**Teacher and leader development: ECF and NPQs**

This release provides information on the number of early career teachers (ECTs) participating in the early career framework (ECF) and the number of teachers and leaders participating in reformed national professional qualifications (NPQs). The numbers for previous academic years are revised with each new statistics release to reflect ongoing changes to records on the administrative systems. The latest release should always be used for previous academic years as well as the latest.

For ECF, we report on the numbers of ECTs participating in the provider-led and school-led ECF-based induction and their retention rates. Retention figures focus on three ECF cohorts: 2021/22, 2022/23 and 2023/24. We compare the number of ECTs appearing in the school workforce census with those retained in later census years.

For NPQs, this year's release includes breakdowns of those eligible for scholarship funding and those not eligible for scholarship funding, referred to as funded and non-funded. Figures showing the number of schools that employed a teacher who started an NPQ are also included.

NPQ outcome figures show the number and percentage of NPQs started between 2021 and 2023 that have completed and, of those that complete, the number and percentage that have passed.

This release is based on the Department for Education's (DfE) Teacher CPD Service dataset, which consists of management information submitted by lead providers, the [School Workforce Census (SWC)](https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england) and [Get Information about Schools (GIAS) (opens in a new tab)](https://www.get-information-schools.service.gov.uk/). The SWC collects information from schools and local authorities on the school workforce in state-funded schools in England, and GIAS is the department's register of educational establishments in England and Wales.

Official Statistics Under Development are newly developed or innovative official statistics that are undergoing evaluation. They are published to involve users and stakeholders in the assessment of their suitability and quality at an early stage. This publication is labelled as ‘Official Statistics Under Development’ because it is a relatively new statistical product that we continue to develop as new data from the ECF and NPQ programmes becomes available.Top of Form

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**Headline facts and figures - 2024/25**

ECTs who started an ECF-based induction

22,536

2,400 fewer than 2023/24

ECTs

Percentage of ECTs who started provider-led induction

94.4%

Similar to the percentage each year since 2021/22

Provider-led

New mentors trained for provider-led induction

15,593

3,500 fewer than 2023/24

Mentors

ECTs retained after one year

89.7%

0.8 percentage point increase

Retained after one year

ECTs retained after two years

80.5%

1.2 percentage point increase

Retained after two years

ECF workforce coverage

15.8%

3.0 percentage point increase

ECF workforce coverage

Unique NPQ participants

29,526

14,000 fewer than 2023/24

NPQ

NPQ workforce coverage

19.9%

2.7% percentage point increase

Workforce coverage

NPQ school coverage

88.4%

5.1 percentage point increase

NPQ school coverage

* 22,536 ECTs started ECF-based induction training in 2024/25. Of these, 94.4% started a provider-led induction and 4.3% started a school-led induction. In addition, 15,593 new mentors were trained for provider led induction.
* 89.7% of ECTs who started ECF-based induction in 2023/24 were retained in state schools the following year, an increase of 0.8 percentage points compared with the 2022/23 ECF cohort.
* 80.5% of ECTs who started ECF-based induction in 2022/23 were retained in state schools after two years, an increase of 1.2 percentage points compared with the 2021/22 ECF cohort.
* In 2024, 15.8% of the state school teaching workforce had started or completed an ECF-based induction since roll-out in the 2021.
* There were 29,526 unique NPQ participants in 2024/25, representing 4.5% of the state school teaching workforce. Of these 23,477 were funded and 6,063 were non-funded.
* By 2024/25, 19.9% of the state school teaching workforce had started a reformed NPQ since 2021, up from 17.2% in 2023/24
* By 2024/25, 88.4% of schools had employed a teacher who started a reformed NPQ since the roll-out in 2021, up from 83.3% in 2023/24.

**ECF-based induction**

This section provides information on the number and percentage of early career teachers who participated in the provider-led and school-led ECF-based induction since the national rollout of ECF in September 2021.

Schools can choose how they want to deliver ECF-based induction. They can use a provider-led approach whereby a DfE funded training provider and a delivery partner provide ECF-based training directly to ECTs and train mentors to support ECTs. The training programmes designed by these lead providers are accredited by DfE and quality assured by the [Education Endowment Foundation (EEF) (opens in a new tab)](https://educationendowmentfoundation.org.uk/). Alternatively, schools can use freely available DfE accredited materials to deliver their own induction programme or design and deliver their own induction programme based on the ECF (school-led approach).

Over the past four academic years, there has been a decline in the number of ECTs starting ECF-based induction, reducing to 22,536 in the latest year from 28,887 in 2021/22.  Since 2021/22 a total of 104,277 ECTs have started ECF-based induction, the share of ECTs who started a provider-led ECF-based induction has remained stable over this period, remaining between 94.3% and 95.1%.

**ECF teaching workforce coverage**

In 2024/25, 80,910 teachers in the school workforce census (SWC) had started or completed an ECF-based induction, representing 15.8% of the state school teaching workforce. This includes 77,342 provider-led inductions (15.1% of teachers) and 3,568 school-led inductions (0.7% of teachers).

**Footnotes**

1. Early career teacher (ECTs) refers to those who started an ECF-based induction.

Source: Manage training for early career teachers service, School Workforce Census and Get Information About Schools

**ECF: participant characteristics**

This section includes ECT volumes broken down by personal characteristics. The focus here is on ECTs; mentors who were trained for provider-led induction are covered in the ECF mentors section below.

Inclusion in the ‘Unknown’ category may indicate that either the teacher could not be matched in the SWC, or that the information is missing in the SWC.

Percentages are based only on known characteristics; unknowns are excluded from the calculations. The 2024/25 characteristic volumes and percentages are provisional. These will be updated next year to include additional characteristics for ECTs who are missing from the current 2024 SWC but appear in next year’s SWC. This will reduce the number of unknowns.

**Working pattern**

In the academic year 2024/25, 94.4% of ECTs starting an ECF-based induction were full-time teachers (17,608), while 5.6% worked part-time (1,037). The percentage of ECTs working full time has remained stable since 2021/22, moving between 94.8% and 94.4%. The full-time percentage was similar for both provider-led and school-led ECTs.

**Age**

In the academic year 2024/25, of those who started an ECF-based induction, the largest group were under 25s (43.5%), followed by those aged 25 to 29 (27.2%). The smallest groups were those aged 50 to 59 (2.9%) and those 60 and over (0.2%). This age distribution has remained stable over the past 4 years.

**Sex**

In academic year 2024/25, 75.6% of ECTs were female and 24.4% were male. For provider-led induction, 75.9% of ECTs were female, while for school-led 70.8% were female. Since 2021/22, ECTs starting a provider-led induction have been more likely to be female than those starting a school-led induction.

**Ethnicity**

In academic year 2024/25, teachers identifying as White were the largest group of ECTs (78.8%), followed by teachers identifying as Asian or Asian British (11.1%).

**ECF: school characteristics**

This section breaks down ECTs by the characteristics of their schools. A further breakdown by school phase and type combined is included in the underlying files.

The ‘Unknown’ category indicates that the school could not be matched in Get Information About Schools. Percentages are based only on known characteristics; unknowns are excluded from the calculations.

**Region**

London and the South East had the largest share of ECTs starting ECF-based induction in 2024/25, at 18.7% and 15.7% respectively. The North East had the smallest share of ECTs (4.1%).

The percentage of ECTs who started the provider-led induction was highest in the East Midlands (98.1%) and lowest in London (88.6%). London had the highest percentage of ECTs who started the school-led induction (9.6%).

**School type**

In  2024/25, the largest share of ECTs were based at academies (62.6%), followed by local authority-maintained (28.5%).

The percentage of ECTs who started the provider-led ECF-based induction was similar across school types, ranging from 93.5% in free schools and 94.4% in academies to 94.8% in special schools