School workforce census 2015

Guide for centrally employed staff

September 2015

Contents

1. Introduction

1.1. Purpose of this document

This document provides preparation instructions and a guide for staff in children's services of local authorities (LAs) so that they are able to prepare for and complete the school workforce census for centrally employed staff in 2015.

This document should be used as a handbook for entering data for centrally employed staff into LA HR/payroll systems throughout the year, rather than just as guidance for the collection itself.

A similar document has been produced for staff employed by schools ("school employed staff") which will enable schools or LAs, depending on how LAs are choosing to source the data, to make returns for these staff. In order to make a complete school workforce census return, LAs need to provide data for both school employed and centrally employed members of the school workforce. LAs will therefore need to refer to this second document which is also published on the department's website.

Advice for LAs on the submission and approval of data for both school employed and centrally employed staff is given in Section 5.5 of this document.

1.2. Main changes since school workforce census 2014

The specification has been re-structured to remove repetition and to put the document in a more logical structure.

The ethnicity codes for 'Gypsy/Roma' are now available for use for staff, see section 7.1.8.

Date of last pay review has been added, see section 7.2.8.

Following changes brought in by the School Teachers Pay and Conditions document 2014 (STPC 2014) 'Pay Scale' and 'Regional Spine' have become 'Pay Range' and 'Regional Pay Range', see sections 7.2.9 and 7.2.10 for details.

Spine Point has been removed from the collection as a result of STPC 2014. There is no replacement.

Pay Framework has been introduced as a new data item, see section 7.2.11.

Leadership Pay Range Maximum and Leadership Pay Range Minimum have been added, see section 7.2.12.

Start and end dates of TLR3 payments will be required. These will be known as Additional Payment Start Date and Additional Payment End Date. Please see section 7.2.16.

There have also been minor changes to guidance on Teacher Number, National Insurance Number and Category of Additional Payment.

2. Rationale behind the school workforce census

School workforce census is the department's main source of data on

- staff pay bills

- staff turnover

The school workforce census data informs departmental policy on pay and the monitoring of the effectiveness and diversity of the school workforce. School workforce census data are also used by other government departments, local authorities, external agencies and educational researchers. Accuracy of data is crucial.

Data is collected on the "collect once, use many times" principle and most of the data collected should be data that a well prepared school uses themselves or be justified with a clear business case.

3. Structure and timing of the school workforce census

3.1. 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 6.

3.2. Collection date

Data are collected in the school workforce census annually. The Census date for 2015 is the first Thursday in November, ie 5 November 2015. The collection period closes on 4 December.

A return for every local authority must be submitted by the 4 December to allow error correction, authorisation and credibility checking (see section 5.3) to take place before the collection closes.

Our Helpdesk will assess returns after approval and inform you of any issues. For each local authority the assessment will normally be made once the vast majority of schools' returns have been approved. Feedback may be delayed if there is a large volume of returns. The submission deadline of 4 December must be adhered to so that this process can take place.

3.3. Historical and snapshot data

Data collected in this census can be divided into 'Snapshot' data and 'Historical' data.

Snapshot data is contained in the Staff details, Contract/service agreement, Qualifications and LA level (headcounts) modules. This data (eg role, pay or qualified teacher status) must be correct as of the census reference date or the date that the census extract was taken from the software system.

The school workforce census generation software should include all staff currently employed by the LA 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.

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

If the software has not been developed to automatically extract relevant staff, they may need to be selected manually through, for example, ticking a check box for those that should be included in the school workforce census return.

Historical data is contained in the contract module for contracts that ended between the beginning of the previous academic year and the census date, either because the staff member left or because they have been issued a new contract. **For the purposes of the school workforce census, the academic year is defined as the period from 1 September to 31 August.**

Routines from LA systems may have been developed for the school workforce census 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 LA.

3.4. Data Protection and Security

Data kept on 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 must be aware of their responsibilities under the Act.

Local authorities are asked to make all centrally employed staff 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 schools, local authorities, the department and other organisations. The department's website contains suggested text for a [Privacy Notice](#) and suggested information for local authorities to include locally or on their respective websites is also given.

Once a Privacy Notice has been issued to a member of staff a further one only needs to be issued if there are changes to the data collected, the uses to which the data will be put or the organisations it will be shared with.

4. Who supplies the data and what do they supply

4.1. Centrally employed staff to be included

The school workforce census covers full- and part-time **teachers, teaching assistants and other support staff** employed by the LA.

"**Teaching Assistants**" comprises those support staff based in the classroom for learning and pupil support, eg HLTAs, teaching assistants, special needs support staff, nursery officer/assistant, 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. *For the purposes of the school workforce census please note that advisory teachers are categorised as 'other support staff'*.

The flow diagram on the following page should help LAs decide which centrally 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 LA level (headcount) data are required are given in the following section.

4.2. Staff for whom school workforce level data is required

School workforce level data is required for all centrally employed teachers and advisory teachers, and for those centrally employed support staff that spend the majority of their time in schools. The majority of their time means they spend more than half the time they work, ie more than 50%, in schools. Only those in *regular service* should be included. Staff are said to be in regular service if they have completed service of 28 days or more with the LA or are expected to do so before the end of their contract.

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

- teachers. This includes:

  - peripatetic teachers - teachers who normally cover a number of schools each week on a regular timetable, usually because they possess some specialist knowledge;

  - teachers working in other non-school education, for example teachers providing education by reason of SEN under Section 319 of the Education Act 1996, staff employed as teachers in institutions other than schools and

PRUs, eg teachers in hospitals or centres run by social services, or those providing home tuition; and,

- if the LA acts like a supply agency providing teachers to schools on a fixed term or temporary basis, then the LA should submit contract records for those teachers that have been in regular service during the previous academic year.

- advisory teachers - often qualified teachers that carry out a range of duties including training staff, helping develop and implement school policy and classroom support. For the purposes of the school workforce census, advisory teachers should be treated as other support staff rather than teachers in terms of the data items that need to be provided. This is regardless of whether or not they are employed on Teachers' Pay and Conditions. Note, however, that they have their own post of Advisory Teacher and this should be used rather than the post of Support Staff.

- support staff, including teaching assistants, who spend the majority of their time in schools and whose role is one of those listed in the role code set, eg cleaners, catering staff, and ICT technicians. Staff working in extended school service provision should be excluded from the school workforce census but 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

Each contract must have base pay (or daily rate) and hours recorded.

Individual level data is **not** required for:

- educational psychologists – legal advice has indicated that as educational psychologists do not spend the majority of their time in schools and do not provide or support the provision of education directly then it is not appropriate for the department to collect individual level data on them. Headcount information will be collected on educational psychologists – see Section 4.3 below.

- staff paid according to Teachers' Pay and Conditions but not falling in any of the categories above. The fact that someone is paid according to Teachers' Pay and Conditions does not automatically mean they should be included in the school workforce census. An example might be a former teacher now working as a senior manager with the LA.

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 local authorities may wish to check with the EDD Helpdesk that the individual does not need to be included in the school workforce census.

If LAs are unsure about which staff they should include in the school workforce census they should check with the EDD Helpdesk.

Flow diagram to help local authorities decide which centrally employed staff should be included in the School Workforce Census

Is this person a teacher?

— Yes →

Are they employed by the LA with a current contract for 28 days or more to teach in a number of schools (ie peripatetic teacher) non-school education or as a supply teacher

- Yes → ◇ Individual level data required
- No → **Were they employed by the LA on a contract of 28 days or more between 1/9/14 and 5/11/15 to teach in a number of schools (ie peripatetic teacher), other non-school education or as a supply teacher?**
  - Yes → ◇ Individual level data required
  - No → ◇ Do not include in School Workforce Census

— No →

Are they an advisory teacher with a current contract for 28 days or more?

- Yes → ◇ Individual level data required
- No → **Are they an advisory teacher who had a contract for 28 days or more between 1/9/14 and 5/11/15**
  - Yes → ◇ Individual level data required
  - No → **Are they an educational psychologist with a current contract or service agreement of 28 days or more?**
    - Yes → ◇ Include in headcount of educational psychologists
    - No → **Are they support staff who spend the majority of their time in schools with a current contract for 28 days or more?**
      - Yes → **Is there a role code that corresponds to the job that the person carries out ?**
        - Yes → ◇ Individual level data required
        - No → ◯ Check with DfE if individual level data required or not
      - No → **Are they support staff who spend the majority of their time in schools and had a contract for 28 days or more between 1/9/14 and 5/11/15?**
        - Yes → **Is there a role code that corresponds to the job that the person carries out ?**
        - No → ◇ Do not include in School Workforce Census

Note that roles or contracts for staff working in extended services are not required for the School Workforce Census

4.3. Staff for whom LA level data is required

LA level (headcount) rather than school workforce level (individual) data is required for educational psychologists that

- have a current contract, for 28 days or more, with the LA on the Census day, or
- are employed at the LA for 28 days or more via a current service agreement with another LA or agency on the Census day.

4.4. Staff for whom no data is required

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.

4.5. Multiple records

It is possible that more than one contract could be returned for an individual member of the centrally employed staff in the school workforce census. A member of staff might undertake two separate roles for which separate contracts have been provided. For example, a member of support staff might be directly supporting a number of individual pupils for which he/she has been issued a separate contract in respect of each pupil. In such a case both contracts should be returned.

5. Guidance: completing and submitting your school workforce census return

Full guidance on the use of the department's data collection tool, COLLECT, will be available on our school workforce census [website](#). However the outline of the process is as follows:
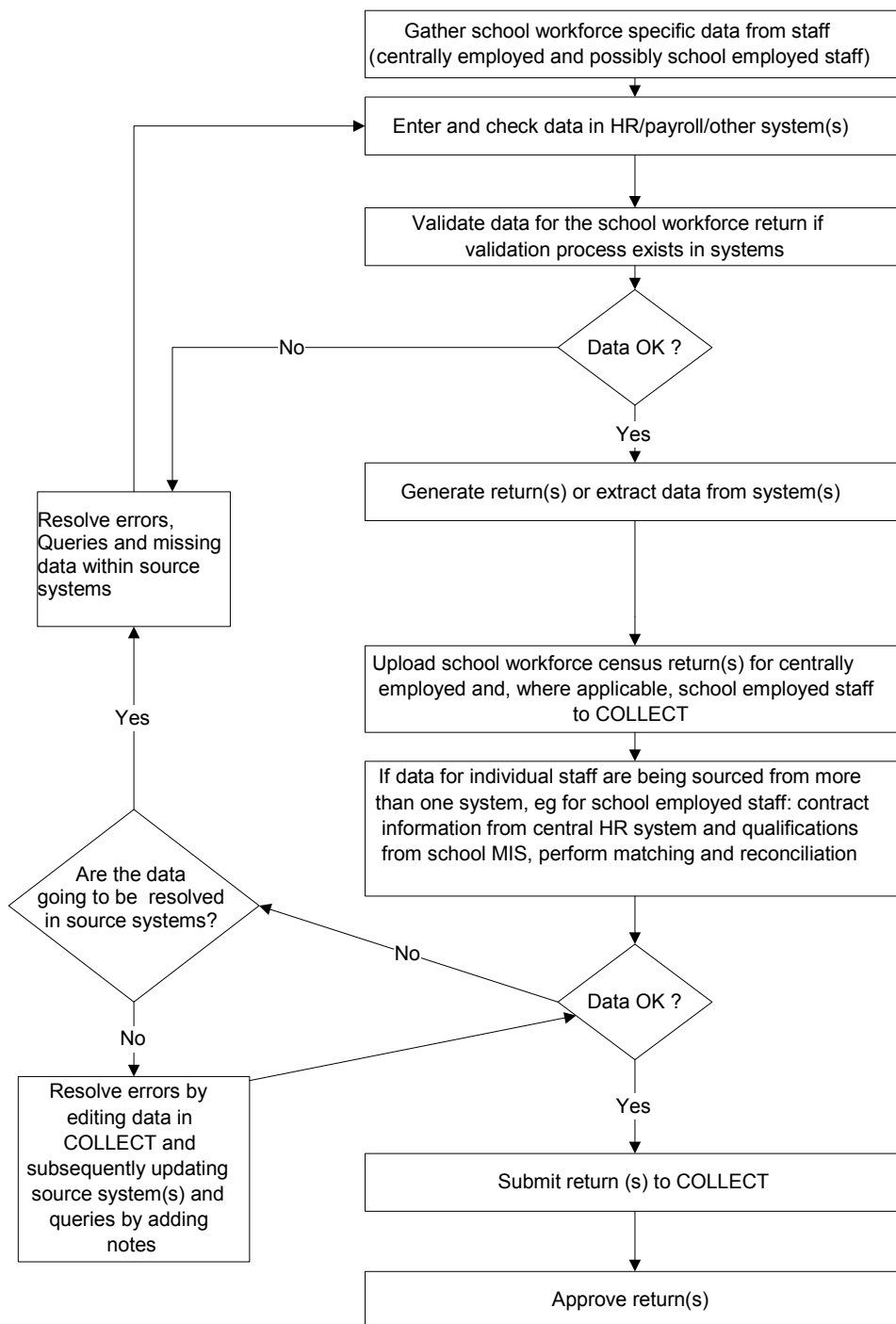
- Data on the local authority information system is brought up to date

- The census extract for centrally employed staff, and where necessary school employed staff, is created (contact your software supplier for details)

- The return is loaded on to COLLECT

- COLLECT runs validation rules on the return

- Where necessary, the LA updates the data in its system and reloads the data

- Once the LA is happy with the return it is 'Submitted'

- The LA may undertake further processing and validation and may need to run a 'Matching and Reconciliation' process

- Once the local authority is happy with the data it will 'Approve' the return.

- The department will examine returns before 'Authorising' them. This is normally the final stage in acceptance of a School Workforce data return, though credibility checks may happen later.

5.1. Update systems with current data

The individual staff records for the school workforce census will be extracted from HR/payroll systems. Although data validation may take place within the software, some incorrect data and missing data on staff may not flag up any errors or queries. Therefore all relevant data must be entered and updated in systems before the school workforce census return is created.

5.2. 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.

```
┌─────────────────────────────────────────────┐
│ Gather school workforce specific data from staff │
│ (centrally employed and possibly school employed staff) │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ Enter and check data in HR/payroll/other system(s) │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ Validate data for the school workforce return if │
│ validation process exists in systems │
└─────────────────────────────────────────────┘
                      ↓
                 ◇ Data OK ?  ──No──→
                      │
                     Yes
                      ↓
┌─────────────────────────────────────────────┐
│ Generate return(s) or extract data from system(s) │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ Upload school workforce census return(s) for centrally │
│ employed and, where applicable, school employed staff │
│ to COLLECT │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│ If data for individual staff are being sourced from more │
│ than one system, eg for school employed staff: contract │
│ information from central HR system and qualifications │
│ from school MIS, perform matching and reconciliation │
└─────────────────────────────────────────────┘
                      ↓
                 ◇ Data OK ?
```

Resolve errors, Queries and missing data within source systems

Are the data going to be resolved in source systems?

Resolve errors by editing data in COLLECT and subsequently updating source system(s) and queries by adding notes

Submit return (s) to COLLECT

Approve return(s)

Yes — No — No — Yes

5.3. Validation and credibility checks

Validation rules are used in COLLECT to improve data quality. They are of two types, 1) errors and 2) queries. These are explained in section 5.3.1. Credibility checks are implemented in COLLECT after the data return has been authorised, see section 5.3.3 for details.

Although data validation will take place within the software, missing data on staff may not flag up any errors or queries (eg missing additional payments). Therefore that all relevant data must be 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 approved and these may be followed up with the local authority.

5.3.1. 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 software support provider.

The department expects there to be no 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 local authority and the department that the error is acceptable.

A *Query* is reported in COLLECT where the data are unusual or unexpected, reflecting a potential inaccuracy or omission in the underlying data. 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 some 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 queries 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. These queries can be OK'd by entering 'OK all' followed by the query number as a return level note, (E.g. "OK All 4210Q, 4425Q, 4440Q").

5.3.2. Validation in LA systems

LA HR/Payroll software should report validation checks that must be investigated. As the department will challenge queries it is also essential to investigate all queries, and amend or annotate that data as necessary.

HR and payroll systems should 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 LA 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 an LA may see an "error on load" even though nothing is shown when 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 an LA's 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 LA 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 local authority file has been loaded then the number of errors reported in COLLECT may be considerably higher than reported in the LA system.

5.3.3. Credibility checks

Once a return is approved 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 this a rough guide to the checks that will be implemented as others may be added:

- Duplication checks:
    - There are no duplicate records ie the same staff member / contract appearing more than once in a single return.
- There is at least one valid contract for each staff member listed.
- 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).

- 90 per cent of teachers have 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. **(All teachers with qualified teacher status must be recorded as such.)**

- Fewer than 20 per cent of the ethnicity data for staff in the school are recorded as 'Not Obtained' (NOBT).

5.4. Generating the school workforce census return and data checks

These completion notes should be read in conjunction with any software specific school workforce census documentation provided by software suppliers.

The software may 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. 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.

5.5. Submitting the school workforce census return

LAs will as a minimum need to submit data for their centrally employed staff in the school workforce census. Depending on where the data are being sourced, the LA may also need to submit data for school employed staff (see School workforce Guide – School return).

For the centrally employed staff, LAs will need to upload the file directly in the department's secure web-based collection system, COLLECT.

If the LA has decided to source all or some of the data from its central systems for school employed staff, then the LA will also need to upload this data to COLLECT. Note that the LA must provide one file per school and not one file covering all school employed staff. For each school the LA will need to enter the appropriate Estab Number and select *'S'* in the LASchoolLevel field.

If the LA has decided that schools should transfer the data for school employed staff to the LA via the authority's secure network or data transfer facilities, then the LA will need to upload the files into COLLECT on schools' behalf.

For information on submitting returns see Part 1 of the COLLECT training manuals on the department's website.

If information for an individual member of staff is being provided from school and LA systems, eg contract information from a LA payroll system and qualifications information from a school MIS, then this information will need to be matched and reconciled by the LA within COLLECT. There are four stages to matching and reconciliation:

- Matching (running): this identifies potential matched records, ie records identified as potentially being for same person, using a predefined set of business rules.

- Matching (resolving): this process allows the potential matches within a return to be viewed and decisions to be made on whether the records identified should in fact be matched.

- Reconciliation (running): this process will produce one distinct record for each member of staff which can be automatically reconciled and identify others (un-reconciled records) which have to be manual reconciled.

- Reconciliation (resolving): this process allows the un-reconciled records to be viewed and decisions to be made on which records should be copied across into the 'Master' return.

After matching and reconciliation has been completed, one master source record which will contain the definitive set of data for the return will be produced.

Once matching and reconciliation has been completed, the complete return must be revalidated.

If an uploaded file contains the same source organisation details, either for a school or LA, as one that has previously been submitted, and the software code is the same, COLLECT will treat the file as a resubmission and overwrite the contents of the previous submission with the new one. LAs should be aware that this will mean any matching and reconciliation updates will be overwritten and so will need to be reapplied. Therefore, if there are only minor changes to be made after matching and reconciliation has occurred, the LA may wish to consider applying the required changes online within COLLECT, and if necessary, requesting that the changes are also applied in the source MIS system. This may be preferable to generating a full refresh from the source MIS system, uploading the new file and then reapplying any matching and reconciliation updates

For information on how to perform matching and reconciliation see the COLLECT training manuals on the department's website.

Please note LAs only need to run matching and reconciliation if they have <u>partial returns for a school</u> eg if a partial return from the school has been uploaded and a partial return from the LA for that school has been uploaded. If there is only one

return for a school (that single return could either by from the LA or from the School) then there is no need to run matching and reconciliation for that school.

5.6. Approval of the return by the local authority

Once the data for centrally employed staff are complete, the LA will mark it as approved on COLLECT at which point the data will be available to the department.

The LA also has responsibility for approving the data submitted for school employed staff. Once it has been submitted to COLLECT, LA data teams may undertake further processing and validation of the data. If data are being provided from more than one source for school employed staff, eg contract data from a central HR/payroll systems and qualifications from school MIS, then the LA will need to undertake matching and reconciliation – see above. LAs may also choose to implement further sign-off methods, such as printing and signing a summary of the data. These procedures will be defined according to local needs.

For information on approving returns see Part 1 of the COLLECT training manuals on the department's website.

5.7. 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 local authority.

All data providers are strongly encouraged to use the reports available to check their returns for completeness and credibility.

5.8. 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 the Education Data Division Helpdesk for using the request form.

6. Preparation: data items required

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

Most of the data items collected in the school workforce census are those which a local authority, 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 2015 school workforce census have been grouped into modules as follows:

School Workforce Level (section 7)	Local Authority Level (section 8)
Staff Details	Educational Psychologists
Contract/Service Agreement	
Qualification	

LAs should 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. 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 section 9 and reference to the appropriate codeset is made against the associated data item.

6.1. School workforce level data required

Different school workforce level data items are required for the three categories of staff required for central returns: 1) teachers, 2) teaching assistants and 3) other support staff. Local authorities may choose to record all the data items for all categories of staff if they wish but need to be aware that these may be returned to the department in their census return.

For contracts that finished during the period 1 September 2014 to 5 November 2015 only a subset of the data items is required: the Staff Details module and non-pay items in the Contract/Service Agreement module.

6.1.1. 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.

6.1.2. 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 and local authorities 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, and local authorities will need to be aware that the data may be forwarded to the department and used for research and statistical purposes.

Software in LA HR/Payroll systems should automatically generate the Staff Details module for those staff that have left the LA during the previous academic year or for whom old contract information is being reported. *Staff may 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 should 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	Contracted Teaching Assistants	Other contracted support staff	Notes
Staff Details				
Teacher Number	√	√	√	Mandatory for non-teachers, if applicable
Family Name	√	√	√	
Given Name	√	√	√	
Former Family Names	√	√	#	
NI 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.
Contract/Service Agreement				
Contract/Service Agreement Type	√	√	√	
Start Date	√	√	√	
End Date	√	√	√	
Post	√	√	√	
Role Identifier	√	√	√	
Destination	√	√	#	
Origin	√	√	#	Mandatory for contracts starting from 1/9/2009
Pay Review Date	√	X	X	Applicable only to teachers
Pay Range	#	#	#	These two data items are not mandatory but

	Contracted Teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Regional Pay Range	#	X	X	the department desires these items if they are available.
Pay Framework	√	X	X	Applicable only for Leadership teachers
Pay Range Minimum And Pay Range Maximum	√	X	X	Applicable only for Leadership teachers
Base Pay	√	√	√	Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	√	X	X	
Hours worked per week	√	√	√	
FTE Hours per week	√	√	√	
Weeks per year	√	√	√	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers
Category of Additional Payment	√	√	√	
Additional Payment Amount	√	√	√	
Pay Start Date	√	X	X	Not required if "Daily Rate" = 'Y'. Only required for Category 'TL3'.
Pay End Date	√	X	X	
Qualification				
Qualification code	√	√	√	
Class of Degree	√	#	#	Mandatory where 'Date of Arrival' is equal to or greater than 1 August 2013
Subject Code 1	√	√	√	
Subject Code 2	√	√	√	

√   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

6.2. Local authority level data required

LA level data (headcount) is required on educational psychologists employed by the LA on the Census day, via a contract or service agreement with another LA or an agency. Headcounts of full-time and part-time educational psychologists are required, together with the total FTE of all part-time educational psychologists.

7. School workforce level

7.1. Staff details module

All data in this module should be maintained as changes occur. This module will be collected for all LA staff meeting the criteria given in section 4.2. Note that this is *likely to include some staff that left during the academic year prior to the collection, for whom contract information is being provided.*

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
1. Staff Details					
Teacher Number	√	√	√	√	Mandatory for non-teachers, if applicable
Family Name	√	√	√	√	
Given Name	√	√	√	√	
Former Family Names	√	#	√	#	
NI 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.

√   Mandatory data item for this type of staff

Optional data item for this type of staff

7.1.1. 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 or Welsh Teacher Number then this should be provided. Scottish Teacher Numbers, overseas teacher numbers, made up numbers such as 0000001, temporary teacher numbers or 'TBC', should **not** be provided and the field should be left blank. Characters such as '/' should not be included in teacher numbers. If 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.

Local authorities must make every effort to ensure accurate Teacher Numbers are provided. 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 local authorities are asked to make an extra effort to complete the qualifications module for that teacher.

7.1.2. Family name

This must 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. If staff are provided by a third party, then their identity should have been checked, for guidance see Keeping children safe in education.

7.1.3. 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.

7.1.4. Former family name

Please record and provide as many former family names as you are aware of for teachers and teaching assistants. Former family names are not required for other support

staff. LAs may choose to record former family names on their systems for these staff but should be aware that these may be returned to the department if they do so.

7.1.5. National Insurance number

National Insurance (NI) numbers must be provided for all staff in regular service. Local authorities 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.

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. Leaving the field blank will generate a query and a note will need to be added to the return to explain why no NI number has been provided. Temporary NI numbers must not be returned.

7.1.6. Gender

The gender of the member of staff must be provided. The codeset includes the values "not known" and "not specified".

7.1.7. 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). LAs must enter the correct date of birth for the staff member. Some establishments have reported multiple staff members with dates of birth of 1 January; this will produce a query if there are more than 2 such records in a return. 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.

7.1.8. Ethnic Code

This is the ethnicity of the staff member using the codes from the 2001 National Population Census. Data on ethnicity needs to be handled sensitively. 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, though it should always be requested. There are therefore options in the codeset for "refused" and "information not yet obtained".

Local authorities can choose to use either the department's extended Codes or Main Codes, the latter are given in the codeset in section 9.

The full CBDS codeset is available for use in this category, either the department's extended Codes or Main Codes (see CBDS), including 'Traveller of Irish Heritage' and 'Gypsy/Roma'.

7.1.9. Disability

It is for LAs to decide how best to collect this information and for staff themselves to decide whether they want to declare that they have a disability. It will be important to assure 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".

7.1.10. 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 11 for contact details.

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

7.1.11. 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.

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.

7.1.12. QTS Route

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 workforce census.**

Members of staff on an employment based QTS route, excluding School Centred Initial Teacher Training (SCITT), must 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 must be given the code OTTP - Overseas Trained Teacher Programme. However Overseas Trained Teachers who have not yet signed up for the programme must be given the code OTTN - Overseas Trained Teacher, not yet on Programme.

7.2. 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 4.2.

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

Current Contracts/Service Agreements (ie those open on census reference day) must 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 must be included if they ended in the period from 1 September of the previous year to census reference day (ie for 2015 census contracts/service agreements ending in the period 1 September 2014 to 5 November 2015).

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 ensure that contract or service agreement data is being supplied for all members of staff in regular service.

	Contracted Teachers	Contracted Teaching Assistants	Other support staff	Notes
Contract/Service Agreement				
Contract/Service Agreement Type	√	√	√	
Start Date	√	√	√	
End Date	√	√	√	
Post	√	√	√	
Pay Review Date	√	X	X	Applicable only to teachers
Pay Range	#	#	#	These two data items are not mandatory but the department desires these items if they are available.
Regional Pay Range	#	X	X	
Pay Framework	√	X	X	Applicable only for Leadership teachers
Pay Range Minimum And Pay Range Maximum	√	X	X	Applicable only for Leadership teachers
Base Pay	√	√	√	Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	√	X	X	
Destination	√	√	#	
Origin	√	√	#	Mandatory for contracts starting from 1/9/2009
Role Identifier	√	√	√	
Hours worked per week	√	√	√	
FTE Hours per week	√	√	√	
Weeks per year	√	√	√	Not required if "Daily Rate" = 'Y'. NB: Daily rate only
Category of Additional Payment	√	√	√	

	Contracted Teachers	Contracted Teaching Assistants	Other support staff	Notes
Additional Payment Amount	√	√	√	applies to Agency/SA Teachers
Pay Start Date	√	X	X	Not required if "Daily Rate" = 'Y'.
Pay End Date	√	X	X	Only required for Category 'TL3'.

√   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

7.2.1. Contract / agreement type

Information is only collected on centrally employed staff who are or have been employed direct by the LA. Information is not required on those employed via a service agreement. One of the following values must be selected from the codeset: permanent, fixed term, or temporary. Fixed term must be used for contracts with an agreed length of time and a fixed end date. Temporary must be used for non-permanent contracts, eg cover, without a fixed end date.

The following codes apply to school employed staff only and should not be selected for centrally employed staff: service agreement with LA, service agreement with an agency, or service agreement with other source.

7.2.2. Start date

The date the contract started must be provided.

7.2.3. End date

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

7.2.4. Post

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, classroom teacher, teacher upper pay range, teacher main

pay range and leading practitioners. The classroom teacher post may be used to record teachers on the main or the upper pay range. The teacher upper pay range and teacher main pay range posts may be used to record which pay range a teacher is on but this is not essential, these teachers may be recorded on the classroom teachers post. Unqualified teachers must be recorded in the post of classroom teacher. For teachers with job titles not included in the codeset the post that best reflects the level of their post must 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 them.

Support staff based in the classroom for learning and pupil support must 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.

Note that the post of "Educational Psychologist" may be available in some systems but school workforce level data is not required for these staff. Headcount data will be collected on these staff– see section 8.

7.2.5.   Role identifier

At least one role per member of staff must be provided but where a person has more than one role in an LA all of these must be provided. If the software does not allow more than one role per contract/service agreement to be recorded please contact the EDD Helpdesk and they will advise what must be returned.

For staff with roles not included in the codeset the role that reflects the function of the staff member should be selected. 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. LAs may wish to check with the department about staff for whom they cannot find roles to check whether 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.

Teaching roles for school 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	local authority 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".

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

Role identifier	Job title
	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. Headcount data will be collected on them, see section 8.

7.2.6. Origin

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 LA, 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 LA, 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 local authority, 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 LA.

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

7.2.7. Destination

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 local authority – primary school, move to another local authority – 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 LA, 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 contracted teachers and teaching assistants that left during the previous academic year, ie from 1 September 2014.

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.

7.2.8. Date of Last Pay Review

This is the date of the most recent determination of a teacher's pay. Maintained schools must carry out these determinations annually. The results of the annual review should apply from 1 September that year. However, the review may not have taken place by the time of the school workforce census. Outside of the annual review cycle, schools should also make determinations of teachers' pay when teachers take up a new post, or move to the Upper Pay Range.

The date supplied should be the most recent pay determination (either the regular annual review, or a more recent review for other reasons), even if this did not result in a change to the teacher's pay

7.2.9. Pay Range

For all staff in regular service the relevant pay range must be selected. 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 range.

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

Due to the ending of nationally standardised pay range points local authorities must supply Base Pay for all staff, whether or not Pay range is also provided.

General advice on teachers' pay and conditions is available from the department's website.

7.2.10. Regional Pay Range

For teachers the correct regional pay range should be selected: Inner London, Outer London, London Fringe or Rest of England & Wales.

7.2.11. Leadership Pay Framework

Indicates the pay framework under which leadership teachers are paid. Current values are "Pre 2014 framework" and "2014 pay framework". For contracts with a start date before 1/9/2014 the MIS will default to "Pre 2014 framework" and for those with a start date from 1/9/2014 will default to "2014 framework". This field will be manually editable.

The 2014 School Teachers Pay and Conditions Document introduced a new, simpler framework for determining leadership pay ranges. Leadership teachers appointed after 1 September 2014 must be paid under the new "2014 framework". Leadership teachers whose responsibilities have changed significantly on or after that date should also be paid according to the 2014 pay framework. One of the differences is that the 2014 pay framework mandates that permanent allowances for leadership teachers should be included as part of their basic salary, with only temporary allowances remaining separate. In contrast, under the "Pre 2014 framework" all allowances are separate from basic pay, and are reported separately. Therefore from September 2014 onwards there will be two systems for recording leadership pay.

These frameworks apply to the determination of the *pay ranges* for leadership teachers – and this is a separate issue from annual decisions on progression pay. So, if a school revises its approach to annual progression pay for school leaders after September 2014 then this does *not* necessarily mean that it has moved to the "2014 framework". If the school makes these revisions to progression payments while leaving the determinations of the *pay ranges* for the school leaders unchanged, then it would be classed as still paying under the "Pre 2014 framework".

7.2.12. Leadership Pay Range Minimum and Leadership Pay Range Maximum

Every leadership teacher will have a basic salary range within which they can expect to be paid while they remain in the same post at the same school. This is determined individually for each leadership teacher. See paragraphs 9.1 to 9.4 of the School Teachers Pay and Conditions Document 2014 for details.

7.2.13. Base Pay

Local authorities must provide base pay for all teachers and support staff in regular service who are not paid by a daily rate.

Base pay is mandatory for all staff not paid by daily rates (and therefore for all centrally employed staff), even if pay range and regional pay band are provided.

Base pay must 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 must <u>not</u> be adjusted upwards to the pay of a full-time equivalent member of staff. It must also <u>not</u> 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 must also be reflected in the base pay.

Validation rule 4545 has been altered to flag up unusually low base pay. 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.

7.2.14. Category of Additional Payment

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

TLR3 payments need to be reported separately from other Teaching and Learning Responsibility payments. Performance payments to seconded teachers should also be reported separately. For further information on these payments please see the School Teachers' Pay and Conditions Document 2014, part 4.

Care should be taken in recording the categories. In previous years some additional payment categories appear to have been recorded incorrectly.

Benefits in kind should not be included.

Out of School Learning Activity (OSLA) payments must 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 must include all payments earned since the previous census reference date, ie all additional payments from 7/11/2014 to 5/11/2015.

7.2.15. 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.

7.2.16. Additional Payment Start Date and Additional Payment End Date

Start and end dates for TLR3 payments must be recorded. A classroom teacher may be awarded a TLR3 payment for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of this payment must be established at the start of the additional payment. This may be reported for all additional payments but is only mandatory, and only requested, for TLR 3 payments.

7.2.17. 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.

7.2.18. Hours worked per week

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

Validation rule 6530 will raise a query if the total FTE for all open contracts held by any individual 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. Local authorities 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: All LAs must ensure that hours worked per week are recorded accurately. 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. 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 do not report individual staff contracts in the school workforce census showing zero hours worked per week. This could include staff employed on flexible 'zero hours' arrangements where the hours worked cannot be determined or it could include teachers listed in a local authority supply pool. Where this applies to a teacher and they are in

school on the day of the census they should be included in the occasional teacher count of the school return.

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

Depending on the HR/Payroll system, 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.

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.

7.2.19. FTE hours per week

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 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.

7.2.20. 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.

7.3. Qualification module

Information is required on the type and subject 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

Information is required on previous degrees as well as on PGCEs.

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

Qualifications in England Wales and Northern Ireland are grouped into levels from entry level to level 8. The following qualifications, which are graded at 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 local authorities 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 website and provide any qualifications not held by the National College for Teaching and Leadership. 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	Teaching Assistants	Other support staff
Qualification module			
Qualification code	√	√	√
Subject Code 1	√	√	√
Subject Code 2	√ (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

7.3.1. Qualification code

This indicates the **type** of qualification awarded. All relevant qualifications grouped at 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 must 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 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

7.3.2. Subject Code 1 and 2

Each qualification must have either one or two subject specialisms associated with it and these must be recorded using the JACS (Joint Academic Coding System) codes which have a hierarchical structure. Local authorities 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. Local authorities 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 local authorities 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.

7.3.3. Class of Degree

You are asked to provide 'Class of Degree' for 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.

8. Local authority level

LA Level information is collected in one module – Educational Psychologists. This is Census specific data and may not necessarily be generated by software in LAs. 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.

8.1. Educational psychologists module

LA level (headcount) rather than school workforce level (individual) data is required for educational psychologists that:

- have a current contract, for 28 days or more, with the LA on the Census day or

- are employed at the LA for 28 days or more via a current service agreement with another LA or agency on the Census day.

8.1.1. Number of full time educational psychologists

LAs should return the number of full-time educational psychologists in regular service at the LA on the Census day.

8.1.2. Number of part time educational psychologists

LAs should return the number of part-time educational psychologists in regular service at the LA on the Census day. Each part-time educational psychologist should be counted as one member of staff, regardless of the hours that they work.

8.1.3. FTE of part-time educational psychologists

LAs should return the total FTE for all the part-time educational psychologists.

For example, if there are three part-time educational psychologists with FTEs of 0.2, 0.3 and 0.4, then the FTE of part-time educational psychologists would be 0.2 + 0.3 + 0.4 = 0.9.

9. 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
WIRT	Traveller of Irish Heritage
WOTH	Any Other White Background
WROM	Gypsy / Roma
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

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
TCH	Classroom Teacher
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
DATA	Data Manager / Analyst
DPHT	Deputy Head

Role	
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
NURS	Nurse
OADM	Other School Admin

Role	
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

Origin	
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
INDEPN	Independent school

Destination	
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 Range	
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 Pay Range	
LI	Inner London
LO	Outer London
LF	London Fringe
EW	Rest of England & Wales

Additional Payment Type	
LIN	Inner London Weighting (Support Staff)
LOT	Outer London Weighting (Support Staff)
LFR	London Fringe Weighting (Support Staff)
MAL	Management Allowances
TLE	First and Second Teaching and Learning Responsibility Payments (TLR1 & TLR2)
TL3	Teaching and Learning Responsibility 3 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
UQT	Unqualified Teachers
OTH	Other
PPS	Performance Payments to Seconded Teachers

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
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

Degree Subject	
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
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

Degree Subject	
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
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

	Degree Subject
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
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

10. Glossary

Approval	See: Submission, Approval and Authorisation
Authorisation	See: Submission, Approval and Authorisation
CBDS	Common Basic Data Set. A set of data definitions that the DfE, partners, local authorities, and software suppliers use for consistency of data storage and ease of transfer. There are CBDS Levels for Pupil, School, LA and School Workforce. Each CBDS Level contains a number of modules, for example for Staff Details, for contracts or Qualifications. Latest CBDS definitions can be found on the Department's website CBDS.
COLLECT	The DfE's tool for gathering data returns in School Workforce Census and in other censuses. It also enables the transfer of census data between schools, local authorities and the DfE. It supports the management of the collection process, with various reports that monitor the quality and completeness of the return. Validation checking and error reporting is also built into COLLECT.
HESA	The Higher Education Statistics Agency. HESA is the central source for higher education statistics in the UK. HESA maintain and publish the *JACS codes* used to record Subjects of degree and other higher qualifications. See the HESA website at HESA for more information.
JACS codes	Joint Academic Coding System. A series of codes for subjects at degree level, owned by the *HESA*.
Level	See *CBDS*
MIS	Management Information Systems – propriety software systems used by schools to collect, validate, store, and analyse a range of pupil, school, and workforce data.
Module	See *CBDS*
Occasional service	Continuous service by a member of the workforce of less than twenty eight days. See also *regular service*.
Phase of Education	Describes whether a school is nursery, primary or secondary.
Regular service	Continuous service by a member of the workforce of twenty eight days or more. Regular service may be full- or part-time. Please note that validation rules check the length of service by subtracting the contract start date from the end date (or census reference date) and incrementing the result by one [ie a contract that starts on 1 November and ends on 28 November has lasted 28 days: end date minus start date incremented

	by one yields (28/11 – 1/11)+1 equivalent to 27+1=28]. See also *occasional service*.
School Census	The termly census of maintained nursery, primary, secondary and special schools in England. A range of individual pupil data is collected to help inform local and national funding and policy. Some types of school provide pupil information at summary level, and this is known as the School Level Annual School Census (SLASC).
SCITT	School-centred Initial Teacher Training.
SLASC	See *School Census.*
Submissions, Approval, Authorisation	A school loads their return file onto COLLECT. Once they are happy with the return it is 'Submitted'. For local authority schools the LA will 'Approve' the return once they are happy with it. The DfE 'Authorises' a return once we are satisfied with the data quality. For central returns the local authority will submit and approve the return once they are happy with it. The DfE 'Authorises' a return once we are satisfied with the data quality. See section 5 for more detail.
SWF	Abbreviation used to refer to School Workforce data collection
XML	e**X**tensible **M**arkup **L**anguage

11. Links to relevant websites

Edubase: for information on school, local authority and establishment codes:
https://www.education.gov.uk/edubase/home.xhtml

For information on Teachers' Pay and Conditions:
https://www.gov.uk/schools-colleges-childrens-services/school-careers-employment

For information on the common basic data set:
https://www.gov.uk/government/collections/common-basic-data-set

For the online version of this guide, 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

The 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