



## **Updates on Initial Teacher Training and ITAP**

*“The supply of new teachers is simply not sufficient to meet the needs of the education system”*

*“The latest PISA international study found that a lack of teaching staff was reported to be the most common barrier to teaching in England”.*

Geoff Barton, General Secretary of the Association of School and College Leaders

### **Initial teacher training recruitment:**

On 7<sup>th</sup> December 2023, The Department for Education released statistics on recruitment to initial teacher training programmes in England for 2023 to 2024. Overall, just 50% of the postgraduate target was achieved in secondary subjects, and 96% in primary. The secondary target has not been met since 2012/13, other than in 2020/21 during the Covid pandemic. [The full statistics are here](#). This year’s shortfall is a new low and once again emphasises the urgency of improving pay and funding.


*“This catastrophic shortfall in postgraduate trainee teacher recruitment has plumbed new depths. Just half of the required number of trainee secondary teachers have been recruited and there are huge deficits in maths, physics, computing, modern foreign languages and other subjects. The government has in fact missed its target for secondary subjects in every year since 2012/13, except for a short-lived uptick in numbers during the Covid pandemic in 2020/21.*

*“The supply of new teachers is simply not sufficient to meet the needs of the education system, and we then lose far too many early in their careers. Our schools and colleges must have the teachers they need in order to deliver a great education to our children and young people... the latest PISA international study found that a lack of teaching staff was reported to be the most common barrier to teaching in England”.*


**Geoff Barton, General Secretary of the Association of School and College Leaders**

## Intensive training and practice (ITAP)


### **Background to Intensive training and practice (ITAP)**

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- ⇒ The [Carter Review of ITT \(2015\)](#) suggested ITT could be enhanced by integrating 'clinical practice', where trainees have input from experts and can engage in a process where they were able to trial techniques and strategies and evaluate the outcomes, were found to be most effective.
  - The [ITT market review report \(2021\)](#), subsequently recommended the implementation of an intensive training and practice element into ITT programmes, which would provide the opportunity for trainees to practise specific techniques for effective teaching outside of the more general classroom experience.


### **What is Intensive training and practice (ITAP)?**

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- Intensive training and practice (ITAP) gives trainees specific and focused input, scaffolded practice and feedback in relation to selected foundational and specific aspects of the training curriculum.
  - ITAP topics can be very varied, according to the point in the trainee curriculum and the specific needs of the contexts in which they are operating.
  - Examples of topics may include effective modelling, scaffolding, transitions, questioning for assessment and understanding, explanations, feedback, behaviour – routines.
  - ITT providers should consider when it is likely to have most impact; be most immediately implemented in practice and be an area for a trainee's longer-term development.
  - ITAP must be integral to the training curriculum and individualised to cater for the trainee's progress in practice and understanding.
  - The trainee will receive expert input and feedback on granular examples of their practice.
  - ITAP will be led and supported by an appropriate range of experts including experienced and effective teachers, subject specialists, mentors/lead mentors, lecturers, tutors.
  - Lead mentors may be well placed to identify appropriate expert input for school-based elements of ITAP, however, the majority of ITAP experiences are likely to need more expert input and feedback than can realistically be expected of all general mentors.
  - The intensive training and practice element, in which trainees experience a minimum of 4 weeks (postgraduate ITT) or 6 weeks (undergraduate ITT) of ITAP, is additional to the 120 days spent on general school placements – though it does not need to be delivered in a single block. ITAP should be located at suitable points to ensure maximum impact on trainees' progress.

### **Key features of ITAP involve:**

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- Expert input – typically including:
    - ⇒ an aspect of practice (e.g., questioning, explanations, routine setting, specific behaviour strategies) with analysis of the evidence base underpinning it
    - ⇒ observations of examples (and potentially non-examples) via video or live practice
    - ⇒ deconstruction of expert input to evaluate the impact - positive or negative.
  - Opportunities for trainees to plan and practise ITAP in a low-stakes environment as well as in a live classroom.
  - Expert feedback on and analysis of the trainee practice, including both positive features and areas for development.
  - Opportunities to apply the aspect of practice, ideally in multiple contexts as the purpose is to have a lasting and transferable impact on their practice.

### **Useful links:**

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- ⇒ [Intensive training and practice \(ITAP\) policy paper](#), published 8 December 2023; link [here](#)
  - ⇒ [Core Content Framework](#)
  - ⇒ [Initial teacher training: criteria and supporting advice – 2024 to 2025](#).
  - ⇒ [Initial teacher training census: 2023-2024](#)