



Department
for Education

School workforce census 2018

**Guide for schools including academies
within a Multi Academy Trust**

October 2018

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1. Introduction

Purpose of this document

This document is aimed at maintained nursery, primary, middle, secondary and special schools, City Technology Colleges (CTCs), academies, free schools, pupil referral units, Multi Academy Trusts (MATs) and at Children's Services/local authorities (LAs) so that relevant staff are able to prepare for and complete the school workforce census for school employed staff in 2018.

This document should be used as a handbook for data entered into schools' and MATs' Management Information Systems (MIS) and local authority HR or payroll systems throughout the year for school employed staff, rather than just as guidance for the collection itself.

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

The use of the term 'school' when used generically throughout this document includes all school types including those within a Multi Academy Trust.

Changes since school workforce census 2017

There have been several changes to the census and guidance since 2017. These are:

- The splitting of Qualified Teacher Status into three categories, QTS, QTLS and EYTS (See section 7.1.10)
- The addition of a 'Reason for Leaving' code to indicate the reason for a teacher or teaching assistant ending their period of employment (see section 7.2.8) and a readjustment of the code set for Destination to avoid overlap between the codes
- The role code set has been updated slightly to reflect changes in actual school roles, see [CBDS](#)
- The collection's reference date will be the 8 November, the second Thursday in November. This is a change from the usual practice of using the first Thursday and is being done to avoid clashes with school midterm breaks.
- Guidance on recording of qualifications for SENCOs has been strengthened, see section 7.5.2.
- Contact Details of the user that submitted the School Workforce return will be displayed in COLLECT, see section 5.7.
- Notes against queries can only be entered at return level, not against individual queries. See section 5.4.1.

2. Rationale behind the school workforce census

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

- staff pay bills
- staff turnover
- absences

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 2018 is the 8 November, the second Thursday in November. This is a change from the usual practice of using the first Thursday and is being done to avoid clashes with school midterm breaks. The deadline for returning census to the department is 7 December.

A separate return for each local authority and academy school must be submitted to the department by the 7 December to allow error correction, authorisation and credibility checking (see section 5.4) to take place before the collection closes. Local authorities will usually require their schools to submit files to them much earlier than this and will advise their schools of their file return date.

Multi Academy Trusts (MATs) must ensure a separate return is made for each academy.

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 7 December must be adhered to so that this process can take place.

3.2.1. Collection date falling on a school holiday

Where the return date falls on a school holiday data suppliers should base their snapshot data on the next working day, where practicable. For example counts of occasional staff and of third party support staff should be based on the next working day, curriculum data should be based on a typical week (see section 7.4, especially 7.4.2).

For those schools that access the department's on-line data collection facility (COLLECT) directly, the blade (or census specific loading and validation platform within COLLECT) for the [school workforce census](#) will be available from the Census day onwards on the live site.

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, Curriculum, Qualifications, Vacancies and Staff information (headcounts) modules. This data (for example, 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. It will be extracted automatically for all staff in scope and currently employed by the school. The MIS will extract the data for all relevant contracts where there is a start date but no end date or where the end date is after the census date.

If contract information is being supplied from an external system (such as a local authority system), rather than from the school/academy MIS, then the school software may not be able to automatically identify those staff that must be included. For example, if the start and end dates of contracts are not recorded in the MIS then the system will not be able to identify staff with current contracts. Staff may need to be selected manually - through, for example, ticking a check box - for inclusion in the census. Your software supplier will be able to advise how this should be done in your system.

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 the school or because they have been issued a new contract. Historical data is also contained in the absence module for periods of absence throughout the previous academic year for teachers and teaching assistants. This will include periods of absence for any staff that had left the school during the previous academic year. For the purposes of the school workforce census, the academic year is defined as the period from 1 September to 31 August.

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

3.4. Data protection and data sharing

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA 2018) mandate certain safeguards regarding the use of personal data by organisations, including the department, local authorities and schools. Both give rights to those (known as data subjects) about whom data is processed such as pupils, parents and teachers. This includes (amongst other information that we are obliged to provide):

- the right to know the types of data being held
- why it is being held

- to whom it may be communicated

For the purposes of data protection legislation, the terms ‘process’, ‘processed’ or ‘processing’ apply to any activity involving the personal data, such as:

- collecting
- storing
- sharing
- destroying
- etcetera – please note: this list is not exhaustive

Sections [3.4.1](#) and [3.4.2](#) below provide additional information on two aspects of data protection legislation - namely privacy notices and data security. However, as data processors and controllers in their own right, it is important that schools process all data (not just that collected for the purposes of the school census) in accordance with the full requirements of the GDPR. Further information on the GDPR can be found in the Information Commissioner’s Office (ICO) [overview of the General Data Protection Regulation \(GDPR\)](#).

3.4.1. Legal duties under the General Data Protection Regulation and the Data Protection Act 2018: privacy notices

Being transparent and providing accessible information to individuals about how you will use (process) their personal data is a key element of both the GDPR and the DPA 2018. The most common way to provide such information is through a privacy notice. Please see the Information Commissioner’s Office (ICO) website for [further guidance on privacy notices](#).

For schools and local authorities, this means that you must provide clear and accessible privacy notices that inform parents, pupils and staff:

- what data is collected about them
- for what purposes the data is collected
- how the data is used (processed)
- what the lawful basis is for processing
- for how long the data is retained
- with whom the data is shared
- why the data is shared
- whether you intend to transfer it to another country, and
- whether you do automated decision-making or profiling

The department provides suggested wording for [privacy notices](#) that schools and local authorities may wish to use. However, where the suggested wording is used, the school / local authority **must review and amend** the wording to reflect local business needs and circumstances. This is especially important, as the school will process data that is not solely for use within census data collections. As such, to comply with GDPR and DPA 2018, the privacy notice should contain details of all uses of data within the school / local authority, which may include, for example, information used locally for pupil achievement tracking and (where relevant) the use of CCTV data. The privacy notice should also include [this link](#) to the gov.uk webpage, which provides information on how the department processes data.

It is recommended that the privacy notice is included as part of an induction pack for pupils and staff, is made available on the school website for parents, as well as featuring on the staff notice board / intranet. Privacy notices do not need to be issued on an annual basis, where:

- new pupils and staff are made aware of the notices
- the notices have not been amended
- they are readily available in
 - electronic, or
 - paper format

3.4.2. Legal duties under the General Data Protection Regulation and the Data Protection Act 2018: data security

Schools and local authorities have a (legal) duty under the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 to ensure that any personal data they process is handled and stored securely. Further information on data security is available from the <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/security/>.

Where personal data is not properly safeguarded, it could compromise the safety of individuals and damage your reputation. Your responsibility as a data controller extends to those who have access to your data beyond your organisation where they are working on your behalf; for example, where external IT suppliers can remotely access your information. The '[School procurement: selecting a school MIS](#)' and '[Responsible for information](#)' pages provide further guidance and advice.

It is **vital** that all staff with access to personal data understand the importance of:

- protecting personal data
- being familiar with your security policy
- putting security procedures into practice

As such, you should provide appropriate initial and refresher training for your staff.

Where schools chose to use cloud software services, additional information on handling data securely within such environments is available within the [department guidance on data protection for schools considering cloud software services](#).

4. Who supplies the data and what do they supply

4.1. Schools covered by the school workforce census

Staff employed in the following types of establishments in England must be included in the 2018 school workforce census:

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

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

Returns should not be made from:

- early years settings
- privately funded independent schools
- non-maintained special schools (this is a class of schools approved under section 342 of the Education Act 1996 and is not to be confused with special schools which are academies)
- sixth form colleges
- overseas and offshore establishments
- FE establishments
- Service children's education schools
- secure units
- hospital schools and other miscellaneous establishments.

The submission of the school workforce census return, including a set of individual staff records, is a statutory requirement on schools and local authorities by virtue of regulations made under sections 113 and 114 of the Education Act 2005. This means that:

- although schools and local authorities must meet their obligations to data subjects under the Data Protection Act, they do not need to obtain consent for the provision of information from individual members of the workforce (see section 3.4)

- schools and local authorities are protected from any legal challenge that they are breaching a duty of confidence to staff members
- schools and local authorities must complete a return.

4.2. Who supplies the data

The decision on how the data will be supplied will be a local one.

Academies will usually supply all the data for themselves, though alternative arrangements may be made. Academies that are part of Multi Academy Trusts will have to supply data individually, see below. MATs may take a coordinating role, but separate returns will be expected from each school.

For local authority maintained schools the authority will take a co-ordinating role, and arrangements will differ between areas. Data can be supplied from schools or authorities or a combination of the two. In the majority of authorities, data will be sourced from schools. A number of authorities have chosen to provide all or most of the data items for their schools, but schools may still be asked to check the data. Whilst schools have to cope with the initial burden of populating their systems, many have derived benefits from having all their personnel data in one place and up to date. If not already clear, schools should check with their authorities which data items they are expected to supply.

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

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

For a federation or a family of academies the department requires a return from each individual school. Where staff are shared across schools they must be returned separately for each school, showing the appropriate hours. This can only be changed in exceptional circumstances.

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

4.3. School employed staff to be included

The school workforce census covers full and part-time teachers, teaching assistants and other support staff that are employed by schools, including PRUs. This will include staff employed by MATs who teach in, or work in, schools that are part of the MAT.

Every school will be expected to have a SENCO and to have a headteacher or executive head teacher.

'Teacher' comprises

- those teachers who are employed directly by a school, whether they have QTS (or QTLS or EYTS) or not, and
- agency / service agreement teachers working within a school in a post that would normally be filled by a teacher employed by the school.

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

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

'Other support staff' comprises those support staff that are not classroom based, for example matrons/nurses/medical staff, librarians, technicians, bursars and other administration/clerical staff, premises and catering staff.

The flow diagram in section 4.4 should help schools and local authorities decide which school employed staff must be included in the school workforce census and the level of data required: individual or headcount. Further details about staff for whom school workforce (individual) and school level (headcount) data are required is given in sections 4.4 and 4.5.

4.4. Staff for whom school workforce level data is required

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

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

- teachers employed by the school, both with and without QTS, EYTS or QTLS
- support staff employed directly by the school

- teachers working at the school who have been supplied by an agency, a MAT, or a local authority if the local authority is acting like a supply agency
- staff on paid or unpaid absence, whether long or short term
- teachers on the School Direct (salaried) programme, the Overseas Trained Teacher Programme (OTTP) and the Teach First programme

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

School workforce level data is not required for support staff, including teaching assistants, who work in schools but whose contract is with another organisation. School level data is required for these support staff if they are in the school on Census reference date. Should schools choose to record such staff on their systems and return school workforce level data on these staff in the Census, the department would be happy to receive it. However, there is no requirement to do so.

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

Many members of the school workforce have more than one contract, or work in a number of schools. There is no limit to the number of simultaneous contract/service agreement records that can be provided as part of the school workforce census (see section 4.7 below for further details).

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

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

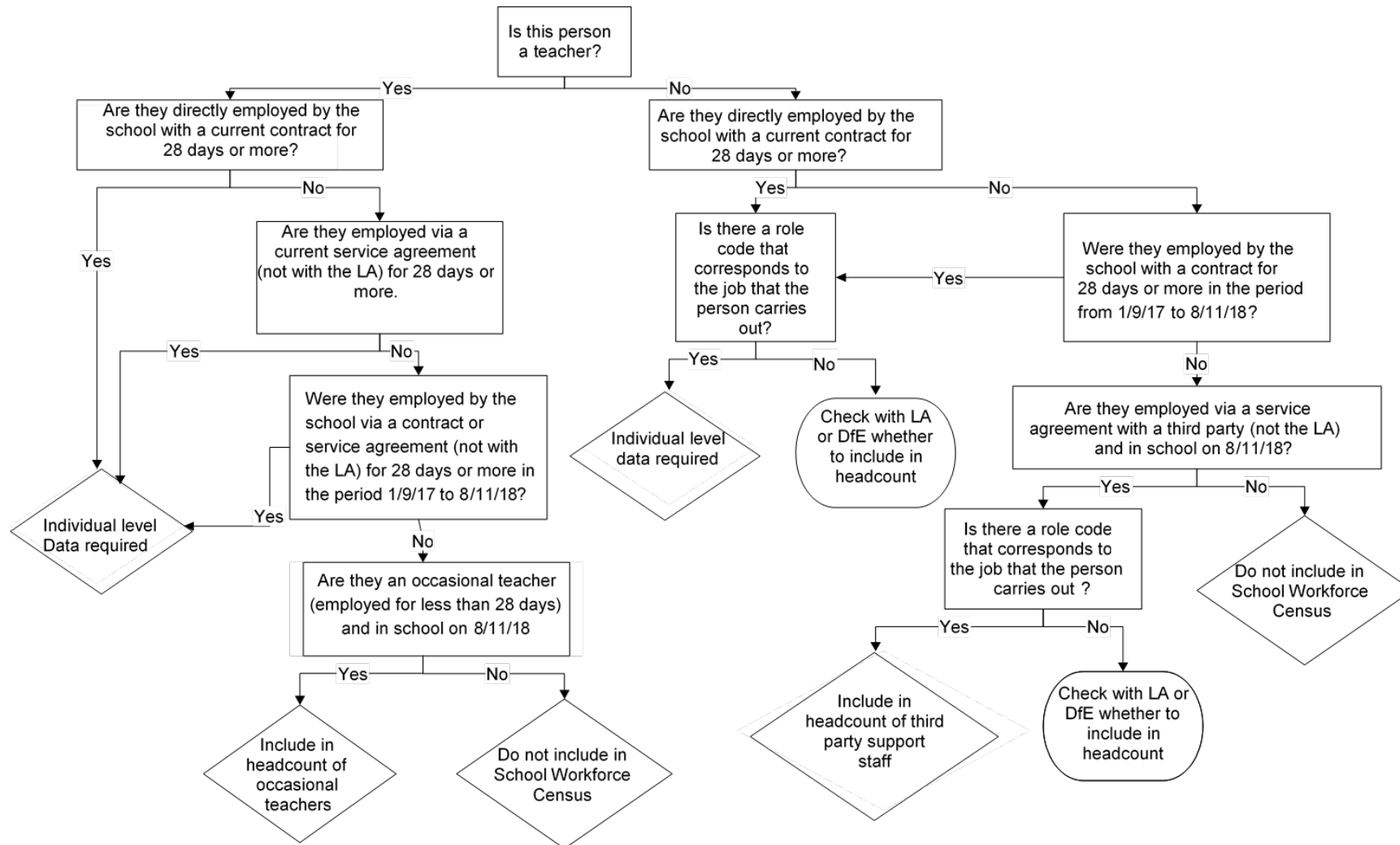
If local authority maintained schools are unsure about which staff they should include in the school workforce census they should check first with their local authority. The school or the local authority, if they are still unsure, should then check with the [Helpdesk](#).

Unless supported by their local authority, academies should contact the [Helpdesk](#) directly.

For information on how to record staff who are 'acting up' (temporarily filling a post at a higher level), see section 4.8.

For staff on zero hours contracts please see section 7.2.20 for guidance.

Flow diagram to help schools decide which staff should be included in the School Workforce Census.



4.5. Staff for whom school level data is required

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

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

4.6. Staff for whom no data is required

Data does not need to be returned for the following if they are not in school on the census day:

- 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.

If these staff are in school on census day then head count data should be reported for them.

Data does not need to be reported for the following staff, even if they are in school on census day.

- PGCE students on teaching practice
- trainee teachers on a School-Centred Initial Teacher Training (SCITT) programme
- staff working in extended school service provision, for example breakfast and after school clubs, Sure Start and Children's Centres. Note that staff engaged in the normal running of the school, such as cleaners, must be included regardless of when they work, for example before, after, or during the normal school day
- staff employed by the local authority that provide support to schools for example peripatetic music teachers, advisory teachers, educational psychologists, educational welfare officers (information on these will be submitted by the local authority)
- governors and voluntary staff
- staff for whom there is no role identifier code that equates to the function they carry out, for example clerk to governors, school crossing patrol staff and school improvement partners
- staff whose contracts finished prior to 1 September 2017

For staff on zero hours contracts please see section 7.2.20 for guidance.

4.7. Multiple records

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

- when a person is in regular service at more than one school, either via a contract or, for teachers, employed under a service agreement. For example a teacher who works two days a week in one school and three in another would need more than one record. Both schools would be expected to submit a record that reflects the time spent by the teacher in their school
- when a person, teacher or support staff, ceases working at one school and begins working at another school during the period covered by the census (1 September 2017 to 8 November 2018). Both schools would be expected to submit a record that reflects the time spent in their school during that period
- A school or local authority may need to submit information for a member of staff for more than one contract, or period of employment under a service agreement, in the school workforce census. This would happen when
 - they have more than one current contract, or are engaged to work at the school under more than one service agreement, at the Census day in one school. For example they have one part-time contract with the school as a midday supervisor and another part-time contract as an administrator, or
 - they have one current contract, or are engaged to work at the school under a service agreement, at the Census Reference Date and finished another period of regular service in the previous academic year. For example, they were promoted on 1 January 2018 from deputy head teacher to head teacher and so both the old deputy head teacher contract and the current head teacher contract would be returned

In these cases there should be two contract or service agreements recorded for that school workforce member. There should never be two school workforce member records for the same individual in one return.

4.8. Staff acting up

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

However, if providing this information presents too many difficulties, then the department will accept information on the substantive post. Local HR management practices will dictate how such acting up arrangements are recorded on the school's MIS. Acting up should not be treated in the same way as secondment to another school or authority for

which two contracts would be returned, one from each establishment, with the absence due to secondment recorded against the substantive post.

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:

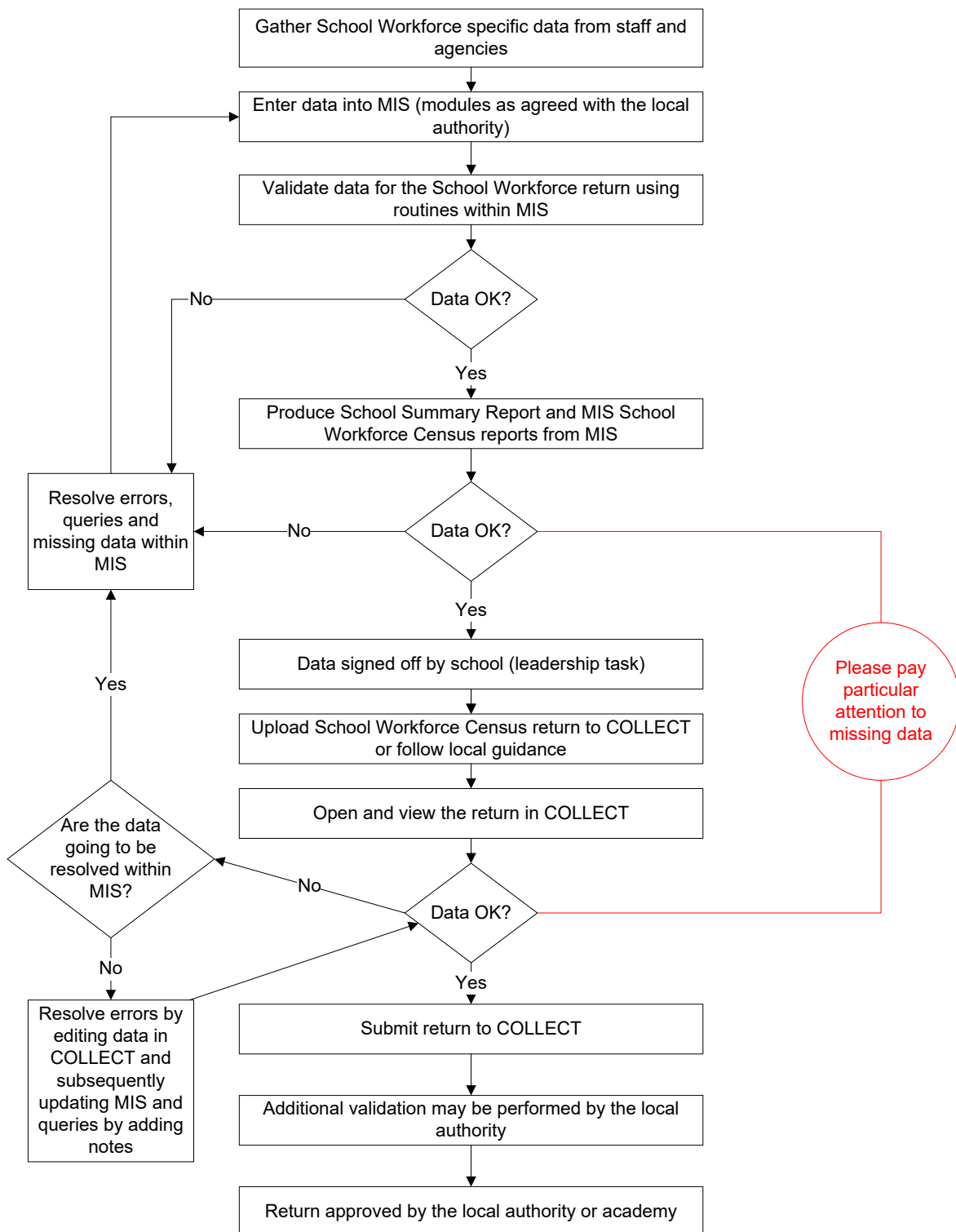
- data on the school management information system is brought up to date
- the census extract is created (contact your software supplier for details)
- the return is loaded on to COLLECT
- COLLECT runs validation rules on the return
- where necessary, the school updates the data in its MIS and reloads the data
- an academy which is uploading data from multiple sources may need to run 'Matching and Reconciliation'
- once the school is happy with the return it is 'Submitted'
- for local authority schools 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.
- for academies 'Approval' will be done by the department.
- 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 automatically by MIS systems. Although data validation will take place within the software, some incorrect data and missing data on teachers or support 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.



5.3. School identifier

The Department for Education School Number is required as the identifier for the school. It comprises a three digit LA code and a four digit Establishment code each collected as a separate data item (for example, LA code 888 and Establishment code 4032). These codes must be correct and up to date. Any error (including the provision of an old value of either code) is likely to lead to the rejection of a return by the department. LA and Establishment codes can be checked using [Get Information About Schools](#). If after

checking, schools are in any doubt about these codes, they should then check with their local authority.

5.4. Validation and credibility checks

Validation rules are used in COLLECT and in many school software systems to improve data quality. They are of two types, 1) errors and 2) queries. These are explained in section 5.4.1. Credibility reports can also be run in COLLECT after the data has been loaded, see section 5.4.3 for details.

The school workforce census has provision for some schools to return a sub-set of the data to their local authority – see ‘Who supplies the data’ in section 4.2. If schools are only providing some data items for their staff, validation will have to be run at a later stage by the local authority, who may then get back to their schools with queries.

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

Although data validation will take place within the software, missing data on staff may not flag up any errors or queries (for example, missing additional payments). Therefore 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, separately from the credibility reports, after the data has been approved and these may be followed up with the academy or the local authority.

5.4.1. 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 is 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 or local authority.

Both local authorities and the department expect 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 academies, or local authorities, 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 at return level. The COLLECT facility for returning notes against individual queries has been disabled. 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.

All notes will have to be entered at return level. Return level notes are not overwritten if a resubmission is made, see the [COLLECT guides](#) for schools and local authorities.

5.4.2. Validation in school systems

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

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

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

- There are some validation checks that are only produced in COLLECT so a school may see an 'error on load' even though nothing is shown 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 a school may be sent to the department from several different sources the validation within school systems will not always check for the presence of data items, but instead check that the data, where present, meet appropriate conditions. This may result in more errors being reported in COLLECT than in the MIS system.
- COLLECT reports the number of errors for a whole return, rather than the number for an individual file. Therefore, if a school loads a file to COLLECT after a local authority file has been loaded then the number of errors reported in COLLECT may be considerably higher than reported in the MIS system.

5.4.3. Credibility reports and checks

Credibility reports are available in COLLECT after a return has been loaded. These reports require the loaded data to have been processed overnight and so will always reflect the data position as at the close of the previous day. The credibility reports are listed in the school workforce validation rules document, available on [our website](#).

Once a schools' return is approved it will be subject to further checks by the department 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 and existing checks may be altered:

- Duplication checks:
 - There are no schools appearing more than once in the return.
 - There are no duplicate records, in other words the same staff member / contract appearing more than once in a single return.
 - There are no duplications of additional payments.
 - There are no returns approved that still have multiple sources (as would result from matching and reconciliation not being carried out correctly).
- There is at least one valid contract for each staff member listed.
- Each school has at least one qualified teacher contract open on the November 2018 census date as indicated in the Post field.
- No teachers with multiple open contracts have a FTE ratios greater than 1.2
- No teachers have FTE ratios differing substantially from previous year
- All teachers have a teacher reference number and this number is unchanged from previous year
- No teacher has a National Insurance number that differs from previous year
- All teachers have qualifications recorded
- Where Base Pay is provided for full-time teachers, it is within the range expected for that grade.
- More than 90 per cent of the teachers have Qualified Teacher, or Qualified Teacher Learning and Skills, or Early Years Teacher Status. (All teachers with these statuses must be recorded as such.)
- There is at least one sickness or pregnancy related absence record (a sickness or pregnancy related absence return is expected for at least 95 per cent of local authority schools).
- Vacancies recorded per school do not number more than 3
- An occasional teacher headcount is attached.
- A third party support staff headcount is attached.

5.5. Generating the school workforce census return and data checks

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

5.6. School summary

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

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

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

5.7. Submitting the school workforce census return

LA maintained schools will be advised by their local authority of the method for submitting the file. There are three main options:

- schools may be asked to load the file directly into the secure internet-based COLLECT system. Local authority data teams will be able to advise each school of the login details for this process;
- in some local authorities, schools will be advised to use the authority's secure network or data transfer facilities to send the file to a central data team. In this case, the local authority will upload the file into COLLECT on schools' behalf; in a small number of local authorities all the data will be held centrally within the local authority and the local authority will supply all the data on the schools' behalf. In

these cases the local authority must provide one file per school and not one file covering all staff.

Academies will normally submit their file direct to COLLECT. However, academies are free to enter into data sharing arrangements with their local authority. Academies should ensure that the return is loaded and submitted onto COLLECT as it will otherwise be listed as outstanding (overdue).

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

Contact Details on COLLECT

Details of the user that uploaded the School Workforce return will be displayed when the return is revisited on COLLECT, from the second day after the return has been submitted. These details will be used in the administration of COLLECT and may be used to contact users. Users will be able to edit the alternative contact details, but the main contact details will be populated from the Secure Access user details and will not be editable in COLLECT. To change the Secure Access user details, see the [Secure Access user Guides](#).

5.8. Approval of the return by the local authority or academy

Local authority schools

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

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

Academies and free schools

Academies, free schools and CTCs, being responsible for their own returns, will submit and approve their own returns, unless they choose to join a local data sharing arrangement.

5.9. Matching and Reconciliation

In some cases a local authority will have more than one data file per school (for example, one from the school and one from the local authority's HR system) or where an academy

has more than one data file (for example, staff information from the MIS and pay details from a separate HR system). In these cases, they will need to run the matching and reconciliation process. This process will combine the different files to create one return per school in COLLECT.

For more information on the matching and reconciliation process see the [COLLECT guidance](#).

5.10. 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 or academy.

All schools are strongly encouraged to use the reports available, particularly the Summary Report and Missing Contract Reports, to check their returns for completeness and credibility. The exception to this is where information is being provided from multiple sources and Matching and Reconciliation (M&R) will be conducted.

5.11. Further information

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

For further advice on the completion of any part of the school workforce census return, please contact your local authority. If there are any questions which the local authority cannot resolve, then local authorities should contact the Education Data Division Helpdesk for further advice using the [request form](#).

Academies should contact the department directly, unless they are being supported by their local authority.

6. Preparation: data items required

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

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

Data items that are going to be collected in the 2018 school workforce census have been grouped into modules as follows:

School workforce level (section 7)	School level (section 8)
Staff Details	Teacher Vacancies
Contract/Service Agreement	Staff Information
Absence	
Curriculum	
Qualification	

Schools 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.

Some codesets for individual data items are given in sections 10 and 11 for ease of reference but the up to date codesets are available in the Common Basic Data Set on the department's website.

6.1. School workforce level data required

Different school workforce level data items are required for the four categories of staff: 1) contracted teachers, 2) agency/service agreement teachers, 3) teaching assistants and 4) other support staff (see table in section 6.1.2). Schools and 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 contract/service agreement records that finished during the period 1 September 2017 to 7 November 2018 only a subset of the data items is required: the Staff Details module, non-pay items in the Contract/Service Agreement module and, for teachers and teaching assistants, any periods of absence recorded during that period.

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, for example if contract information is being provided by the local authority, and schools will need to be aware that the data may be forwarded to the department and used for research and statistical purposes.

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

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

	Contracted Teachers	Agency/SA teachers	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	√	√	√	√	

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Date of birth	√	√	√	√	
Ethnic Code	√	√	√	√	
Disability	√	√	√	√	
QTS	√	√	√	#	
QTLS	√	√	√	#	
EYTS	√	√	√	#	
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.
2. Contract/Service Agreement					
Contract/Service Agreement Type	√	√	√	√	
Start Date	√	√	√	√	
End Date	√	√	√	√	
Post	√	√	√	√	
Date of Arrival in School	√	√	√	#	Only mandatory for teachers and teaching assistants who joined the school from 1/9/2009.
Pay Review Date	√	√	X	X	Applicable only to teachers
Pay Range	#	#	#	#	This data item is not mandatory but the department desires it, if available.
Pay Framework	√	√	X	X	Applicable only for Leadership teachers
Pay Range Minimum And Pay Range Maximum	√	√	X	X	Applicable only for Leadership teachers paid on leadership pay range.

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Base Pay	√	√	√	√	Not mandatory if 'Daily Rate' = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	√	X	X	X	
Daily Rate ¹	X	√	X	X	Not required for centrally employed local authority staff
Reason for Leaving	√	#	√	#	
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 applies to Agency/SA Teachers
Category of Additional Payment	√	√	√	√	
Additional Payment Amount	√	√	√	√	
Pay Start Date	√	√	X	X	Not required if 'Daily Rate' = 'Y'.
Pay End Date	√	√	X	X	Only required for Category 'TL3'.
3. Absence					
First Day	√	#	√	#	
Last Day	√	#	√	#	
Working Days Lost	√	#	√	#	
Absence Category	√	#	√	#	
4. Curriculum					
Subject Code	√	√	√	X	

¹ When Daily Rate applies pay data (that is, the payments and additional payments modules) are not required.

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Hours	√	√	√	X	Not required for centrally employed local authority staff
NC Year Group	√	√	√	X	
5. Qualification					
Qualification code	√	√	√	√	
Class of Degree	√	#	#	#	Mandatory where 'Date of Arrival' is equal to or greater than 1 August 2013
Subject Code	√	√	√	√	

- √ 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. School level data required

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

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

The Staff Information module collects the following:

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

7. School workforce level

Note on staff working in multiple schools

Teachers who work in multiple schools, even if the schools are part of a multi academy trust, will need to be recorded separately in each of the schools. Each school will need to record the name, teacher number, QTS, QTLS and EYTS of the staff and to separately record the hours worked by staff in each school. This data must be recorded for each school to ensure that staff are not being double counted and to ensure that an accurate record is made of staffing and hours worked in each school.

7.1. Staff details module

All data in this module should be maintained as changes occur. This module will be collected for all staff meeting the criteria given in section 4.3. Note that this is likely to include some staff that left the school during the academic year prior to the collection, for whom contract or absence information is being provided.

	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	√	√	√	√	
QTS	√	√	√	#	
QTLS	√	√	√	#	
EYTS	√	√	√	#	
HLTA Status	√	#	√	√	

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

√ Mandatory data item for this type of staff

Optional data item for this type of staff

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.

The Teacher Reference Number will be 7 digits. Please ensure that only the correct seven digit number is supplied

If a member of staff has a Teacher Number from England or Wales then this should be provided. The following should not be provided

- Scottish Teacher Numbers
- Northern Irish Teacher Numbers
- Foreign or overseas teacher numbers
- made up numbers such as 0000001, temporary teacher numbers or 'TBC',

If a number from England or Wales cannot be provided then the field should be left blank.

Characters such as '/' should not be included in teacher numbers.

Where no number is supplied a query is generated in COLLECT, and a note will need to be written against the query to explain why a Teacher Number has not been submitted. If the teacher has a foreign number or one from the rest of the United Kingdom, this should be included in the note.

People with Qualified Teacher Learning and Skills status (QTLS) or Early Years Teaching Status (EYTS) 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.

Schools, academies and 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 schools, academies and local authorities are asked to make an extra effort to complete the qualifications module for that teacher.

If a teacher is working in several schools then each school must report the teacher number, see Note on staff working in multiple schools.

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

7.1.5. National Insurance number

National Insurance (NI) numbers must be provided for all staff in regular service. Schools (including academies) and 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 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.

If a teacher is working in several schools then each school must report this item, see Note on staff working in multiple schools.

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 (for example, for 23 January 1963 = 1963-01-23). Establishments 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'.

The codes collected from schools will be those specified for use by the local authority or in an academy's own policy - 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 schools 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, QTLS status, EYT status (true/false)

These data items are required for all teachers and teaching assistants and indicate whether they have either Qualified Teacher Status (QTS), Qualified Teacher Learning and Skills (QTLS) status or Early Years Teacher Status respectively. The fact that a person has a Teacher Number does not necessarily mean that they have any of these statuses. Teachers without QTS can still be members of the Teachers' Pension Scheme. Any queries about a person's QTS or EYTS should be checked with the National College for Teaching and Leadership, any queries about QTLS should be checked with the Society for Education and Training.

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

These statuses must be recorded for all teachers and teaching assistants in regular service, regardless of whether they are employed by a school, the local authority or a third party provider.

QTLS

QTLS (Qualified Teacher Learning and Skills) is a status awarded through the Society for Education and Training (SET), for more information see the SET [website](#). Members of the SET who have QTLS are recognised as qualified to teach in schools in England, but this does not mean they have been awarded QTS, as this is a separate status awarded by the Teaching Regulation Agency. QTLS and QTS must be recorded separately in the census.

EYTS

EYTS (Early Years Teacher Status) is a separate status from QTS and is awarded for to those who have completed the specific training for teaching in Early Years. EYTS and QTS must be recorded separately in the census.

If a teacher is working in several schools then each school must report these items, see Note on staff working in multiple schools.

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 whether 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.

If a staff member is working in several schools then each school must report this item, see Note on staff working in multiple schools.

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.

This field refers to Qualified Teacher Status (QTS) rather than QTLS or EYTS and is not required for staff who are qualified to teach through QTLS or EYTS.

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 4.4. Any member of staff employed by a school may have:

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

Contract or service agreement records, as appropriate, should be returned from each school of a Multi Academy Trust separately. See Note on staff working in multiple schools.

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 (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 the day before census reference day (for 2018, census contracts/service agreements ending in the period 1 September 2017 to 8 November 2018). Contracts that close on census reference day are considered to be open for the purposes of the School Workforce Census.

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 (that is, 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	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
2. Contract/Service Agreement					
Contract/Service Agreement Type	√	√	√	√	
Start Date	√	√	√	√	
End Date	√	√	√	√	
Post	√	√	√	√	
Date of Arrival in School	√ (where known or for those who joined the school from 1/9/2009)	√ (where known or for those who joined the school from 1/9/2009)	√ (where known or for those who joined the school from 1/9/2009)	#	Only mandatory for teachers and teaching assistants who joined the school from 1/9/2009.
Pay Review Date	√	√	X	X	Applicable only to teachers

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Pay Range	#	#	#	#	This data item is not mandatory but the department desires it if available.
Pay Framework	√	√	X	X	Applicable only for Leadership teachers
Pay Range Minimum and Pay Range Maximum	√	√	X	X	Applicable only for Leadership teachers paid on leadership pay range.
Base Pay	√	√	√	√	Not mandatory if 'Daily Rate' = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	√	X	X	X	
Daily Rate ²	X	√	X	X	Not required for centrally employed local authority staff
Reason for Leaving	√	#	√	#	
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'.
Category of Additional Payment	√	√	√	√	NB: Daily rate only applies to Agency/SA Teachers
Additional Payment Amount	√	√	√	√	
Pay Start Date	√	√	X	X	

² When Daily Rate applies pay data (that is, the payments and additional payments modules) are not required.

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Pay End Date	√	√	X	X	Not required if 'Daily Rate' = 'Y'. 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

If a staff member has a contract with a school then 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, for example cover, without a fixed end date.

Fixed term contracts must have an end date.

If a teacher is engaged by a school under a service agreement then one of the following values must be selected from the codeset: service agreement with local authority, service agreement with an agency, or service agreement with other source. Service agreement records are required for agency teachers in regular service, including those supplied by a local authority if the local authority is acting like a supply agency. Service agreement records are not required for support staff, including teaching assistants. Information on support staff employed via a third party and in school on Census day is collected in the third party headcount. Should schools choose to record such staff on their systems and return school workforce level data on these staff in the Census, the department would be happy to receive it. However, there is no requirement to do so.

7.2.2. Start date

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

7.2.3. End date

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

7.2.4. Date of arrival in school

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

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

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

7.2.5. 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.

In circumstances where someone is occupying a temporary post within the same school, for example, a deputy head acting up as head, the preference is for the acting up post to be returned in the school workforce census (the head teacher post). Please note this means the contract for the substantive post would be closed and re-opened when the acting up role comes to an end. In any case, the post and salary must be consistent. See section 4.8.

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

Change for 2019

Though no change is being made to the posts for the 2018 collection, schools should be aware that changes will be implemented for the 2019 collection, which may affect data being entered in MISs in 2018-19. A new post of 'Apprentice Teacher' is being added and 'Support Staff' is being split into two categories; 'Other Support Staff' and 'Leadership - Non Teacher'. If these posts are introduced into your system before the census then 'Apprentice Teacher' should be returned in the census as one of the other teacher categories - most likely as 'Classroom Teacher' and the two new categories of support staff would be returned as 'Support Staff'. Your Management Information System supplier will be able to tell you how this will be implemented in your system.

7.2.6. Role identifier

At least one role per member of staff must be provided but where a person has more than one role in a school all of these must be provided. If the MIS does not allow more than one role per contract/service agreement to be recorded please contact the EDD Helpdesk and they will advise what 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. For example, the role identifier of head teacher would be appropriate for the principal of an academy. If it is not possible to find an appropriate role it may be that such staff should not be included in the school workforce census, for example, clerk to the governors, school crossing patrol staff and school improvement partners. Schools may wish to check with their local authority or 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. 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.

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

Executive Head Teacher	Head of House
Head Teacher	Head of Department
Deputy Head	SEN co-ordinator
Assistant Head	Language support
Classroom Teacher	Minority ethnic support
Head of Year/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'.

Under section 67 of the Children and Families Act 2014, all mainstream schools are expected to have an SEN co-ordinator and this must be reflected in the return. The requirements are laid out in detail in the [SEND Code of Practice](#) section 6.84.

Support staff, teaching assistants or other support staff, should not be assigned any of the roles in the above list, except 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

Role identifier	Job title
	Residential Care Worker
	Student and Family Support
Other School Admin	Clerical Assistant
	Director of Technology
	Senior Admin Officer
	SENCO Assistant
Other Technician	Art Technician
	Creative and Media Technician
	Display Assistant
	Music Technician
	Performing Arts Technician
Other Premises Staff	Ground Staff
	Maintenance Staff

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

7.2.7. 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 school, for example, whether they are new to the education sector or have come from another post within education.

If a teacher or teaching assistant has a new contract within the same school, the code 'Not Applicable – Change of Contract' should be used. This code should also be used where staff move from a service agreement (whether with the 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 school.

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 from all schools. 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.

7.2.8. Reason for Leaving

Reason for leaving is separate from Destination and indicates the reason for a teacher or teaching assistant ending their period of employment with the school or local authority. Examples include Voluntary Redundancy, Compulsory Redundancy, Left for other teaching post.

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

Reason for leaving *must* be provided for all contracted teachers and teaching assistants that left during the previous academic year (from 1 September 2017). It is not required for other staff, such as agency staff.

7.2.9. 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.

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

Destination information must be provided for all contracted teachers and teaching assistants that left during the previous academic year (from 1 September 2017). It is not required for other staff, such as agency staff.

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.

To avoid overlap with the new 'Reason for Leaving' field, several values have been removed from the 'Destination code' set and put in 'Reason for Leaving'. These are; 'Retirement - normal age', 'Retirement - ill health', 'Retirement - premature', 'Maternity / Paternity / Break for family reasons' and 'Deceased'. 'Non-Education post outside UK' has been added to the code set.

The Destination should be set to 'Other' where the reason for leaving is 'Deceased', this may also be used where the staff member has retired.

7.2.10. Daily Rate (yes/no)

This data item is for agency / service agreement teachers only and it shows if a third party, such as a supply agency or the local authority, is being paid a daily rate for the teacher. If 'yes' is entered then there is no need to provide any other salary information, that is, pay range, category of additional payment, additional payment amount or base pay or any information on how the agency pays the teacher. It is also not necessary to provide weeks per year but hours worked per week and FTE hours per week must be provided.

7.2.11. 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 and we expect that academies will have similar processes. 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 department wishes to know the date of the last pay review in order to determine whether the pay figures submitted in the census are relevant to determining the pay bill for the current year.

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, or could not have resulted, in a change to the teacher's pay.

7.2.12. Pay Range

For all staff in regular service the relevant pay range must be selected, unless Daily Rate is provided. For non-teachers this will be either 'National Joint Council (Local Government Services)' or 'Other'. For teachers this will depend on their post and whether or not they have crossed the threshold to the upper pay range. Academies that use their own pay range should assign 'Other'.

Where pay range is provided establishments are asked to take care that the correct range is returned. The Leadership Pay Range should only be used for staff in leadership

positions (head teachers, executive head teachers, deputy heads and assistant heads) not for classroom teachers.

Schools and local authorities must supply Base Pay for all staff not paid by a daily rate, whether or not Pay range is also provided.

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

7.2.13. Leadership Pay Framework

Indicates the pay framework under which leadership teachers are paid. Current values are 'Pre 2014' and '2014'. Leadership teachers' pay will either be based on the scheme laid out in pre 2014 school teachers' pay and conditions documents ('Pre 2014') or that laid out in the 2014, 2015, 2016 and 2017 pay and conditions documents ('2014'). For contracts with a start date before 1/9/2014 the MIS will default to the 'Pre 2014' Framework and for those with a start date from 1/9/2014 will default to the '2014' framework. This field will be manually editable.

In 2014 a new, simpler framework for determining leadership pay ranges was introduced. Leadership teachers appointed after 1 September 2014 must be paid under the 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 have been 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.

Academies should complete this data if they use the Leadership Pay Framework in the Teachers Pay and Conditions Document.

7.2.14. Leadership Pay Range Minimum and Leadership Pay Range Maximum

Every leadership teacher paid on the leadership pay scale 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](#) for details.

Only applies to teachers paid on the leadership pay scale.

Academies should complete this data if they use the Leadership Pay Range in the Teachers Pay and Conditions Document.

7.2.15. Base Pay

Schools and local authorities must provide base pay for all teachers and support staff in regular service who are not paid by a daily rate, even if pay range is 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 not be adjusted upwards to the pay of a full-time equivalent member of staff. It must also not be adjusted downwards for a member of staff that started working part way through the year. If any elements of the salary are safeguarded these must also be reflected in the base pay.

Validation rule 4545 flags 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.

7.2.16. 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](#), part 4.

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

Benefits in kind should not be included.

Out of School Learning Activity (OSLA) payments must be treated as any other additional payment amounts, in other words they should be included 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 (all additional payments from 3/11/2017 to 8/11/2018).

7.2.17. 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 - in other words, what they actually received.

Please take care when recording additional payments. Instances have occurred where incorrect additional payments have been returned to the department, which have substantially inflated the average teacher pay for a school.

7.2.18. 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.

7.2.19. 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 School Teachers' Pay and Conditions document (paragraphs 29 to 37).

7.2.20. 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. Schools and

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 establishments 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. 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.

Hours for staff on zero hours contracts should reflect the hours they work in a typical week and base pay should be calculated in line with those hours. Where it is not possible to determine the hours worked in a typical week then the staff should be recorded in the occasional teacher count if they are present on census day. If it is not possible to determine a typical week and the staff are not present on census day then they should be omitted from the census return.

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

Depending on schools' MIS, the hours worked per week may be recorded against post or role, but not both. If a member of staff has more than one role, and the software allows the hours worked to be recorded against each role, then the hours should be assigned to the roles roughly according to the time spent on them, for example, 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.

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

Information on the timetabled hours for teachers and some teaching assistants will be provided in the curriculum module. However, hours worked per week is important for calculating a staff member's FTE and will provide useful validation for any information provided in the curriculum module.

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

If a teacher is working in several schools then each school must report this item, see Note on staff working in multiple schools.

7.2.21. FTE hours per week

Hours are recorded as decimal figures, not as hours and minutes (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.

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

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.

If a teacher is working in several schools then each school must report this item, see Note on staff working in multiple schools.

7.2.22. 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.

If a teacher is working in several schools then each school must report this item, see Note on staff working in multiple schools.

7.3. Absence module

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

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

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

Absence records are required for any periods of absence which began or ended in the previous academic year (from 1 September 2017 to 31 August 2018). If teachers or teaching assistants left the school before the Census day but experienced periods of absence during the previous academic year then absence records will need to be submitted for them. If the absence is ongoing at the time when the school workforce census return is made then the absence must be included with no end date entered.

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

- taking part in activities such as field trips
- days that are non-working days under a person's contract
- PPA (planning, preparation and assessment) time
- INSET days
- NQT non-contact time
- Training
- Working at a consortium school or a Primary/Secondary linked school
- attending meetings that are part of an individual's normal duties

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

	Teachers	Agency/Service Agreement Teachers	Teaching Assistants	Other support staff
<i>Absence module</i>				
Absence Category	√	#	√	#
First Day	√	#	√	#

	Teachers	Agency/Service Agreement Teachers	Teaching Assistants	Other support staff
Last Day	√	#	√	#
Working Days Lost	√ (for sickness and pregnancy related absences only)	#	√ (for sickness and pregnancy related absences only)	#

√ Mandatory data item for this type of staff

Optional data item for this type of staff

7.3.1. Absence Category

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

If a teacher or teaching assistant has a period of absence from a school while on secondment (for example, to another school or the local authority), then a record should be returned showing that they were absent on secondment. If a teacher or teaching assistant is 'acting up' within the same school, this should not be regarded as an absence due to secondment, as the staff member is still working at the school. In these cases the department's preference is for the contract for the substantive post to not be returned in the school workforce census, see section 4.8.

Training is available in the absence category codeset: schools and local authorities are free to record training as an absence should they wish to do so. However, absence due to training is not required for the school workforce census, but schools and local authorities will wish to be aware that any absences recorded as training may still be included in the collection extract and returned to the department. The information collected will be used internally for research and statistical purposes but not reported on or published.

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

Examples:

- If a teaching assistant accompanies a pupil to hospital and this is not considered part of the teaching assistant's normal duties, the absence should be recorded as 'Other paid authorised absence'
- adoption leave should be recorded as OTH (if the leave is paid) or UNP (if the leave is unpaid)
- absence due to disciplinary suspensions should be counted as OTH (if the leave is paid) or UNP (if the leave is unpaid)
- absence due to pregnancy related medical appointments or pregnancy related sickness should be recorded as PRG (pregnancy related)
- absence on maternity leave should be recorded as MAT, not as PRG.

7.3.2. First Day

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

7.3.3. Last Day

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

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

If the absence is ongoing at the time when the school workforce census return is made, then the absence should be included with no end date entered. If the period of absence finishes in the period from 1 September 2018 to when the return is made and the end date is known, it should be entered and, if systems allow, returned.

7.3.4. Working Days Lost

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

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

If the sickness or pregnancy related absences is ongoing at the time when the return is made, then the number of working days lost should be left blank. The working days lost must be entered into the MIS once the period of absence has finished.

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

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

In instances where a teacher or teaching assistant is contracted to work less than half a day, and is off sick or on a pregnancy related absence on one of their working days, the working days lost should be recorded as half a day. Good practice is that all of the information in 7.3.2 - 7.3.4 above needs to be established and confirmed with the member of staff in a 'return to work' meeting.

7.4. Curriculum module

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

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

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

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

Timetabling systems vary in how they support the requirements for the school workforce census, and where the timetabling software is separate from the MIS there are a variety

of interface requirements. For this reason, this guidance must be read in conjunction with the instructions or guidance provided by your software supplier.

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

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

In the run up to the collection period you should:

- determine the period you will report on. The default requirement is the week in which the Census Date falls. However, if this particular week or cycle is very unrepresentative of your normal timetable, then another week or cycle may be chosen. If a school operates a six day week then the total over the six days should be entered. If the school operates a timetable cycle covering two or more weeks an average figure over that period should be entered. If the school timetable is structured so that an average is not readily obtainable then a figure to represent a typical week may be entered.
- determine how to choose this week or cycle and report on it. The process for this will vary from one system to another – please consult your system documentation for more detailed guidance
- establish if your timetable system works in periods, rather than hours, check that your system knows the times of your school day, so that it can calculate the duration in hours to two decimal places
- check, as may be necessary with some timetabling systems and MIS combinations, for any updates required to members of staff on the timetable, for example if a member of staff on long term sickness is being covered by an individual on a contract or service agreement for 28 days or more (which makes the person covering in regular service). With some systems this change could be made in either the timetabling system or the MIS
- ensure, if your timetabling system makes use of features to rotate pupil-groups around various teaching resources (carousels), that the teaching responsibilities of individual members of staff can still be reported on

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

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

√ Mandatory data item for this type of staff

X Data item not applicable for this type of staff

7.4.1. Subject Code

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

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

- Modern Foreign Languages: please use the specific language subject codes (for example, French, or Other Language Subject), rather than the general Modern Foreign Languages code
- Science: please use the specific science subject codes (for example, Biology, Chemistry, Physics or Combined Science), rather than the general Science code. Science should however be used for Key Stage 3 Science
- Design and Technology: please use the specific codes (for example, Design and Technology – Electronics, Design and Technology - Food Technology, Design and Technology – Graphics, Design and Technology), rather than the general Design and Technology code
- Applied Art and Design; Applied Business; Applied ICT; Engineering; Health and Social Care; Leisure Travel and Tourism; Manufacturing; and Applied Science: these subject codes apply only to GCSEs or other qualification in a vocational subject

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

7.4.2. Subject Hours

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

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

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

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

7.4.3. Year Group

This indicates the National Curriculum Year Group that each subject is being delivered to. If your system allows, this should reflect the NC Year Group to whom the lesson would normally be taught, not the age of the pupils in the class. For example, if a group of Year 12 pupils is taking an additional GCSE as part of their AS year the NC Year value required is either 10 or 11, depending on the lesson, to reflect the content being taught.

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

7.5. 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 for example, PGCE, BEd, Certificate in Education
- for those with a PGCE, information on prior degrees
- for those without QTS (or QTLS or EYTS) 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 (that is, 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, for example PhD
- Master's Degree, for example MSc, MEd
- Postgraduate certificates and diplomas
- Other first degree (that is degrees other than 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 web based service, and provide any qualifications not held by the National College for Teaching and Leadership. Instructions on how to use the website and how to register for the service are available [here](#). Please contact the National College for Teaching and Leadership in good time as it may take several working days to register for the service;

- (b) **Or** gather and record all the qualifications information on all their teachers and submit it to the department.

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

	Teachers	Agency/Service Agreement Teachers	Teaching Assistants	Other support staff
Qualification module				
Qualification code	√	√	√	√
Subject Code	√ (up to 2 subjects)	√ (up to 2 subjects)	√ (up to 2 subjects)	√ (up to 2 subjects)
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

7.5.1. Qualification code

This indicates the type of qualification awarded. All relevant qualifications grouped at level 4 or above (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
MAST	Master's Degree, for example MSc, MEd or other level 7 qualifications such as postgraduate certificates and diplomas
DOCT	Doctorate, for example PhD, or other level 8 qualification
BEDO	BEd or other first degree combined with teacher qualifications
FRST	Other first degree (that is; degrees other than 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, for example 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

7.5.2. Subject Code

Each qualification must have either one or two subject specialisms associated with it and these must be recorded either:

- using the JACS (Joint Academic Coding System) codes which have a hierarchical structure. Schools and 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.
- Or, using one of the extra codes beginning with a 'Z' which the department has added to cover qualifications for which no exact match can be found on the JACS list. Staff who have gained a National Award in Special Educational Needs Coordination (aka NASENCO) should use the code ' Z201 – SEN - SENCO'.

Please be aware that the degree title of PhD (Philosophy Doctorate) or DPhil (Doctor of Philosophy) refers to the level of the degree and not to its subject. PhDs can awarded in many different subjects and care should be taken to ensure that the correct one is returned.

The complete list of Subject Codes and the more detailed JACS codes associated with each of them is published on the [JACS page of the HESA website](#). Schools and 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

Code	Description
Q322	English Literature by author
Q323	English Literature by topic
Q330	English as a second language
Q340	English Literature written as a second language
Q350	Scots language
Q360	Scots literature
Q370	Irish language
Q380	Irish literature
Q390	English studies not elsewhere classified

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

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 are included in 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 (which every mainstream school should have) must - unless they have previously been a SENCO for more than a year as of 1 September 2009 - achieve a 'National Award in Special Educational Needs Co-ordination' within three years of their appointment (see the [SEND Code of Practice](#) and the SENCO regulations³). This should be recorded in the census using the code 'Z201 – SEN - SENCO'. The SEN qualification areas are Z201 - SEN – SENCO; Z202 - SEN – Sensory

³ The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

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](#).

7.5.3. Class of Degree

Schools 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. School level

School Level information is collected in two modules – Teacher Vacancies and Staff Information. This is Census specific data and will not be generated by software in schools. These data items need to reflect the position on the Census day and so schools will need to collect them on 8 November and manually enter them into their systems.

8.1. Teacher vacancies module

Information must be provided for each teacher post (permanent or a contract of one or more terms) that is vacant or temporarily filled on the Census day. A post is vacant for the purposes of the school workforce census if it:

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

A vacancy should be included where;

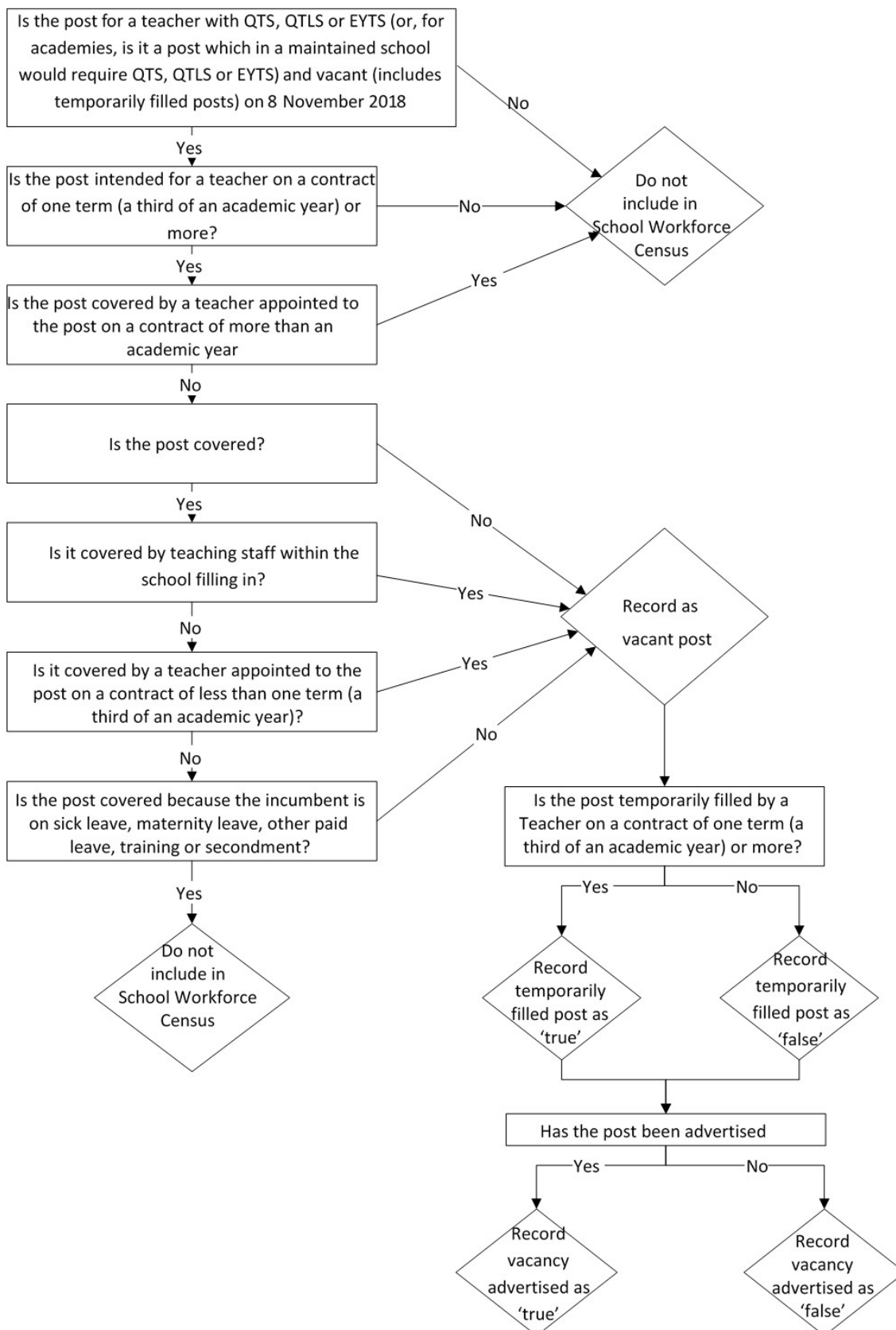
- the school has tried to fill the vacancy but it has not been filled on the census day
OR
- an appointment has been made but the appointee was not in post on the census day

AND

- for local authority maintained schools the vacancy is one where the applicant is expected to have Qualified Teacher Status (QTS) - or QTLS or EYTS - or to be an Overseas Trained Teacher (see the department's website for details), OR
- for academies and free schools the vacancy is one which, if it occurred in a local authority maintained school, would be filled by a teacher with QTS, QTLS or EYTS or by an Overseas Trained Teacher.

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

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



8.1.1. Vacancy Post (Post codeset)

This identifies the type of teaching post that is vacant.

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

8.1.2. Vacancy Subject (General Subject codeset)

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

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

8.1.3. Vacancy Tenure

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

8.1.4. Vacancy Temporarily Filled (true/false)

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

8.1.5. Vacancy Advertised (true/false)

This indicates whether or not the post has been advertised.

8.2. Staff information module

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

8.2.1. Qualified occasional teachers

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

8.2.2. Unqualified occasional teachers

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

8.2.3. Occasional teachers with unknown qualified status

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

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

8.2.4. Third party support staff headcount (Role codeset)

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

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

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

9. Annex A – 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 (these are the main codes, the full extended code list can be used)	
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

Ethnicity (these are the main codes, the full extended code list can be used)	
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

Role	
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
DATA	Data Manager / Analyst
DPHT	Deputy Head
EDWO	Education Welfare Officer
ESCT	Escort
EXAM	Examinations Officer
EXHT	Executive Head Teacher
EXTS	Extended Schools Manager/Support
FINC	Finance Officer
HDHO	Head of House
HDPT	Head of Department
HDTR	Head Teacher
HDYR	Head of Year
HLTA	Higher Level Teaching Assistant
HSLO	Home-School Liaison Officer
ICTM	ICT Network Manager
ICTT	ICT Technician
INST	Instructor (including sports coach)
INVG	Exam Invigilator

Role	
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
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

Role	
RPRG	Reprographics Technician
SENC	SEN Co-ordinator
SPLY	LA Supply Pool
SSEC	School Secretary
STCH	Science Technician
TASS	Teaching Assistant
TCHR	Classroom Teacher
THER	Therapist
TMIS	Teacher: engaged to teach in miscellaneous establishments
TNON	Teacher: engaged for non-school education
TPRU	Teacher: engaged to teach in a pupil referral unit
TRAV	Traveller Support
TTCH	Technology Technician
WELF	Welfare Assistant
The following code should not be used for the school workforce census (role is out of scope).	
EPSY	Educational Psychologist

Origin	
1STIMM	First employment in teaching - immediately after training
1STAFT	First employment in teaching - not immediately after training
1STEBR	First employment in teaching - employment based teacher training
TCHLEA	Teaching post within the LA sector (school or central staff) in England or Wales
TCH6TH	Teaching post within a Sixth form college in England or Wales
TCHIND	Teaching post within an independent school in England or Wales
TCHFHE	Teaching post within a University, FE/HE college in England or Wales
OTHEDU	Other education post in England or Wales
TCHSNI	Teaching post in Scotland or Northern Ireland

Origin	
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
FHEHUK	University, FE/HE college in UK
NONUKP	Education post outside UK
NONUKO	Non-Education post outside UK
PUBSEC	Non-education employment - public sector
SELFMP	Non-education employment - self-employment

Destination	
OTHERE	Non-education employment - other employment
OTHERR	Other
NTKNWN	Not known
NAPPCH	Not Applicable - Change of Contract

Reason for Leaving	
VOR	Voluntary redundancy
COR	Compulsory redundancy
OTT	Left for other teaching post
OTE	No longer teaching but still in education
LET	Left the teaching profession
OTR	Other
DCS	Deceased
REN	Retirement - normal age
REI	Retirement - ill-health
REP	Retirement - premature
NAC	Not Applicable - Change of Contract
NOK	Not Known
DIS	Dismissed
FAM	Maternity/Paternity/Break for family reasons

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

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

10. Annex B – school level code sets

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

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

See section 9 for the General Subject Code codeset.

Tenure	
F	Full time
P	Part time

11. Annex C – 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 <i>JACS codes</i> used to record Subjects of degree and other higher qualifications. See the HESA website for more information.
JACS codes	Joint Academic Coding System. A series of codes for subjects at degree level, owned by the <i>HESA</i> .
Level	See <i>CBDS</i>
MIS	Management Information Systems – propriety software systems used by schools to collect, validate, store, and analyse a range of pupil, school, and workforce data.
Occasional service	Continuous service by a member of the workforce of less than twenty eight days. See also <i>regular service</i> .
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 [in other words 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 <i>occasional service</i> .

School Census	<p>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.</p> <p>Some types of school provide pupil information at summary level, and this is known as the School Level Annual School Census (SLASC).</p>
SCITT	School-centred Initial Teacher Training.
SLASC	See <i>School Census</i> .
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. See section 5 for more detail.
XML	e X tensible M arkup L anguage

Version History

Version	Change History	Author and Date
1.0	All dates rolled forward. Changes made as summarised in section 1	Gerard Hassett 3 June 2018
1.1	<p>Section 1: Sections re-phrased to include MATs</p> <p>3.2: Emphasis added to requirement for separate returns from academies within MATs</p> <p>3.4: Update of data protection legislation and links.</p> <p>4.1: Rephrased to make academies more prominent</p> <p>4.3: Rephrased to emphasis guidance to MATs</p> <p>7: Note on staff working in multiple schools added, and referenced from each appropriate section of guidance.</p> <p>7.1.1: Clarification of requirements on Teacher Numbers</p> <p>7.2.13 & 14: Note added to sections on Leadership Pay Framework and Leadership Pay Range minimum and Maximum, to state that these apply to academies if they follow the Teachers Pay and Conditions document.</p> <p>Most references to 'centrally employed staff' changed to 'centrally employed local authority staff' to emphasise that these provisions do not apply to central MAT staff.</p>	Gerard Hassett 2 October 2018



Department
for Education

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