



Department
for Education

School workforce census 2014

Guide for school employed staff

September 2014

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1. Introduction

1.1. Purpose of this document

This document is aimed at maintained nursery, primary, middle, secondary and special schools, City Technology Colleges (CTCs), academies, free schools, pupil referral units and at Children's Services/local authorities (LAs) so that relevant staff:

- understand the rationale behind, and purpose of, the school workforce census,
- are able to prepare for the school workforce census,
- are able to complete the school workforce census for school employed staff in 2014.

It is envisaged that this document will be used as a handbook for data entered into schools' Management Information Systems (MIS) and/or LA HR/payroll systems throughout the year for school employed staff, rather than just as guidance for the collection itself.

This document is published on the department's website and LAs may choose to use it as it stands direct with their schools or amended to suit their local needs as appropriate. A similar document has been produced for staff employed by LAs ("centrally employed staff"). Schools do not need to refer to this second document.

1.2. Main changes since school workforce census 2013

The most significant changes from last year's specification result from the School Teachers Pay and Conditions Document 2014 which removes nationally standardised pay spines and points. As a result the provision of 'Base Pay' has been made mandatory, except where daily rate is supplied instead.

Changes have also been made to the QTS route data field (see below).

Pupil Referral Units were treated unusually in the 2013 SWF as staff became the responsibility of the PRU part-way through the academic year. For 2014 PRU staff will be treated the same way as staff of other schools.

1.2.1 Pay

The School Teachers' Pay and Conditions Document (STPCD) 2014 removes national pay spines for leadership teachers, in line with the changes made previously for classroom teachers. Base Pay will therefore need to be reported for all staff not paid by a daily rate.

In the 2013 census schools and LAs were asked to record leading practitioners using the excellent teacher data field. For the 2014 census these teachers should be recorded as Leading Practitioners.

1.2.2 QTS route

The scope of the field 'QTS route' has been altered. Schools are now asked to fill this in for all staff who have taken up their first position since qualifying as a teacher.

In addition two new items have been added to the codeset; School Direct and School Direct (salaried). Schools were previously asked to use the Flexible Routes field to record this data item but can now record it under the correct category.

1.2.3 Change of status for academies and CTCs

Academies and city technology colleges have had their status changed to 'sources' rather than 'agents' on COLLECT. See paragraph 2.13 for details.

1.2.4 Post

Changes have been made to the post codeset, see section 4.2.5.

1.2.5 Validation rules

Several changes have been made to validation rules to improve the quality of data. The following are the main changes to validation rules for this year.

- New validation rule queries have been added to check that:
 - birth dates are not defaulting to 1 January (rule 4195)
 - salaries are above the minimum wage for apprentices and, for support staff, below the local government maximum (rules 4545 and 4565Q)
 - staff are not recorded as working more than 48 hours per week (rule 4745)
- The following validation rule errors have been changed:
 - the removal of the 'Advanced Skills Teacher' and 'Excellent Teacher' pay scales has led to the removal of one validation rule (4500) and changes to three others (4505 now checks that leading practitioners are paid on the appropriate pay scale, 4470 and 4480 check that QT Status and post are appropriate to the pay scale)
 - rule 4200 has been altered to make the minimum age for a member of staff 13. This more correctly reflects the legal position
 - rule 4310 has been altered to make provision of contract type mandatory whenever a contract
 - Rules 4540 and 4490 have been changed because of the new rules on pay, they now ensure that base pay is provided and that pay scale for leadership teachers is correct *if present*

- query 4995 has had its message changed to emphasise that working days lost must be supplied for sickness absences, but can be supplied for other absences
- rule 6520 has been removed and rule 6530 downgraded to a query. These rules checked that no staff had an FTE of greater than 1.5
- rule 7005 has been added to ensure that a vacancy post is provided for each vacancy

For details of validation rules please see the school workforce census [webpage](#).

1.2.6 Clarifications

This section contains a list of additions to the guidance for the purpose of clarification, ie where there is no substantive change in the collection from previous years but where improved guidance has been included in response to questions from data providers or to improve data quality.

The list of types of school which need to submit data has been revised (section 1.3).

Guidance on submissions from federations has been clarified (section 1.5.4)

A definition of supply teachers, to be used in future analysis, has been added (section 1.6)

Guidance has been added to ask that all contracts have pay and hours data (section 1.7)

A note on staff “acting up” has been clarified (sections 1.9.1 and 4.2.5)

The importance of timely submission of data has been re-emphasised (section 2.1)

Further instruction in the use of notes to clear queries has been added in section 2.8.1

Information on credibility checks has been added in section 2.8.3

Advice on the use of reports in COLLECT has been added in section 2.14

Contracts with no hours data are discussed in sections 4.2 and 4.2.17

A reminder that all mainstream schools are expected to have a SENCO has been added to section 4.2.6

1.3. Schools for which data will need to be submitted in the school workforce census

In Autumn 2014 staff employed by the following types of establishments must be included in the school workforce census:

- maintained nursery schools

- primary schools
- secondary, including middle deemed secondary schools
- maintained special schools
- sixth form centres and collaborative sixth forms
- CTCs, free schools (including 16-19 free schools) and academies, including studio schools and University Technical Colleges
- pupil referral units and alternative provision academies.

Returns should not be made from:

- early years settings
- independent schools
- non-maintained special schools
- sixth form colleges
- overseas and offshore establishments
- FE establishments
- secure units
- hospital schools and other miscellaneous establishments

The maintained sector covers England only, and includes Community, Foundation, Voluntary Aided and Voluntary Controlled schools.

The submission of the school workforce census return, including a set of individual staff records, is a statutory requirement on schools and LAs by virtue of regulations SI2007/1264 and amendment SI2009/2266 made under sections 113 and 114 of the Education Act 2005. Putting the school workforce census on a statutory basis should:

- mean that although schools and LAs must meet their obligations to data subjects under the Data Protection Act, they do not need to obtain consent for the provision of information from individual members of the workforce (see section 2.3 below)
- ensure that schools and LAs are protected from any legal challenge that they are breaching a duty of confidence to staff members
- help to ensure that returns are completed by schools and LAs.

1.4. Rationale behind the school workforce census

The following factors constitute the rationale behind the school workforce census:

- consistency with departmental policy:

- data should be collected once and used many times
- collection of data should be automatic
- data collected should be that which a well prepared school uses themselves or be justified with a clear business case
- it assumes that many of the data are already held in school MIS or LA HR/payroll systems ready for transfer during the collection period and so the need for data entry for the collection itself is kept to a minimum
- given that the majority of the data collected on the workforce are those which a well-managed school or LA uses themselves, the data should be updated by the school or LA as soon as it is aware of any change and hence the burden of collection by the department should not be high
- the majority of data collected are as defined in the Common Basic Data Set ([CBDS](#)).

1.5. Structure of the school workforce census

1.5.1 School workforce and school levels

The school workforce census for staff employed by schools is divided into two levels – school workforce level and school level. Each level comprises modules of data items that relate to a single theme or topic. The modules and the data items included in each module are listed in section 3.

1.5.2 One collection a year

Data are collected in the school workforce census once a year, in the autumn.

1.5.3 Historical as well as snapshot data

Many of the data to be collected represent some characteristics of a member of staff at a point in time, eg their role, pay or qualified teacher status. Some historical items will also be collected. The absence module captures information about periods of absence throughout the previous academic year for teachers and teaching assistants. This would include periods of absence for any staff that had left the school during the previous academic year. **For the purposes of the school workforce census, the academic year is defined as the period from 1 September to 31 August.**

Historical information will also be collected for staff whose contracts expired between the beginning of the previous academic year and census date, either because they left the school or because they have been issued with a new contract. It is anticipated that a new contract would be issued when promotions have taken place, eg a deputy head teacher was promoted to a head teacher, but not where a current contract is extended or

changes have been made to the pay or hours worked. If local practices are different from this, then local practices should be followed. Schools may need to refer to their LA for advice.

The software for the school workforce census has been developed to extract the relevant snapshot and historical data. To enable this, it is important that information is kept up to date on an on-going basis, for example that contract end dates have been entered for those staff members that have left the school.

The collection of historical data over successive collections will enable a continuous picture of certain aspects of the school workforce to be built up. This will help inform policies and strategies around for example sickness absence, recruitment and retention.

1.5.4 Data supply

The decision on how the data will be supplied will be a local one, with the LA taking a co-ordinating role, and will differ from one LA to another. Data can be supplied from schools or LAs or a combination of the two. In the majority of LAs, data are being sourced from schools. Where they are able to do so, a number of LAs have chosen to provide all or most of the data items for their schools, but schools may still be asked to check the data. Whilst schools have to cope with the initial burden of populating their systems, many have derived benefits from having all their personnel data in one place and up to date. **If not already clear, schools should check with their LA which data items they are expected to supply.**

Please note that two validation rules (4085Q and 4095Q) check that there is at least one contract or absence record respectively in the data return. This is to ensure that data suppliers are aware that this data is not included in their return and the supplier should ascertain that this is correct (ie the data is being supplied from a different source) before submitting.

Unless all of a school's data are held and provided by the LA, a school MIS must provide at least the following data items for each member of staff for whom school workforce level data is required: Teacher Number (where applicable and available), Family Name, Given Names, Former Family Names (where applicable), Date of Birth and National Insurance Number (where available). This "minimum data set" is required to ensure the data provided by the school is correctly matched to that provided by the LA.

For a federation or a family of academies the department normally requires a return from each individual school. Where staff are shared across schools they should be returned separately for each school, showing the appropriate hours. If a federation wishes to make a single return for all members of the federation or if a federation wishes to provide their data from more than one source, eg a school MIS and an HR system, they should contact the EDD [Helpdesk](#) to discuss how this might be facilitated.

If schools require any assistance or have any queries they should contact the EDD [helpdesk](#).

1.6. School employed staff to be included

The school workforce census covers full and part-time **teachers, teaching assistants and other support staff** that are employed by schools, including PRUs.

“**Teacher**” comprises

- those teachers who are employed directly by a school and
- agency / service agreement teachers working within a school in a post that would normally be filled by a teacher employed by the school.

Please note that if analysis of supply teachers is published in future any teachers on a fixed term contract of less than 12 months duration will be regarded as supply teachers.

“**Teaching Assistants**” comprises those support staff based in the classroom for learning and pupil support, eg HLTAs, teaching assistants, special needs support staff, nursery officers/assistants, minority ethnic pupils support staff and bilingual assistants.

“**Other support staff**” comprises those support staff that are not classroom based, eg matrons/nurses/medical staff, librarians, IT technicians, technicians, administrative officers/secretaries, bursars and other administration/clerical staff, premises and catering staff.

The flow diagram on the next page should help schools and LAs decide which school employed staff should be included in the school workforce census and the level of data required: individual or headcount. Further details about staff for whom school workforce (individual) and school level (headcount) data are required is given in sections 1.7 and 1.8.

1.7. Staff for whom school workforce level data is required

School workforce level data is required for teachers and support staff that work for schools, including PRUs, if they are in **regular service**. Staff are said to be in regular service if they have completed service of **28 days or more** with the school, or are expected to do so, before the end of their contract or service agreement.

Each contract should have base pay (or daily rate) and hours recorded. Contracts with neither recorded should be regarded as occasional employment and should be recorded in the school level module if the member of staff is present on census day.

Each member of the school workforce for whom school workforce level data is required should be engaged to work within a school under arrangements that must be recordable as either a contract or, for teachers, a service agreement. A contract record represents the situation where the arrangement is directly between the member of the workforce and the school. A service agreement record applies where a teacher is working in a school but their contract is with another organisation, eg an agency or another school. **School workforce level data is not required for support staff, including teaching assistants, who work in schools but whose contract is with another organisation. School level data is required for these support staff if they are in the school on Census reference date.** Should schools choose to record such staff on their systems and return school workforce level data on these staff in the Census, the department would be happy to receive it. However, there is no requirement to do so.

If supply teachers are provided by an LA acting like a supply agency, and are in regular service at a school, then a service agreement record will be required to reflect the amount of time worked in that school. However, service agreement records are not required for any other teachers centrally employed by the LA who work in schools, eg peripatetic music teachers. Information on these teachers will be provided by the LA.

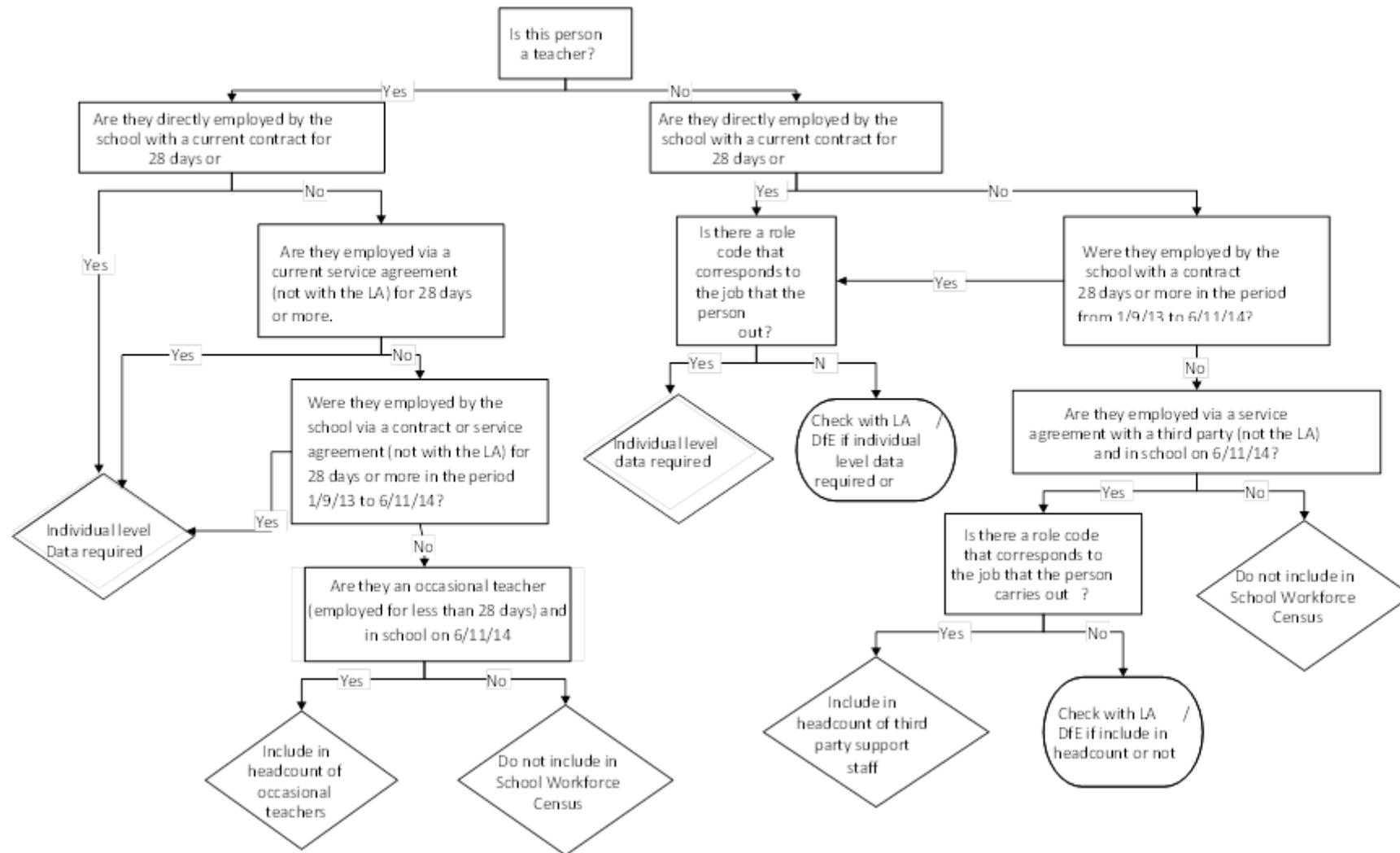
There is an increasing trend for members of the school workforce to have more than one contract, or to work in a number of schools. There is no limit to the number of simultaneous contract/service agreement records that can be provided as part of the school workforce census (see section 1.9 below for further details).

To be included in the school workforce census, there should also be a role identifier code that equates to the job of a particular individual. If such a role cannot be found then schools/LAs may wish to check with the EDD Helpdesk that the individual does not need to be included in the school workforce census.

The following, if they are in **regular service**, are examples of those for whom school workforce level data **should** be returned:

- teachers employed by the school, both with and without QTS
- support staff employed directly by the school
- teachers working at the school who have been supplied by an agency or an LA if the LA is acting like a supply agency
- staff on paid or unpaid absence, whether long or short term
- teachers on the [School Direct \(salaried\)](#) programme, the Overseas Trained Teacher Programme (OTTP) and the Teach First programme

Flow diagram to help schools and local authorities decide which school employed staff should be included in the School Workforce Census. Note that roles or contracts for staff working in extended services or engaged only in the One to One Tuition Programme are not required.



School workforce level data does

not need to be returned for the following:

- temporary staff with service of less than 28 days and who are not expected to complete service of 28 days or more
- casual staff without contracts employed on an ad hoc basis
- PGCE students on teaching practice
- trainee teachers on a School-Centred Initial Teacher Training (SCITT) programme
- staff working in extended school service provision, eg breakfast and after school clubs, Sure Start and Children's Centres. Note that staff engaged in the normal running of the school, such as cleaners, should be included regardless of when they work, eg before, after, or during the normal school day
- staff employed by the LA that provide support to schools eg peripatetic music teachers, advisory teachers, educational psychologists, educational welfare officers (information on these will be submitted by the LA)
- teachers **only** engaged in the One to One Tuition Programme
- governors and voluntary staff
- staff for whom there is no role identifier code that equates to the function they carry out, eg clerk to governors, school crossing patrol staff and school improvement partners
- staff whose contracts finished prior to 1 September 2013

If a member of staff works at two establishments, one which is in scope for the school workforce census and one which is not, then information should be returned for their activity which falls within scope of the school workforce census only. For example, a nursery assistant might work at a Sure Start centre and a maintained nursery and school workforce level data would need to be returned for the portion of time they are working in the maintained nursery only.

If schools are unsure about which staff they should include in the school workforce census they should check first with their LA. The school or the LA, if they are still unsure, should then check with the EDD Helpdesk via <https://www.education.gov.uk/researchandstatistics/stats/requestform>. Unless supported by their LA, academies should contact the EDD Helpdesk directly.

For information on how to record staff who are "acting up", ie temporarily filling a post at a higher level, please see section 1.9.

1.8. Staff for whom school level data is required

School level (headcount) rather than school workforce (individual) level data is required for the following two groups of staff:

- supply teachers who have a contract, or are employed under a service agreement, with a school for less than 28 days (occasional teachers) and are in school on the Census day
- support staff who are not employed directly by the school or the LA (third party support staff), eg teaching assistants, contract cleaners, nurses employed by the PCT, outsourced IT technicians, and who are in school on the Census day.

1.9. Multiple records

More than one record for an individual member of the school workforce would be returned in the school workforce census in the following instances:

- when a person is in regular service at more than one school, either via a contract or, for teachers employed under a service agreement. For example a teacher who works two days in one school and three in another would need more than one record. Both schools would be expected to submit a record that reflects the time spent by the teacher in their school
- when a person, teacher or support staff, ceases working at one school and begins working at another school during the period covered by the census (ie 1 September 2013 to 6 November 2014). Both schools would be expected to submit a record that reflects the time spent in their school during that period

It is recognised that a school or LA may need to submit information for a member of staff for more than one contract, or period of employment under a service agreement, in the school workforce census. This would happen when

- they have more than one current contract, or are engaged to work at the school under more than one service agreement, at the Census day in one school. For example they have one part-time contract with the school as a midday supervisor and another part-time contract as an administrator, or
- they have one current contract, or are engaged to work at the school under a service agreement, at the Census Reference Date and finished another contract or period of employment under a service agreement in the previous academic year. For example, they were promoted on 1

January 2014 from deputy head teacher to head teacher and so both the old deputy head teacher contract and the current head teacher contract would be returned

1.9.1 Staff acting up

If staff are acting up within the same school, eg a deputy head to a head post, then **the contract for the substantive post (deputy head) should be closed and re-opened when the acting up role (head) comes to an end.**

However, if providing this information presents too many difficulties, then the department will accept information on the substantive post. Local HR management practices will dictate how such acting up arrangements are recorded on the school's MIS. Acting up should not be treated in the same way as secondment to another school/LA for which two contracts would be returned, one from each establishment, with the absence due to secondment recorded against the substantive post.

2. Guidance: completing the school workforce census

2.1 Census date

Data will be collected in the school workforce census annually in the autumn. The Census date for 2014 is the first Thursday in November, ie 6 November 2014. The collection period closes on 5 December.

It is essential that a return for every local authority and academy school must be submitted by the 5 December to allow the completion of error correction, authorisation and credibility checking to take place before the collection closes. LAs will advise their schools of the file return date in order to meet the department's final deadline.

Our Customer Services team will assess returns as soon as possible after authorisation and inform you if there are any issues. We will aim to provide this feedback where required within two weeks of the return being authorised on COLLECT. For each local authority the assessment will normally be made once the vast majority of schools' returns have been authorised. Feedback may be delayed if there is a large volume of returns. It is essential that the submission deadline of 5 December is adhered to in order that this process can take place.

Please note that where the return date falls on a school holiday data suppliers should base their snapshot data on the next working day, where practicable. For example counts of occasional staff and of third party support staff should be based on the next working day, curriculum data should be based on a typical week (see section 4.4).

For those schools that access the department's on-line data collection facility (COLLECT) direct, the blade (or Census specific loading and validation platform within COLLECT) for the [school workforce census](#) will be available from the Census day onwards on the live site. Each collection, eg the school workforce census 2014, school census summer 2014, school census autumn 2014, has its own blade for COLLECT and the correct one must be accessed.

2.2 Update systems with current data

The individual staff records for the school workforce census will be extracted automatically by MIS systems. Also, although strenuous data validation will take place within the software, missing data on teachers or support staff and some incorrect data may not flag up any errors or queries. It is essential therefore that

all relevant data have been entered and updated in systems before the school workforce census return is created.

2.3 Data protection and security

Data kept on school staff (in any medium, including within an MIS) are personal data. The data must be managed in accordance with the requirements of the Data Protection Act 1998. All staff with access to personal data should be aware of their responsibilities under the Act.

LAs and schools are asked to make all staff they employ for whom data will be submitted in the school workforce census aware of Privacy Notices. Privacy Notices inform staff of the purposes for which their personal data may be held and used by the school, LA, the department and other organisations. LAs will also need to bring the Privacy Notices to the attention of staff employed in Voluntary Aided and Foundation Schools. Academies will need to issue or make available Privacy Notices to their staff. The department's website contains suggested text for a [Privacy Notice](#) and suggested information for LAs/schools to include locally or on their respective websites is also given.

2.4 Snapshot information

The school workforce census generation software will include all staff currently engaged by the school by looking at contract records where there is a start date and no end date, or the end date is later than that of the Census date.

As long as systems are kept up to date, appropriate snapshot information should automatically be extracted for the school workforce census for these staff and for the following modules:

- Staff Details
- Contract / Service Agreement
- Qualifications

The Curriculum module should, in general, reflect the position over the week in which the Census day falls, however see section 4.4.2 for details. *Information on the curriculum is only required from secondary, middle deemed secondary or all-through schools, with timetabling software that interfaces with their MIS.*

Information on the curriculum will, as far as possible, be extracted automatically from the timetable system. Further details are given in section 4.4 and detailed instructions should be available from software suppliers.

If contract information is being supplied from an LA system, rather than from the school MIS, then the school software may not be able to automatically identify those staff that should be included in the school workforce census return. For example, if the start and end dates of contracts are not recorded in the MIS then the system will not be able to identify those staff with current contracts. Staff may need to be selected manually, through for example ticking a check box, for inclusion in the school workforce census return. Software suppliers will be able to advise how this should be done in your specific system.

2.5 Historical data

Historical data will be submitted in the contract / service agreement and absence modules. The school workforce census generation software will extract the required non-pay contract / service agreement information data for staff whose contracts / service agreements finished in the period 1 September 2013 to 6 November 2014.

Historical data will be extracted for any absence which started or finished during the previous academic year (1 September 2013 to 31 August 2014). This will include any absences that are on-going at 31 August 2014.

The software will generate the Staff Details module and appropriate contract data and absence data items to accompany any data provided for staff that left during the previous academic year.

2.6 Census specific data

Information on teacher vacancies and the headcounts of occasional teachers and third party support staff will not be generated by software and will need to be entered manually at the point of completing the school workforce census return. These data items will need to reflect the position on the Census day, unless that falls in a school holiday in which case the next working day should be used.

2.7 School identifier

The Department for Education School Number is required as the identifier for the school. It comprises a three digit LA code and a four digit Establishment code each collected as a separate data item (eg LA code 888 and Establishment code 4032). It is essential that both these codes are correct and up to date. Any error (including the provision of an old value of either code) is likely to lead to the rejection of a return by the department. LA and

Establishment codes can be checked using [Edubase](#). If after checking, schools are in any doubt about these codes, they should then check with their LA.

2.8 Validation

School workforce census data are used by the department's policy divisions, other government departments, LAs, external agencies and educational researchers. Accuracy of data is therefore paramount.

Both LAs and the department expect there to be zero errors on the school workforce census return. However, if a software bug generates an error that cannot be fixed or circumvented then an agreement would be reached between the LAs and the department that the error is acceptable.

The school workforce census has provision for some schools to return a sub-set of the data to their LA – see Data Supply in section 1.5.4. If schools are only providing some data items for their staff, validation will have to be run at a later stage by the LA, who may then get back to their schools with queries.

The fact that data on a school's staff may be submitted by either the school or the LA can lead to a risk that some data suppliers may be uncertain whether responsibility for certain data items rests with them or with colleagues. Additional validation rules have been added to check for missing data, specifically contract and absence data, to alert staff that the data is missing. These rules are designed to check that there is at least one contract in the data return and that there is at least one absence recorded in the return. This should then prompt staff members to check whether their organisation should be supplying this data.

Although rigorous data validation will take place within the software, missing data on staff may not flag up any errors or queries (eg missing additional payments). It is essential therefore that all relevant data have been entered and updated in the system **before** the school workforce census return is created. Further credibility checks on the data will be carried out by the department after the data has been submitted and these may be followed up with the LA.

2.8.1 Errors and queries

When the data are validated in COLLECT for the school workforce census, a validation *Error* is generated when data rules are broken, for example, an illegal character is entered, a value may be out of range, or totals do not add up correctly. Validation errors **must** be corrected. If a validation error cannot be corrected, please contact your LA / software support provider.

A *Query* is reported in COLLECT where the data are unusual or unexpected, reflecting a potential inaccuracy or omission in the underlying data in the school's MIS, or entry to the school workforce census form. For example, where a destination code has been provided for a member of staff but no end date for their contract, or no head teacher post is returned. All outstanding queries should have an explanatory note. Notes deemed to be acceptable in order for a number of queries to be cleared will be published in a separate document on the department's website nearer to the date of the census. For any other query, free text should be entered to explain the reason for the query.

NB: By entering a note, data providers are agreeing that the errors specified have been checked and that the information provided is correct or there is a valid reason why it is not available.

Some queries can be cleared only by return level notes. A provisional list of these can be found in section 9.

2.8.2 Validation in school systems

School MIS software will report queries that should be investigated. As LAs or the department will challenge queries it is also essential to investigate all queries, and amend or annotate that data as necessary.

Schools' MIS software will report most validation errors and queries. However, if the department makes late changes to validations then commercial software suppliers may not be able to include these changes in their software releases.

Some users have reported significant differences between the numbers of errors reported in school systems and the numbers reported in COLLECT. The following factors may have contributed to these differences:

- There are some validation checks that are only produced in COLLECT so a school may see an "error on load" even though nothing is shown where validated in the HR/payroll system. The department aims to keep these differences to a minimum but cannot guarantee that there will be none as technical fixes may need to be made at short notice.
- As data for a school may be sent to the department from several different sources the validation within school systems will not always check for the *presence* of data items, but instead check that the data, where present, meet appropriate conditions. This may result in more errors being reported in COLLECT than in the MIS system.
- COLLECT reports the number of errors for a whole return, rather than the number for an individual file. Therefore, if a school loads a file to

COLLECT after an LA file has been loaded then the number of errors reported in COLLECT may be considerably higher than reported in the MIS system.

2.8.3 Credibility checks

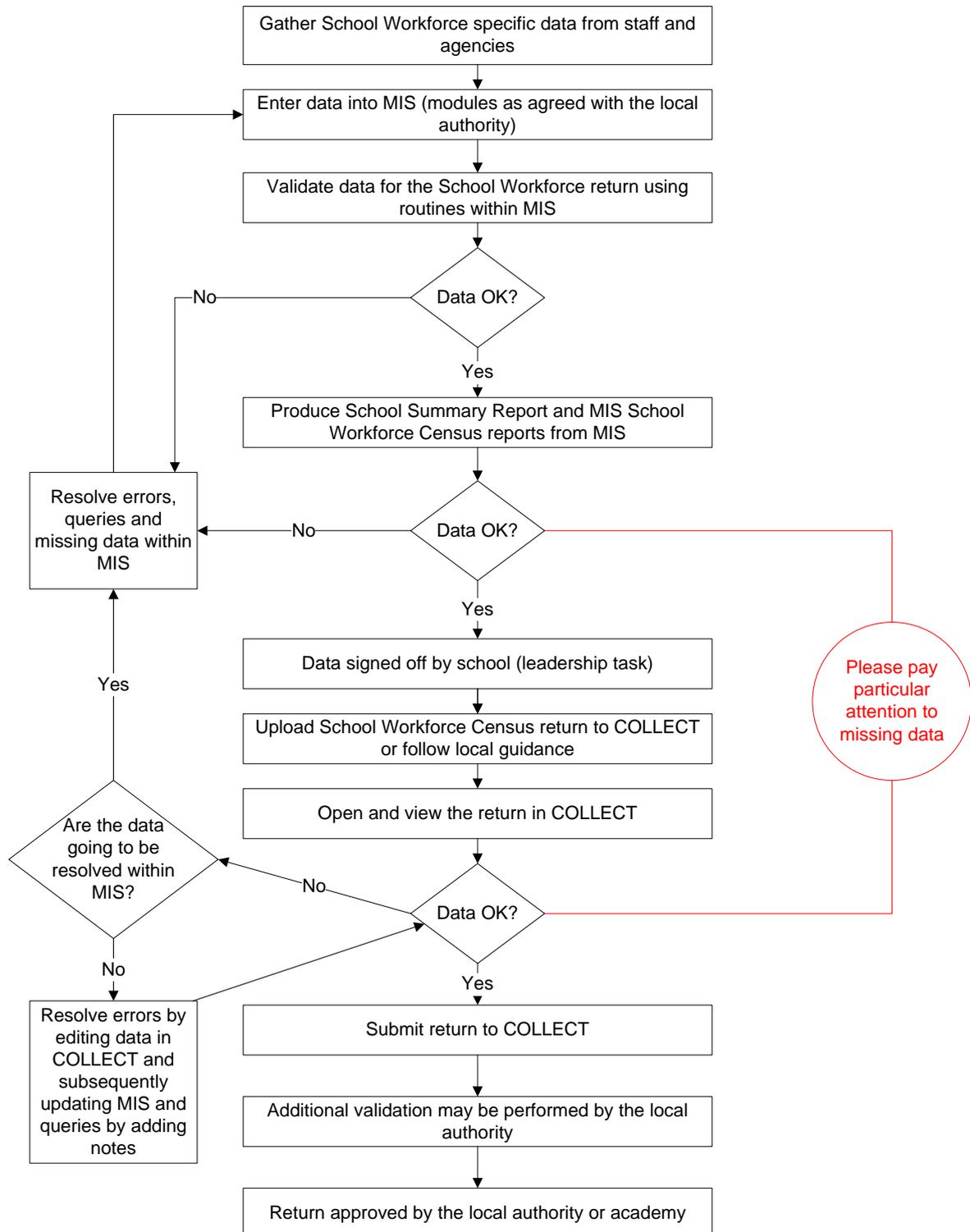
Once a schools' return is authorised it will be subject to further checks to ensure that the data provided is complete and credible. The following is an incomplete list of the checks which may be applied and which may require further investigation by data providers. Please consider a rough guide to the checks that will be implemented as others may be added:

- Duplication checks:
 - There are no schools appearing more than once in the return
 - There are no duplicate records ie the same staff member / contract appearing more than once in a single return.
 - There are no returns approved that still have multiple sources (ie matching and reconciliation not carried out correctly).
- There is at least one valid contract for each staff member listed.
- Each school has at least one qualified teacher contract open on the November 2014 census date as indicated in the Post field.
- All open contracts, except those paid on a daily rate, have the FTE Hours per week and Hours Worked Per Week entries of greater than zero.
- Where the Hours Worked Per Week is less than the FTE Hours Per Week for an open contract, the Hours Worked Per Week is less than 99 per cent of the FTE Hours Worked Per Week. (For example if the FTE Hours Per Week are 32 and the Hours Per Week are less than 32 hours they must also be less than 31.68 hours).
- The head count number of staff, with an open contract in November 2014, is within plus or minus 50 per cent of the number in November 2013. (This will only be checked where the school is open in the same format and there were at least 10 staff members in service in November 2013).
- 90 per cent of teachers have Pay Scale or Base Pay provided rather than the Daily Rate indicator set.
- Where Base Pay is provided for full-time qualified teachers, it is in the range £20,000 to £200,000.

- More than 90 per cent of the teachers have Qualified Teacher Status. **(It is crucial that all teachers with qualified teacher status are recorded as such.)**
- There is at least one absence record (an absence return is expected for at least 95 per cent of local authority schools).
- Fewer than 20 per cent of the ethnicity data for staff in the school are recorded as 'Not Obtained' (NOBT).
- An Occasional teacher headcount is attached.
- A third party support staff headcount is attached.

2.9 Process diagram

The process diagram below shows the steps that need to be taken to produce, check and send school workforce census returns from school MIS.



2.10 Generating the school workforce census return and data checks

School MIS systems contain a series of “data checks” which will help to identify and correct errors and inconsistencies in the data prior to generating the school workforce census return. Schools should refer to their LA for instructions detailing which data they need to supply and their software supplier for instructions to generate the return. Please go through this process carefully as it will substantially reduce the number of validation errors in a return and the work that will need to be done subsequently to resolve these.

2.11 School summary

The software on school MIS may include a report summarising the data in the school workforce census return automatically. Given that the return itself is likely to be too large to be viewed in its entirety, this summary report fulfils a number of purposes:

- to allow school staff preparing the return to check its accuracy and completeness before passing it to the head teacher
- to allow the head teacher authorising the return to check its accuracy and completeness before submitting the return to the LA and the department
- if the summary is forwarded to the LA, it allows the LA to check the return from the school

The summary should be inspected carefully, paying particular attention to those sections that might reveal evidence that some individual staff data were not entered onto the system prior to generating the return, eg contract/service agreement information, qualifications, or ethnicity. The department also recommends that the school summary is compared to that for the previous year to highlight any anomalous data between the years.

2.12 Submitting the school workforce census return

Schools will be advised by their LA of the method for submitting the file. There are three main options:

- schools may be asked to load the file directly into the secure internet-based COLLECT system. LA data teams will be able to advise each school of the login details for this process;

- in some LAs, schools will be advised to use the authority's secure network or data transfer facilities to send the file to a central data team. In this case, the LA will upload the file into COLLECT on schools' behalf;
- in a small number of LAs all the data will be held centrally within the LA and the LA will supply all the data on the schools' behalf. In these cases the LA must provide one file per school and not one file covering all staff.

Academies will normally submit their file direct to COLLECT. However, academies are free to enter into data sharing arrangements with their LA.

If data is resubmitted to COLLECT, for example because some errors have been corrected in the MIS, then the original data submitted will be over-written. This will include any notes that had been made against queries.

2.13 Approval of the return by the LA / academy

Once the file has been submitted by the school to the LA, the authority's data team may undertake further processing and validation. This may involve, for example, adding data from the central payroll system or other central records. Depending on the nature of the processing at the authority, LAs and schools may choose to implement further sign-off methods, such as printing and signing a summary of the data. Schools should refer to instructions from their LA.

Once the data return has been completed, the LA will mark the return as approved on COLLECT at which point the data will be available to the department.

Academies, free schools and CTCs, being responsible for their own returns, will submit their return for approval by the DfE unless they choose to join a local data sharing arrangement. This is a change from previous years when these institutions approved their own returns.

2.14 Authorisation of the return by the department

Staff at the department will look at the return prior to finally authorising it. In some cases this process may also result in questions about the data, with the possibility of final amendments being made in consultation with the LA or academy.

All schools are strongly encouraged to use the reports available, particularly the Summary Report and Missing Contract Reports, to check their returns for completeness and credibility. The exception to this will be where information is

being provided from multiple sources and Matching and Reconciliation (M&R) will be conducted.

2.15 Further information

For further information about the school workforce census, please visit the department's [website](#).

For further advice on the completion of any part of the school workforce census return, please contact your LA. If there are any questions which the LA cannot resolve, then LAs should contact the Education Data Division Helpdesk for further advice using the [request form](#). Academies should contact the department directly, unless they are being supported by their LA.

3. Preparation: data items required

This section of the guidance provides information on all the data items that are required for school employed staff for the school workforce census.

Most of the data items collected in the school workforce census are those which a school, or other employer, would be expected to use for its own purposes. The majority of items should therefore be kept up to date as part of normal business processes.

Data items that are going to be collected in the 2014 school workforce census have been grouped into modules as follows:

School Workforce Level (section 4)	School Level (section 5)
Staff Details	Teacher Vacancies
Contract/Service Agreement	Staff Information
Absence	
Curriculum	
Qualification	

Schools are urged to take a look at the data items to be collected in the school workforce census in advance of the collection to ensure data are entered correctly within their MIS. Schools should note that software suppliers have included validation on data entry so in many instances it should not be possible to enter data that is in the wrong format or that does not comply with the specified codeset. This should ensure a higher quality of data entered and fewer validation errors to be checked when the data are extracted in the school workforce census.

Codesets for individual data items are given in sections 6 and 7 and reference to the appropriate codeset is made against the associated data item.

3.1 School workforce level data required

Different school workforce level data items are required for the four categories of staff: 1) teachers, 2) agency/service agreement teachers, 3) teaching assistants and 4) other support staff (see table on following page). Schools and LAs may choose to record all the data items for all categories of staff should they wish to do so but need to be aware that these may be returned to the department in their school workforce census return.

For contract/service agreement records that finished during the period 1 September 2013 to 6 November 2014 only a subset of the data items is required: the Staff Details module, non-pay items in the Contract/Service

Agreement module and, for teachers and teaching assistants, any periods of absence recorded during that period.

3.1.1 Non pay data items in the contract

The non-pay items in the Contract/Service Agreement module are: contract / agreement type, start date, end date, date of arrival in school, post, role identifier, destination, origin, hours worked per week, FTE hours worked per week, weeks per year. Which of these will need to be returned depends on the category of staff.

3.1.2 Mandatory, optional and not applicable data items

The following table shows which data items are mandatory (✓) for each of the staff categories, which are optional (#) and which are not applicable (X). Schools/LAs may wish to hold the optional items on their MIS and this information should automatically be filtered out from the school workforce census return when it is generated. There may be instances where optional information is not filtered out, eg if contract information is being provided by the LA, and schools will need to be aware that the data may be forwarded to the department and used for research and statistical purposes.

Software in schools' MIS should automatically generate the Staff Details module for those staff that have left the school during the previous academic year or for whom old contract information is being reported. *If contract information is being supplied from a LA system rather than the school MIS*, the software may not be able to automatically identify those staff that should be included in the school workforce census return. *Staff may therefore need to be selected manually through, for example, ticking a check box for those that should be included in the school workforce census return.* Software suppliers or your LA will be able to advise how this should be done.

The information in the table applies to those staff with current contracts, or employed via a current service agreement, for 28 days or more on the Census day.

	Contracted Teachers	Agency/SA Teachers	Teaching Assistants	Other support staff	Notes
<i>Staff Details module</i>					
Teacher Number	√	√	√ (if applicable)	√ (if applicable)	
Family Name	√	√	√	√	
Given Name	√	√	√	√	
Former Family Name	√	#	√	#	
National Insurance Number	√	√	√	√	
Gender	√	√	√	√	
Date of birth	√	√	√	√	
Ethnic Code	√	√	√	√	
Disability	√	√	√	√	
QT Status	√	√	√	#	
HLTA Status	√	#	√	√	
QTS Route	√	√	#	#	Mandatory for all staff who, in the last year, have taken up their first position since qualifying as a teacher. May also be returned for other staff as well.
<i>Contract / Service Agreement module</i>					
Contract / Agreement Type	√	√	√	√	
Start Date	√	√	√	√	
End Date	√	√	√	√	

	Contracted Teachers	Agency/SA Teachers	Teaching Assistants	Other support staff	Notes
Date of Arrival in School	√ (where known or for those who joined the school from 1/9/2009)	√ (where known or for those who joined the school from 1/9/2009)	√ (where known or for those who joined the school from 1/9/2009)	#	
Post	√	√	√	√	
Role Identifier	√	√	√	√	
Origin	√ (for those contracts / agreements that started from 1/9/2009)	#	√ (for those contracts / agreements that started from 1/9/2009)	#	
Destination	√	#	√	#	
Pay Scale	√	√	√	√	These three data items are not mandatory but the department desires these items if they are available.
Regional Pay Spine	√	√	X	X	
Spine Point	√	√	X	X	
Category of Additional Payment	√	√ (not required if Daily Rate is provided)	√	√	
Additional Payment Amount	√	√ (not required if Daily Rate is provided)	√	√	

	Contracted Teachers	Agency/SA Teachers	Teaching Assistants	Other support staff	Notes
Base Pay	√	√	√	√	Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	√	X	X	X	
Daily Rate	X	√	X	X	
Hours worked per week	√	√	√	√	
FTE Hours per week	√	√	√	√	
Weeks per year	√	√ (not required if Daily Rate is provided)	√	√	
<i>Absence module</i>					
Absence Category	√	#	√	#	
First Day	√	#	√	#	
Last Day	√	#	√	#	
Working Days Lost	√ (for sickness absence only)	#	√ (for sickness absence only)	#	
<i>Curriculum module</i>	<i>Secondary, middle deemed secondary and all-through schools only</i>				
Subject Code	√	√	√	X	
Hours	√	√	√	X	
Year Group	√	√	√	X	
<i>Qualification module</i>					
Qualification code	√	√	√	√	

	Contracted Teachers	Agency/SA Teachers	Teaching Assistants	Other support staff	Notes
Subject Code 1	√	√	√	√	
Subject Code 2	√ (if applicable)	√ (if applicable)	√ (if applicable)	√ (if applicable)	
Class of Degree	√ (mandatory where Date of Arrival is equal to or greater than 1 August 2013)	#	#	#	

√ Mandatory data item for this type of staff

Optional data item for this type of staff

X Data item not applicable for this type of staff

3.2 School level data required

The School level data are split into two modules: Teacher Vacancies and Staff Information.

The **Teacher Vacancies module** collects information about each vacant teaching post as at the Census day, eg vacancy post, vacancy subject, vacancy tenure, vacancy temporarily filled.

The **Staff Information module** collects the following:

- headcounts of occasional teachers in school on the Census day split by categories of Qualified/Unqualified/Not known
- headcounts by role for all support staff not employed directly by the school or the LA in school on the Census day. **No teaching roles should be included in this section even though they may be available to select.**

4. School workforce level

4.1 Staff details module

All data in this module should be maintained as changes occur. This module will be collected for all staff meeting the criteria given in section 1.7. Note that this is *likely to include some staff that left the school during the academic year prior to the collection, for whom contract or absence information is being provided.*

	Teachers	Agency/SA Teachers	Teaching Assistants	Other support staff	Notes
<i>Staff Details module</i>					
Teacher Number	√	√	√ (if applicable)	√ (if applicable)	
Family Name	√	√	√	√	
Given Name	√	√	√	√	
Former Family Name	√	#	√	#	
National Insurance Number	√	√	√	√	
Gender	√	√	√	√	
Date of birth	√	√	√	√	
Ethnic Code	√	√	√	√	
Disability	√	√	√	√	
QT Status	√	√	√	#	
HLTA Status	√	#	√	√	

	Teachers	Agency/SA Teachers	Teaching Assistants	Other support staff	Notes
QTS Route	√	√	#	#	Mandatory for all staff who, in the last year, have taken up their first position since qualifying as a teacher. May also be returned for other staff as well.

√ Mandatory data item for this type of staff

Optional data item for this type of staff

4.1.1 Teacher number

This is the seven-digit department's Teacher Reference Number allocated to:

- all teachers with Qualified Teacher Status (QTS)
- people who enter their final or only year of teaching training but who do not qualify
- people working towards QTS on employment based training schemes and
- those without QTS who participate in the Teachers' Pension Scheme.

If a member of staff has an English Teacher Number then this should be provided. Welsh Teacher Numbers, which are eight digits long, are now accepted (in previous years COLLECT truncated these to seven digits). This field is used for matching purposes and for tracking individuals over time so that statistics can be produced on length of service, turnover etc. Temporary or Scottish Teacher Numbers or made up numbers such as 0000001 or 1234567, should **not** be provided as these are not useful for these purposes and the field should be left blank. If as a consequence a query is generated in COLLECT then a note will need to be written against the query to explain why a Teacher Number has not been submitted.

People with Qualified Teacher Learning and Skills status are recognised as qualified to teach in schools and where they have a teacher reference number, this should be provided. For example, they will have a teacher reference number if they are part of the teachers' pension scheme, Otherwise this field should be left blank.

Teacher Numbers need to be accurate for the department's tracking of teacher movements and for turnover statistics. Therefore schools and LAs should make every effort to ensure Teacher Numbers are provided accurately for qualified teachers, if an accurate number cannot be ascertained then the data item should be left blank. Without a Teacher Number qualification information provided by the National College for Teaching and Leadership cannot be matched with information collected in the school workforce census. So if it is not possible to provide the Teacher Number for a qualified teacher, then schools and LAs are asked to make an extra effort to complete the qualifications module for that teacher.

4.1.2 Family name

This should be the full family name (surname).

Employers should have verified the name of their staff as part of the checks with the Disclosure and Barring Service, formerly the Criminal Records Bureau. If staff are provided by a third party, then their identity should have been checked through sight of a birth certificate, driving licence or passport combined with evidence of address. For further guidance around identity checking see [Keeping children safe in education](#).

4.1.3 Given name

The given name includes forename and middle name(s), not shortened or familiar versions. More than one given name can be entered for each staff member. Suppliers and users are welcome to use a "known as" field locally, but the department is not collecting it because standardising on the legal name gives a firm basis for matching.

4.1.4 Former family name

Please record and provide as many former family names as you are aware of for teachers and teaching assistants who have contracts direct with schools. Former family names are not required for agency/service agreement teachers nor other support staff. Schools may choose to record former family names on their MIS for these staff but should be aware that these may be returned to the department if they do so.

4.1.5 National Insurance number

National Insurance (NI) numbers should be provided for all staff in regular service. This field is used for matching purposes and for tracking individuals over time so that statistics can be produced on length of service, turnover etc. Schools and LAs should make every effort to ensure a NI number can be provided for each member of staff. However, if one is not available, then the field should preferably be left blank. If your system does not allow you to leave the field blank it may be populated with a temporary number as advised by your software supplier or LA. Leaving the field blank or providing a non-standard NI number will generate a query and a note will need to be added to the return to explain why no NI number has been provided.

4.1.6 Gender (Gender codeset)

The gender of the member of staff should be provided. The codeset is e-GIF compliant and so includes the values “not known” and “not specified”.

4.1.7 Date of birth

This is the date of birth of the staff member using the format CCYY-MM-DD (eg for 23 January 1963 = 1963-01-23). Establishments must enter the correct date of birth for the staff member. Dates of birth are used in matching workforce census data from different establishments and from different years so it is important that this data is correct.

4.1.8 Ethnic Code (Ethnicity codeset)

This is the ethnicity of the staff member using the codes from the 2001 National Population Census. Data on ethnicity needs to be handled with appropriate sensitivity. The key point is that ethnicity data should be supplied by the staff members themselves and if they wish they can refuse to provide it. There are therefore options in the codeset for “refused” and “information not yet obtained”.

The codes collected from schools will be those specified for use by the LA - either the department’s extended Codes or Main Codes, the latter are given in the codeset in section 6.

Please note that the codeset differs slightly from that for pupil ethnicity. “Traveller of Irish Heritage” and “Gypsy/Roma” are available for pupils, however these values are not currently in use for workforce ethnic monitoring and so have not been included. An entry of “Any other White Background” may be used instead.

4.1.9 Disability (Disability codeset)

It is for schools to decide how best to collect this information and for staff themselves to decide whether they want to declare they have a disability. It will be important to assure and convince staff that the information they disclose will be handled sensitively and confidentially and used to improve opportunities and outcomes for them. 45,000 public bodies across Great Britain are covered by the Public Sector Equality Duty, which came into force under the Equality Act 2010. The duty is meant to ensure that all public bodies - such as central or local government, schools, health trusts or emergency services – pay 'due regard' to the advancement of equality of opportunity for disabled people in every area of their work. The Equality and Human Rights Commission produced a range of information on the [public sector equality duty](#). Disability information should be provided by the staff member themselves and they can refuse to provide it. There are therefore options in the codeset for “refused” and “information not yet obtained”.

4.1.10 QT Status (true/false)

This data item is required for all teachers and teaching assistants and indicates whether or not they have either Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status. The fact that a person has a Teacher Number does not necessarily mean that they have QTS. Teachers without QTS can still be members of the Teachers' Pension Scheme, eg those who did not successfully complete a teacher training course. Any queries about a person's QTS should be checked with the National College for Teaching and Leadership – see section 4.5 for contact details.

Please note that the QTS data is required for all teachers included in the return – even if their contract is not current on census reference day.

4.1.11 HLTA Status (true/false)

This indicates if a member of staff has acquired HLTA (Higher Level Teaching Assistant) status or not. If a person has HLTA status but is not currently working as an HLTA, then the status should still be returned as “*True*”. ***HLTA status refers to a person's status rather than if they are currently working as an HLTA.*** To achieve HLTA status an individual undergoes assessment to ensure they fulfil the HLTA standards.

Please note that the HLTA data is required for all teachers and teaching assistants included in the return – even if their contract is not current on census reference day.

4.1.12 QTS Route (QTS route codeset)

This data item is only required for staff who have taken up their first teaching post since the previous census or who are working towards QTS, though it can be returned for other staff as well. **This data item does not have to be back filled for staff who were employed as teachers and had QTS before the last school census.**

Members of staff on an employment based QTS route, excluding School Centred Initial Teacher Training (SCITT), should be given the code of the route or programme they are undertaking. *Information on student teachers on teaching practice or who are participating in SCITT is not required for the school workforce census since this is a college rather than classroom based QTS route.* Teachers on the Overseas Trained Teacher Programme should be given the code OTTP - Overseas Trained Teacher Programme. However Overseas Trained Teachers who have not yet signed up for the programme should be given the code OTTN - Overseas Trained Teacher, not yet on Programme.

Two new items have been added to the codeset – School Direct and School Direct (salaried), previously teachers on the School Direct programme were recorded under the heading of ‘Flexible Routes’.

4.2 Contract / service agreement module

All data in this module should be maintained as changes occur. The data items in this module provide details of either contracts or service agreements as defined in section 1.7. Any member of staff employed by a school may have:

- a) one or more contract (or, for teachers, service agreement) records with the same school, or
- b) one or more contract (or, for teachers, service agreement) records with different schools.

Contract or service agreement records, as appropriate, should be returned from each school and/or the LA (depending on how the data are being sourced).

Please note that validation rule 6530 will raise a query if the total FTE for all open contracts held by any individual staff member on census day is greater than 1.5. For technical reasons it has not proved possible to have this rule apply to contracts that closed before census day. Schools and LAs are therefore asked to take care that, where there are multiple contracts for a single staff member, these do not total more than 1.5 FTE except in exceptional circumstances.

NB: Several returns in previous years had very low levels of hours worked per week. While there may be cases where hours worked per week are very low the department asks all establishments returning the census to ensure that hours worked per week are recorded accurately. Contracts have been returned with no hours worked per week and the department's helpdesk has had to contact schools in the past to determine if these contracts should be removed from the return. Please note that the hours data required in the census is the number of hours worked in a normal week. Staff members who have been employed for more than 28 days should be recorded as working the number of hours worked in a normal week.

Current Contracts/Service Agreements (ie those open on census reference day) should be included if the contract has lasted 28 days or is permanent or has a Contract End date 27 days or more after the Contract Start date.

Contracts/Service Agreements not open on census reference day should be included if they ended in the period 1 September of the previous year to census reference day (ie for 2014 census contracts/service agreements ending in the period 1 September 2013 to 6 November 2014).

For the 2013 SWF census, staff in PRUs were treated as centrally employed up until 1 April and as employees of the PRU after that date. For this census those staff will be treated as employed by the PRU for the full academic year, therefore PRUs should be completing the census in the same manner as mainstream schools.

Please note that validation rule 4085Q checks that there is at least one contract record in the data return. This is to ensure that data suppliers are aware that this data is not included in their return and the supplier should ascertain that this is correct (ie the data is being supplied from a different source) before submitting.

Please also note that care should be taken to ensure that contract or service agreement data is being supplied for all members of staff in regular service.

	Teachers	Agency/ SA Teachers	Teaching Assistants	Other support staff	Notes
<i>Contract / Service Agreement module</i>					
Contract / Agreement Type	√	√	√	√	
Start Date	√	√	√	√	
End Date	√	√	√	√	
Date of Arrival in School	√ (where known or for those who joined the school from 1/9/2009)	√ (where known or for those who joined the school from 1/9/2009)	√ (where known or for those who joined the school from 1/9/2009)	#	
Post	√	√	√	√	
Role Identifier	√	√	√	√	
Origin	√ (for those contracts / agreements that started from 1/9/2009)	#	√ (for those contracts / agreements that started from 1/9/2009)	#	
Destination	√	#	√	#	
Pay Scale	√	√	√	√	These three data items are not mandatory but the department desires these items if they are available.
Regional Pay Spine	√	√	X	X	
Spine Point	√	√	X	X	
Category of Additional Payment	√	√ (not required if Daily Rate is provided)	√	√	

	Teachers	Agency/ SA Teachers	Teaching Assistants	Other support staff	Notes
Additional Payment Amount	√	√ (not required if Daily Rate is provided)	√	√	
Base Pay	√	√	√	√	Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	√	X	X	X	
Daily Rate	X	√	X	X	
Hours worked per week	√	√	√	√	
FTE Hours per week	√	√	√	√	
Weeks per year	√	√ (not required if Daily Rate is provided)	√	√	

√ Mandatory data item for this type of staff

Optional data item for this type of staff

X Data item not applicable for this type of staff

4.2.1 Contract / agreement type (Contract type codeset)

If a staff member has a **contract** with a school then one of the following values should be selected from the codeset: permanent, fixed term, or temporary.

Fixed term should be used for contracts with an agreed length of time and a fixed end date. Temporary should be used for non-permanent contracts, eg cover, without a fixed end date.

If a teacher is engaged by a school under a **service agreement** then one of the following values should be selected from the codeset: service agreement with LA, service agreement with an agency, or service agreement with other source. Service agreement records are however required for agency teachers in regular

service, including those supplied by a LA if the LA is acting like a supply agency. **Service agreement records are not required for support staff, including teaching assistants.** Information on support staff employed via a third party and in school on Census day is collected in the third party headcount. Should schools choose to record such staff on their systems and return school workforce level data on these staff in the Census, the department would be happy to receive it. However, there is no requirement to do so.

4.2.2 Start date

The date the contract or service agreement started should be provided.

4.2.3 End date

The date the contract or service agreement ended will normally be entered after the contract or service agreement has finished. However, for fixed term contracts the end date must be entered when the contract is set up.

4.2.4 Date of arrival in school

This shows when a member of staff began their current period of continuous service at their current school. This item is required for teachers and teaching assistants to enable length of service at a school to be calculated. Long term absences, whether for sickness, maternity or paternity, should not cause this date to change neither should factors such as changing post or passing the threshold. However, a career break, which might be an extension of maternity leave, would be followed by a new date.

Date of Arrival in School should be provided for all teachers and teaching assistants that started their current period of continuous service with the school from 1 September 2009. For staff that began their current period of continuous service some time ago, it may not be possible to accurately provide this information. If this is the case the department would prefer no date to be entered and for a note to be written against the generated query to say that the Date of Arrival in School is not known.

PRU management committees were given control over staffing from April 2013 but this should not affect the 'Date of Arrival in School', which will remain the start of the current period of continuous service.

4.2.5 Post (Post codeset)

Post is used to identify, at a high level, which category a member of staff falls in.

For teachers the following posts are available: executive head teacher, head teacher, deputy head, assistant head, teachers upper, teachers main and leading practitioners. This codeset has changed from last year to reflect the abolition of the excellent teacher and advanced teacher posts. The teachers main and teachers upper posts should be used to distinguish between teachers who have passed the threshold. Unqualified teachers should be recorded in the post of teachers main. For teachers with job titles not included in the codeset the post that best reflects the level of their post should be selected. For example, a principal in an academy should be assigned the post of head teacher.

The post of executive head teacher should be used for a head teacher who directly leads two or more schools in a federation or other partnership arrangement. The school that holds the contract for the executive head teacher will be expected to return information on the executive head in the school workforce census. The other school(s) in the federation led by the executive head will not be expected to report information on him/her. The department will deduce from information about which schools comprise the federation which other school(s) the executive head leads.

Support staff based in the classroom for learning and pupil support should be assigned the post of Teaching Assistant. Examples include Higher Level Teaching Assistants (HLTA), Teaching Assistants (TA), special needs support staff, minority ethnic support staff and bilingual assistants.

In circumstances where someone is occupying a temporary post within the same school, eg a deputy head acting up as head, the preference is for the acting up post to be returned in the school workforce census, ie the head teacher post. **Please note** this means the contract for the substantive post would be closed and re-opened when the acting up role comes to an end. In any case, the post and salary should be consistent. See section 1.9.1.

Note that the post of “Educational Psychologist” may be available in some systems but school workforce level data is not required for these staff. It is unlikely that any educational psychologists are employed direct by schools, they are more likely to be centrally employed by LAs, and headcount data will be collected on them from the LA.

4.2.6 Role identifier (Role codeset)

A member of staff may have more than one role in a school. At least one role per member of staff must be provided. Ideally where MIS systems allow, all roles included in the contract or service agreement should be provided. If the MIS does not allow more than one role per contract/service agreement to be

recorded please contact the [EDD Helpdesk](#) and they will advise what should be returned.

For staff with roles not included in the codeset the role that reflects the function of the staff member should be selected. For example, the role identifier of head teacher would be appropriate for the principal of an academy. If it is not possible to find an appropriate role it may be that such staff should not be included in the school workforce census, eg clerk to the governors, school crossing patrol staff and school improvement partners. Schools may wish to check with their LA or the department about staff for whom they cannot find roles to check whether or not they should be included in the return.

The role identifier of executive head teacher should be used for a head teacher who directly leads two or more schools in a federation or other partnership arrangement. The school that holds the contract for the executive head teacher will be expected to return information on the executive head in the school workforce census. The other school(s) in the federation led by the executive head will not be expected to report information on him/her. From information about which school(s) comprise the federation the department will deduce which other schools are led by the executive head.

Teaching roles for school employed staff will normally be from the following list, but any of the roles in the codeset can be used:

Executive Head Teacher	Head of House
Head Teacher	Head of Department
Deputy Head	SEN co-ordinator
Assistant Head	Language support
Classroom Teacher	Minority ethnic support
Head of Year	LA Supply pool

Teachers of ethnic minorities should be assigned the role of “minority ethnic support” and teachers of English as a foreign language should be assigned the role of “language support”.

Please note that all mainstream schools are expected to have an SEN coordinator and this should be reflected in the return.

Support staff, teaching assistants or other support staff, should not be assigned any of the roles in the above list, except SEN co-ordinator, language support or minority ethnic support. Many different job titles are used for support staff and examples are given below of how some of these might map to the roles in the codeset.

Role identifier	Job title
Teaching Assistant	Classroom Assistant
	Individual Support Assistant
	Learning Support Assistant
	Special Support Assistant
Other Pupil Support	Cover Manager
	Exams Secretary
	Guidance Manager
	Resources Support Staff
Other Pupil Welfare	Counsellor
	Family Worker
	Intervention Assistant
	Outreach Worker
	Residential Care Worker
	Student and Family Support
Other School Admin	Clerical Assistant
	Director of Technology
	Senior Admin Officer
	SENCO Assistant
Other Technician	Art Technician
	Creative and Media Technician
	Display Assistant
	Music Technician
	Performing Arts Technician
Other Premises Staff	Ground Staff
	Maintenance Staff

Note that the role identifier of “Educational Psychologist” may be available in some systems but school workforce level data is not required for these staff. It is unlikely that any educational psychologists are employed directly by schools, they are more likely to be centrally employed by LAs, and headcount data will be collected on them from the LA.

4.2.7 Origin (Origin codeset)

The origin codeset is at a high level and indicates what teachers and teaching assistants were doing immediately prior to taking up their first post with the school, eg whether they are new to the education sector or have come from another post within education.

If a teacher or teaching assistant has a new contract within the same school, the code “Not Applicable – Change of Contract” should be used. This code

should also be used where staff move from a service agreement (whether with the LA, an Agency or with another source) to a contract. It will be possible to track such a staff member's career progression through their contract history and the origin information will provide details of what they did before they joined the school.

Origin information *must* be provided for all teacher and teaching assistant contracts that started from 1 September 2009. However, it is not expected that this information will be collected for contracts that started before then and the field should be left blank.

Please ensure that the origin data is returned for all contracts starting since 1 September 2009. This data is used in analysis of newly qualified teachers and of staff returning to the profession and this analysis will only be reliable if the origin data is returned accurately from all schools.

4.2.8 Destination (Destination codeset)

The codeset is at a high level and indicates the destination of teachers and teaching assistants on the completion of their contract. Examples include remaining in the same LA – primary school, move to another LA – primary school, non-education employment – public sector, retirement – normal age.

This information should be captured once a teacher or teaching assistant has given notice that they wish to terminate their contract or service agreement. Arrangements should be made via normal procedures, such as an exit interview, to obtain this information. There may be cases where this information cannot be obtained and provision is made for this within the codeset: “Not known” should be selected. If there is a change of contract within the same school, eg for a promotion from deputy head to head, “Not Applicable – Change of Contract” should be selected from the codeset.

Destination information *must* be provided for all teachers and teaching assistants that left during the previous academic year, ie from 1 September 2013.

Please ensure that the Destination data is returned for all relevant contracts. This data will be used in analysis of staff leaving the state-funded school teaching sector.

4.2.9 Pay Scale (Pay scale codeset)

For all staff in regular service the relevant pay scale should be selected, unless Daily Rate is provided. For non-teachers this will be either “**National Joint**

Council (Local Government Services)” or “Other”. For teachers this will depend on their post and whether or not they have crossed the threshold to the upper pay scale. Academies that use their own pay scales should assign **“Other”**.

Where pay scale is provided establishments are asked to take care that the correct scale is returned. The Leadership Pay Scale should only be used for staff in leadership positions ie head teachers, deputy heads and assistant heads – not for classroom teachers.

Due to the ending of nationally standardised pay scales schools and local authorities are asked to supply Base Pay for all staff, whether or not Pay Scale is also provided.

General advice on teachers’ pay and conditions is available from the department’s [website](#).

4.2.10 Regional Pay Spine (Regional spine codeset)

For teachers who are not being paid via a daily rate the correct regional pay spine should be selected: Inner London, Outer London, London Fringe or Rest of England & Wales.

4.2.11 Spine Point (Spine point codeset)

For teachers who are not being paid via a daily rate the spine point should be selected from the codeset where applicable. This item is no longer mandatory.

Please note that the introduction of more flexible pay arrangements means that accurate pay information can only be obtained if schools and local authorities supply Base Pay for all staff whether or not Spine Point and Regional Pay Spine are provided.

4.2.12 Category of Additional Payment (Additional payment type codeset)

For teachers and teaching assistants any additional payments a staff member receives as part of their contract should be recorded. More than one additional payment can be recorded. The category of any additional payments should be selected, examples include: special educational needs allowances, teaching and learning responsibility payments and, for support staff, London weightings.

The fixed term TLR3 payments should be recorded as the ‘Teaching and Learning Responsibility Payments’ additional payment type.

Establishments should take care in recording the categories. In previous years some schools appear to have recorded the additional payment categories incorrectly.

Benefits in kind should not be included.

Out of School Learning Activity (OSLA) payments should be treated as any other additional payment amounts, ie include if the associated contract is active on the Census Date and the payment was made during the previous academic year.

Additional payments should include all payments earned since the previous census reference date, ie all additional payments from 8/11/2013 to 6/11/2014.

4.2.13 Additional Payment Amount

For each additional payment, the annual actual amount paid should be given. Any one-off payments should show the amount received in full. If two people share an allowance equally, then the amount for each person would be half of the allowance, ie what they actually received.

4.2.14 Base Pay

Introduction of more flexible pay structures in schools has made base pay more important. Base pay has therefore been made mandatory for all staff not paid by daily rates, even if pay scale, regional pay spine and spine point are provided.

Base pay should reflect the annual salary of a member of staff as at the Census day. *It should not include any additional payments or allowances.* The pay of part-time or term time only staff should not be adjusted upwards to the pay of a full-time equivalent member of staff. It should also not be adjusted downwards for a member of staff that started working part way through the year. If any elements of the salary are safeguarded these should also be reflected in the base pay.

Validation rule 4545 has been altered to flag up any base pay figure below £730. This is based on a calculation of the minimum wage for apprentices working one day a week and it is not expected that any member of staff would be paid less than this and still meet the criteria for inclusion in the census.

Some examples of how base pay should be recorded are given below:

Example 1: a member of staff works full time throughout the year and earns a salary of £30,000 plus additional payments of £2,000. Base pay = £30,000.

Example 2: two members of staff job share the post described in Example 1, each working 0.5 FTE throughout the year and share the additional payments of £2,000 between them. Base pay for each of the job sharers = £15,000.

Example 3: a member of staff takes up the post described in Example 1 in June on a full time basis. Base pay = £30,000.

4.2.15 Safeguarded Salary (true/false)

This data item indicates if any element of a teacher's salary is subject to safeguarding. For further information about safeguarding see the Local Government Employer's [website](#).

4.2.16 Daily Rate (yes/no)

This data item is for agency / service agreement teachers only and it shows if a third party, such as a supply agency or the LA, is being paid a daily rate for the teacher. *If "yes" is entered then there is no need to provide any other salary information*, ie pay scale, regional pay spine, spine point, category of additional payment, additional payment amount or base pay. It is *also not necessary to provide weeks per year* but hours worked per week and FTE hours per week should be provided.

4.2.17 Hours worked per week

NB: Several returns in previous years had very low levels of hours worked per week. While there may be cases where hours worked per week are very low the department asks all establishments returning the census to ensure that hours worked per week are recorded accurately. Contracts have been returned with no hours worked per week and the department's helpdesk has had to contact schools in the past to determine if these contracts should be removed from the return. Please note that the hours data required in the census is the number of hours worked in a normal week. Staff members who have been employed for more than 28 days should be recorded as working the number of hours worked in a normal week.

Please note that hours are recorded as decimal figures, not as hours and minutes, ie 27.5 means 27 and a half hours.

The number of hours worked in a normal week is required for each member of staff.

Depending on schools' MIS, the hours worked per week **may be recorded against post or role, but not both**. If a member of staff has more than one

role, and the software allows the hours worked to be recorded against each role, then the hours should be assigned to the roles roughly according to the time spent on them, eg a teacher could spend 27.5 hours per week in a role as a classroom teacher and 5 hours per week as head of year.

For teachers, the hours worked per week can be recorded in one of the following two ways:

- based on the *directed hours worked per week*. Directed hours are the average hours per week for which a classroom teacher is required to attend school. This includes assembly but excludes lunch breaks. A full-time teacher is usually considered to work 32.5 directed hours per week, and the weekly directed hours of part-time teachers should be calculated on a pro rata basis. For example, a teacher working two days a week would work 13 directed hours per week
- based on the *proportion of the school timetable week (STTW) worked*. Typically the full STTW will be about 25 hours for teachers. The weekly STTW hours worked for a part-time teacher should be calculated on a pro rata basis. For example, a teacher working two days a week would work 10 STTW hours.

For teachers, you may find the following ready-reckoner helpful for converting contracted FTE to directed or STTW hours per week:

FTE ratio	Directed hours per week	STTW hours per week
0.1	3.25	2.5
0.2	6.5	5
0.3	9.75	7.5
0.4	13	10
0.5	16.25	12.5
0.6	19.5	15
0.7	22.75	17.5
0.8	26	20
0.9	29.25	22.5
1.0	32.5	25

For teaching assistants, typically, the hours worked per week will be around 37 hours.

The standard hours worked may vary between authorities, so if schools are unsure how to record the hours worked per week they should contact their LA.

Information on the timetabled hours for teachers and some teaching assistants will be provided in the curriculum module. However, hours worked per week is

important for calculating a staff member's FTE and will provide useful validation for any information provided in the curriculum module.

It is important that the hours worked per week and the FTE hours per week are entered on the same basis for a particular contract, as they will be combined to calculate the FTE ratio. See example in the following section.

4.2.18 FTE hours per week

Please note that hours are recorded as decimal figures, not as hours and minutes, ie 27.5 means 27 and a half hours.

This data item is the number of hours per week that would be worked for a post or role to be full-time. **For teachers** these can be based on directed or STTW hours per week as described above. **For teaching assistants** the FTE hours per week are likely to be around 37 hours. FTE hours per week for other support staff may vary.

The FTE hours per week are likely to be standard in each LA for particular posts or roles, and if schools are unsure how to record these, they should contact their LA.

The important thing is that the hours worked per week and the FTE hours per week are recorded on the same basis for a particular contract, so they can be combined to calculate the FTE ratio. Examples are shown below:

Hours per week	FTE hours per week	FTE ratio
16.25 (directed hours basis)	32.5 (directed hours basis)	0.5
12.5 (STTW hours)	25 (STTW hours)	0.5

For staff employed full time it is essential that the hours worked per week equal or exceed the FTE hours. If the hours worked per week are even slightly less than the FTE hours the staff member will be counted as part time.

4.2.19 Weeks per year

This data item records the number of weeks per year for which a member of staff is paid, including any paid holiday. Where payment for contracted hours is spread over the whole year, it is the contracted hours in weeks that need to be entered. *For example, if someone is on a term-time only contract for 37 weeks per year but receives their pay in twelve monthly instalments, it is 37 weeks not 52 that should be entered.*

This information is important for calculating and performing analysis on pro rata salaries.

4.3 Absence module

Absence data is required for teachers and teaching assistants employed directly by schools. Absence information is optional for agency/service agreement teachers and for “other support staff”: there is no requirement for schools to record this information on their MIS but if it is recorded it will be returned to the department as part of the collection. All data items in this module should be recorded as any periods of absence occur throughout the year rather than waiting until the collection period in the autumn. Absences should be recorded against the individual taking the absence rather than against their contracts or roles.

Information is required on any activity or circumstances, except for training, that takes a teacher or teaching assistant away from normal duties with their usual employer for half a day or more. For the purposes of the school workforce census such periods away from normal duties are considered to be absences. Generally absences of less than half a day do not need to be recorded, apart from the following exceptions:

- if the morning and afternoon sessions are not equal, each session should be regarded as half a day
- if a member of staff is contracted to work less than half a day, any absences should be recorded and if it is for sickness absence, the working days lost should be recorded as 0.5

Absence records will be required for any periods of absence which began or ended in the previous academic year, ie from 1 September 2013 to 31 August 2014. If teachers or teaching assistants left the school before the Census day but experienced periods of absence during the previous academic year then absence records will need to be submitted for them. If the absence is on-going at the time when the school workforce census return is made then the absence should be included with no end date entered.

Examples of activities or circumstances that are **not** counted as absence for school workforce census are:

- taking part in activities such as field trips
- days that are non-working days under a person’s contract
- PPA time
- INSET days
- NQT non-contact time
- Training

- Working at a Consortium school or a Primary/Secondary linked school
- attending meetings that are part of an individual's normal duties

Please note that a validation rule 4095Q checks that there is at least one absence record in the data return. This is to ensure that data suppliers are aware that this data is not included in their return and the supplier should ascertain that this is correct (ie the data is being supplied from a different source) before submitting.

	Teachers	Agency/Service Agreement Teachers	Teaching Assistants	Other support staff
<i>Absence module</i>				
Absence Category	√	#	√	#
First Day	√	#	√	#
Last Day	√	#	√	#
Working Days Lost	√ (for sickness absence only)	#	√ (for sickness absence only)	#

√ Mandatory data item for this type of staff

Optional data item for this type of staff

4.3.1 Absence Category (Absence category codeset)

The appropriate absence category should be selected for each period of absence. The codeset is at a high level, eg there is only one category for sickness. There may be local requirements to record more details about the sickness absence but these will not be submitted to the department.

If a teacher or teaching assistant has a period of absence from a school while on secondment, eg to another school or the LA, then a record should be returned showing that they were absent on secondment. If a teacher or teaching assistant is “acting up” within the same school, this should **not** be regarded as an absence due to secondment, as the staff member is still working at the school. In these cases the department's preference is for the contract for the substantive post to not be returned in the school workforce census, see section 1.9.1.

Training is available in the absence category codeset and schools/LAs are free to record training as an absence should they wish to do so. *However, absence due to training is **not** required for the school workforce census, but schools/LAs will wish to be aware that any absences recorded as training may still be*

included in the collection extract and returned to the department. The information collected will be used internally for research and statistical purposes but not reported on or published.

A career break would be covered by unpaid authorised absence. If a teacher is under a disciplinary suspension, this should be recorded as authorised absence, paid or unpaid as appropriate. If a member of staff makes a phased return to work after a period of long term sickness, they should be recorded as absent for the periods they would normally be working. Whether the absence is recorded as sickness or other paid authorised absence will depend on local HR policy.

4.3.2 First Day

The first day of a period of absence should be recorded. Normally this would be the first working day of the absence, but it is permissible for it to be a non-working day. For example, if a teacher or teaching assistant who works only Wednesday through to Friday informed the school on Monday that they were sick and they would not be in work on the Wednesday, the school could record Monday as the first day of absence. However, it is important that the “working days lost” accurately record the number of working days missed as a result of the absence (see below).

4.3.3 Last Day

The last day of a period of absence should be recorded. As for the first day of absence, this may or may not be a normal working day for the teacher or teaching assistant. For example, someone who works Monday through to Wednesday and has been absent sick could inform the school on the Friday that they are now better and well enough to return to work on the Monday, the school may record Friday as the last day of absence.

The last day will be the same as the first day for a single day’s absence. Where a sick note is provided, the last day is the final day the sick note is valid for.

If the absence is on-going at the time when the school workforce census return is made, then the absence should be included with no end date entered. If the period of absence finishes between 1 September 2014 and when the return is made and the end date is known, it should be entered, and if systems allow, returned.

4.3.4 Working Days Lost

This data item is required for sickness absence only. If schools or LAs wish to record working days lost for other types of absence then they are free to do so. However, they need to be aware that the data may be extracted from their systems and submitted to the department as part of the school workforce census, but it will not be reported on.

Working days lost are reported in days and should be reported to the nearest half day. For example, a full-time teacher who is off sick from midday on Friday to the end of Monday, would record 1.5 working days lost.

If the sickness absence is on-going at the time when the return is made, then the number of working days lost should be left blank. The working days lost should be entered into the MIS once the period of absence has finished.

For part-time teachers and teaching assistants, the number of working days lost should reflect the sessions that would have been worked if the person had not been off sick. For example, a teaching assistant reports sickness absence from the start of Tuesday to the end of Friday – a period of four calendar days, then:

- if his/her normal working week is Monday, Tuesday and Wednesday, the number of working days lost would be 2.0
- if his/her normal working week is Wednesday, Thursday and Friday, then the number of working days lost would be 3.0

In instances where a teacher or teaching assistant is contracted to work less than half a day, and is off sick on one of their working days, the working days lost should be recorded as half a day. Good practice is that all of the information in 4.3.2 - 4.3.4 above needs to be established and confirmed with the member of staff in a 'return to work' meeting.

4.4 Curriculum module

The Curriculum module is only required from secondary, middle deemed secondary and all-through schools, and only from those with computerised timetable systems that interface to their MIS. All-through schools with computerised timetable systems that interface to their MIS should supply this data for national curriculum (NC) year groups 5-14.

The curriculum module is not required from Nursery, Primary, Special schools or from PRUs.

Curriculum information is required for all teachers in regular service, as well as teaching assistants in regular service where they are timetabled. Information is not required for other support staff such as technicians.

For each teacher or teaching assistant, the Curriculum module should include several entries, one for each combination of Subject and Year Group taught by the individual.

Timetabling systems vary in how they support the requirements for the school workforce census, and where the timetabling software is separate from the MIS there are a variety of interface requirements. For this reason, this guidance must be read in conjunction with the instructions or guidance provided by your software supplier.

When setting up the timetable prior to the start of the academic year, please take note of the following:

- local descriptions of subjects or subject groups will need to be mapped to the General Subject Code codeset used for school workforce census
- follow your timetabling software supplier's guidance to enable data in the timetable for teachers and teaching assistants to be matched to that in the main MIS.

In the run up to the collection period it will be important to:

- determine the period you will report on. The default requirement is the week in which the Census Date falls. However, if this particular week or cycle is very unrepresentative of your normal timetable, then another week or cycle may be chosen. If a school operates a six day week then the total over the six days should be entered. If the school operates a timetable cycle covering two or more weeks an average figure over that period should be entered. If the school timetable is structured so that an average is not readily obtainable then a figure to represent a typical week may be entered.
- determine how to choose this week or cycle and report on it. The process for this will vary from one system to another – please consult your system documentation for more detailed guidance
- establish if your timetable system works in periods, rather than hours, check that your system knows the times of your school day, so that it can calculate the duration in hours to two decimal places
- check, as may be necessary with some timetabling systems and MIS combinations, for any updates required to members of staff on the timetable, eg if a member of staff on long term sickness is being covered

by an individual on a contract or service agreement for 28 days or more (which makes the person covering in regular service). With some systems this change could be made in either the timetabling system or the MIS

- ensure, if your timetabling system makes use of features to rotate pupil-groups around various teaching resources (carousels), that the teaching responsibilities of individual members of staff can still be reported on

Time allocated to PPA and registration should be excluded from the return. The information collected in the Curriculum module will not therefore be a complete reflection of the working week.

	Teachers	Agency/Service Agreement Teachers	Teaching Assistants	Other support staff
<i>Curriculum module</i>	<i>Secondary, middle deemed secondary and all-through schools only</i>			
Subject Code	√	√	√	X
Hours	√	√	√	X
Year Group	√	√	√	X

√ Mandatory data item for this type of staff

X Data item not applicable for this type of staff

4.4.1 Subject Code (General Subject Code codeset)

This indicates the subject an individual is timetabled to teach or support.

The following codes from the General Subject Code codeset have restrictions on them with regards to their use in the Curriculum module:

- **Modern Foreign Languages:** please use the specific language subject codes, eg French, or Other Language Subject, rather than the general Modern Foreign Languages code
- **Science:** please use the specific science subject codes, eg Biology, Chemistry, Physics or Combined Science, rather than the general Science code. Science should however be used for Key Stage 3 Science
- **Design and Technology:** please use the specific codes, eg Design and Technology – Electronics, Design and Technology - Food Technology, Design and Technology – Graphics, Design and Technology, rather than the general Design and Technology code

- **Applied Art and Design; Applied Business; Applied ICT; Engineering; Health and Social Care; Leisure Travel and Tourism; Manufacturing; and Applied Science:** these subject codes apply only to GCSEs or other qualification in a vocational subject

The following codes are available in the codeset but should **not** be used for the purposes of providing information on the curriculum in the school workforce census and it is not anticipated that they should be available for use in MIS: Communication Language and Literacy, Early Years Foundation Stage Profile (Total), Foundation Stage Profile (Total), Key Skills Knowledge and Understanding of World, Other Classical Studies/Language, Physics / Physical Development (Early Years), Problem Solving, Reasoning and Numeracy Personal Social and Emotional Development.

4.4.2 Hours

This indicates the number of hours in a typical week that the teacher or teaching assistant is timetabled to teach or support each subject to each NC year group. Hours can be recorded to two decimal places and should **not** be written as a mixture of hours and minutes. Examples include: 45 minutes, which should be recorded as three quarters of an hour, ie 0.75, rather than 0.45; and one and a quarter hours, which should be recorded as 1.25, rather than 1.15.

If a school operates a six day week, then the total over the six days should be submitted.

If a school operates a timetable cycle covering two or more weeks, an average figure over that period should be calculated and submitted. Most timetabling systems will have facilities to create a weekly average picture from the data across the whole cycle, and it is this feature that should be used.

If the school timetable is structured so that it is not easy to calculate an average figure, or the timetabling software does not facilitate such calculations, then a figure to represent a typical week may be submitted.

4.4.3 Year Group (NC Year Group codeset)

This indicates the National Curriculum Year Group that each subject is being delivered to. If your system allows, this should reflect the NC Year Group to whom the lesson would normally be taught not the age of the pupils in the class. For example, if a group of Year 10 pupils are on an accelerated GCSE course and timetabled for study that is final year GCSE, this lesson should be shown as Year 11. Similarly, a group of Year 12 pupils may be taking an additional

GCSE as part of their AS year. In this case the NC Year value required is either 10 or 11, depending on the lesson, to reflect the content being taught.

Note that NC Year Groups 4 and below are provided in the codeset but should not be returned in the school workforce census. Years 5 and 6 may be used by some middle deemed secondary, all-through schools and any secondary schools that include occasional lessons for junior school pupils.

4.5 Qualification module

Information is required on the type and subject specialism(s) of certain qualifications held by all teachers and by support staff in regular service.

For all **teachers**, the following information is required:

- their **initial teacher training qualification** eg PGCE, BEd, Certificate in Education
- for those with a PGCE, information on **prior degrees**
- for those without QTS or those trained overseas, **all qualifications relevant to their engagement as a teacher**
- any **subsequent qualifications** gained relevant to their job as a teacher that appear in the list below

Please note that information is required on previous degrees as well as on PGCEs.

For **support staff**, information about their degree or any other qualifications listed below should be provided.

Qualifications have been categorised according to the National Qualifications Framework (NQF) and the following which are graded at NQF level 4 or above (ie those higher than A level) should be included:

- Post-graduate Certificate in Education (PGCE)
- BEd or other first degree combined with teacher qualifications
- Certificate in Education or equivalent
- Doctorate, eg PhD
- Master's Degree, eg MSc, MEd
- Postgraduate certificates and diplomas
- Other first degree (ie not BEd or other first degree combined with teacher qualifications) such as BA and BSc

- Graduate certificates and diplomas
- Diplomas of higher education and further education
- Foundation degrees
- Higher national diplomas
- Certificates of higher education
- Non-UK teaching qualification

The National College for Teaching and Leadership holds information about the first degree and initial teacher training qualification of some teachers and will share this information with the department. However, the agency does not hold information on any additional qualifications gained nor on the qualifications of those teachers who qualified some time ago. To gain a complete picture of the qualifications held by teachers, the department requires the gaps to be filled in the National College for Teaching and Leadership’s data. Schools, or LAs if they are providing the data, will need to do one of the following:

- (a) **Either** check the qualifications held by the National College for Teaching and Leadership for their qualified teachers, instructors and overseas trained teachers via their web based service, and provide any qualifications not held by the National College for Teaching and Leadership. Instructions on how to use the website and how to register for the service are available [here](#). Please contact the National College for Teaching and Leadership in good time as it may take several working days to register for the service;
- (b) **Or** gather and record all the qualifications information on all their teachers and submit it to the department.

Information on the following qualifications does not need to be provided as the department will obtain it direct from the National College for School Leadership: National Professional Qualification for Headship (NPQH) and Certificate/Diploma for School Business Management (CSBM/DSBM).

	Teachers	Agency/Service Agreement Teachers	Teaching Assistants	Other support staff
<i>Qualification module</i>				
Qualification code	√	√	√	√
Subject Code 1	√	√	√	√
Subject Code 2	√ (if applicable)	√ (if applicable)	√ (if applicable)	√ (if applicable)

	Teachers	Agency/Service Agreement Teachers	Teaching Assistants	Other support staff
Class of Degree	√ (mandatory where Date of Arrival is equal to or greater than 1 August 2013)	#	#	#

√ Mandatory data item for this type of staff

Optional data item for this type of staff

4.5.1 Qualification code (Qualification codeset)

This indicates the **type** of qualification awarded. All relevant qualifications graded at NQF level 4 or above (ie those higher than A level) should be included. The full codeset for this item is listed below:

Code	Qualifications this should be used for
PGCE	Post-graduate Initial Teacher Training Qualification (ie PGCE)
MAST	Master's Degree, eg MSc, MEd or other level 7 qualifications such as postgraduate certificates and diplomas
DOCT	Doctorate, eg PhD, or other level 8 qualification
BEDO	BEd or other first degree combined with teacher qualifications
FRST	Other first degree (ie not BEd or other first degree combined with teacher qualifications) such as BA and BSc, or other level 6 qualification such as graduate certificates and diplomas
CTED	Certificate in Education or equivalent
NQF4	Any other qualification at NQF level 4 or 5, eg level 4 NVQ, diplomas of higher education and further education, foundation degrees and higher national diplomas, and certificates of higher education.
NNUK	Non-UK teaching qualification

4.5.2 Subject Code 1 and 2 (Degree Subject codeset)

Each qualification should have either one or two subject specialisms associated with it and these should be recorded using the JACS (Joint Academic Coding System) codes which have a hierarchical structure. Schools and LAs may return either the level specified in the Subject Codes or, if their systems allow and they wish to do so, the more detailed JACS codes.

The complete list of Subject Codes and the more detailed JACS codes associated with each of them is published on the Department's [website](#). Schools and LAs may wish to use this document to identify appropriate Subject Code(s) for qualifications.

An extract from this document is shown below. Q300 English Studies is the Subject Code, highlighted in yellow. The more detailed JACS codes associated with Q300 follow underneath. A BA in English Language could be recorded, and returned in the school workforce census, as the more detailed JACS code Q310 English Language, if systems allow this to be done, or if not the Subject Code Q300 English Studies. Note in this example Subject Code 2 would be left blank.

Code	Description
Q300	English Studies
Q310	English Language
Q320	English Literature
Q321	English Literature by period
Q322	English Literature by author
Q323	English Literature by topic
Q330	English as a second language
Q340	English Literature written as a second language
Q390	English studies not elsewhere classified

For qualifications with 2 subject specialisms attached to them, eg a BSc in Mathematics and Statistics, Subject Codes 1 and 2 would need to be filled in. In this example G100 (Mathematics) would be recorded for Subject Code 1 and G300 (Statistics) for Subject Code 2.

The JACS codeset represents the courses on offer currently and may not match those available in the past. Therefore there will be some cases where it is not possible to find an exact match between the qualifications of a staff member and one of the JACS codes. To accommodate these cases extra subjects (Z101 – *Science*; Z102 - *Applied Science*; Z103 – *Citizenship*; Z104 - *Design & Technology*; Z105 – *Geography*; Z106 - *Manufacturing* and Z107 - *Modern Languages*) have been added to the CBDS codeset to represent subject areas commonly taught in schools. If a member of staff has a qualification which does not match one of the JACS codes then these extra codes may be used if they provide a close match to the qualification in question. If it is not possible to find an appropriate JACS code or corresponding Subject Code then schools and LAs should leave the Subject Codes blank rather than try to assign a “best fit”.

A set of five SEN qualification areas has been added to the subject codeset in CBDS. Staff who have qualifications relevant to teaching SEN pupils will be able to use these subjects to record that fact, and SENCOs are expected to

have the relevant qualifications. The SEN qualification areas are Z201 - *SEN – SENCO*; Z202 - *SEN – Sensory impairments*; Z203 - *SEN – Severe Learning Difficulties*; Z204 - *SEN – Profound and Multiple Learning Difficulties*; Z205 - *SEN – other*.

The SENCO qualification must be recorded where present for any SENCOs

For more information about the JACS codeset visit the HESA (Higher Education Statistics Agency) [website](#).

4.5.3 Class of Degree

Schools are asked to provide 'Class of Degree' for all newly employed teachers, ie all teachers with a 'Date of Arrival in School' from 1 August 2013. This information is only mandatory where the Qualification Code is returned as 'FRST' (first degree or equivalent) or 'BEDO' (Bachelor of Education).

If data is held on degrees of teachers employed before 1 August 2013 or for degrees other than those outlined above this data may be returned to the department as part of the school workforce return.

5. School level

School Level information is collected in two modules – Teacher Vacancies and Staff Information. This is Census specific data and will not be generated by software in schools. These data items need to reflect the position on the Census day and so schools will need to collect them on 7 November and manually enter them into their systems.

5.1 Teacher vacancies module

In order for the department to monitor teacher supply and demand, information must be provided for each qualified teacher post (permanent or a contract of one or more terms) that is vacant or temporarily filled on the Census day. A post is considered vacant for the purposes of the school workforce census if it:

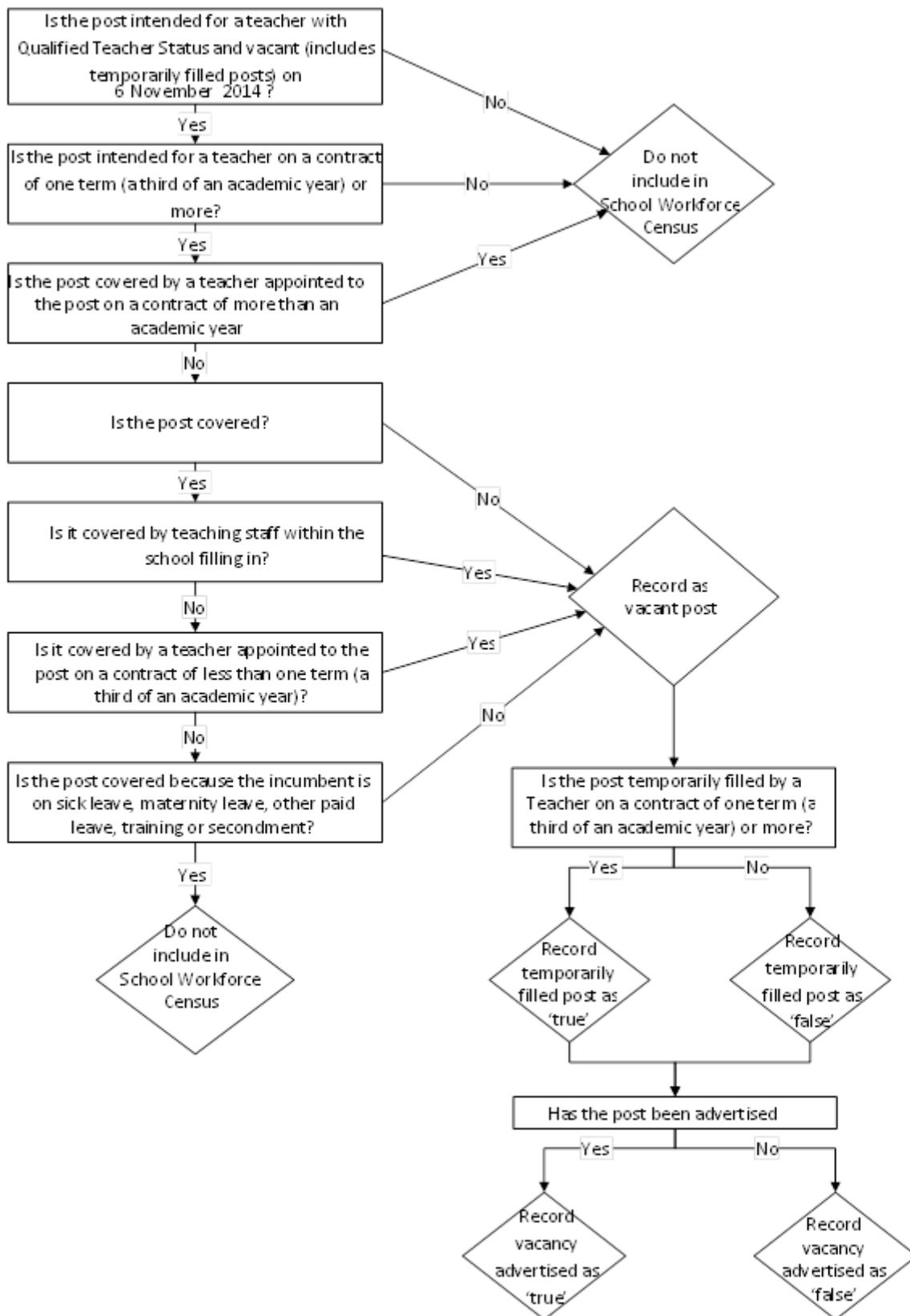
- is not covered, or
- is covered temporarily by other staff within the school, or
- is covered by a teacher on a contract of less than one term (a third of an academic year), or
- is covered by a teacher on a contract of at least one term (a third of an academic year) and no more than an academic year (except if the incumbent is on recognised long term absence such as sick leave, maternity leave, other paid leave, training or secondment).

The following vacant posts should be **included**:

- those the school has tried to fill but which were not filled on the Census day
- those where an appointment has been made but the appointee was not in post on the Census day
- those for all types of qualified teachers from classroom teachers to head teachers,
- and the following excluded:
- those not becoming vacant until after the Census day (eg where teacher has resigned but is serving notice).

If a school has no vacancies then no information needs to be recorded.

The following flow diagram is designed to help schools determine the information they need to provide on vacant (including temporarily filled) qualified teacher posts.



5.1.1 Vacancy Post (Post codeset)

This identifies the type of teaching post that is vacant.

Note that support staff, teaching assistant and advisory teacher are included in the Post codeset but schools do not need to provide information about any vacancies for these posts. **Information is only required for vacant teacher posts** in the codeset: executive head, head teacher, deputy head, assistant head, classroom teacher and excellent teacher.

5.1.2 Vacancy Subject (General Subject codeset)

This identifies the subject of the vacant post where relevant, eg French or mathematics. For some vacant posts, it may not be relevant to provide a subject code and the following advice should be followed:

- in primary schools where the post is not for a specific subject select **“primary curriculum”**
- in special schools where the post is not for a specific subject select **“not applicable”** and if the post is to deliver the primary curriculum select **“primary curriculum”**
- for head, deputy head and assistant head posts select **“not applicable”**

5.1.3 Vacancy Tenure (Tenure codeset)

This indicates whether the vacant post is full or part time.

5.1.4 Vacancy Temporarily Filled (true/false)

This indicates whether or not the post is temporarily filled. A post is considered to be temporarily filled if it is covered by a teacher on a contract of at least one term (a third of an academic year) and no more than an academic year (except if the incumbent is on recognised long term absence, eg sick leave, maternity leave, other paid leave, training or secondment).

5.1.5 Vacancy Advertised (true/false)

This indicates whether or not the post has been advertised.

5.2 Staff information module

This module provides headcount information on occasional teachers and support staff, who are not employed directly by the school or the LA, in school on the Census day, unless census day falls in a school holiday in which case the next working day should be used. *Each member of staff in this module should be counted as one, regardless of whether they are full or part time.*

5.2.1 Occasional teachers with QTS

Occasional teachers are teachers that have a contract or service agreement with a school but are not in regular service, ie their contract or service agreement is for less than 28 days. This data item is a count of the number of occasional teachers with QTS in school on the Census day, unless census day falls in a school holiday in which case the next working day should be used.

5.2.2 Occasional teachers without QTS

This data item is a count of the number of occasional teachers without QTS in school on the Census day, or the next working day.

5.2.3 Occasional teachers whose QTS status is unknown

This data item is a count of the number of occasional teachers whose QTS is unknown in school on the Census day, or the next working day.

If no occasional teachers are present on the Census day then zero should be entered and returned.

5.2.4 Third party support staff headcount (Role codeset)

This data item is a count of the number of support staff (teaching assistants and other support staff) by role, who are not employed directly by the LA or the school and who are in school on the Census day, or the next working day. Examples might include contract cleaners, nurses employed by a PCT and outsourced IT technicians. The roles are defined in the role codeset. *Zero counts are not required against roles for which no third party support staff were in school on the Census day.*

If no support staff were present the section should be left blank and a return level note added to the return.

Note: Teaching roles may be available within the support staff lists however, they should not be used.

6. Codesets – school workforce level

The following codesets are taken from the Common Basic Data Set (CBDS) which is published on the department's [website](#). **Some codes may be available in the CBDS but are not expected to be returned in the school workforce census. These codes appear at the bottom of the tables with explanatory notes.** The CBDS is updated as and when necessary and so these codesets may be subject to change.

Gender	
0	Not Known (gender has not been recorded).
1	Male
2	Female
9	Not Specified (indeterminate; unable to be classified as either male or female)

Ethnicity	
WBRI	White - British
WIRI	White - Irish
WOTH	Any Other White Background
MWBC	White and Black Caribbean
MWBA	White and Black African
MWAS	White and Asian
MOTH	Any Other Mixed background
AIND	Indian
APKN	Pakistani
ABAN	Bangladeshi
AOTH	Any Other Asian Background
BCRB	Black Caribbean
BAFR	Black - African
BOTH	Any Other Black Background
CHNE	Chinese
OOTH	Any Other Ethnic Group
REFU	Refused
NOBT	Information Not Yet Obtained

The following two codes should not be used for the school workforce census. The codes are available in the CBDS for use in relation to pupil ethnicity in the School Census – use WOTH instead

WIRT	Traveller of Irish Heritage
WROM	Gypsy / Roma

Disability

YES	Yes
NO	No
NOBT	Information not obtained
REFU	Refused

QTS Route

ACEG	Annual College Exit - Graduate course
ACEP	Annual College Exit - Post graduate course
OTTP	Overseas Trained Teacher Programme
OTTN	Overseas Trained Teacher, not yet on Programme
RTPR	Registered Teacher programme
GTPR	Graduate Teacher Programme
TFST	Teach First programme
RECG	Mutual Recognition from NI, Scotland or the EU
FLEX	Flexible Routes
SCD	School Direct
SCDS	School Direct (Salaried)

Contract Type

PRM	Permanent
FXT	Fixed Term
TMP	Temporary
SLA	Service Agreement with Local Authority
SAG	Service Agreement with Agency
SOT	Service Agreement with other source

Post	
EXH	Executive Head Teacher
HDT	Head Teacher
DHT	Deputy Head
AHT	Assistant Head
TCM	Classroom Teacher, main pay range
TCU	Classroom Teacher, upper pay range
LDP	Leading Practitioner
SUP	Support Staff
AVT	Advisory Teacher
TAS	Teaching Assistant

Role	
ADMC	Administrator / Clerk
ADVT	Advisory Teacher (unattached)
ARTD	Art &/or Design Technician
ASHT	Assistant Head
ATTN	Attendance Officer
BEHM	Behaviour Manager/Specialist
BILN	Bilingual Support Assistant
BURS	Bursar
BUSS	Business Manager
CADV	Careers Advisor
CARE	Childcare Officer
CART	Creative Arts Specialist
CATR	Other Catering Staff
CLNR	Cleaner
COOK	Cook
COVR	Cover Supervisor
CTKR	Caretaker
CXPA	Connexions Personal Adviser

Role	
DATA	Data Manager / Analyst
DPHT	Deputy Head
EDWO	Education Welfare Officer
ESCT	Escort
EXAM	Examinations Officer
EXHT	Executive Head Teacher
EXTS	Extended Schools Manager/Support
FINC	Finance Officer
HDHO	Head of House
HDPT	Head of Department
HDTR	Head Teacher
HDYR	Head of Year
HLTA	Higher Level Teaching Assistant
HSLO	Home-School Liaison Officer
ICTM	ICT Network Manager
ICTT	ICT Technician
INST	Instructor (including sports coach)
INVG	Exam Invigilator
LANG	Language Support
LIBR	Librarian
LITR	Literacy Worker
LMEN	Learning Mentor
LRNM	Learning Manager
LSEN	Learning Support Assistant (for SEN pupils)
MIDA	Midday Assistant
MIDS	Midday Supervisor
MINS	Minority Ethnic Support
MISC	Miscellaneous Teaching Service for the LA
MUSC	Music tuition (include peripatetic)
MUSS	Music Specialist
NASS	Nursery Officer/Assistant
NNSE	Nursery Nurse

Role	
NURS	Nurse
OADM	Other School Admin
OCSU	Other Central Support Staff
OICT	Other ICT Support Staff
OMAN	Office Manager
OPRE	Other Premises Staff
OPSU	Other Pupil Support
OPWE	Other Pupil Welfare
OTEC	Other Technician
PAHT	Personal Assistant to Head Teacher
PAST	Pastoral Support
PERI	Peripatetic Teacher (unattached)
PREM	Premises Manager
RECP	Receptionist
RPRG	Reprographics Technician
SENC	SEN Co-ordinator
SPLY	LA Supply Pool
SSEC	School Secretary
STCH	Science Technician
TASS	Teaching Assistant
TCHR	Classroom Teacher
THER	Therapist
TMIS	Teacher: engaged to teach in miscellaneous establishments
TNON	Teacher: engaged for non-school education
TPRU	Teacher: engaged to teach in a pupil referral unit
TRAV	Traveller Support
TTCH	Technology Technician
WELF	Welfare Assistant
The following code should not be used for the school workforce census (role is out of scope).	
EPSY	Educational Psychologist

Origin	
1STIMM	First employment in teaching - immediately after training
1STAFT	First employment in teaching - not immediately after training
1STEBR	First employment in teaching - employment based teacher training
TCHLEA	Teaching post within the LA sector (school or central staff) in England or Wales
TCH6TH	Teaching post within a Sixth form college in England or Wales
TCHIND	Teaching post within an independent school in England or Wales
TCHFHE	Teaching post within a University, FE/HE college in England or Wales
OTHEDU	Other education post in England or Wales
TCHSNI	Teaching post in Scotland or Northern Ireland
OTHSNI	Other education post in Scotland or Northern Ireland
TCHFOR	Teaching post outside the UK
OTHFOR	Other education post outside the UK
EMPPUB	Non-education employment - public sector
EMPSLF	Non-education employment - self-employment
EMPOTH	Non-education employment - other employment
UNEMPL	Unemployed and seeking work
FAMBRK	Break for family reasons
OTHBRK	Other break
OTHERR	Other
NOTKNW	Not known
NOTAPP	Not Applicable - change of contract

Destination	
LEAPRM	Remaining in the same LA - primary school
LEASEC	Remaining in the same LA - secondary school
LEAOTH	Remaining in the same LA - other (including central staff)
OTHPRM	Move to another LA - primary school
OTHSEC	Move to another LA - secondary school
OTHOTH	Move to another LA - other (including central staff)
LEASIX	Sixth form college - same LA area
OTHSIX	Sixth form college - other LA area

Destination	
INDEPN	Independent school
FHEHUK	University, FE/HE college in UK
NONUKP	Education post outside UK
PUBSEC	Non-education employment - public sector
SELFMP	Non-education employment - self-employment
OTHERE	Non-education employment - other employment
RETAGE	Retirement - normal age
RETILL	Retirement - ill-health
RETPRM	Retirement - premature
MATFAM	Maternity/Paternity/Break for family reasons
OTHERR	Other
NTKNWN	Not known
DECESD	Deceased
NAPPCH	Not Applicable - Change of Contract

Pay Scale	
LD	Leadership
TE	Teachers Main
TU	Teachers Upper
LP	Leading Practitioners
UT	Unqualified Teachers
SO	Soulbury
NJ	National Joint Council (Local Government Services)
OT	Other

Regional Spine	
LI	Inner London
LO	Outer London
LF	London Fringe
EW	Rest of England & Wales

Spine Point	
L1	Leadership Spine, point 1
L2	Leadership Spine, point 2
L3	Leadership Spine, point 3
L4	Leadership Spine, point 4
L5	Leadership Spine, point 5
L6	Leadership Spine, point 6
L7	Leadership Spine, point 7
L8	Leadership Spine, point 8
L9	Leadership Spine, point 9
L10	Leadership Spine, point 10
L11	Leadership Spine, point 11
L12	Leadership Spine, point 12
L13	Leadership Spine, point 13
L14	Leadership Spine, point 14
L15	Leadership Spine, point 15
L16	Leadership Spine, point 16
L17	Leadership Spine, point 17
L18	Leadership Spine, point 18
L19	Leadership Spine, point 19
L20	Leadership Spine, point 20
L21	Leadership Spine, point 21
L22	Leadership Spine, point 22
L23	Leadership Spine, point 23
L24	Leadership Spine, point 24
L25	Leadership Spine, point 25
L26	Leadership Spine, point 26
L27	Leadership Spine, point 27
L28	Leadership Spine, point 28
L29	Leadership Spine, point 29
L30	Leadership Spine, point 30
L31	Leadership Spine, point 31
L32	Leadership Spine, point 32

Spine Point	
L33	Leadership Spine, point 33
L34	Leadership Spine, point 34
L35	Leadership Spine, point 35
L36	Leadership Spine, point 36
L37	Leadership Spine, point 37
L38	Leadership Spine, point 38
L39	Leadership Spine, point 39
L40	Leadership Spine, point 40
L41	Leadership Spine, point 41
L42	Leadership Spine, point 42
L43	Leadership Spine, point 43

Additional Payment Type	
LIN	Inner London Weighting (Support Staff)
LOT	Outer London Weighting (Support Staff)
LFR	London Fringe Weighting (Support Staff)
MAL	Management Allowances
TLR	Teaching and Learning Responsibility Payments
RAR	Recruitment and Retention
SEN	SEN Allowances
ACT	Acting
RES	Residential duties
INS	INSET
OOS	Out of School Activities
RCP	Recruitment Incentive (Pay)
RCC	Recruitment Incentive (One Off Payment)
RCA	Recruitment Incentive (Other)
WEL	Welcome Back
GTC	GTC subscription
UQT	Unqualified Teachers
OTH	Other

Absence Category	
MAT	Maternity /Paternity leave
OTH	Other paid authorised absence, eg compassionate leave
PUB	Paid absence for public duties
SEC	Secondment
SIC	Sickness
UNA	Unauthorised absence
UNP	Unpaid, authorised absence
The following code is available for school/LA use but is not required for the school workforce census.	
TRN	Training

General Subject Code	
ACC	Accountancy
AHS	Combined Arts / Humanities / Social studies
ARA	Arabic
ART	Art and Design / Art
BEN	Bengali
BIO	Biology / Botany / Zoology / Ecology
CAB	Commercial and Business Studies/Education/Management
CAR	Careers Education
CBE	Construction and Built Environment / Building
CDT	Craft, Design and Technology
CHD	Child Development
CHI	Chinese
CHM	Chemistry
CIT	Citizenship
CLS	Classics
COM	Communication Studies
COS	Community Studies
CRE	Creative Development
CSB	Combined/General Science - Biology
CSC	Combined/General Science - Chemistry
CSI	Computer Science
CSP	Combined/General Science - Physics
CYM	Cymraeg/Welsh (as First Language)
DAN	Danish

General Subject Code	
DNC	Dance
DRA	Drama
DTE	Design and Technology - Electronics
DTF	Design and Technology - Food Technology
DTG	Design and Technology - Graphics
DTR	Design and Technology - Resistant Materials
DTS	Design and Technology - Systems and Control
DTT	Design and Technology - Textiles
DUT	Dutch
ECO	Economics
EDU	Education
ENG	English
ENV	Environmental Science/Studies
EUR	European Studies
FIN	Finnish
FRE	French
GEN	General Studies
GEO	Geography
GER	German
GLG	Geology
GPL	Government and Politics
GRC	Greek (Classical)
GRE	Greek (Modern)
GUJ	Gujerati
HAC	Hospitality and Catering
HBB	Hebrew (Biblical)
HEB	Hebrew (Modern)
HIN	Hindi
HIS	History
HUM	Humanities
ICT	Information and Communication Technology
IND	Industrial Studies
ITA	Italian
JAP	Japanese
KSK	Key Skills (Only if <Stage> = KS4)
LAE	Land and Environment / Agriculture
LAT	Latin
LAW	Law
LIF	Life Skills

General Subject Code	
MAT	Mathematics / Mathematical Development (Early Years)
MED	Media Studies
MUS	Music
NAP	Not Applicable
OBC	Other Business / Commercial Subject
OHU	Other Humanities
OLA	Other Language Subject
OMA	Other Mathematical Subject
OPH	Other Physical Subject
OPR	Other Aesthetic / Practical Subject
OSC	Other Sciences
OSS	Other Social Studies
OTE	Other Technological Subject
OTH	Other
OVO	Other Vocational Subject
PAN	Panjabi
PED	Physical Education / Sports
PER	Performing Arts
PHL	Philosophy
PHY	Physics
POR	Portuguese
PRI	Primary Curriculum
PSH	Personal Social and Health Education (PSHE)
PSY	Psychology
REL	Religious Education
RUS	Russian
RWD	Retail, Warehousing and Distribution
SEN	Special Educational Needs
SOC	Sociology
SPA	Spanish
SSS	Social Studies/Science
STA	Statistics
SWE	Swedish
TDG	Technical Drawing/Graphics
TUR	Turkish
UFA	Under-5 Activities
URD	Urdu
VNW	Any new GCSE in a vocational subject
WEL	Welsh

General Subject Code	
The following codes are included in the General Subject Code codeset but should not be used for the purposes of the school workforce census	
CLL	Communication Language and Literacy
EYF	Early Years Foundation Stage Profile (Total)
FSP	Foundation Stage Profile (Total)
KUW	Knowledge and Understanding of World
PHY	Physics / Physical Development (Early Years)
OCL	Other Classical Studies/Language
PRN	Problem Solving, Reasoning and Numeracy
PSE	Personal Social and Emotional Development
There are some restrictions on the use of these codes, see section 4.4.1 for details.	
AAD	Applied Art and Design
ABS	Applied Business Studies
AIT	Applied ICT
ASC	Applied Science
DAT	Design and Technology
ENR	Engineering
HSC	Health and Social Care
LTT	Leisure, Travel and Tourism
MFL	Modern Foreign Language
MNF	Manufacturing
SCI	Science

NC Year Group	
5	Year 5
6	Year 6
7	Year 7
8	Year 8
9	Year 9
10	Year 10
11	Year 11
12	Year 12
13	Year 13
14	Year 14
M	Mixed Year Class

NC Year Group	
X	National Curriculum not followed – available only for special schools where pupils are not following a particular NC Year
The following codes are not required for the school workforce census	
N1	Nursery first year
N2	Nursery second year
R	Reception
1	Year 1
2	Year 2
3	Year 3
4	Year 4

Qualification Code	
PGCE	Post-graduate Initial Teacher Training Qualification (eg PGCE)
MAST	Master's Degree
DOCT	Doctorate
BEDO	BEd or other first degree combined with teacher qualifications
FRST	Other First Degree or equivalent
CTED	Certificate in Education or equivalent
NQF4	Any other qualification at NQF level 4 or equivalent
NNUK	Non-UK teaching qualification

Degree Subject	
X300	Academic studies in Education
N400	Accounting
H400	Aerospace Engineering
T500	African studies
D700	Agricultural Sciences
D400	Agriculture
T700	American studies
B100	Anatomy, Physiology and Pathology
Q400	Ancient Language studies
D300	Animal Science
L600	Anthropology

Degree Subject	
Z102	Applied Science
V400	Archaeology
K100	Architecture
G700	Artificial Intelligence
F500	Astronomy
B600	Aural and Oral Sciences
T800	Australasian studies
C100	Biology
C200	Botany
K200	Building
N100	Business studies
Q500	Celtic studies
J300	Ceramics and Glasses
H800	Chemical, Process and Energy Engineering
F100	Chemistry
T100	Chinese studies
W600	Cinematics and Photography
Z103	Citizenship
H200	Civil Engineering
Q700	Classical Greek studies
Q800	Classical studies
A400	Clinical Dentistry
A300	Clinical Medicine
D200	Clinical Veterinary Medicine and Dentistry
Q200	Comparative Literary studies
B300	Complementary Medicine
G400	Computer Science
W700	Crafts
W500	Dance
Z104	Design and Technology
W200	Design studies
W400	Drama
L100	Economics
H600	Electronic and Electrical Engineering
Q300	English studies
N300	Finance
W100	Fine Art
D600	Food and Beverage studies
F400	Forensic and Archaeological Science

Degree Subject	
D500	Forestry
R100	French studies
H100	General Engineering
C400	Genetics
Z105	Geography
F600	Geology
R200	German studies
V200	History by area
V100	History by period
V300	History by topic
L700	Human and Social Geography
N600	Human Resource Management
W800	Imaginative Writing
J700	Industrial Biotechnology
P100	Information Services
G500	Information Systems
R300	Italian studies
T200	Japanese studies
P500	Journalism
K300	Landscape Design
Q600	Latin studies
M100	Law by area
M200	Law by Topic
Q100	Linguistics
N200	Management studies
Z106	Manufacturing
J600	Maritime Technology
N500	Marketing
F200	Materials Science
J500	Materials Technology not otherwise specified
G100	Mathematics
H300	Mechanical Engineering
P300	Media studies
B800	Medical Technology
J200	Metallurgy
C500	Microbiology
J100	Minerals Technology
Z107	Modern Languages
T600	Modern Middle Eastern studies

Degree Subject	
C700	Molecular Biology, Biophysics and Biochemistry
W300	Music
H500	Naval Architecture
B700	Nursing
B400	Nutrition
F700	Ocean Sciences
N700	Office skills
G200	Operational Research
B500	Ophthalmics
T400	Other Asian studies
M900	Other in Law
K900	Others in Architecture, Building and Planning
C900	Others in Biological Sciences
N900	Others in Business and Administrative studies
W900	Others in Creative Arts and Design
T900	Others in Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects
X900	Others in Education
H900	Others in Engineering
R900	Others in European Languages, Literature and related subjects
V900	Others in Historical and Philosophical studies
Q900	Others in Linguistics, Classics and related subjects
P900	Others in Mass Communications and Documentation
G900	Others in Mathematical and Computing Sciences
A900	Others in Medicine and Dentistry
F900	Others in Physical Sciences
L900	Others in Social studies
B900	Others in Subjects allied to Medicine
J900	Others in Technology
D900	Others in Veterinary Sciences, Agriculture and related subjects
B200	Pharmacology, Toxicology and Pharmacy
V500	Philosophy
F800	Physical and Terrestrial Geographical and Environmental Sciences
F300	Physics
K400	Planning (Urban, Rural and Regional)
L200	Politics
J400	Polymers and Textiles
R500	Portuguese studies
A200	Pre-clinical Dentistry

Degree Subject	
A100	Pre-clinical Medicine
D100	Pre-clinical Veterinary Medicine
H700	Production and Manufacturing Engineering
C800	Psychology
P200	Publicity studies
P400	Publishing
X200	Research and Study Skills in Education
R700	Russian and East European studies
R600	Scandinavian studies
Z101	Science
Z205	SEN - other
Z204	SEN – Profound and Multiple Learning Difficulties
Z201	SEN - SENCO
Z202	SEN – Sensory Impairment
Z203	SEN – Severe Learning Difficulties
L400	Social Policy
L500	Social Work
L300	Sociology
G600	Software Engineering
T300	South Asian studies
R400	Spanish studies
C600	Sports Science
G300	Statistics
V600	Theology and Religious studies
N800	Tourism, Transport and Travel
X100	Training Teachers
C300	Zoology

Class of Degree	
1	First class honours
2	Upper second class honours
3	Lower second class honours
4	Undivided second class honours
5	Third class honours
6	Fourth class honours
7	Unclassified honours
9	Pass - degree awarded without honours following an honours degree course
10	Ordinary (to include divisions of ordinary, if any) - degree awarded following a non-honours course
11	General degree - degree awarded after following a non-honours course/degree that was not available to be classified
12	Degree awarded outside the UK and Eire
99	Not known

7. School level codesets

Post	
EXH	Executive Head Teacher
HDT	Head Teacher
DHT	Deputy Head
AHT	Assistant Head
TCM	Classroom Teacher, main pay range
TCU	Classroom Teacher, upper pay range
LDP	Leading Practitioner
SUP*	Support Staff
AVT*	Advisory Teacher
TAS*	Teaching Assistant

*These codes are included in the Post codeset but should not be used for the purposes of recording vacant posts for the school workforce census.

See section 6 for the General Subject Code codeset.

Tenure	
F	Full time
P	Part time

See section 6 for the Role codeset.

8. Queries to be cleared by return level notes

Error	Error message
4417Q	If role is HLTA then HLTA Status is expected to be true
4425Q	Please check: Date of Arrival in School is more than 50 years ago
4430Q	Please Check: Date of Arrival in School has not been supplied
4440Q	Please check: Date of Arrival in School should not be later than the start of the contract
4511Q	Regional Pay Spine of 'Inner London' is inappropriate for this Local Authority.
4512Q	Regional Pay Spine of 'Outer London' is inappropriate for this Local Authority.
4513Q	Regional Pay Spine of 'London Fringe' is inappropriate for this Local Authority.
4765Q	FTE hours normally expected to be at least 24 and no greater than 40
4935Q	Last Day of absence is missing – please check absence is ongoing
4945Q	Please check: Last Day of absence is not expected to be after <ReferenceDate>
6530Q	Please Check: The same person has a total Full Time Equivalent ratio greater than 1.5
7120Q	Please check: Number of Qualified Occasional Teachers present on Census Reference Date is unexpectedly high (40 or more).
7121Q	Please check: Number of Qualified Occasional Teachers present on Census Reference Date is unexpectedly high (10 or more).
7122Q	Please check: Number of Occasional Teachers whose qualification status is unknown present on Census Reference Date is unexpectedly high (10 or more).
7220Q	Please check: Number of Agency / Third Party support staff present on Census Reference Date is unexpectedly high (50 or more).

9. Links to relevant websites

[Edubase](https://www.edubase.org.uk/): for information on school, LA and establishment codes:
<https://www.edubase.org.uk/>

For information on [Teachers' Pay and Conditions](https://www.gov.uk/schools-colleges/careers-employment):
<https://www.gov.uk/schools-colleges/careers-employment>

For information on the [common basic data set](https://www.gov.uk/government/collections/common-basic-data-set):
<https://www.gov.uk/government/collections/common-basic-data-set>

For the online version of this [guide](https://www.gov.uk/school-workforce-census), as well as specifications and other associated information:
<https://www.gov.uk/school-workforce-census>

[Data Collection Helpdesk](https://www.education.gov.uk/form/data-collection-request-form):
<https://www.education.gov.uk/form/data-collection-request-form>

The [National College for Teaching and Leadership](https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership):
<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

For [teacher status checks: information for employers](https://www.gov.uk/teacher-status-checks-information-for-employers):
<https://www.gov.uk/teacher-status-checks-information-for-employers>



Department
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