

When I trained the minimum requirement for a trainee teacher was 5 O levels (equivalent to 5 GCSEs at A\*-C). No one cared what subjects they were in and you didn't need A levels.

So I sat incredulously alongside teacher training college students and later worked with teachers in secondary schools who had almost no academic knowledge at all beyond a swatted up syllabus if they were conscientious. Some hadn't even got a basic O Level English or maths pass. Every teacher should be teaching English irrespective of the subject, but tens of thousands simply couldn't. Their influence lives on in the pupils they taught.

Teaching as an all-graduate profession was gradually phased in from the 1980s. Sounds good. But isn't it worrying that young teachers now have to take – and many struggle with – literacy and numeracy tests after they've trained but before they start work? These people have been in school for 12 years from age 4-18 and spent three years in university, but we still aren't confident that they can read and do number work? I rest my case.

<https://www.independent.co.uk/voices/comment/the-obvious-reasons-why-uk-literacy-and-numeracy-skills-are-among-the-lowest-in-the-developed-world-8871402.html>

By 1969-70, there were 326,000 teachers in England and Wales. Of these, 52,268 (16%) were trained graduates, 20,898 (6.4%) untrained graduates, 159,548 (48.9%) non-graduates (1-2 yr training) and 79,771 (24.5%) non-graduates (3 yr training) (*Coombe Lodge Report*, p.528). The one-year course was at this time voluntary for graduates, but for those graduating from 1974 onwards, it became compulsory to have the postgraduate qualification to be able to teach in state schools. (*Gosden*, p.307)

[https://www.history.ac.uk/history-in.../teacher\\_training\\_1960s\\_to\\_present\\_day.doc](https://www.history.ac.uk/history-in.../teacher_training_1960s_to_present_day.doc)