



Summary Report: Historical Association and HTEN ITE Survey 2024

Contents

Summary Report: Historical Association and HTEN ITE Survey 2024	1
Contents	1
Nature of the survey	2
The sample	2
Recruitment	3
Additional demographic features of cohorts	4
History-specific training experienced by ITE students	5
Time given to history-specific pedagogy training	5
Primary Phase history subject-specific pedagogy training	5
Secondary Phase history subject-specific pedagogy training overall	5
Secondary Phase history subject-specific pedagogy training by postgraduate route	6
Impact of CCF and ITE Accreditation Quality Requirements upon the History ITE Curriculum	6
History-specific support offered to ITE students in school	6
The challenges most commonly faced by history ITE students' in developing their practice as history teachers	7
Timetabled teaching allocations for ITE students	9
Influence of Early Career Framework (ECF) on ITE provision	9
Mentor Training and Development	9
Amount of time dedicated to mentor training in the 2023/24 academic year	9
Mentor access and willingness to engage with mentor development training	10
Wider professional development provided to school colleagues by providers	11
Engagement with the Historical Association (HA)	12
Membership of the HA	12
History Teacher-Educator Membership of the HA	12
Institutional Membership of the HA	12
History ITE Student Membership of the HA	12
How HA membership is utilised by providers	13
How the HA could better support ITE providers and students	13
Recommendations	14
Recommendations for the History Teacher Educators' Network (HTEN) and Historical Association (HA)	14
Recommendations for policy makers	15

Nature of the survey

The Historical Association (HA) and History Teacher Educator Network (HTEN) Initial Teacher Education (ITE) Survey 2024 was conducted online by the HA and HTEN between July 2024 until November 2024.

The HA and HTEN worked in partnership to gather data from teacher educators across the England about the position of primary and secondary history beginning teacher education. The survey was aimed at all ITE programme providers across all ITE routes and all education phases in England. It aimed to understand aspects of ITE programmes, including recruitment, student profiles, challenges, and the impact of accreditation processes¹.

The sample

A total of 77 individual responses were received in response to the survey.

14 respondents indicated they were not currently working in ITE and were therefore excluded from the research sample.

31 respondents began the survey but did not move beyond the initial question about their phase specialism and were also excluded from the research sample.

1 respondent completed the survey twice. Their two separate entries were consolidated.

The remaining 31 unique respondents in the data set were categorized as follows:

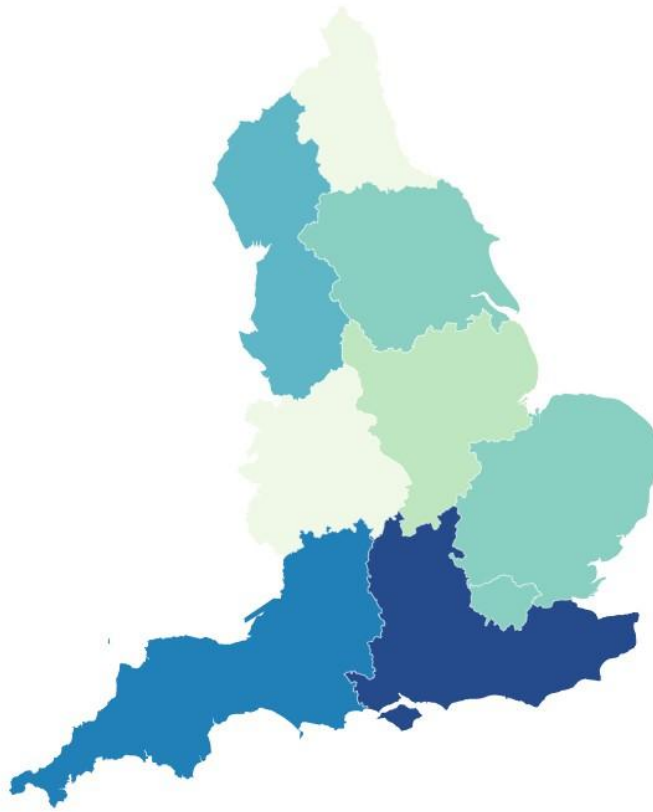
Phase	Primary ITE providers	Secondary ITE providers	Cross-Phase ITE providers (Primary and Secondary)
SCITT	1	3	4
HEI	3	19	1
Total	4	22	5

Where respondents indicated that they worked on more than one ITE route their responses were categorized according to the main route they worked on.

Respondents to the survey were drawn from across England.

¹ In 2022 all providers of ITE in England were required to undergo a mandatory accreditation process to meet the [ITT Quality Requirements](#) to continue to offer ITE with QTS from September 2024. [Approximately 25% to 33% of existing providers either failing to secure accreditation or leaving the market.](#) The accreditation process was reopened to providers of ITE in 2025.

Regional distribution of survey respondents



Map data: © Crown copyright and database right 2018 - Get the data - Created with Datawrapper

East Midlands	2
East of England	3
London	3
North East	1
North West	4
South East	8
South West	6
West Midlands	1
Yorkshire and Humber	3

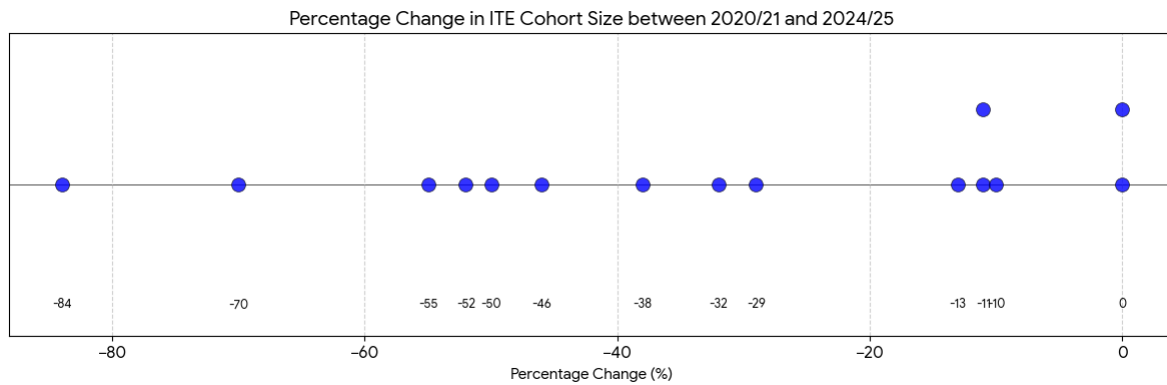
Recruitment

Respondents were asked if their ITE programme had recruited to target in the last five years. 31 respondents answered some or all elements of this question.

One notable trend was the increase in courses failing to recruit to their target, from 4 in 2020/21 to 14 in 2024/25.

Recruited to target?	2020/21	2022/23	2024/25
Yes	16	13	12
No	4	11	15
Unsure	9	6	4
Incomplete	2	1	0

15 of the 31 respondents provided data relating to the number of history ITE students enrolled in their course in 2020/21 compared with 2024/25. Respondents reported either no change (2) or a decrease (13) in numbers. The data revealed the following percentage change in cohort size:



Respondents were asked how they would describe the profile of their current students (2024/2025) in relation to the range and classification of entry qualifications, age of students on entry to training, prior work experience trends and the distance of their home residence from you as a training provider.

Three key themes emerged from these open-text comments:

- **Age and entry route** (22 respondents): Cohorts are largely recent graduates (often early/mid20s), with fewer mature/career changer-changer entrants.
- **Academic background** (17 respondents): Most students have 2:1/ First class honours degrees in History/ History joint honours degree. There was an indication that respondents are increasingly more likely to accept 2:2s and non-History degree subjects (International Relations, Politics, Classics) than in previous years.
- **Prior experience** (15 respondents): Most history ITE students have limited school experience prior to beginning their ITE year. Where applicants do have prior experience, this is most likely gained through teaching assistant / cover-supervisor roles, although a some have TEFL or international school experience.

Additional demographic features of cohorts

- 9 respondents suggested that local commuter cohorts are more common than in previous years, with students living locally with family and commuting to university and placement schools. 2 respondents mentioned that very few applicants now drive. This has knock-on effects for placement logistics and expectations about placement proximity.
- 3 respondents identified their cohorts as being predominantly white British with little representation of students from ethnically diverse communities.
- 4 respondents described an increase in the number of students in their cohorts with additional learning needs, disabilities and mental health needs, with a corresponding increase in the need for additional support from ITE providers and reasonable adjustments from school-placements.
- 3 respondents described the socio-economic demographic of their cohorts, with 2 respondents mentioning an increase in first generation-generation HE students and 1 respondent mentioning an increase in more socio-economically advantaged cohorts.

History-specific training experienced by ITE students

Time given to history-specific pedagogy training

Primary Phase history subject-specific pedagogy training

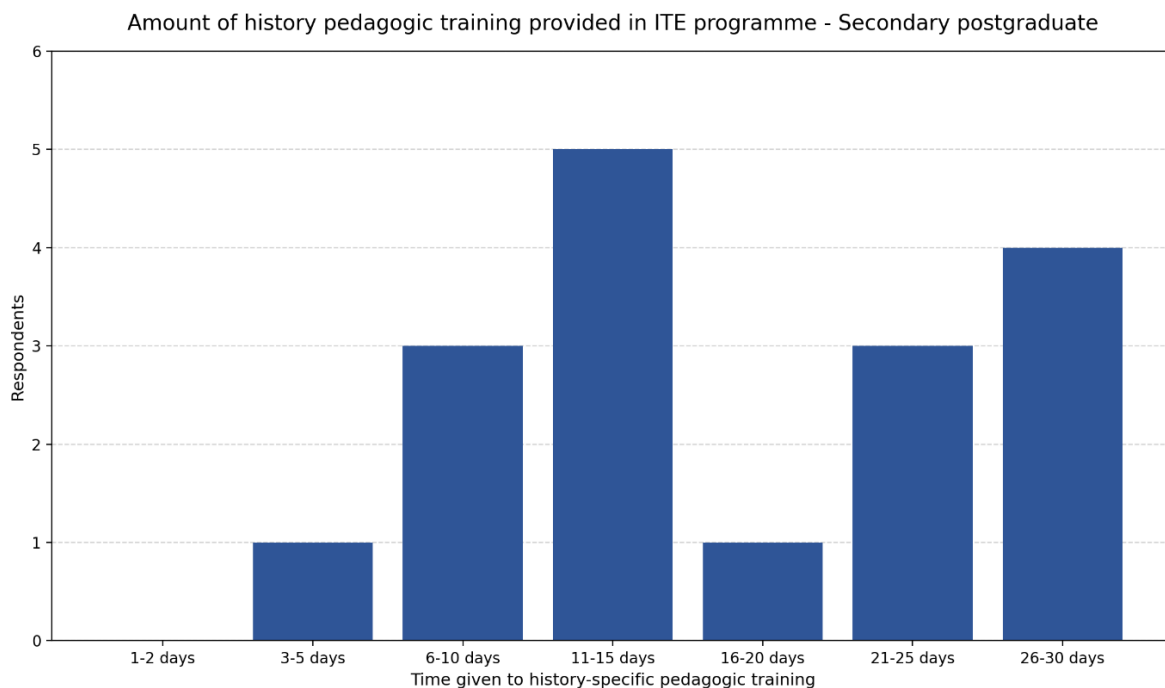
6 providers offering primary-ITE courses responded to the question about the time allocated to history-specific pedagogy training on their courses. This sample included 4 primary-phase respondents and 2 cross-phase respondents. 2 of the primary-phase respondents included information about both their undergraduate and postgraduate ITE routes, meaning there were 8 responses to the question in total.

In all cases, the responses revealed that primary ITE students are offered history-specific pedagogy training in periods of hours rather than days.

Amount of history pedagogic training	3-5 hours	6-10 hours
Primary undergraduate respondents		2
Primary postgraduate respondents	4	2

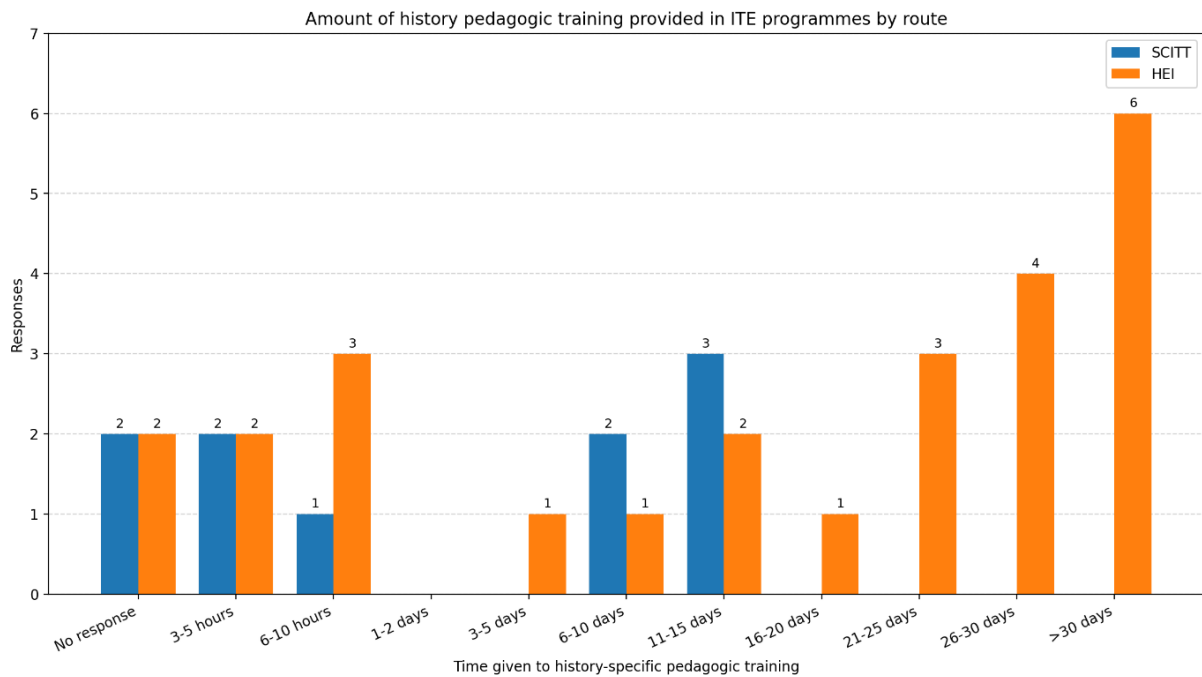
Secondary Phase history subject-specific pedagogy training overall

In the secondary phase there was a wide range in the time given to subject-specific pedagogy training in postgraduate programmes from 3-5 days to more than 30 days. This dataset also included information about secondary provision from two cross-phase providers.



Secondary Phase history subject-specific pedagogy training by postgraduate route

The data also revealed that students enrolled in HEI-based ITE provision are more likely than those based in SCITTs to receive more than 15 days of subject-specific pedagogy training.



Impact of CCF and ITE Accreditation Quality Requirements upon the History ITE Curriculum

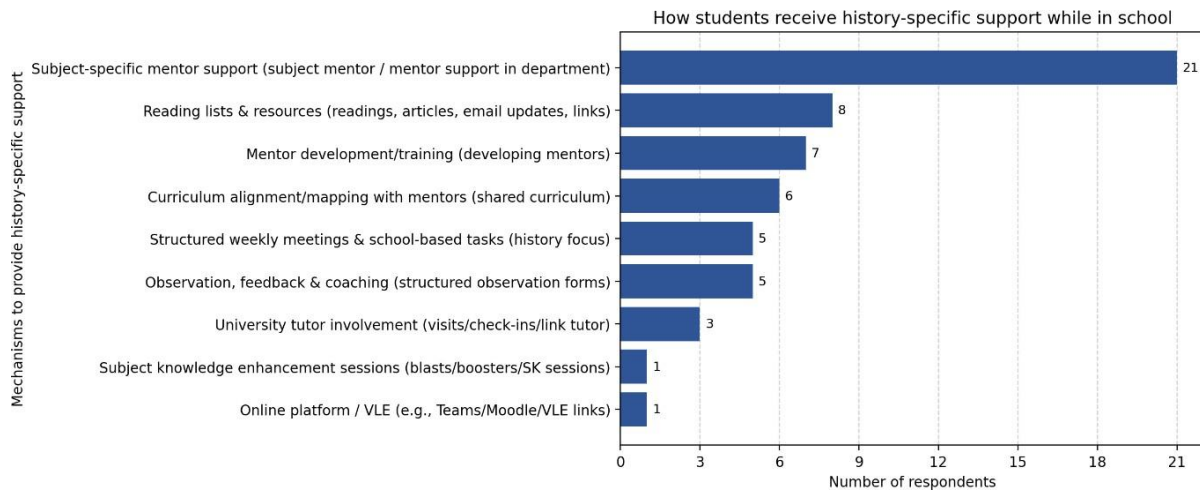
22 respondents commented on the impact of the [Core Content Framework \(CCF\)](#) (now [Initial Teacher Training Early Career Framework](#)) and 2024 [ITT Accreditation Quality Requirements](#) upon the history ITE curriculum. 18 respondents indicated a negative effect, 3 a more neutral effect and 1 a positive effect:

- Of the 18 negative responses, 6 respondents referred to the increased administrative burden related to compliance paperwork, while 12 respondents cited reduced subject-specificity/ increased genericism due to ensure whole course alignment with the CCF and Intensive Training and Practice (ITaP) requirements.
- 3 respondents described a minimal impact on their programmes which they felt had been covering key elements of the requirements already, meaning they had been able to take a pragmatic approach to the changes.
- 1 respondent was positive about the constructive impact the changes had on the structure of their programme.

History-specific support offered to ITE students in school

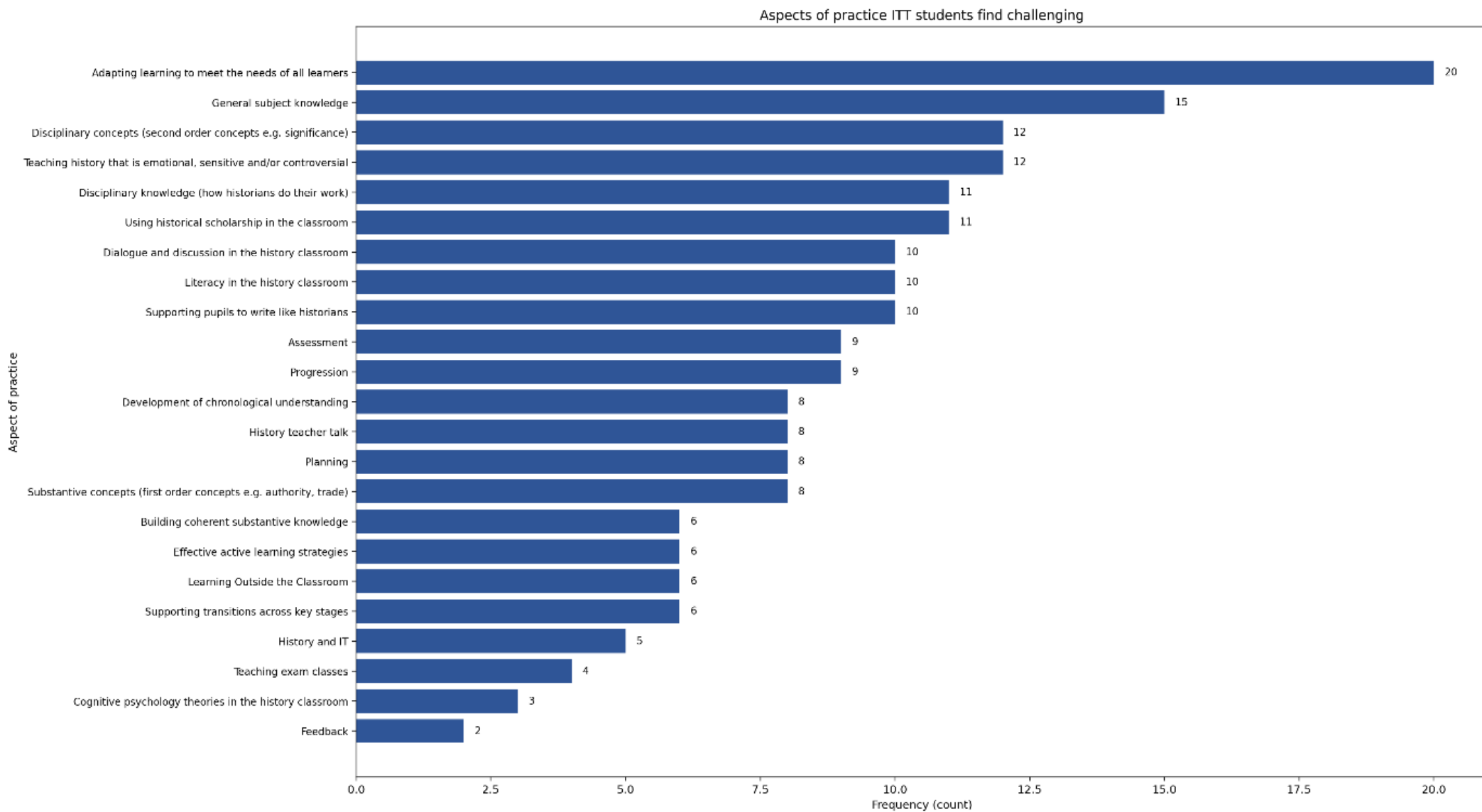
26 respondents described how primary/ secondary history ITE students are provided with history-specific support while on placement. In the secondary-phase, provision of a history-specific mentor is the key mechanism through which subject-specific support is typically

provided via weekly meetings, observations/feedback, and shared curricula that spans the provider centre and placement experiences. University tutor visits were also seen to play a role in supporting a history-specific focus in school. Supplementary layers include reading/resource feeds and occasional VLE and subject knowledge boosters.



The challenges most commonly faced by history ITE students’ in developing their practice as history teachers

Respondents were asked to identify aspects of teaching practice ITE students find most challenging during their ITE year. Adapting learning to meet the needs of all learners (including SEND), the development of subject knowledge, disciplinary concepts and teaching history that is emotive, sensitive or controversial were most frequently cited by respondents as the aspects of practice history/ primary ITE students find most challenging. Providing feedback, cognitive psychology theories and teaching exam classes were the areas of practice that respondents identified as least challenging for ITE students.



Timetabled teaching allocations for ITE students

14 respondents commented on the increased timetable requirements that ITE students must fulfil to comply with to fulfil the 2024 Initial Teacher Training (ITT) Quality Requirements (a minimum 15 hours per week of classroom-based activity, and 80% of timetabled teaching contact ratio maintained for 6 weeks).

- 3 respondents said that the stated teaching requirements for trainees from 2024 represented little or no change for their context.
- 11 respondents raised concerns about a reduction in the time available for planning and reflection and the implications for student workload.
- 2 respondents raised concerns about Intensive Training and Practice requirement (ITaP) tightening schedules and making it harder to fit in taught elements.

Influence of Early Career Framework (ECF) on ITE provision

29 respondents to the survey answered the question about whether having one or more ECTs in the school/ history department has an impact on ITE placements offers.

- 18 said schools/ departments with ECTs are less likely to take an ITE student.
- 6 said it did not make a difference to the placement offer if a school/department had an ECT in post.
- 3 were unsure of the impact ECTs were having on partnership school capacity to offer ITE placements.

Respondents were also asked about their impressions of how the [Early Career Framework](#) (ECF) (now the ITTECF) had impacted partnership schools.

- 15 said the ECF has increased mentor workload and reduced schools' capacity to host ITE students.
- 10 respondents commented that the ECF repeats what has already been covered in ITE provision, promotes genericism and has reduced the subject-specific focus for ECTs and mentors.
- 3 believed the ECF has had little or no noticeable impact on participants.

Mentor Training and Development

Amount of time dedicated to mentor training in the 2023/24 academic year

The time dedicated to mentor training varied across programmes, with similar levels of variation for generic and history-specific mentor training.

Generic mentor training ranged from zero hours to more than 20 hours of training, with a median range of 4-7 hours.

Generic mentor training Time in hours	Number Secondary PGCE	Number Primary PGCE +BEd	Number SCITT	Number PGCE + SCITT combined
0	3			
1-3 hours	4			2
4-7 hours	4	1	1	2
8-10 hours				
11-15 hours	1		1	
16-20 hours	4	1		1
>20 hours				1

History-specific mentor training ranged from zero hours to 20 hours of training, with a mean of 6.5 hours and a median range of 4-7 hours. Primary PGCE and SCITTs were most likely to have zero hours attributed to subject-specific training.

History specific mentor training Time in hours	Number Secondary PGCE	Number Primary PGCE +BEd	Number SCITT	Number PGCE + SCITT combined
0		2	1	1
1-3 hours	2			3
4-7 hours	8		1	
8-10 hours	4			
11-15 hours	1			
16-20 hours	1			2
>20 hours				

Mentor access and willingness to engage with mentor development training

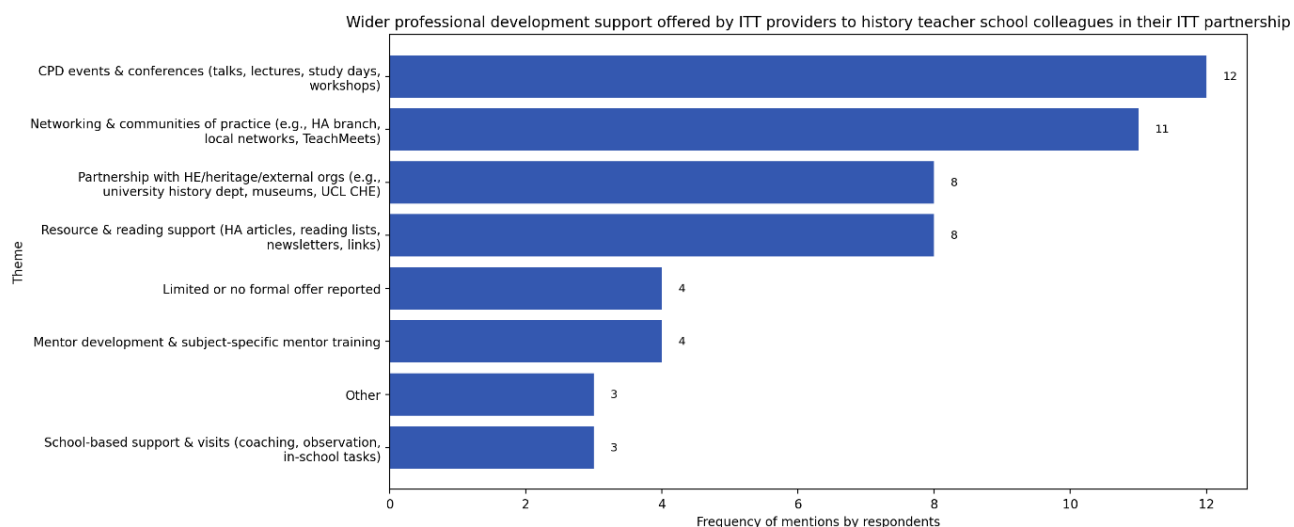
26 respondents commented on the ease with which mentors can access mentor development training. The following key issues were raised:

- **Daytime release for mentor development is a pinch point.** Even motivated schools struggle to free mentors during teaching hours; afterschool attendance is more feasible but still competes with personal commitments and demands on workload.
- **Expectations that mentor training will be offered in a hybrid form are now the norm.** Lower or partial attendance and a move to online/asynchronous options suggest providers are adopting flexible delivery models to maintain reach and equity across their partnerships.
- **System level pressures matter.** Some reluctance to becoming a mentor was linked by respondents to ITaP/ ECF/ market review demands, which place additional requirements on mentors and increased the perceived burden—especially where cover is tight.

Factors impacting mentor engagement with mentor development training	What it means in practice	Respondents
Cover constraints / lack of supply/ funding	Schools struggle to release mentors during the school day; cover is tight or unavailable.	12
Time pressures / workload clashes	Mentor training competes with teaching; many can only attend after-school/ twilight slots.	6
Attendance lower / online only / partial	Attendance is reduced; some schools prefer online/asynchronous or allow partial attendance only.	5
Reluctance / reduced capacity post policy changes (ITaP/ ECF/ 2024 Accreditation)	Added requirements reduce schools' capacity and make them reluctant to release mentors for training due to competing demands for their time as mentors.	3

Wider professional development provided to school colleagues by providers

23 respondents shared the ways in which their ITE programmes provide professional development support to those teaching history in their programme partnership schools. This included a range of activities, from additional Subject Interest Groups/ Conferences/ Teach Meet style events to in-school support from teacher educators. Many respondents described more than one type of professional development offer, but there were also 4 respondents who reported no additional offer of professional development to support experienced colleagues in partnership.



Engagement with the Historical Association (HA)

Membership of the HA

History Teacher-Educator Membership of the HA

27 respondents answered the question relating to their own membership of the HA, with the following responses recorded:

Yes, personal membership	15
Yes, corporate membership	10
No, but have held membership in the past	2

Institutional Membership of the HA

These respondents also commented on history/ primary ITE students' access to HA journals (institutional IP access) through their programme, with the following responses recorded:

No	12
Yes	11
Unsure	4

For those reporting that their institution did not provide access to HA journals, 10 offered further information as to the reasons why:

Cost/ budget/ funding constraints (institution will not pay)	7
Lack of awareness around process for institutional access	1
Print-only access	1
Workaround via personal membership	1

History ITE Student Membership of the HA

27 respondents indicated whether they encourage their history/ primary ITE students to join the HA.

Yes, it is optional but strongly recommended	19
Yes, but it is optional	4
Yes, it is mandatory	3
No	1

2 respondents identified potential barriers facing history/ primary ITE students regarding joining the HA:

- Cost / financial burden on ITE students due to lack of bursary and the cost of membership was emphasised. 1 primary-phase respondent commented that primary ITE students cannot afford to join all the various subject associations relating to their role.
- Unfavourable comparison between HA and other professional associations (e.g. GA and primary subject associations) which offer free membership to ITE students.

How HA membership is utilised by providers

For 20 of the survey respondents, the HA membership and access to HA resources is 'very' integral to the training and development of history teachers on their programme. A further 5 respondents said they used HA resources 'quite a bit', while the final 2 respondents said they used it 'moderately'.

12 respondents added additional detail to this:

- Across 12 responses, it was clear HA resources—especially *Teaching History*—are viewed as central to the training of new history teachers. 6 respondents described them as *vital* or *indispensable*, describing using HA articles with ITE students, embedding HA readings into taught sessions and reading lists.
- 3 respondents described using HA materials to model practice, design tasks, and support subject knowledge and pedagogy.
- 4 respondents commented they use specific HA website sections and *Teaching History* articles to support their own professional development, and that of mentors.

How the HA could better support ITE providers and students

There were 25 respondents to the question about how the HA could support ITE providers and students. In general, respondents were appreciative of the HA and the subject community it provides for new teachers. The HA's resources and expertise are well-regarded, and its concessionary student rate is welcomed. However, the comments suggested three areas that would benefit from attention:

- **Affordability:** 14 respondents commented on the need to improve affordability of the HA membership/ conference fees and called for free access for ITE students. 1 respondent suggested bursaries could be offered to ITE students from demographics less represented in the history teaching community.
- **Accessibility:** 7 respondents talked about the need for resources which are more fit for purpose. For example, focusing on producing SK knowledge boosters, short modelling videos, more practical examples/ applied strategies, and making *Teaching History* more accessible for ITE students. 2 respondents talked about the need for the HA to be more involved with critically engaged research practice such as CHATA and articles that go beyond the 'What's the Wisdom On' series to encourage wider engagement with research.

- **Communication:** 4 respondents commented on the need to strengthen reach and early communication with providers, for example through earlier contact with ITE students in September and closer integration with major ITE providers (e.g. NiOT, Ambition etc) to ensure equitable access for all new history/primary ITE students.

Recommendations

Recommendations for the History Teacher Educators' Network (HTEN) and Historical Association (HA)

Improve affordability and access of HA membership

- Build on the 2-year ITE/ online only HA membership offers for ITE students to widen participation and accessibility.
- Explore bursaries or sponsored memberships for trainees from underrepresented demographic groups.
- Reduce or tier conference fees to support early career affordability.

Develop and differentiate the history ITE-focused resource offer

- Produce more short-form, practical, accessible resources that directly support trainee and mentor needs, including subject knowledge boosters, short modelling videos and practical teaching examples.
- Increase access to *Teaching History* through more student-friendly formats: summaries, digests, or themed collections.

Strengthen early and systematic engagement with ITE providers

- Establish a clear, proactive annual communication cycle with providers, reaching ITE students early in the academic year.
- Develop formal links with newer ITE providers/ school-centred ITE organisations (e.g. NiOT, Ambition Institute, NASBTT) to ensure consistent access for all teacher educators, mentors and trainees.

Enhance support for mentors

- Signpost asynchronous mentor development webinars/ courses focused on history subject knowledge, disciplinary thinking, and modelling strong curriculum design.
- Continue to develop the *Beginning Teacher* section of the HA website to provide resources for mentors who lack access to departmental subject expertise in their school.

Expand professional development opportunities for school colleagues

- Continue to develop regional networks for teachers and mentors.
- Provide digests or online twilight sessions linked to curriculum issues and recent research.
- Provide targeted CPD for schools/ Trusts supporting high numbers of ITE students or ECTs.

Recommendations for policy makers

Address the recruitment crisis recognising this is an issue of equity of access and quality, as well as quantity

- Reintroduce financial incentives (bursaries or scholarships) for history trainees.
- Promote equity and access by targeting support at groups under-represented in current history ITE cohorts (e.g. ethnically diverse students and career changers).
- Commission research into regional recruitment imbalances and place-based barriers (e.g. commuting, ability to drive).

Protect and strengthen subject-specific training in ITE

- Review the cumulative impact of CCF, ITaP and 2024 Quality Requirements.
- Ensure future policy reforms include subject associations and ITE representatives during development to maintain subject specificity in ITE curricula.
- Require and fund minimum expectations for subject-specific mentor training across routes.
- Ensure future regulatory requirements permit curriculum flexibility rather than genericisation.

Support schools to host trainees

- Simplify ECF mentor requirements to avoid disincentivising departments from taking ITE students.
- Safeguard and prioritise subject-specific content within the ECF for subjects like history.

Strengthen support for ITE students with additional needs

- Provide guidance to ensure schools can offer effective reasonable adjustments for trainees with SEND, learning differences or mental health needs.