



Teacher Training

**Government inconsistency over teacher training in Classics**

Changes to the criteria by which the Training and Development Agency (TDA) allocates funding for Initial Teacher Training places threaten teacher training in Classics.

The TDA has identified new criteria by which it plans to allocate funding from 2012 for the PGCE and other forms of training (TDA, 2011a). One of these criteria is that Qualified Teacher Status (QTS) completers should move into employment. This does not cause a problem: the employability of teacher trainees in Classics by all methods of training is consistently among the highest nationally of all subject areas, with 98% attaining QTS and 88% becoming employed in 2009-10, the most recent date for which total figures are available (TDA, 2011b). In 2010-11 all KCL and Cambridge PGCE Classics QTS completers were employed in schools in September 2011.

One of the other criteria is more concerning. The TDA will also take into account the number of trainees who entered employment in the *state* sector. This could leave the two PGCE Classics courses exposed as many of their QTS completers enter the independent sector. The simple reason for this is that most vacancies in Classics occur in the independent sector, as Table 1 shows.

**Table 1: Number of positions for Classics teachers advertised in the UK, according to sector type.**

Sector	Academic Year		
	2008-9	2009-10	2010-11
State	46	22	21
(%)	(17%)	(15%)	(23%)
Independent	171	128	102
(%)	(83%)	(85%)	(77%)
Total	217	150	123
(%)	(100%)	(100%)	(100%)

Notes:

Positions include Heads of Department, Full-Time, Part-Time and Temporary posts.

State sector positions include selective and non-selective schools and Sixth Form Colleges.

Independent positions include preparatory and senior schools.

Source: Times Educational Supplement: 2008-2011.

The TDA refers to places funded at ITT providers which meet their criteria as "productive ITT places" and proposes that funding should be directed from those ITT providers considered to be "unproductive" to those which are "productive".

There are only two University-based ITT providers in the UK for Classics training which have the necessary

capacity and expertise: KCL and Cambridge. Between them they have the capacity to train around 30 teachers each year. There are no other ITT providers in the state or independent sector which are capable of anywhere near this.

But if the TDA reduces funding for the two Classics PGCE courses because many of their QTS completers enter employment in the independent sector, there is the danger these courses may become unviable.

Let's imagine a worst-case scenario. The KCL and Cambridge PGCE courses close. Where else, then, will future Classics teachers receive training? Where are the other, more "productive" ITT providers for Classics?

The TDA is encouraging training not just in established ITT providers such as the University-based teacher training colleges; it also wishes to see an enhanced role for training provision through the Graduate Teacher Programme (GTP). On the GTP model, unqualified teachers already in employment can receive training suitable for their needs through an Employment-Based ITT provider (EBITT) or a School-Centred ITT provider (SCITT). The EBITT GTP model is especially attractive to teachers in the independent sector, where the school pays the teacher's salary and the TDA contributes some money for training at a local ITT provider or through some other training institution. In the SCITT model, state school consortia provide training through their own accredited schemes: a training salary is paid by the TDA which is supplemented by the SCITT. In 2010-11, according to the TDA, there were 19 Classics teachers who were trained in the UK through the GTP (J. Cheung, personal communication, June 2, 2011), of which, as far as my research is able to tell, *only about two or three were in the state sector* in SCITTs while the rest were in the independent sector.

Therefore, the consequence of the action by the TDA to encourage trainees to gain employment in the state sector will perversely mean that almost the only places to provide teacher training in Classics will be in the independent sector.

There are further complications. Much of the evidence I have obtained so far suggests that finding an appropriate GTP training provider is immensely time consuming, often impossible, and frequently unsatisfactory. Let us remember, apart from KCL and Cambridge, there are very few other ITT providers who have shown any interest at all in providing training for Classics in the last three years, none of which have any specialists in Classics education, or, for that matter, in *anything Classical at all*. Nevertheless these seem to be the sort of institutions which the Government thinks are adequate for the training of future Classics teachers.

In an interview with Michael Gove's adviser Sam Freedman I expressed anxiety about the Coalition Government's encouragement of the GTP model because the evidence suggested that the numbers training through it were very small and largely in the independent sector. How was this model of training going to create the capacity which the Secretary of State

desired in the state sector? Freedman suggested that qualified teachers would transfer from the independent sector to the state (personal communication, July 26, 2011). Evidence collected by the Faculty of Education at Cambridge and the Department of Education and Professional Studies at KCL about our own trainees suggests, however, very much the opposite. In the last three years only one teacher moved from the independent to the state sector, whereas six are known to have transferred the other way.

Thus the actions of the TDA itself will potentially cancel out the opportunity to do precisely what the government wants: more Classics in the state sector.

Table 2 shows the success rate of the KCL and Cambridge Classics PGCE courses in enabling QTS completers to enter employment in the state sector.

Table 2: Rates of completion and employment in the state sector of PGCE Classics teacher trainees.

Year	ITT provider		Completion and employment	and
	KCL PGCE	Cambridge PGCE		
	Total number of QTS completers	Total number of QTS completers	Grand Total of QTS completers through the PGCE	Total number of state sector full-time Classics positions advertised in the UK (see note below)
2008-9	11 <i>of which 4 entered the state sector</i>	13 <i>of which 3 entered the state sector</i>	24 <i>of which 7 entered the state sector</i>	15
2009-10	13 <i>of which 5 entered the state sector</i>	16 <i>of which 6 entered the state sector</i>	27 <i>of which 11 entered the state sector</i>	14
2010-11	12 <i>of which 6 entered the state sector</i>	15 <i>of which 3 entered the state sector</i>	27 <i>of which 9 entered the state sector</i>	11

Note: Heads of Department and temporary posts are excluded from the totals of full-time positions advertised in the UK.

Sources:

The Faculty of Education, University of Cambridge, and The School of Education, King's College London.

TFS 2008-11.

It is clear that the majority of the small numbers of posts which have been advertised for full time Classics

teachers in the state sector *are* being filled by QTS completers from the two PGCE courses at Cambridge and KCL; the others are probably being filled by teachers already employed in other schools or by GTP trainees. On this evidence the KCL and Cambridge PGCE Classics courses are as "productive" ITT courses as they might ever be.

If the Government is serious about wanting to see more Classics teaching in the state sector, it needs to ensure that the TDA takes these factors into consideration when it allocates the funding of Classics posts from 2012. We need to persuade Stephen Hillier, Chief Executive of the TDA, and Michael Gove that the proper funding of the PGCE route is the most effective way to achieve the largest number of best-qualified Classics teachers for the UK.

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References:

TDA (2011a). Annex A - Criteria for adjusting ITT allocations 2012 /13.

TDA (2011b).

[http://datapvision.tda.gov.uk/public/page.htm?to-page=viewITTStatistics\\_subject&reportType=16](http://datapvision.tda.gov.uk/public/page.htm?to-page=viewITTStatistics_subject&reportType=16). Accessed 6 December 2011.

Summer Schools

**JACT SUMMER SCHOOL IN ANCIENT GREEK**  
**Bryanston School, Blandford, Dorset**  
**Sunday 29<sup>th</sup> July - Saturday 11<sup>th</sup> August**

The 2012 School will be held at Bryanston School, Dorset, for two weeks from 29<sup>th</sup> July - Saturday 11<sup>th</sup> August. Those interested in applying (minimum age 16 at start of course) should send a stamped self-addressed envelope, size C5 (- A4 folded once), to:

Mrs E Warren, Claremont House, 5 Merlin Haven, Wotton-under-Edge, GL12 7BA (tel. 01453 842290).

Application packs for the 2012 summer school will be sent out from December 2011 and applications should be made no later than the end of March 2012.

If the Summer School is fully subscribed by the end of March 2012, the waiting list for vacancies arising from withdrawals will be restricted to beginners or near beginners.

**JACT CLASSICAL CIVILISATION AND ANCIENT HISTORY SUMMER SCHOOL**  
**Repton, Derbyshire**  
**14<sup>th</sup> - 19<sup>th</sup> July**

The JACT Classical Civilisation and Ancient History summer school is open to anyone interested in the ancient world and is aimed primarily at students aged 16 to 19. With sessions on drama, epic, history, language, mythology and philosophy the summer school is designed both for students who have never