary aided schools; Voluntary controlled schools.
6. Teaching Leaders Primary (launched in September 2014)

- **Cohort 1** (2014/15 cohort) has 195 middle leaders, in three urban locations (London 51, Manchester 41 and Birmingham 25) and three cold spot areas (Norfolk 14, Blackpool 32 and Hull 32).
- **Cohort 2** (2015/16 cohort) will focus on the next wave of cold spots to recruit 360 new middle leaders as follows:
  - North (Middlesbrough, Knowsley/Halton/Liverpool, Bradford, South Yorkshire, North Manchester/Lancashire)
  - Midlands (Coventry, Birmingham)
  - South (Medway, Suffolk, Luton, London)
- Teaching Leaders currently uses three eligibility criteria, which are agreed in conjunction with NCTL, to target schools with the highest need. These are socio-economic deprivation, school performance and size of the achievement gap:
  - **Socio-economic deprivation**: Ever 6 FSM >= 50%
  - **Achievement gap**: Ever 6 FSM of >=25% and <50% AND < 75% of disadvantaged pupils achieving level 4 or above in English and maths
  - **School performance**: Fewer than 60% of pupils achieving level 4 or above in reading, writing and maths
7. Distribution of TL Primary delivery hubs

2014 and 2015 TL Primary delivery

New TL Primary hubs proposed for 2016

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6 2016 primary hubs are indicative at this stage and TL will be working with local stakeholders and existing networks to review need, demand and viability during summer 2015, before finalising hub locations with NCTL.
### 8. Eligible primary schools by region

<table>
<thead>
<tr>
<th>Region</th>
<th>Eligible schools</th>
<th>Schools with 2014 participants</th>
<th>Existing delivery hubs</th>
<th>New hubs for 2015*</th>
<th>Proposed new hubs for 2016**</th>
</tr>
</thead>
<tbody>
<tr>
<td>North East</td>
<td>88</td>
<td>0</td>
<td>-</td>
<td>Middlesbrough</td>
<td>Newcastle</td>
</tr>
<tr>
<td>Yorks &amp; the Humber</td>
<td>406</td>
<td>11</td>
<td>Humber</td>
<td>Bradford</td>
<td></td>
</tr>
<tr>
<td>North West</td>
<td>731</td>
<td>22</td>
<td>Blackpool, Manchester</td>
<td>Liverpool</td>
<td></td>
</tr>
<tr>
<td>West Midlands</td>
<td>636</td>
<td>10</td>
<td>Birmingham</td>
<td>Coventry</td>
<td>Stoke</td>
</tr>
<tr>
<td>East Midlands</td>
<td>151</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>Nottingham</td>
</tr>
<tr>
<td>East of England</td>
<td>235</td>
<td>5</td>
<td>Norfolk, Luton</td>
<td>Suffolk</td>
<td>Peterborough, Essex</td>
</tr>
<tr>
<td>South West</td>
<td>108</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>Bristol</td>
</tr>
<tr>
<td>South East</td>
<td>493</td>
<td>1</td>
<td>-</td>
<td>Reading, Medway</td>
<td>Eastbourne, Portsmouth</td>
</tr>
<tr>
<td>London</td>
<td>799</td>
<td>13</td>
<td>London</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3647</strong></td>
<td><strong>63</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Some of the 2014 and 2015 primary hubs will also run in 2016 subject to further consultation with stakeholders and existing networks during summer 2015.

** 2016 primary hubs are indicative at this stage and TL will be working with local stakeholders and existing networks to review need, demand and viability during summer 2015, before finalising hub locations with NCTL.
Distribution of 2014 and 2015 primary delivery hubs and eligible primary schools

This map uses the 2013 KS2 data.