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Sir Geoffrey Clifton Brown
Chair, Public Accounts Committee
House of Commons
London SW1A 0AA

2nd June 2025

Dear Sir Geoffrey,

Inquiry into increasing teacher numbers: Secondary and further education

Juliet Chua, Julia Kinniburgh and I appeared before the Committee under the chairmanship of Sarah Olney on 19 May. I am writing to follow up on a small number of things from that hearing.

Answer to question 16 (Rebecca Paul) For every teacher we are retaining, how much is that costing from that £131 million [funding for the ECF]?

The Early Career Framework (ECF) reforms were rolled out nationally in September 2021 entitling all early career teachers (ECTs) in England to access high quality professional development at the start of their career.

Since autumn 2021, 75,882 teachers have started a provider-led ECF-based induction, and 66,710 new mentors have been trained for provider-led ECF-based induction.

The move to roll out nationally to all ECTs as part of the Education Recovery Package meant that an impact assessment with control group was not possible. But the process evaluation of national rollout, published on 29th May, includes an analysis of retention trends, which can be found [here](#). This concluded that the year 1 retention rate for the first ECF cohort (in 2021/22) was around 3.8 percentage points higher than would otherwise be expected, based on wider retention trends and cohort characteristics, and was slightly higher than expected in year 2 (2022/23), although the difference at year 2 was modest.

The year 1 retention rate for cohort 2 (2022/23) was found to be 5.6 percentage points higher than would otherwise be expected. Based on the cohort size in 2022/23 of around 22,000 early career teachers, this equates to around 1,200 additional teachers retained thus far in the second ECF cohort.

It is not possible to isolate the impact of ECF on these retention improvements from the effects of other policy initiatives acting on early career teachers. Furthermore, since the ECF is a relatively young programme, the full, cumulative, impact of ECF cannot yet be observed, given that many teachers additionally retained through their induction will go on to remain in teaching in future years, and the results thus far are indicative of a growing impact. For these above reasons, it is not possible to produce a robust estimate of the additional teachers attributable to ECF and therefore a costs per retained teacher.

It should also be noted in considering the costs of ECF that the policy is aimed not just at addressing early career retention but also improving the quality of induction leading to improved teaching and pupil outcomes, so any value for money assessment should also consider those benefits. A meta-analysis published by the Education Endowment Foundation, who independently reviewed the ECF content to ensure it draws on the best available evidence, found that the average effect size on pupil attainment of a teacher professional development intervention was equivalent to around 1 month of additional pupil progress for every child taught, and significantly higher in some cases.

Clarification on the answer to Question 16

I would like to take this opportunity to clarify the number of teachers that went through the ECF in 2023/24. In our answer to Question 16, Juliet Chua stated that the number of teachers going through the early careers framework this year is over 18,000. However, whilst the total number of mentors who started training as part of the programme was 18,152 in 2023/24 (the latest published figures), the number of teachers who started provider-led ECF based induction was 23,194¹. I would be grateful if you could update your records to ensure the correct number is quoted in the subsequent report.

Answer to question 18 on “Get Into Teaching” funding (Juliet Chua) I can certainly come back to you with the full breakdown if that is helpful, but it is not just the cost of the website.

Get Into Teaching is an end-to-end service designed to inspire, attract and support people to enter the teaching profession. As part of this, the ‘always on’ School Teacher Recruitment marketing campaign attracts and inspires people to consider a career in teaching. As well as communicating the intrinsic benefits that a career in teaching offers, it promotes the starting salary for teachers alongside bursaries and scholarships for priority subjects.

The campaign signposts potential candidates to the comprehensive Get Into Teaching website where prospective trainees can access support and information. Prospective teachers can also access personalised support through a national programme of events, a contact centre and our expert one-to-one Teacher Training

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/teacher-and-leader-development-ecf-and-npqs/2023-24>

Advisers. Get Into Teaching also provides opportunities for people to spend time in a classroom through our Teaching Internships programme for STEM and MFL students, and the Get School Experience service.

The c.£26m budget for Get Into Teaching for FY24-25 in the NAO report covers rounded figures of the spend across the following activities.

- **c.£16m on the School Teacher Recruitment marketing campaign** – The ‘always on’ campaign runs throughout the Initial Teacher Training recruitment cycle and includes advertising (social media, TV, video on demand, cinema, out of home, paid search, digital audio and podcasts, and media and content partnerships), direct marketing, university campus activations and advertising, and a national programme of Get Into Teaching events.
- **c.£1.5m on the Teaching Internships programme** – Teaching internships offer 3 weeks of paid classroom experience to undergraduates and master's students who are interested in teaching priority subjects. The aim of the programme is to increase their consideration of teaching as a career and improve their likelihood of applying for initial teacher training (ITT).
- **c.£7m on the Get Into Teaching Information service** – The service supports prospective teachers at every stage of their journey into teaching. It includes a contact centre which handles general enquiries, such as on funding, eligibility and training requirements, and a team of Teacher Training Advisers who are experienced former teachers. Advisers use their teaching experience to provide personalised, one-to-one support to candidates which can include helping with personal statements, interview preparation or gaining classroom experience.
- **c. £2m - This includes three Digital services:** the Get Into Teaching website (£1.3m), the Customer Relationship Management system (£0.6m) and the Get School Experience service (£300k) which is a digital service that allows candidates to find schools that offer classroom experience to help determine whether teaching is right for them and increase success of ITT applications.

Clarification on the answer to Question 24

I should also clarify a point made in our answer to Question 24 on PE, classics, and PGITT targets; Juliet Chua said that we see increases in the number of teachers being recruited to English, history, biology and similar areas. Whilst history is a high-performing subject – with 116% of its recruitment target having been reached in the past two years consecutively – the number of history trainees increased between 2015/16 and 2020/21 but has been gradually falling since.

In secondary overall, the proportion of the target reached has increased significantly in the past two years and is on course to do so again in 2025/26, with over a thousand more acceptances to postgraduate initial teacher training courses in secondary subjects by April 2025, compared to the same time last year.

Clarification on the answer to Question 26

In our answer to Question 26 on teacher working hours, Juliet Chua said that teachers have reported year-on-year improvements in overall working hours for the last three years. I should clarify that they reported slightly higher working hours in 2023 (49.4) than in 2022 (48.7), but that the hours reported for 2024 were lower than both (48.1). All of these were significantly lower than the hours reported in 2016 (54.4), before our more recent initiatives on workload.

Clarification on the answer to Question 27

In our answer to Question 27 on Teach First teacher retention rates, I said that Teach First teachers are more likely to stay teaching in disadvantaged schools: when they move school, they are more likely to go to another disadvantaged school compared with teachers who enter via other routes. Later in the same answer, I said that Teach First teachers tend disproportionately to stay in their schools, but I should have been clearer that I was referring again to the increased likelihood of Teach First teachers remaining in disadvantaged schools.

Clarification on the answer to Question 33

In our answer to Question 33 on flexible arrangements, Juliet Chua said that in the sector about 15% of teachers work part time. The figure is in fact somewhat higher. In state funded secondary schools, 19.6% of teachers work part time. In 2022/23, 32.9% of the FE workforce that had permanent or fixed term contracts in 22/23 worked part-time².

I hope these clarifications to the record are helpful.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S Acland-Hood', with a stylized, cursive script.

SUSAN ACLAND-HOOD
PERMANENT SECRETARY

² <https://explore-education-statistics.service.gov.uk/data-tables/permalink/ec969566-a89c-45e6-2ed3-08dd9836fa33>