Strengthening initial teacher training

Excerpts from the Education White Paper 2016
We will strengthen university and school-led teacher training, increasing the rigour of ITT content with a greater focus on subject knowledge and evidence-based practice.

- advanced subject knowledge
- practical behaviour management skills
- a greater understanding of evidence-based practice
- how to adapt their teaching to unlock the full potential of pupils with a wide range of different needs
We will continue to move to an increasingly school-led ITT system which recruits enough great teachers in every part of the country, so that the best schools and leaders control which teachers are recruited and how they are trained.

- Since 2010 we have encouraged the shift towards a school-led ITT system.
- For the first time this year, over half of trainee teachers are being trained through school-led routes.
- Access to all ITT provision currently varies widely across the country.
• We will ...continue to increase the proportion of ITT delivered and led by schools
• We will ...support a major expansion of SCITT-led training
• There will continue to be an important place for high quality universities in ITT with a strong track record in attracting well-qualified graduates. We want the best universities to establish ‘centres of excellence’ in ITT, drawing on their world-leading subject knowledge and research. We will seek to recognise both the best university and school-led ITT through guaranteed, longer-term allocation of training places, allowing providers to plan their provision into the future.
We will introduce new quality criteria for ITT providers and allocate training places accordingly, providing greater certainty to the best providers – both school-led and HEI – by giving them allocations over several years:

- quality of training programmes
- the effectiveness of providers in recruiting high quality trainees
- the impact of those trainees on standards of teaching in schools
Replacing QTS with a new, stronger accreditation

- recognising the ability to teach well, advanced subject knowledge and understanding and application of up-to-date evidence
- A standard more like that expected of trainees in other high status professions such as the law, where trainees are required to undertake an initial course (the Legal Practice Course) before embarking on a further period of training that typically lasts for two years
- decisions on teacher accreditation will now be for schools and headteachers