

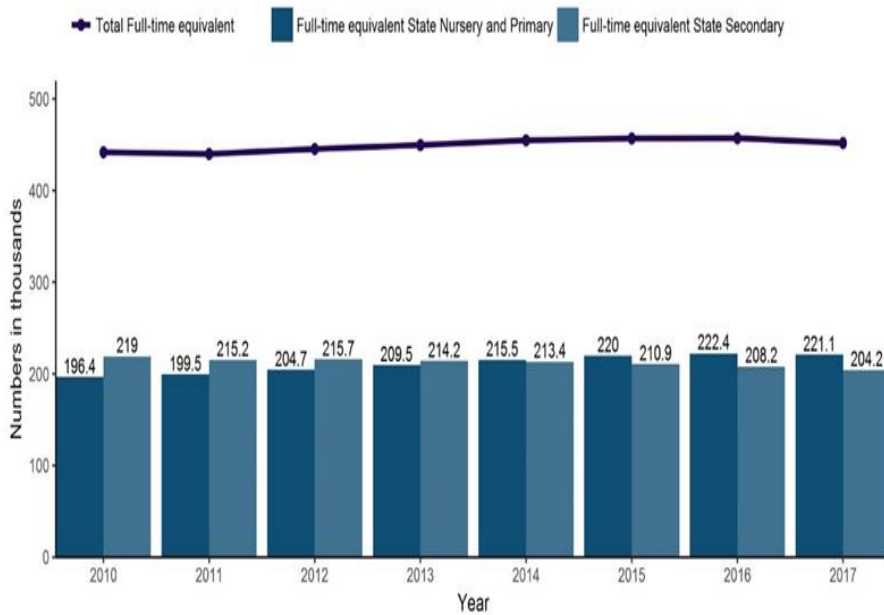


28 June 2018

We are keen to understand more about who uses the School Workforce data and why. This will help better inform any future development of the School Workforce Statistics. We welcome your feedback ([www.smartsurvey.co.uk/s/schoolworkforcecensus/](http://www.smartsurvey.co.uk/s/schoolworkforcecensus/)).

## Teacher numbers have fallen in 2017. There are now 451,900 full time equivalent teachers working in state funded schools in England

In 2017 there were just over 498,000 teachers in schools in England (headcount). The number of Full Time Equivalent (FTE) teachers gives a better view of changes in the number of teachers in schools and is used in this document. Headcount figures are also published in supporting tables.



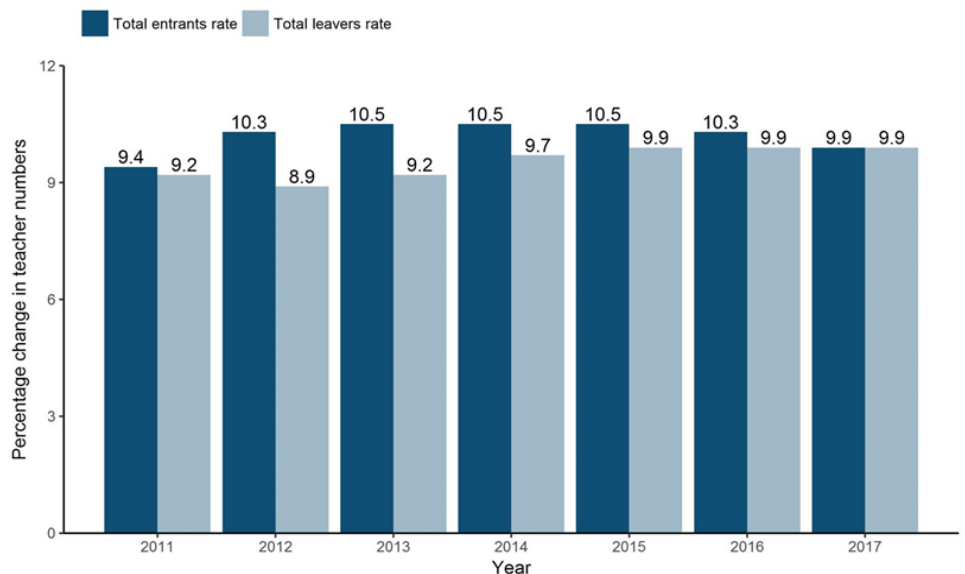
The total FTE number of teachers in all schools has fallen by 1.2%, from 457,200 to 451,900 between 2016 and 2017. The number of FTE nursery and primary teachers fell by 0.6%, from just over 222,400 in 2016 to 221,100 in 2017. Similarly, FTE secondary teacher numbers fell by 1.9%, from 208,200 in 2016 to 204,200 in 2017

The rate of increase in nursery and primary pupil numbers has been slowing and is due to stabilise in 2019. However, secondary pupil numbers have been rising and are projected to continue to increase until 2025.

## The rate of entry into teaching and leavers out of teaching are now at the same level

The total number of FTE qualified entrants to teaching has decreased since 2015 from 45,500 (10.5% as a proportion of all existing and new teachers) to 42,400 (9.9%) in 2017.

Over the same period the total number of FTE qualified teachers leaving teaching has remained consistent at (9.9 per cent). For more information please see page 4.



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### About this release

This publication provides the latest information on the composition of the school workforce employed in local authority maintained nursery, primary, secondary and special schools and all primary, secondary, and special academy schools and free schools in England. This document covers some of the key statistics from the School Workforce Census, however we publish supporting data tables which cover a wider range of data from the Census.

The release is based on data collected from schools and local authorities in November 2017 as part of the eighth annual School Workforce Census. Data on independent schools, sixth form colleges and further education establishments are not included.

The census collects detailed information on teachers, teaching assistants and other non-classroom based school support staff.

The quality of data in this release depends on schools correctly completing their returns. Each year we review the process to consider what additional validation checks we can build into the collection process to help schools, and how we can supplement the data schools return with other data we hold to improve the data quality.

### In this publication

This publication contains time series statistics on the number of teachers, teaching assistants and support staff employed by state-funded schools and local authorities in England.

The tables include statistics showing the time series of school staff numbers by grade/role and by school phase. It also provides detailed characteristics data on school staff e.g. their age, gender, ethnicity and whether they work full or part-time. The accompanying tables also include statistics on teachers' salaries, qualifications and sickness absence levels. In addition, for a sample of secondary school teachers, statistics are published on the curriculum subject taught, whether teachers have qualifications in the subjects they teach and the hours spent teaching by subject.

Statistics are also included on the number of teaching vacancies (and by subject for secondary schools) and the number of teaching posts that are filled on a temporary basis.

Statistics are also included on deployment, teacher flows, teacher retention and pupil teacher ratios. These tables are contained in (Excel .xls)

In addition, there are statistics on teacher retirements and out of service teachers in (Excel .xls) and school level statistics (with LA and Region summaries) in the underlying data (open format .csv and metadata .txt).

The accompanying quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

### Feedback

We aim to constantly improve the School Workforce Census and, as mentioned at the top of this document, your feedback is vital to our understanding of our users' needs. Please complete the short survey ([www.smartsurvey.co.uk/s/schoolworkforcecensus/](http://www.smartsurvey.co.uk/s/schoolworkforcecensus/)) by 26th October 2018.

## 1. The size of the schools' workforce (Tables 1, 2a, and 2b)

The following tables show how the size of the workforce in schools has changed since 2011 from when we have comparable full-time equivalent (FTE) data. In November 2017 there were the full-time equivalent of just over 947 thousand people working in state-funded schools in England. Teachers made up the largest proportion of the workforce (47.7%, of which 95.3% have qualified teacher status), teaching assistants accounted for 27.8% of the workforce, with the remainder (24.5%) made up of regular support staff (see table below).

There were 83 schools (0.4% of all open schools) in the November 2017 census that did not supply usable data and estimates for these schools have been included in the following figures. Further information on the estimation for missing schools is contained within the accompanying quality and methodology information document.

**Figure 1: Composition of the school workforce (FTE):**

|      | Teachers |      | of which: teachers without QTS <sup>1</sup> |     | Teaching Assistants |      | School Support staff |      | Total FTE |
|------|----------|------|---|-----|---------------------|------|----------------------|------|-----------|
|      | Number   | %    | Number                                      | %   | Number              | %    | Number               | %    |           |
| 2011 | 440.0    | 50.1 | 16.1  | 1.8 | 219.8               | 25.0 | 218.1                | 24.8 | 877.9     |
| 2012 | 445.4    | 49.4 | 16.0  | 1.8 | 232.3               | 25.7 | 224.7                | 24.9 | 902.4     |
| 2013 | 449.7    | 48.9 | 16.6  | 1.8 | 243.7               | 26.5 | 226.9                | 24.7 | 920.3     |
| 2014 | 454.9    | 48.3 | 20.3  | 2.2 | 255.1               | 27.1 | 232.0                | 24.6 | 942.0     |
| 2015 | 456.9    | 47.7 | 22.5  | 2.3 | 263.0               | 27.5 | 238.0                | 24.8 | 957.8     |
| 2016 | 457.2    | 47.7 | 22.2  | 2.3 | 265.6               | 27.7 | 235.0                | 24.5 | 957.8     |
| 2017 | 451.9    | 47.7 | 21.0  | 2.2 | 262.8               | 27.8 | 232.4                | 24.5 | 947.1     |

1. Qualified teacher status

Source: School Workforce Census 2011 – 2017

## 2. Teacher flows (Tables 7a, 7b and 8)

There were 42,430 FTE new entrants to teaching in state funded schools in 2017. This includes newly qualified teachers, teachers new to the state-funded sector and those returning to teaching after a break.

There were 42,830 FTE qualified teachers who left teaching in 2017. The number of qualified leavers in any one year includes teachers taking retirement, those taking a break from teaching (e.g. career break, secondment) and who may come back as returners in a later year and those leaving the profession (both these groups are in the 'out of service' category).

The numbers of teachers entering and leaving the profession is based on full time equivalent, not headcount. Part time teachers are more likely to leave teaching; in 2017 the leavers' rate for part time teachers was 13.0 compared to a rate of 9.4 for full time teachers. New entrants are more likely to be full time, in 2017, the entrants' rate for full time teachers was 10.5, for part time teachers the comparable entrants rate is 6.3. In addition, entrants and leavers rates do not take any changes in working pattern in account, if a teacher moves from full time to part time working they will not appear in the entrants or leavers figures however the change in FTE would be accounted for the overall FTE teacher numbers. For this reason, the entrants and leavers rate may be similar but there is an overall decrease in the FTE number of teachers.

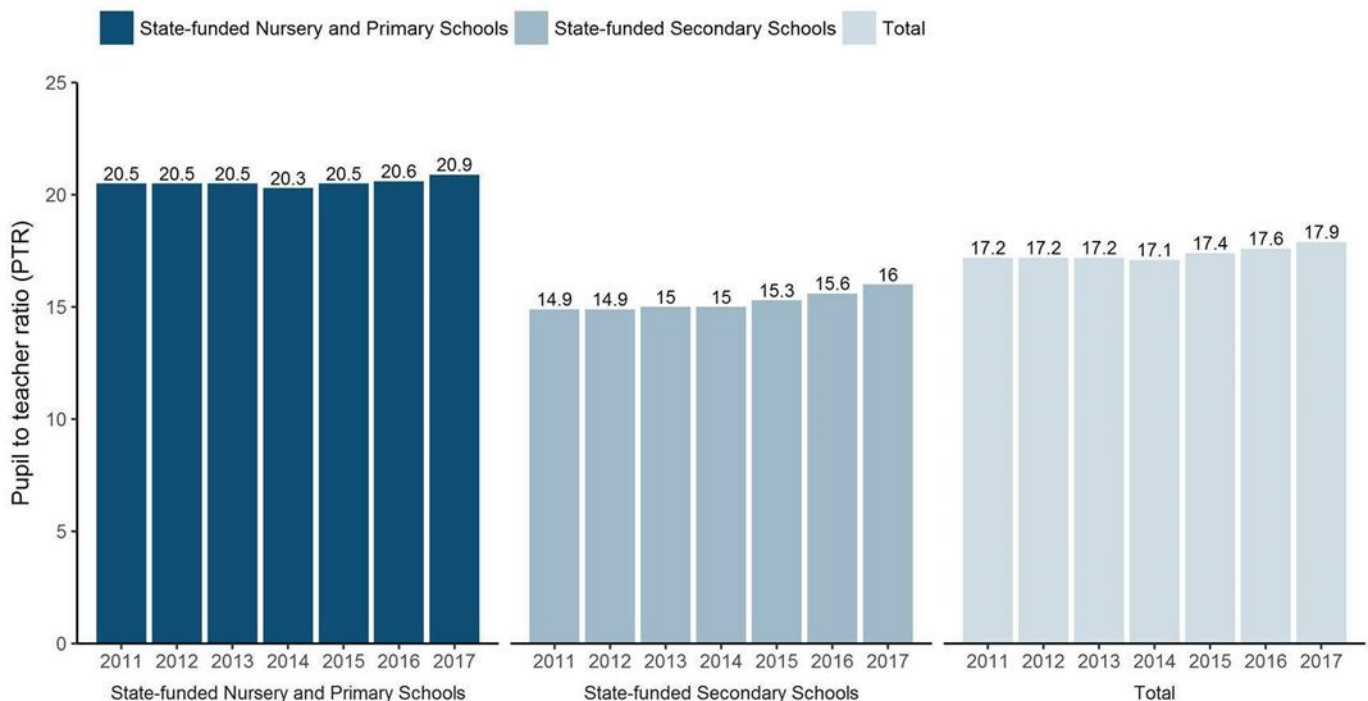
### 3. Pupil teacher ratios (Tables 17a and 17b)

The pupil teacher ratio (PTRs) are derived by combining FTE teacher numbers from the November School Workforce Census with the FTE pupil numbers from the following January School Census. These pupil numbers are published in the School, Pupils and their Characteristics statistical release, also published on 28 June 2018.

In 2017, the pupil teacher ratio has increased in state funded schools and is now at 17.9 – up 0.3 on 2016. In the nursery/primary sector there was an increase of 0.3 taking the PTR to 20.9. In secondary the PTR is up 0.4 at 16.0. In secondary there has been a continued increase through from 2012 (when it was 14.9).

Based on the department’s 2017 pupil projections the increase in the primary & nursery school population is projected to stabilise in 2019 at 4.7 million children as the drop in births in 2013 feeds into the school population. The secondary school population started to rise in 2016 and is projected to continue increasing to 3.1 million by 2020 and further until 2025 when it is expected to peak at 3.3 million. This information is taken from the latest published pupil projections data available [here](#). The pupil projections will be updated on 12 July 2018.

**Chart 1: Pupil Teacher Ratios 2011 to 2017**



### 4. Teachers’ pay (Tables 9a, 9b, 9c and 9d)

The following statistics show the average (mean) salaries, in cash terms (unadjusted for inflation) received by teachers who were in post in schools that were open on census day in November 2017.

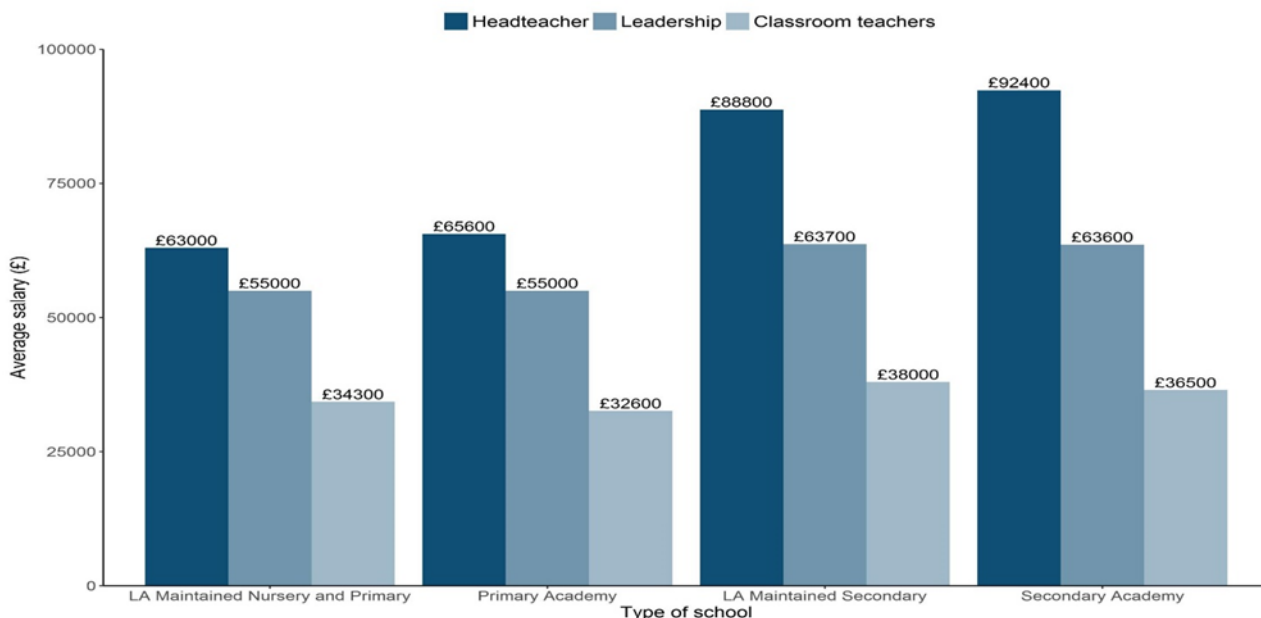
Comparisons between years are given but should not be used as an indication of pay awards as they do not compare like for like. For example, in each year many teachers retire and are replaced by newly qualified teachers. The older teachers, many of whom will have been in the leadership group, will have been on higher salaries than those who are new to teaching.

In 2017, the average (mean) FTE salary for all teachers in state funded schools was £38,700 – an increase of £300 compared with 2016. The FTE salary for all full and part-time classroom teachers was £35,400.

Chart 4 shows that for LA maintained nursery/primary schools the average salary for classroom teachers was £34,300 compared with £32,600 for equivalent teachers in primary academy schools. The average

salary for all classroom teachers in LA maintained secondary schools was £38,000 compared with £36,500 for equivalent teachers in secondary academy schools. Salaries are higher for leadership teachers, £63,700 for leadership teachers in LA maintained secondary schools and £63,600 for equivalent teachers in secondary academies.

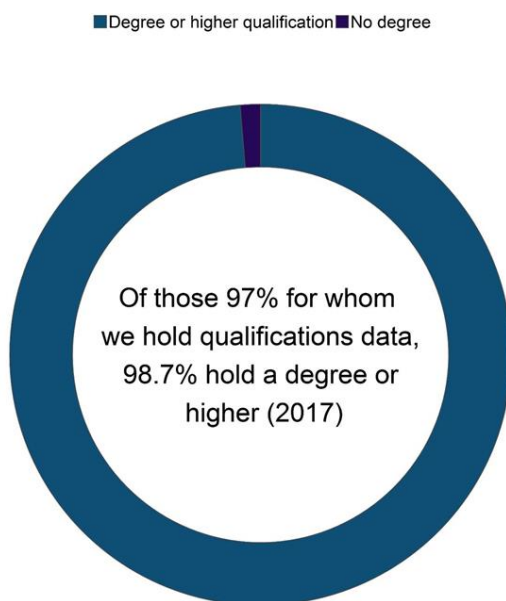
**Chart 2: Average salary by post and school type, 2017**



## 5. Teachers' qualifications and curriculum taught (Tables 10, 11, 12 and 13)

Out of the 97.0% of teachers for whom we hold qualification data, the majority of teachers, 98.6 per cent, hold qualifications at degree level or higher – this includes those with a first degree or higher, a Bachelor of Education degree or a Postgraduate Certificate of Education. This is an increase on last year where the equivalent figure was 98.5 per cent.

**Chart 3: Qualifications of teachers in state funded schools**



The timetabling information collected on the curriculum delivered is provided by a large sample of secondary schools (representing 75.8 per cent of all secondary school teachers). Where teachers have both timetabling information and qualifications data these can be combined to show whether teachers have relevant post A level qualifications in the subjects they are teaching.

The accompanying tables (Table 11) show the headcount of teachers in November 2017 who are teaching each subject and the total number of hours taught by subject for state funded secondary schools. The accompanying tables (Tables 12 and 13) also show whether they hold a relevant qualification in the subject they are teaching. The percentage of teachers with relevant qualifications for the subjects they teach has increased for 14 of the subjects identified compared with 2016, 13 subjects show a decrease in the percentage of teachers with a relevant qualification.

The percentage of hours taught by teachers with relevant qualifications for the EBACC subjects is shown in Table 2 below:

**Figure 2: Percentage of teachers of EBACC subjects with a specialist qualification and the percentage of hours taught by a teacher with a specialist qualification**

|                          | % of teachers with a relevant post A level qualification<br>2016 | % of teachers with a relevant post A level qualification<br>2017 | % of hours taught by a teacher with a relevant post A level qualification<br>2016 | % of hours taught by a teacher with a relevant post A level qualification<br>2017 |
|--------------------------|--|--|---|---|
| Mathematics              | 77.7   | 78.0   | 87.2  | 87.1  |
| English                  | 81.4   | 81.2   | 90.4  | 90.2  |
| Physics                  | 62.7   | 62.0   | 75.3  | 75.2  |
| Chemistry                | 74.9   | 74.7   | 83.1  | 83.1  |
| Biology                  | 91.0   | 90.5   | 94.3  | 94.1  |
| Combined/General science | 90.4   | 90.1   | 95.3  | 95.0  |
| Other Sciences           | 87.5   | 84.5   | 87.1  | 85.4  |
| History                  | 75.1   | 74.7   | 91.4  | 91.2  |
| Geography                | 66.2   | 66.7   | 87.4  | 87.1  |
| French                   | 78.1   | 76.8   | 84.3  | 83.8  |
| German                   | 71.0   | 71.6   | 81.1  | 81.3  |
| Spanish                  | 52.3   | 52.1   | 63.0  | 63.0  |
| Other Modern Languages   | 43.8   | 47.3   | 50.3  | 52.6  |

## 6. Other breakdowns

More school workforce statistics are available in the accompanying tables. This publication document is a high level summary but does not cover every possible theme, so please also see the accompanying tables of data listed out below and also the methodology document.

## 7. Accompanying tables

The following tables are all available in Excel format.

|          |   |
|----------|---|
| Table 1  | Full-time equivalent teachers and support staff in state funded schools: January 1995, 2000, 2005 to 2010, and November 2010 to 2017.   |
| Table 2a | Head count of full-time, part-time and full-time equivalent number of teachers in state funded schools by sector and grade or post, 2010 to 2017.   |
| Table 2b | Full-time equivalent number of teaching assistants and other support staff in state funded schools by sector and grade or post, January 1995, 2000, 2005 and 2010, November 2010 to 2017.                                   |
| Table 3a | Head count and full-time equivalent numbers of regular qualified and unqualified teachers occasional teachers in state funded schools by qualification status, gender and sector, November 2017.                            |
| Table 3b | Head count and full-time equivalent numbers of teaching assistants and support staff in state funded schools by gender and sector, November 2017.   |
| Table 4  | Full-time equivalent number of regular teachers in state funded schools by sector, grade, gender and age, November 2017.  |
| Table 5  | Percentages of the head count of regular teachers in state funded schools by sector, grade, gender and ethnic origin, November 2017.  |
| Table 6  | Percentages of the head count of teaching assistants and support staff in state funded schools by sector, grade, gender and ethnic origin, November 2017.   |
| Table 7a | Full time equivalent number of qualified teacher entrants in state funded schools by sector, gender, age, ethnicity, post appointed to, qualification, average salary and full and part-time status, November 2011 to 2017. |
| Table 7b | Full time equivalent number of qualified teacher leavers in state funded schools by sector, gender, age, ethnicity, post, average salary, subject taught and full and part-time status, November 2011 to 2017.              |
| Table 8  | Full and part-time teachers by year of gaining qualified teacher status, who were in service the following year and the percentage recorded in service in state funded schools in England in each year after.               |
| Table 9a | Full and part-time regular school teachers in state funded schools by salary, sector, gender and age, November 2017.  |
| Table 9b | Full and part-time regular classroom teachers in state funded schools by salary bands, average salary, sector, gender and age, November 2017.   |
| Table 9c | Full and part-time regular leadership teachers in state funded schools by salary bands, average salary, sector, gender and age, November 2017.  |



|           |  |
|-----------|--|
| Table 9d  | Full and part-time regular head teachers in state funded schools by salary bands, average salary, sector, gender and age, November 2017.                                     |
| Table 9e  | Full and part-time regular teachers in state funded schools average salary (mean) by sector, grade and gender, November 2010 to 2017.  |
| Table 10  | Head count of regular teachers in all state funded schools by phase, grade and highest level of post A level qualification, November 2017.                                   |
| Table 11  | Head count of qualified teachers and number of hours taught by subject to year groups 7-13 in all state funded secondary schools, November 2017.                             |
| Table 12  | Highest post A level qualifications held by publicly funded qualified secondary school teachers (head count) in the subjects they taught to year groups 7-13, November 2017. |
| Table 13  | Hours taught in a typical week to pupils in years 7 to 13 by highest post A level qualifications of the qualified teacher teaching the lesson, November 2017.                |
| Table 14  | Hours taught in a typical week to pupils in years 7 to 13 by highest post A level qualifications of the qualified teacher teaching the lesson, November 2017.                |
| Table 15  | Full-time classroom teacher vacancies and temporary filled number of posts and rates in state funded secondary schools by subject, November 2010 to 2017.                    |
| Table 16  | Full and part-time teacher sickness absence in state funded schools, calendar years 2009/2010 to 2016/2017.  |
| Table 17a | Pupil:teacher ratios and pupil:adult ratios in state funded schools, January 2000, 2005 to 2009, November 2010 to 2017.  |
| Table 17b | Pupil:teacher ratios and pupil:adult ratios in academies, November 2012 to 2017.   |
| Table 18  | Teacher retirements from state funded schools: Type of award by gender and year, 1989-90 to 2016-17.   |
| Table 19  | Teacher Retirements: Type of award by last known sector of service, grade and gender, 2016/17.   |
| Table 20  | Number of retirements from state funded schools: Type of award by gender and age on retirement, 2016/17.   |
| Table 21  | Retirements from state funded schools: Type of award by gender, year of retirement, new and current awards and average benefits awarded, 1998-99 to 2016-17.                 |
| Table 22  | Qualified teachers out of service aged under 60 who were previously in service, by last known sector, calendar year of last service, gender and age, March 2016.             |
| Table 23  | Teachers with qualified teacher status who have never been in service aged under 60, by calendar year qualified, gender and age, March 2016.                                 |

## 8. Further information is available

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|  |   |
|--|---|
| School, local authority and regional figures.                  | <p>School level school workforce data is available within the additional tables published alongside this statistical release. The school data contains a range of information for each school following the same themes as set out in this document. It also includes both local authority and regional level summaries.</p> <p>The total number of teachers in schools will not sum to the LA, region or national total. This is because the LA and region totals include those employed directly by LAs and the national totals include estimates for missing schools.</p>  |
| Statistics on teacher retirements and out of service teachers. | <p>The additional tables also include the latest statistics on the number of teachers who have retired from service and those who are out of service. This information is derived from data that is collected as part of the administration of the teachers' pension scheme.</p>  |
| Want previously published figures?                             | <p>The publications relating to the 2010 to 2015 collections can be found on <a href="http://gov.uk">gov.uk</a>.</p>  |
| Want these figures, related to Performance Tables?             | <p>Eight school level school workforce indicators are included as part of each year's School Performance Tables. The indicators include FTE and headcount statistics for the number of teachers, teaching assistants and school support staff, the average salary of teachers and the pupil teacher ratio.</p> <p>School level school workforce data from 2017 will be included in the next set of tables to be published at the end of 2018. For the latest School Performance Tables visit <a href="http://gov.uk">gov.uk</a>.</p>  |
| Interested in other analysis?                                  | <p>The department publishes a range of analysis papers on school workforce. For the latest Teacher Workforce Statistics and Analysis visit <a href="http://gov.uk">gov.uk</a>.</p>  |
| Want data for Wales, Scotland or Northern Ireland?             | <p>The School Workforce Census only collects information from schools in England. Education in Wales, Scotland and Northern Ireland is a devolved matter for the Welsh, Scottish and Northern Irish Governments. For information for Wales, Scotland and Northern Ireland, contact the departments below or access their statistics at the following links:</p> <p>Wales: <a href="mailto:school.stats@wales.gsi.gov.uk">school.stats@wales.gsi.gov.uk</a> or <a href="http://wales.gov.uk/statistics-and-research/schools-census/?skip=1&amp;lang=en">http://wales.gov.uk/statistics-and-research/schools-census/?skip=1&amp;lang=en</a></p> <p>Scotland: <a href="mailto:school.stats@scotland.gsi.gov.uk">school.stats@scotland.gsi.gov.uk</a> or <a href="http://www.gov.scot/Topics/Statistics/Browse/School-Education">http://www.gov.scot/Topics/Statistics/Browse/School-Education</a></p> <p>Northern Ireland: <a href="mailto:statistics@deni.gov.uk">statistics@deni.gov.uk</a> or <a href="http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics.htm">http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics.htm</a></p> |
| Teacher training statistics.                                   | <p>Statistics on initial teacher training and the annual survey of newly qualified teachers can be found on <a href="http://gov.uk">gov.uk</a>.</p>   |

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## 9. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics.

## 10. Technical information

A quality and methodology information document accompanies this SFR. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

More technical information is available on [gov.uk](http://gov.uk).

## 11. Get in touch

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Department  
for Education



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