



## Statistical First Release

### School Workforce in England: November 2013

Reference	SFR 11/2014
Date	10 April 2014
Coverage	England
Theme	Children, Education and Skills
Issued by	Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT
Press office	020 7925 6789
Public enquiries	0370 000 2288
Statistician	Neil Ross
Email	SchoolWorkforce.STATISTICS@education.gsi.gov.uk
Internet	<a href="https://www.gov.uk/government/collections/statistics-school-workforce">https://www.gov.uk/government/collections/statistics-school-workforce</a>

There are 922 thousand full-time equivalent people working in state-funded schools...

...this includes 451 thousand FTE teachers.

Over 1.3 million people work in state-funded schools; equivalent to 921.8 thousand full-time equivalent (FTEs) staff members. This includes all head teachers and other leadership group teachers, classroom teachers, teaching assistants and non-classroom based school support staff.

The number of FTE teachers has increased by 2.1 per cent. This represents a 9.1 thousand increase from 442.0 thousand FTE teachers in 2012 to 451.1 thousand in 2013.

Average salaries for teachers increased by 1.3 per cent between 2012 and 2013.

In 2013, the average salary for a full-time qualified teacher was £38,100 which is £500 (1.3 per cent) higher than the previous year; £37,600. This includes classroom teachers and school leaders.

Teacher vacancies remain low but are higher than the previous year.

In November 2013 there were 750 vacancies for full-time permanent teachers in state-funded schools, a rate of 0.2 per cent. This is an increase compared with the previous year where the rate was 0.1 per cent – 440 teaching vacancies. The teacher vacancy rate remains low and has been around one per cent or below (of all teaching posts) since 2000.

#### A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

---



---

## Supplementary headline statistics

---

<p>Half of school staff are teachers, with teaching assistants and non-classroom based support staff each accounting for a quarter of school staff.</p>	<p>Of the 921.8 thousand full-time equivalent (FTEs) staff members in state funded schools; 451.1 thousand are teachers, 243.7 thousand FTEs are teaching assistants and there are 226.9 thousand FTE non-classroom based school support staff.</p>
<p>The number of teaching assistants has increased...</p>	<p>The number of FTE teaching assistants has increased by 4.9 per cent. This represents an 11.4 thousand increase from 232.3 thousand FTE teaching assistants in 2012 to 243.7 thousand in 2013.</p>
<p>...and so has the number of school support staff.</p>	<p>The number of FTE school support staff (bursars, secretaries, IT technicians etc.) has increased by 2.0 per cent (2.7 thousand) from 137.8 thousand in 2012 to 140.5 thousand in 2013.</p> <p>There are also 86.4 thousand FTE school auxiliary support staff (e.g. catering and ground staff) in 2013 which is similar to the 2012 position (86.9 thousand FTE employees).</p>
<p>Average salaries for teachers increased by 1.3 per cent between 2012 and 2013.</p>	<p>On average full-time qualified classroom teachers were paid £34,600 in 2013; an increase of £400 from £34,200 in 2012.</p> <p>School leaders (heads, deputies and assistant heads) were paid £56,100 on average in 2013; an increase of £400 compared with 2012 (£55,700).</p>
<p>95.9 per cent of teachers hold qualifications at degree level or higher.</p>	<p>82.7 per cent of maths lessons taught to pupils in year groups 7-13 were taught by teachers with a relevant qualification; an increase from 82.1 per cent in 2012.</p> <p>Similarly, 84.8 per cent of English lessons and 87.6 per cent of science lessons taught to pupils in year groups 7-13 were taught by teachers with a relevant specialist qualification. This is an increase for English up 0.1 percentage points, and a decrease for science down 0.2 percentage points.</p>
<p>56.6 per cent of time spent teaching was in English Baccalaureate subjects.</p>	<p>There has been an increase of one percentage point in the amount of time secondary schools have spent teaching the Baccalaureate subjects (English, mathematics, history, geography, the sciences and languages). In 2012 the figure was 55.6 per cent.</p>
<p>A small increase in the percentage of teachers taking sickness absence – although the average number of days lost per teacher has reduced.</p>	<p>In the 2012-13 academic year 57 per cent of teachers in service at any time during the year had at least one period of sickness absence compared with 55 per cent in 2011-12.</p> <p>For those teachers taking sickness absence the average number of days lost was 7.9. This is a reduction from the average of 8.1 days which were lost in the previous year.</p>
<p>The Pupil Teacher Ratio (PTR) shows little change between 2012 and 2013.</p>	<p>In the 2012-13 academic year the overall PTR (which includes qualified teachers and teachers without qualified teacher status) remains at 17.2 the same as in 2011-12 (and 2010-11). The PTR based solely on qualified teachers increased from 17.7 in 2011-12 to 17.8 in 2012-13.</p> <p>The biggest changes between 2011-12 and 2012-13 can be seen in the PTRs for local authority maintained nurseries and both primary and secondary academies.</p>

## 1. Background

This statistical first release (SFR) contains the latest information on the size and characteristics of the school workforce employed in local authority maintained nursery, primary, secondary and special schools and all primary, secondary, and special academy schools and free schools in England. The SFR is based on data collected from schools and local authorities in November 2013 as part of the fourth annual School Workforce Census. Data on independent schools, sixth form colleges and further education establishments is not included.

The census collects detailed information on teachers, teaching assistants and other non-classroom based school support staff. The SFR includes statistics showing the time series of school staff numbers by grade/role and by school phase. It also provides detailed characteristics data on school staff e.g. their age, gender, ethnicity and whether they work full or part-time.

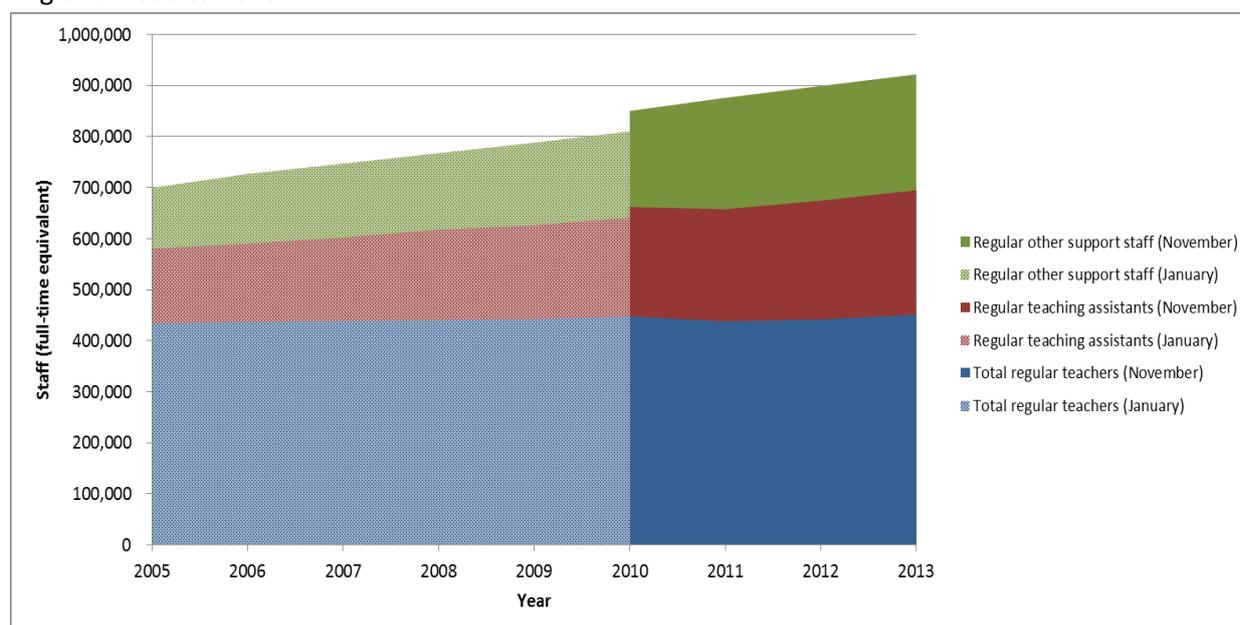
The SFR also includes statistics on teachers' salaries, qualifications and sickness absence levels. Plus, for a sample of secondary school teachers, statistics are published on the curriculum subject taught, whether teachers have qualifications in the subjects they teach and the hours spent teaching by subject.

In addition the SFR includes statistics on the number of teaching vacancies (and by subject) and the number of teaching posts that are filled on a temporary basis.

## 2. The size of the schools' workforce (Tables 1-3)

In November 2013 there were 921,800 full-time equivalent (FTE) school workforce employees (teachers, teaching assistants, other school support staff and auxiliary staff) working in state-funded schools in England. See Figure 1.

Figure 1: Between 2012 and 2013 the schools' workforce increased by 22.8 thousand FTEs  
Full-time equivalent school staff in state-funded schools in  
England: 2005 to 2013



Source: Form 618g and School Census 2000-2009 (January collections) and School Workforce Census 2010-2013 (November)

The latest statistics continue the trend of previous years where increases in the size of the school workforce are driven by increasing numbers of teaching assistants and school support staff. In addition, the number of school teachers has also seen an increase since 2012 after remaining relatively flat over recent years. The introduction, in 2010, of the School Workforce Census changed the point in the year when the data were collected; from January to the previous November.

In part these increases will be in response to the growing number of pupils. Overall pupil numbers (aged up to and including 15) in state-funded schools began to increase in 2011 and are projected to continue rising. For example, between 2013 and 2017, pupil numbers in maintained nursery and state-funded primary schools are projected to increase by 8 per cent. See link: <https://www.gov.uk/government/publications/national-pupil-projections-future-trends-in-pupil-numbers-march-2013>

---

Teacher numbers have increased between 2012 and 2013 after generally remaining flat.	The number of teachers has increased by 2.1 per cent - the equivalent of 9.1 thousand FTE teachers – since 2012. There were 442.0 thousand FTE teachers in 2012 and 451.1 FTE teachers in 2013.
--	---

Between 2000 and 2013 the number of FTE teachers has increased by 45.3 thousand (11.2 per cent) from 405.8 thousand to 451.1 thousand.

---

The number of teaching assistants has increased by 4.9 per cent since 2012.	The number of FTE teaching assistants has increased by 11.4 thousand (4.9 per cent) compared with 2012; from 232.3 thousand to 243.7 thousand.
---	--

This continues the trend of increasing numbers of teaching assistants; rising from 79.0 thousand FTEs in 2000, to 147.2 thousand in 2005, to 194.2 thousand in 2010.

---

There has been an increase in the number of school support staff since 2012.	The total number of school support staff has risen by 2.2 thousand FTEs (1.0 per cent) from 224.7 thousand in 2012 to 226.9 thousand in 2013.
--	---

Additionally, schools employed a total of 13.5 thousand (headcount not FTE) occasional teachers in 2013 which is an increase of 0.6 thousand (4.7 per cent) compared with the previous year's figure of 12.9 thousand occasional teachers.

---

There have been increases in the number of staff working in both the primary and secondary school sectors. Since 2012, the primary school sector has seen an increase of 5.7 thousand FTE teachers and the secondary schools sector has seen an increase of 0.5 thousand FTE teachers. See Table 1.

There have also been increases in the number of teaching assistants and support staff working in both the primary and secondary school phases. Since 2012, the primary school sector has seen an increase of 9.5 thousand FTE teaching assistants and 3.3 thousand FTE school support

staff (including auxiliary staff) and the secondary school sector has seen an increase of 0.3 thousand FTE teaching assistants and 1.6 thousand FTE school support staff (including auxiliary staff) .

**Table 1: Increasing size of the schools' workforce**

Full-time equivalent school staff by phase and schools type:  
England, 2012 to 2013

(thousands)	Number of FTE teachers in 2012	Number (% change) of FTE teachers in 2013	Number of FTE teaching assistants in 2012	Number (% change) of FTE teaching assistants in 2013	Number of all FTE support staff in 2012	Number (% change) of all FTE support staff in 2013
LA maintained nursery/primary	191.6	186.6 (-2.6%)	137.9	138.9 (0.7%)	87.5	85.4 (-2.4%)
Primary academy schools	12.5	23.3 (86.4%)	8.7	17.3 (98.9%)	5.9	11.4 (90.0%)
LA maintained secondary	105.3	89.9 (-14.6%)	28.1	24.2 (-13.9%)	46.6	40.2 (-13.7%)
Secondary academy schools	107.7	123.6 (14.8%)	26.1	30.2 (15.7%)	53.2	61.4 (15.4%)
All special schools	15.6	20.3 (30.1%)	25.5	30.3 (18.8%)	10.0	11.9 (19.0%)
Centrally employed	9.3	7.5 (-19.4%)	6.0	2.9 (-51.7%)	21.4	16.8 (-21.5%)
<b>Total for all schools</b>	<b>442.0</b>	<b>451.1 (2.1%)</b>	<b>232.3</b>	<b>243.7 (4.9%)</b>	<b>224.7</b>	<b>226.9 (1.0%)</b>

As the number of academy and free schools increases and the number of LA maintained schools reduces this affects the distribution of school staff between school type within the primary and secondary school sectors.

More academies... In November 2013 there were 3,661 academy schools; up 43 per cent from 2,543 in November 2012 (1,449 in November 2011 and 345 in November 2010).

... means more academy teachers In November 2013, there were 149.3 thousand FTE teachers in academy schools up 23.2 per cent from 121.2 thousand in November 2012.

... and more teachers in free schools There are now 1.5 thousand FTE teachers in free schools and a further 0.4 thousand FTE teachers in University Technical Colleges and studio schools. There were 70 of these schools open in November 2012 and 214 open in November 2013.

---

... and fewer teachers in Local Authority maintained schools	In November 2013, there were 301.9 thousand FTE teachers in LA maintained schools down 5.9 per cent compared with the 320.8 thousand in November 2012.
--	--

---

... and fewer centrally employed teachers.	As more schools convert to academy status the support required from Local Authorities diminishes. In addition many centrally employed staff worked in pupil referral units which are now standalone schools. These changes have resulted in a 19.4 per cent reduction in the number of FTE teachers directly employed by LAs; from 9.3 thousand in 2012 to 7.5 thousand in 2013.
--	--

---

The percentage of teachers with qualified teacher status (QTS) remains very high, at over 96 per cent.

---

Between 2012 and 2013 there has been an increase in the number of teachers without QTS.	In 2013, 96.2 per cent of FTE teachers have Qualified Teacher Status down from 96.7 per cent in 2012.
---	---

After a steady decline over the last few years the number of teachers without Qualified Teacher Status has increased between 2012 and 2013. It has increased by 2.3 thousand FTE teachers from 14.8 thousand FTE teachers without QTS in 2012 to the current level of 17.1 thousand FTE teachers without QTS in 2013.

Teachers without QTS now represent 3.8 per cent of all teachers in state-funded schools (compared with 3.3 per cent in 2012).

Secondary schools employ the majority of the 17.1 thousand FTE teachers without QTS; 9.9 thousand (57.9 per cent). Primary schools employ 4.5 thousand teachers without QTS (26.3 per cent) and the remainder work in special schools or are employed directly by local authorities.

The number of teachers without QTS in free schools has risen to over 200 and represents 13.3 per cent of their 1.5 thousand FTE teachers.

---

### 3. Characteristics of the schools' workforce (Tables 4-6)

The size of the schools' workforce is such that the characteristics (gender, age, ethnicity etc.) of its employees changes very little between consecutive years.

#### 3a Gender of school staff

---

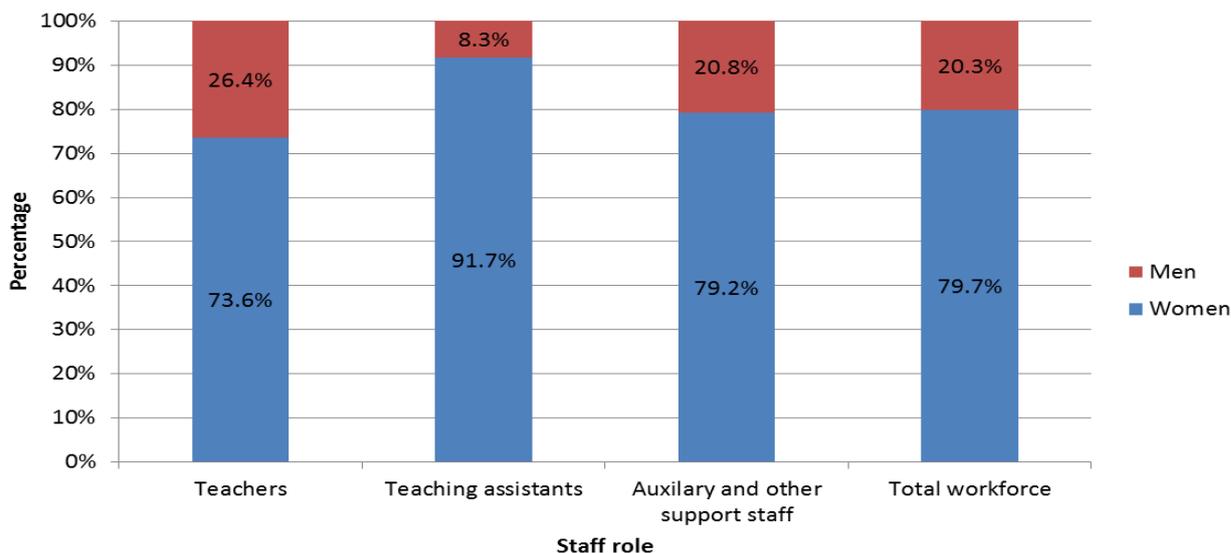
Four out of five school staff are female.	Female staff make up an even higher percentage of teaching assistants, 92 per cent, and school support staff, 82 per cent. In total 80 per cent of the school workforce are female.
---	---

---

Three out of four teachers are female. There has been very little change between 2012 and 2013 in the percentage of teachers who are female/male. In 2013, 73.6 per cent of teachers were female, 26.4 per cent male. In 2012, the split was 73.3 per cent of teachers were female, 26.6 per cent male.

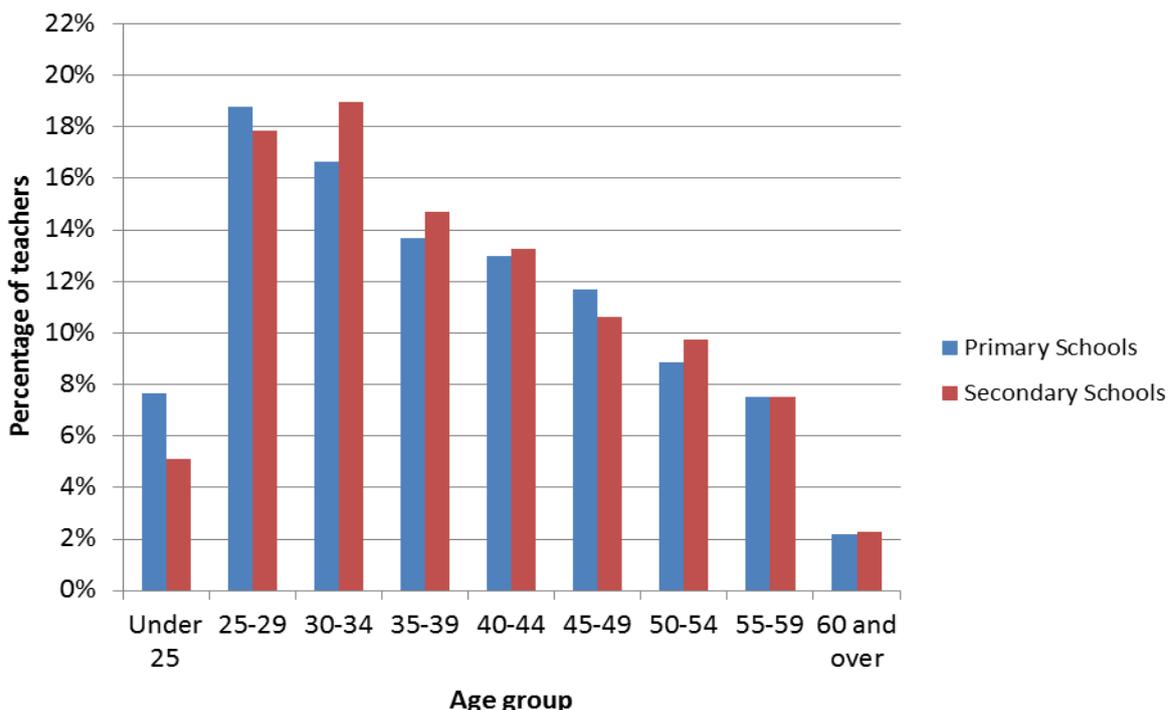
Figure 2: 4 out of 5 school staff are female

The gender split by role for full-time equivalent school staff in state-funded schools: England, 2013



### 3b Age of school teachers

Figure 3: A slightly higher percentage of younger teachers work in primary schools  
The distribution of teachers in primary and secondary state-funded schools: England, 2013



Similar age patterns exist for teachers in primary and secondary schools.

Teachers in primary schools aged under 30 make up 26.4 per cent of all primary school teachers compared with 23.0 per cent for teachers in secondary schools.

Teachers in primary schools aged 50 and over make up 18.6 per cent of all primary school teachers compared with 19.5 per cent for teachers in secondary schools.

### 3c Ethnicity of school staff

There has been a decrease in the percentage of teachers recorded as White-British. In 2013, 88.0 per cent of teachers are White-British compared with 88.4 per cent in 2012. The ethnic mix of teachers changes very slowly from one year to the next.

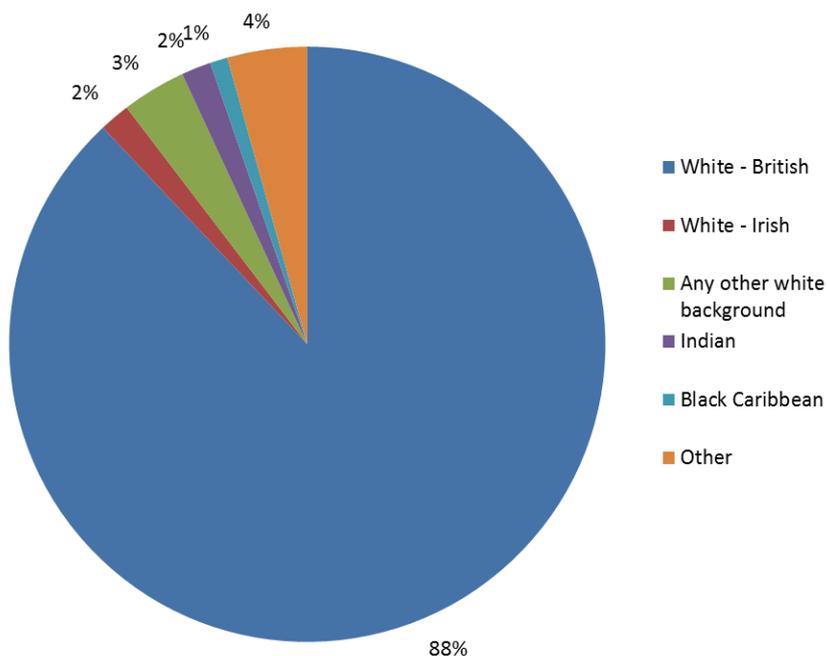
88.0 per cent of teachers are White British.

Teachers from 'Other White Background' (3.5 per cent), White-Irish (1.7 per cent), Indian (1.6 per cent) and Black Caribbean (1.0 per cent) backgrounds are the next largest groups of teachers.

In comparison, in 2013, the percentage of head teachers recorded as White-British is 93.9 per cent. A reduction from the position in 2012, 94.4 per cent.

Figure 4: The majority of teachers are White-British

The ethnic origin distribution (largest categories) of teachers working in state-funded schools: England, 2013



---

School support staff have a similar ethnic breakdown of staff.	87.1 per cent of teaching assistants are recorded as White-British. 87.6 per cent of school support staff are recorded as White-British.
--	---

---

### 3d Full and part-time school staff

The majority of school staff work full-time – but there are substantial numbers who work part-time.

---

24.7 per cent of teachers work part-time.	Female teachers are more likely to work part-time than male teachers 29.0 per cent compared with 10.9 per cent.
Primary school teachers are more likely to work part-time.	27.9 per cent of primary school teachers work part-time compared with 18.8 per cent of secondary school teachers.
Majority of teaching assistants work part-time.	86.6 per cent of teaching assistants work part-time.
Majority of school support staff work part-time.	57.9 per cent of school support staff and 92.7 per cent of auxiliary staff work part-time.

---

## 4. Teachers' Pay (Tables 7-9)

---

The average salary for teachers in-service in 2013 is 1.3 per cent higher than in 2012.	In 2013, the average salary for a full-time qualified teacher is £38,100 which is £500 and 1.3 per cent higher than the previous year (£37,600).  On average full-time qualified classroom teachers were paid £34,600 in 2013; an increase of £400 from £34,200 in 2012.  School leaders (heads, deputies and assistant heads) were paid £56,100 on average in 2013; an increase of £400 compared with 2012 (£55,700).
Average salaries were higher for teachers in secondary schools than in primary schools...	The average salary for full-time qualified teachers in LA maintained nursery/primary schools was £36,600 compared with £35,800 for equivalent teachers in primary academy schools.  The average salary for teachers in LA nursery/maintained primary schools and primary academies has increased by £400 since 2012.

---

... and there was little difference between teacher salaries in academy and maintained schools.

The average salary for full-time qualified teachers in LA maintained secondary schools was £39,600 compared with £39,000 for equivalent teachers in secondary academy schools.

The average salary for teachers in LA maintained secondary schools and secondary academies have increased by £700 and £900 respectively since 2012.

Average salaries for school leadership group teachers were slightly higher for those working in academy schools.

The average salary for full-time qualified leadership group teachers in LA maintained nursery/primary schools was £52,400 compared with £53,000 for equivalent teachers in primary academy schools.

The average salary for leadership group teachers in LA nursery/maintained primary schools and primary academies has increased by £500 and £600 respectively since 2012.

The average salary for full-time qualified leadership group teachers in LA maintained secondary schools was £61,400 compared with £62,300 for equivalent teachers in secondary academy schools.

The average salaries for teachers in LA maintained secondary schools and secondary academies have increased by £500 and £400 respectively since 2012.

The average pay of teachers by school phase and the average increases seen between 2012 and 2013 are contained in Table 2. Teachers in secondary schools saw a larger increase in average salary than those in primary schools.

Table 2: The average pay for teachers in secondary schools has increased by slightly more than for teachers in primary schools

Change in average pay of full-time equivalent school teachers by phase and school type. England, 2012 to 2013

	Average pay of teachers in 2012	Average pay of teachers in 2013	Actual change in teachers' pay (2012 – 2013)	Percentage change in teachers' pay (2012-2013)
LA maintained nursery/primary	£36,200	£36,600	£400	0.9%
Primary academy schools	£35,400	£35,800	£400	1.0%
LA maintained secondary	£38,900	£39,600	£700	1.9%
Secondary academy schools	£38,100	£39,000	£900	2.2%
All special schools	£41,200	£41,500	£300	0.8%
Centrally employed	£40,300	£38,500	-£1,800	-4.4%
<b>Total for all schools</b>	<b>£37,600</b>	<b>£38,100</b>	<b>£500</b>	<b>1.3%</b>

## 5. Teachers' qualifications and curriculum taught (Tables 10-13)

The majority of teachers, 95.9 per cent, hold qualifications at degree level or higher – this includes those with Bachelor of Education degrees and those with a Post Graduate Certificate of Education. This is an increase compared with 2012 where the equivalent figure was 95.6 per cent.

### Qualifications and curriculum: what data do we collect and how do we use it?

The School Workforce Census (SWF) collects qualifications data for all teachers; specifically **all relevant post A level qualifications**. These qualifications are then ranked for each teacher to produce the highest level of qualification held for each teacher. Table 10 shows the highest level of qualification held by teachers by school phase.

For secondary school teachers the details of their highest qualification are used to map to a 'qualification subject' using Joint Academic Coding System (JACS) codes (see the background notes for further information). The subject categories used are those collected by the curriculum module within the School Workforce Census. The curriculum module is only required from secondary schools and only from those secondary schools that use electronic timetabling software compatible with the Department's collection tool.

Those secondary schools that are able to supply curriculum data represent 86 per cent of all secondary schools (77 per cent of all secondary school teachers). Table 11 uses this sample. The qualifications and curriculum data are then combined (where both sets of information is available) for the teachers in the schools represented. This sample represents approximately 74 per cent of all secondary school teachers. Tables 12-13 use this sample which is weighted to national totals; the tables show the percentage of teachers, and lessons taught by, those with a relevant qualification.

56.6 per cent of time spent teaching was in English Baccalaureate subjects.

There has been an increase in the percentage of time spent teaching the curriculum in secondary schools for English Baccalaureate subjects; English, mathematics, history, geography, the sciences and languages. In 2012 the figure was 55.6 per cent.

High proportions of English, maths and science teachers have relevant qualifications for the subject they teach.

77.6 per cent of teachers of mathematics to year groups 7-13 held a relevant post A level qualification (up from 76.9 per cent from last year).

Similarly, 79.9 per cent of English teachers (the same as last year) and 91.3 per cent of combined science teachers (a change from last year – 91.6 per cent) held a relevant post A level qualification.

A higher proportion of English, maths and science lessons are taught by teachers with relevant qualifications for the subject they teach.

82.7 per cent of the total hours taught of mathematics to year groups 7-13 were by a teacher who held a relevant post A level qualification; an increase from 82.1 per cent in 2012.

84.8 per cent of the total hours taught of English to year groups 7-13 were by a teacher who held a relevant post A level qualification; an increase from 84.7 per cent in 2012.

---

87.6 per cent of the total hours taught of sciences to year groups 7-13 were by a teacher who held a relevant post A level qualification; an decrease from 87.8 per cent in 2012.

---

## 6. Vacancies (Tables 14-15)

In November 2013 there were 750 vacancies for full-time permanent teachers in state-funded schools, a rate of 0.2 per cent. This is an increase compared with the previous year where the rate was 0.1 per cent – 440 teaching vacancies. The teacher vacancy rate remains low and has been around one per cent or below (of all teaching posts) since 2000.

In addition to these 750 vacancies, a further 2,330 full-time posts were being temporarily filled by a teacher on a contract of at least one term but less than one year. This is higher than in 2012 when there were 1,950 posts being temporarily filled. Prior to the introduction of the School Workforce Census the number of temporarily filled posts was substantially higher at 2,540 in January 2010. This was the lowest number of temporarily filled posts since 2005 when there were 4,520 temporarily filled posts.

## 7. Sickness (Table 16)

In the 2012-13 academic year 57 per cent of teachers in service at any time during the year had at least one period of sickness absence compared with 55 per cent in 2011-12. For those teachers taking sickness absence the average number of days lost was 7.9. This is a reduction from the average of 8.1 days which were lost in the previous year. In previous years (between 2000 and 2013) the percentage of teachers taking sickness absence has varied between 55 and 57 per cent. The 2012-13 reduction in the average number of days lost continues the trend where absence per teacher is of reducing.

In 2012-13 a total of 2.25 million days were lost to teachers' sickness absence which is slightly higher than in previous two years and is due to the increase in the total number of teachers. The total number of days lost equates to an average of 4.5 days lost for every teacher. This is the same as the previous year, higher than in 2009-10 (the first School Workforce Census) and lower than in all previous years back to 2000.

## 8. Pupil Teacher and Pupil Adult Ratios (Table 17)

The information on pupil teacher ratios (PTR) and pupil adult ratios (PAR) combines pupil counts from the January 2014 Pupil Census with the teacher and staff data collected in the November 2013 School Workforce Census. Due to the different publication schedules for the pupil and teacher data the PTRs and PARs are not available in time for the April release. This section was added in July 2014.

---

<p>The Pupil Teacher Ratio shows little change at England level between 2012 and 2013.</p>	<p>In the 2012-13 academic year the national/England overall pupil teacher ratio (which includes qualified teachers and teachers without qualified teacher status) remains at 17.2, the same as in 2011-12 and 2010-11.</p>
--	---

---

The PTR varies by school phase and school type and is generally higher in primary schools and academy schools.

The national/England pupil teacher ratio (based solely on qualified teachers) increased from 17.7 in 2011-12 to 17.8 in 2012-13.

Between 2012 and 2013 the PTR (qualified and those without QTS) for local authority maintained nursery schools has increased from 15.9 to 16.7.

Whilst the same PTR has changed little in LA maintained primary schools (20.4 in 2013 compared with 20.5 in 2012) it has increased in primary academy schools from 20.6 in 2012 to 21.2 in 2013.

Similarly, the PTR has remained unchanged in LA maintained secondary schools (14.8 in 2013 compared with 14.9 in 2012) it has increased in secondary academy schools from 14.8 in 2012 to 15.1 in 2013.

---

The Pupil Adult Ratio shows little change at England level between 2012 and 2013.

The national/England pupil adult ratio (which includes teachers and teaching support staff) has been slowly decreasing, from 10.5 in 2010-11 to 10.2 in 2012-13.

The PAR is higher in primary schools than in secondary schools

The PAR for all primary schools is 11.2 in 2012-13 compared with 11.4 in 2011-12. The PAR is slightly higher in primary academy schools, 11.8 compared with 11.3 for maintained primary schools.

The PAR for all secondary schools is 10.6 in 2012-13 compared with 10.5 in 2011-12. The PAR is slightly higher in secondary academy schools, 10.7 compared with 10.3 for maintained secondary schools.

---

## 9. List of tables

The following tables are available in excel format on the Department's statistics website: <https://www.gov.uk/government/collections/statistics-school-workforce>.

### Size of the workforce

- |  |  |
|--|--|
| <p>1 FTE number of teachers and support staff in publicly funded schools, 2000, 2005 to 2013.</p> <p>2 FTE number of teachers, teaching assistants and other support staff in publicly funded schools by sector and grade or post, 2002, 2005 to 2013.</p> <p>3a Head count and full-time equivalent teachers, teaching assistants and support staff in publicly funded schools, by qualification status, gender and sector, 2013.</p> <p>3b Head count and full-time equivalent teachers, teaching assistants and support staff in academies, by qualification status, gender and sector, 2013.</p> | <p>8c Full-time regular qualified school teachers in publicly funded schools by salary, sector, gender and age 2013.</p> <p>9a Regular qualified classroom teachers in publicly funded schools by salary bands, average salary, sector, gender and age.</p> <p>9b Full-time and part-time regular qualified teachers in publicly funded schools by salary bands, average salary, sector, gender and age.</p> |
|--|--|

### Characteristics

- |  |   |
|--|---|
| <p>4 FTE number of regular qualified and unqualified teachers in publicly funded schools by sector, grade, gender and age, 2013.</p> <p>5 Percentages of the head count of regular qualified and unqualified teachers in publicly funded schools by sector, grade, gender and ethnic origin, 2013.</p> <p>6 Percentages of the head count of teaching assistants and school support staff in publicly funded schools by sector, grade, gender and ethnic origin, 2013.</p> | <h3>Qualifications, curriculum</h3> <p>10 Head count of regular teachers in all publicly funded schools by phase, grade and highest level of post A level qualification, 2013.</p> <p>11 Head count of teachers and number of hours taught by subject and Key Stage to year groups 7-13 in all publicly funded secondary schools, 2013.</p> <p>12 Highest post A level qualifications held by publicly funded secondary school teachers (head count) in the subjects they taught to year groups 7-13, 2013.</p> <p>13 Hours taught in a typical week to pupils in year groups 7-13 by highest post A level qualifications of the teacher teaching the lesson.</p> |
|--|---|

### Pay

- |   |  |
|---|--|
| <p>7a Full-time regular qualified classroom teachers in publicly funded schools: Percentage distribution of teachers on the classroom teachers' pay scales by sector, 2013.</p> <p>7b Part-time regular qualified classroom teachers in publicly funded schools: Percentage distribution of teachers on the classroom teachers' pay scales by sector, 2013.</p> <p>8a Full-time regular qualified classroom teachers in publicly funded schools by salary bands, average salary, sector, gender and age, 2013.</p> <p>8b Full-time regular qualified school leadership teachers in publicly funded schools by salary, sector, gender and age, 2013.</p> | <h3>Vacancies</h3> <p>14 Full-time vacancies and temporarily filled posts and rates in publicly funded schools by sector and grade, 2000, 2005 to 2013.</p> <p>15 Full-time classroom teacher vacancies and temporary filled number of posts and rates in publicly funded secondary schools by subject, 2010 to 2013.</p> <h3>Sickness</h3> <p>16 Full and part-time teacher sickness absence in publicly funded schools, calendar years 2000, 2005 to 2009 and academic years 2009-10 to 2012-13.</p> <h3>Pupil teacher ratios</h3> <p>17 Pupil teacher ratios in local authority maintained nursery, primary, secondary and special schools and publicly funded academies, 2000, 2005 to 2013.</p> |
|---|--|

## 9. List of tables (cont)

When reviewing the tables, please note the following:

We preserve confidentiality	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
So we round numbers	We suppress cell counts and totals below 50. Because of this rounding, totals in text and in tables may not always equal the sum of their component parts. Similarly, differences quoted in text may not always be the same as differences shown in tables. This suppression is consistent with the Departmental statistical policy: <a href="http://webarchive.nationalarchives.gov.uk/20120504203418/http://education.gov.uk/rsgateway/">http://webarchive.nationalarchives.gov.uk/20120504203418/http://education.gov.uk/rsgateway/</a>
And adopt symbols to help identify this	Symbols are used in the tables as follows: <ul style="list-style-type: none"> <li>. not applicable</li> <li>.. not available</li> <li>- nil or negligible</li> </ul>
We've made some small but important changes to the tables in this year's publication	<p>There are two main differences between the content this release and its predecessor.</p> <p>Firstly, Table 3 which shows the headcount numbers of school staff has been expanded (now 3a and 3b) so that Table 3b shows the number of school staff working in academy and free schools in more detail than in previous years.</p> <p>Secondly, the tables showing the number of teachers by pay scale and pay spine point within pay scale have been discontinued. This is because the statutory spine points for classroom teachers were abolished in September 2013 as part of the reforms to give schools greater freedoms to determine teachers' pay offers. The tables on teachers' pay in this release therefore focus on their actual salaries and show the distribution of teachers by salary band. New tables have been included to show the pay of part-time teachers so that the set of pay tables are now more comprehensive.</p>

## 10. Background: What does the School Workforce Census cover?

The School Workforce Census (SWF) was introduced in November 2010 and this SFR contains the results of the fourth collection which took place in November 2013. The SWF collects information on school staff from all publicly funded schools in England; including local authority (LA) maintained schools, academy schools (including free schools) and City Technology Colleges and Pupil Referral Units (PRU). It also collects information from LAs on their centrally employed teachers. The SWF also has a count of educational psychologists in service in each local authority. The SWF does not collect data from independent schools, sixth form and other further education colleges.

The SWF was introduced to replace the various school workforce data collections that existed

prior to 2010; collections that often had different purposes, coverage, completeness and reference periods. The aim of the SWF was to reduce the number of data collection exercises (and the data supply burden on schools and local authorities) by collecting all key data items in one single, consistent exercise. This helped improve the quality and consistency of some key school workforce statistics that are vital for monitoring and evaluating the school workforce.

The SWF collects a broad range of characteristics data, such as gender, age, ethnicity and disability, for all school staff. It also collects contract information such as grade, post or role, qualifications data and (for teachers) salary data. It also collects contract information on the weekly hours worked and pay details of those whose individual level data is collected. The hours worked, together with the full-time weekly hours, are used to calculate whether staff are full or part-time and for part-time staff their full-time equivalence. This calculation takes into account where school staff members have more than one open contract.

The SWF collects data at the individual level for all types of staff in schools. In particular, for school teachers, it collects individual level data on teachers in regular employment i.e. those with a contract of 28 days or longer. This includes contracts that were open on the census date and also those that were open but ended during the previous academic year. School teachers that did not have an open contract on the census date are not included in the SFR but their information is collected as it is essential for the calculation of teacher mobility indicators (such as turnover) and teacher absence rates. Teachers that were employed in schools during the census period that do not have a contract of employment that lasts/will last 28 days or longer are included in an aggregate headcount of occasional teachers.

Individual sickness absence records are also collected for all teachers in service during the academic year prior to the census date. These records are linked to construct the number of incidences of sickness absence and estimate the total number of days lost to teacher sickness absence.

In addition, for a sample of secondary schools (including academy schools), the census collects information on the curriculum taught by teachers to pupils in years 7-13. At present the curriculum data is only available for around 86 per cent of schools that have the necessary management information systems in place to supply it. The curriculum data is combined with the qualifications data to estimate the proportion of lessons in a subject that are delivered by a teacher qualified in that subject.

The SWF also collects school level aggregate counts of teacher vacancies, occasional teachers and support staff employed through an Agency/third party service provider.

By introducing the SWF, and collecting all the important school workforce information in one single data source, the Department is able to produce reliable and consistent statistics that were previously challenging. For example, prior to the introduction of the SWF, statistics on the number of teachers by post broken down by pay band, age and gender could only be produced by combining data from the Database of Teacher Records (DTR) and Form 618g. Form 618g was an annual local authority return providing local authority aggregate counts of teacher numbers by post (it did not contain data on age and pay). The DTR is an individual level teacher database, which contains data on age, gender and pay, and is a by-product of the

administration of the Teachers' Pension Scheme. The DTR could not provide an accurate total number of teachers because it does not have a record for those teachers that opted out of the pension scheme. Therefore, at national level, estimates could be produced by using age, gender, and pay data from DTR which were grossed up to teacher totals from Form 618g. Whilst this was generally reliable at national level it was difficult to produce similar statistics at regional or local authority level. The teacher characteristics data on the DTR were not always complete enough to produce local level statistics as certain data items, i.e. those not required for pensions purposes, were not mandatory. Furthermore the DTR was not as timely as the statutory statistical collection 'Form 618g' – usually being around 18 months behind – which did not support the production of timely data.

### **Implications of the change in collection methodology and timing**

SFR Tables 1, 2, 14 and 16 show time series for the number of school workforce employees and the number of teaching vacancies. The statistics presented come from the various data sources that were in existence at the time.

By changing the data collection methodology and the time of the year the collection is run (from January to the preceding November) it is possible that the data have been provided in a different way. For example, the SWF includes a broader range of staff than either Form 618g or DTR e.g. counts of auxiliary staff and Agency staff that may have previously been included in the school support staff counts.

The vacancy information from the SWF contained in Tables 14 and 15 is not comparable with that from earlier years due to the change in the survey date. Previously the Form 618g survey collected vacancies that were available towards the beginning of the spring term. As the SWF is now collected earlier in the academic year - in the autumn term - it is felt this is likely to reduce the number of reported vacancies as schools will have successfully filled or temporarily filled vacancies that were available at the beginning of the new school year. For further information on the data collections that the SWF replaced please consult the notes to editors in the November 2010 edition of this SFR which is available at the following link:

<https://www.gov.uk/government/publications/school-workforce-in-england-including-pupil-to-teacher-ratios-and-pupil-to-adult-ratios-january-2010>

## **11. Background: Overview of the data collection and data validation processes**

Figure 5 is a process map that shows how the school workforce data flows from schools and local authorities to the Department. It describes the five stages that the data go through and how the Department supports schools and local authorities in their task of providing high quality data. The first four stages are all internal processes and the SWF data is not used publicly until the final, fifth stage when it is formally published within the school workforce census SFR.

The school workforce data required from both schools and local authorities is determined in advance of the census in such a way that schools and LAs can engage the suppliers of their management information systems (MIS) with sufficient time to incorporate any new data

items (or changes to existing data items) into their local systems. The software suppliers build data extraction routines based on the data requirements set out in the technical specification published by the Department. Typically a near final version of the technical specification is shared with software suppliers around a year before the next census date. This allows software suppliers the opportunity to see and comment on the data requirement and any changes from the previous year. Their comments and views are taken into account to ensure the Department is asking for data in a way that is straightforward to deliver. A final version of the technical specification is then published, after review, in February prior to the collection for local authorities and software suppliers to see and use. The November 2013 technical specification can be found at the following link:

<https://www.gov.uk/government/publications/school-workforce-census-2013-business-and-technical-specification>

**Stage 1:** By census day (November 7<sup>th</sup> 2013 for the 2013 School Workforce Census) schools and local authorities should have ensured their management information systems hold accurate details for all their staff in scope of the census. They would then ensure that the information required by the Department (as set out in the published School Workforce Census data requirement) is extracted and uploaded to the Department's COLLECT system. Schools and LAs will have had the opportunity to test out the quality of their data and the data extraction routines provided by their software suppliers by using the familiarisation version of the Department's data collection system, COLLECT. The full list of data items collected by the SWF can be found in the guides provided to schools and LAs at the following link:

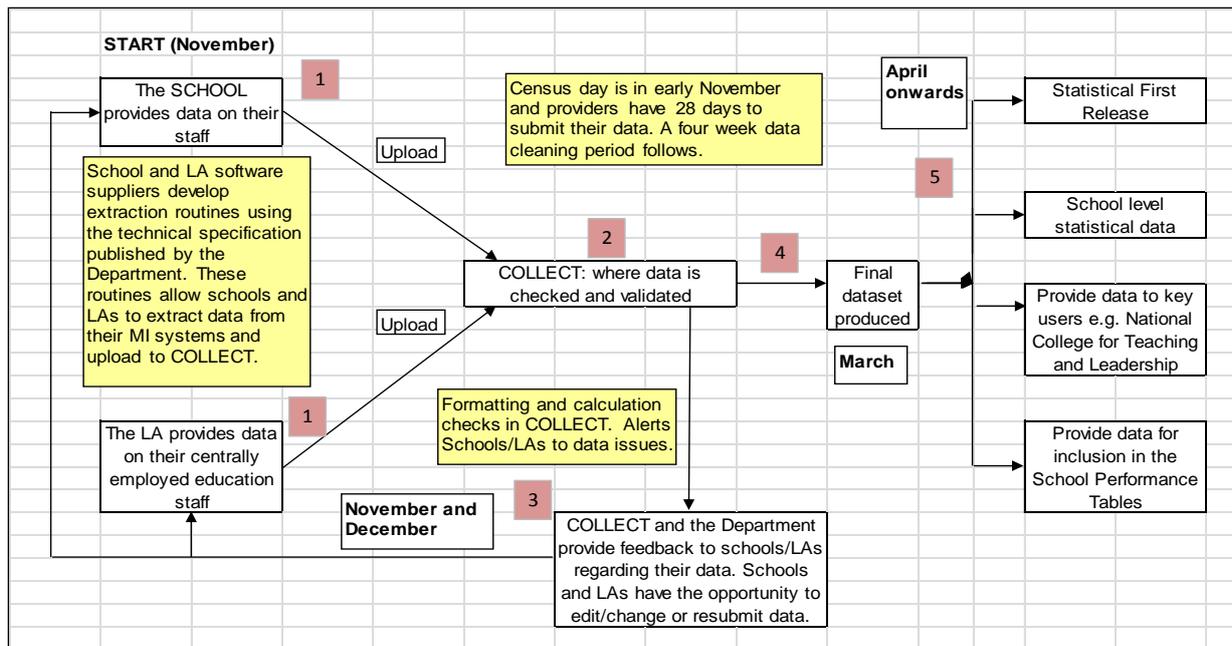
[https://www.gov.uk/government/publications?keywords=school+workforce&publication\\_filter\\_option=all&topics%5B%5D=all&departments%5B%5D=all&official\\_document\\_status=all&world\\_locations%5B%5D=all&from\\_date=&to\\_date=&commit=Refresh+results](https://www.gov.uk/government/publications?keywords=school+workforce&publication_filter_option=all&topics%5B%5D=all&departments%5B%5D=all&official_document_status=all&world_locations%5B%5D=all&from_date=&to_date=&commit=Refresh+results)

**Stage 2:** Once schools and local authorities have successfully loaded their data onto COLLECT they can review and inspect their data. The COLLECT system has a range of checks that it runs on the data: e.g. simple formatting checks, arithmetic checks and validations rules that specific data items must meet. The checks made within COLLECT are contained within the published guides and specifications.

Software suppliers often build these checks into their data extraction routines and/or MIS system upgrades. The checks within COLLECT will flag up where the data provided has either failed (an error) to meet the standards required or doesn't conform (a warning) to what was expected. For example, an error would result if no contract information was provided and a warning would result if the date of birth placed the teacher's age as less than 21 or over 90.

Schools and local authorities then check their data - especially the errors and warnings - to ensure the data is correct and accurately reflects the staffing levels at their school at the time of the census. Changes and/or corrections to the data provided can either be done on-line in COLLECT or within the local MIS system (preferred). If the changes are done locally then the data has to be resubmitted to the Department. Once schools and local authorities have resolved their errors and warnings they approve their data - which signals to the Department that the data can move to the next stage.

Figure 5: Description of the data collection process



**Stage 3:** Once the data has been approved for use by schools and local authorities the Department runs a further set of checks on the data. These checks look within the data to spot any problem areas, for example, where schools have provided substantial numbers of records that are missing particular data items e.g. staff with no contract information and staff whose pay rate is not credible. The results of these checks are provided as feedback to local authorities to help them work with their schools to ensure a complete set of data exists for all schools in their area.

Throughout the first three stages of the collection the Department operates a helpdesk which staff at schools and local authorities can contact if they are unsure about any aspect of the School Workforce Census. This is the primary route that academy schools use to discuss their queries regarding the data they are submitting. The helpdesk operated throughout the census period, November to December, and throughout the period immediately afterwards when the majority of the data cleaning takes place – typically December into January. When this process is completed and schools and LAs are happy with their data (i.e. after they have resolved all the issues raised in the feedback) they authorise the data.

**Stage 4:** Once all the school and local authority data has been authorised a database is created which allows the Department’s statisticians to prepare the data for publication.

**Stage 5:** The SFR “School Workforce in England” is the first part of the dissemination strategy where national (England) aggregate statistics are published covering all the main data areas collected in the census. The publication of this SFR signals the availability of the data for use by the Department e.g. in briefing officials on the size and characteristics of the schools’ workforce and in responses to official correspondence such as Parliamentary Questions (PQs) and Freedom of Information (FoI) requests.

The second main output produced from the latest data is a large set of school level data which is released as part of the Department’s commitment to release the underlying data used to create all national statistics. In July after the SFR is published the Department releases school

level school workforce statistics showing teacher and support staff numbers, staff characteristics, teacher pay and sickness absence and the numbers of vacant posts. The school data also includes school type and phase and various geographical data e.g. LA, ward and constituency.

In addition, a subset of the school level school workforce data is included in the School Performance Tables. Publishing data at school level allows the general public to see the numbers and types of staff schools choose to employ. By including school workforce data alongside pupil data, pupil attainment data and finance data the public can see the wider picture of school spending and performance. The latest Tables are here:

<http://www.education.gov.uk/schools/performance/>

## 12. Background: How the Department uses the School Workforce Census

The school workforce census data are used in many ways within the Department for Education and its agencies. The main uses are as follows:

Production of statistical briefing and analysis on...	<ul style="list-style-type: none"> <li>a) The deployment and qualifications of teachers in schools.</li> <li>b) Analysis of the proportions of lessons taught by teachers with relevant qualifications.</li> <li>c) Analysis of teaching vacancies by subject and region.</li> <li>d) Assessment of the numbers of teachers without qualified teacher status - including overseas trained teachers to inform the Migratory Advisory Committee.</li> </ul>
Teacher demand modelling to estimate changes due to various policies or demographic changes	<ul style="list-style-type: none"> <li>a) Demographic pressures and churn in the workforce.</li> <li>b) Impact of policy development on the workforce e.g. curriculum, qualifications etc.</li> <li>c) Also used to inform annual target setting for initial teacher training places via Teacher Supply Modelling to ensure a sufficient supply of teachers to schools.</li> </ul>
Modelling the supply of school leadership teachers	<ul style="list-style-type: none"> <li>a) Provides evidence to support the independent pay review body recommendations.</li> <li>b) Assess impact of proposals for pay and estimate future costs.</li> </ul>
Analysis of Teacher Pay Costs	<ul style="list-style-type: none"> <li>a) Provides evidence to support the independent pay review body recommendations.</li> <li>b) Assess impact of proposals for pay and estimate future costs.</li> </ul>
Transparency through publication	<ul style="list-style-type: none"> <li>a) Through the publication of the annual Statistical First Releases and school level data and through the School Performance Tables.</li> <li>b) The data is used to reply to a substantial volume of official correspondence, including Parliamentary Questions and Freedom of Information requests.</li> </ul>

School Workforce Census data is sometimes shared with external researchers....	a) Teacher supply and teacher shortages by subject and location.
...under strict controls.	b) The training, recruitment and retention of Science, Technology, Engineering and Mathematics (STEM) graduates.
Some examples are...	c) Supporting International Studies such as TALIS (Teaching and Learning International Study) which will contain detailed analyses that compares the teacher workforce in England with those of other developed countries.
	d) Supporting broader research projects such as investigations into school spending decisions.

### 13. Background: Overview of the data quality - specific information for each set of tables in the SFR

The information contained in this statistical release is deemed to be final data and no further data is expected to be received from schools and local authorities.

#### Tables 1-3: Size of the schools' workforce

The staffing data from all the returns provided by schools and local authorities is used to populate Tables 1-3; which show the size of the schools' workforce. However, there are a small number of schools and local authorities that did not provide a census return. The following section describes the completeness of the census.

Number of returns from LA maintained schools	18,139 out of 18,217 local authority maintained schools provided an authorised return (99.6 per cent of all the local authority maintained schools expected to make a return in November 2013). This compares to 97.7 per cent in the previous year. However, in each year a number of schools do not authorise their returns – these are checked by the Department and authorised on their behalf where the data is deemed to be of a high enough standard.
Number of returns from academy schools	3,598 out of 3,660 academy schools provided a return, 98.3 per cent of all academy schools open at the start of the 2013/14 academic year. In the previous year 2,517 out of 2,543 (99.0 per cent) academy schools provided a return. These figures also include schools that did not authorise their return.
Number of central returns from LAs	Six local authorities were unable to supply a return for their centrally employed staff compared with six from the previous year. One local authority confirmed that it did not employ centrally employed staff.
Schools in Federations	Census data for 13 schools were provided as part of 4 federations where the federated schools were unable to supply separate data for their individual schools.
Schools with incomplete data	There were 52 schools whose return was insufficiently complete to be included in our analysis.

In summary... The total number of schools for which a usable return was not received was 192, which represents 0.9 per cent of the total number of state-funded schools. This compares with 179 schools (0.7 per cent) in November 2012.

To avoid publishing incomplete data in Tables 1-3 and therefore undercounting the total number of teachers etc. the number of missing staff from the missing schools are estimated using data provided in the previous year's census (where available). These estimates are used in Tables 1-3 to ensure the time series of staff numbers by type are as meaningful as possible, and in Table 18 to provide robust time series data on teachers' sickness absence. This method provides estimates for 90 out of the 192 missing schools.

As the number of employees in the missing schools is a very small proportion of the total number of school employees no adjustments are made for the remaining tables. The characteristics of the staff in the missing schools (from November 2013) are very unlikely to display a significantly different distribution that could alter the national level characteristics statistics e.g. on gender and ethnicity of teachers or reverse any trends.

The following table shows the estimates for the FTE number of teachers, teaching assistants and other school support staff used in Tables 1-3 that have been derived from the November 2012 SWF (for the 90 schools that provided SWF data in November 2012 but not in November 2013).

Table 3: Estimating the number of missing school staff from those schools that did not make a census return

The estimated number of missing FTE school staff in schools by phase and school type. England, 2012 to 2013

	Number of missing schools in 2013	Number of FTE teachers present in 2012	Number of FTE teaching assistants present in 2012	Number of FTE support staff present in 2012
LA maintained nursery/primary	26	409	248	167
Primary academy schools	24	234	125	116
LA maintained secondary	7	584	177	280
Secondary academy schools	26	1,343	300	628
All special schools	7	164	119	94
<b>Total for all schools</b>	<b>90</b>	<b>2,734</b>	<b>969</b>	<b>1,285</b>

Support staff includes auxiliary staff.

In a very small number of cases – 102 schools (which represents 0.5 per cent of the total number of expected schools) - data has not been submitted to either the November 2012 or the November 2013 SWF. The November 2012 published school level data has been used to generate the average number of school staff by phase/type to help provide an estimate of the number of missing staff due to these non-returns. This analysis of the missing schools suggests teacher numbers are likely to be underestimated by around 2,100 teachers (0.5 per cent of the national total).

**Table 4: Estimated impact on staffing levels of the schools missing from consecutive School Workforce Censuses (2012 and 2013)**

The estimated number of missing FTE school staff in schools by phase and school type. England, 2012 to 2013

	<b>Number of schools missing in both 2012 and 2013 (a)</b>	<b>Average number of teachers for schools of this type in 2012 (b)</b>	<b>Estimated number of missing teachers (a*b)</b>	<b>Estimated impact on the headline FTE teacher figures (from Table 1)</b>
LA maintained nursery/primary	27	11.8	319	0.2% (of 186,600)
Primary academy schools	20	14.5	290	1.2% (of 23,300)
LA maintained secondary	1	62.0	62	0.1% (of 89,900)
Secondary academy schools	16	69.5	1,112	0.9% (of 123,600)
All special schools	38	16.6	631	3.1% (of 20,300)
<b>Total for all schools</b>	<b>102</b>	<b>20.3</b>	<b>2,073</b>	<b>0.5% (of 451,100)</b>

## Tables 4-6: Characteristics of the school workforce

Table 4 which shows the age, gender and grade of teachers by school phase is the first table where estimates for missing schools are not included. It is recorded in the footnotes of Table 4 that the teacher totals are different to those in Tables 1-3. Estimates of age, gender and grade of teachers are not produced for the missing schools to avoid using inaccurate data. As the overall proportion of staff missing is very small, the missing characteristics data should not affect the distributions presented in Table 4 and later tables.

Tables 5 and 6 provide statistics based on the headcount of staff. For Table 5 where teachers have more than one post in a school, they are counted once under their highest graded post. The post of head teacher is ranked highest and classroom teacher lowest. If the teacher has more than one post at the same grade then only one is counted. There is no natural hierarchy of posts for school support staff and therefore where staff have more than one post they are counted once under each post. Around 10 per cent of support staff have more than one role. The headcount figures provided in Tables 5 and 6 should not be used as a measure of the

overall size of the school workforce, the full-time equivalent figures provided in Tables 1 and 2 should be used instead.

Throughout the SFR and its tables there are many references to qualified or qualified regular teachers. The term 'regular' signifies the teacher is in service with a contract lasting longer than 28 days (i.e. they are not short term supply teachers). The definition of a qualified teacher is as follows:

**Qualified Teachers**

Qualified teachers are those who have been awarded qualified teacher status (QTS) either successfully completing a course of initial teacher training (ITT) or through other approved routes. Teachers are comprised of the following:

- a. Teachers with QTS or with the equivalent gained elsewhere in the European Economic Area (EEA);
- b. Teachers with QTLS (Qualified Teacher Learning and Skills) who previously worked in the further education sector and are recognised as being qualified to teach in schools – this change was introduced for the November 2012 collection.
- c. Teachers without QTS, but with a professional qualification gained outside the EEA who have been in service for less than the 4 years (beyond which full QTS status gained in the UK is required);
- d. Instructors without QTS, but with special qualifications in, or experience of, a particular subject.

Tables 5 and 6 provide statistics based on the headcount of staff. For Table 5 where teachers have more than one post in a school, they are counted once under their highest graded post. The post of head teacher is ranked highest and classroom teacher lowest. If the teacher has more than one post at the same grade then only one is counted. There is no natural hierarchy of posts for school support staff and therefore where staff have more than one post they are counted once under each post. Around 10 per cent of support staff have more than one role. The headcount figures provided in Tables 5 and 6 should not be used as a measure of the overall size of the school workforce, the full-time equivalent figures provided in Tables 1 and 2 should be used instead.

Local authority centrally employed staff are included as a separate entry in the tables. Prior to the introduction of the SWF, teachers in this category were generally proportioned between the nursery/primary and secondary phases. FTE figures for nursery/primary and secondary schools and centrally employed totals from the SWF cannot therefore be directly compared with the earlier years' data presented in Tables 1 and 2.

The staff breakdown by type of post, including the grade of teacher, is taken from the information in the post description provided in the contract and not from the additional role information which provides greater detail. The further information available in the role has not been used to decide the post held except for teaching assistants where they were recorded as support staff in the 'Post description' field in error. The further breakdown of the role for teaching assistants and support staff provided in Table 2 is provided by the first role descriptor supplied for the contract.

## Tables 7-9: Teacher's pay

The statistical tables showing the percentage of teachers on each pay scale and the distribution of teachers across the spine points within each pay scale have been discontinued. This is because the statutory spine points for classroom teachers were abolished in September 2013 as part of the reforms to give schools greater freedoms to determine teachers' pay offers. The tables on teachers' pay in this release therefore focus on their actual salaries and show the distribution of teachers by salary band.

For information on school teachers' pay and conditions please refer to the statutory guidance at the following link: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2013>

Tables 7a and 7b show the percentage of teachers on each pay scale (but no longer show the distribution across spine points) and the percentage of teachers in receipt of allowances e.g. Teaching and Learning Responsibility (TLR) payments. This will only include teachers whose post description agrees with the pay scale given – where it has been provided. Where a contract pay band does not agree with the post then they are placed in the 'Other' or 'Unknown' categories as appropriate (e.g. where a teacher has a post of 'classroom teacher' but is recorded on the leadership pay scale). Academy schools do not have to place their teachers on the pay scales agreed under the School Teachers Pay and Conditions Document (STPCD). Teachers to whom this applies will also be placed in the 'Other' category.

Tables 8 and 9 give average pay information for teachers. The gross pay for teachers with a contract that provides STPCD information is calculated from the pay spine and area pay band provided plus any additional allowances recorded. Any teachers whose salary lies below the lower limit of the lowest point on the relevant pay scale are shown as misreported. This category also includes teachers with missing salary details.

Additional allowances have been included in the gross salary and noted once for each contract for each type of allowance. Where two or more allowances of the same type are noted then the higher amount is taken as the allowance in payment on the census date and included in the gross salary. The only exception is unspecified allowances where the sum of all these is included as representing the amount included in the salary over the course of a year as these are likely to be one-off rather than continuous monthly payments.

The following tables show the average pay for full-time and part-time regular qualified teachers in state-funded schools. In particular, it shows the LA maintained and academy split for teachers in the four regional pay bands.

	Inner London	Outer London	London Fringe	Rest of England
<b>Classroom teachers</b>				
LA Maintained Nursery and Primary	£37,400	£35,200	£32,500	£33,200
Primary Academies	£36,300	£34,300	£32,300	£32,200
LA Maintained Secondary	£41,700	£38,000	£36,300	£36,300
Secondary Academies	£39,900	£38,200	£36,000	£35,700

<b>Leadership teachers</b>	Inner London	Outer London	London Fringe	Rest of England
LA Maintained Nursery and Primary	£62,000	£58,200	£52,100	£51,000
Primary Academies	£64,200	£59,000	£54,500	£52,300
LA Maintained Secondary	£70,500	£66,500	£62,100	£59,900
Secondary Academies	£69,100	£66,800	£63,600	£61,200

In previous years the location of the growing number of academy schools was affecting the average pay statistics. Many of the first group of academy schools were in London and the south east where the pay bands are higher which was inflating the average pay statistics and making comparisons difficult. These two tables provide a comparison for maintained and academy schools within each pay band (but do not take account of other factors that would affect teacher pay such as age and size of school).

It is possible that not all schools provided the most up to date pay data that took account of any pay awards due at the start of the 2012/13 academic year. This timetable is very close to the School Workforce Census collection period and not every school manages to update their management information systems before providing a census return.

### **Tables 10-13: Teacher's qualifications and curriculum**

Table 10 provides information on teachers' highest level of post A level qualification. Qualifications information was received for 94.0 per cent of teachers. The percentage of teachers holding a particular level of qualification was derived using a baseline of the total teachers for whom qualifications information was provided. Where a teacher was reported as holding more than one post A level qualification, the qualification level was determined by the highest level, from degree or higher to other qualification at National Qualifications Framework (NQF) level 4 and non-UK qualifications for which an equivalent NQF level was not provided.

Curriculum information was requested from all secondary, middle deemed secondary and all-through schools including relevant academy schools, with timetabling software that interfaces with their Management Information System. A total of 2,855 secondary schools provided this information; therefore Table 11 is based on a sample of teachers (77 per cent) teaching secondary school aged pupils. As not all teachers in the schools providing curriculum information had qualifications information as well, the percentage of teachers included in the sample for Tables 12 and 13 is reduced to 74 per cent of teachers. The data have been weighted and grossed so that all totals presented in the tables provide a representative, national picture. Investigations have revealed that there is some bias in the sample when the average pay of the schools providing data is analysed and some regions provide a higher proportion of their schools to the sample than others. These differences may be caused by the different characteristics of schools that can provide information compared with those that can't.

Tables 12 and 13 provide information on the percentage of teachers, and of hours taught by teachers, holding relevant post A level qualifications by subject taught. The tables record the highest qualification gained in each subject taught, rather than each qualification. A teacher's qualification was deemed as 'relevant' to the subject taught if the subject of their qualification,

reported using the Joint Academic Coding System (JACS), appeared in the list of JACS codes in the Department's subject mapping. The full mapping used is available on the same web page as this statistical release.

The subject of a qualification was not received for all the qualifications data submitted and in a small number of other cases the information was incomplete or incorrect. Overall, useable qualifications data was received from 96 per cent of teachers in schools submitting curriculum returns, and this was consistent across subjects. Confidence intervals have been calculated around the percentages to show the statistical accuracy of the data, and give a range within which we can be reasonably sure (95 per cent certain) that the true value actually lies.

A change was made, after the November 2011 collection, to the methodology that creates the proportion of qualifications by subject in Tables 12 and 13. This change applies to tables using the November 2012 data and for future tables. Where a teacher is recorded as having a PGCE they must also have a first degree recorded as well to be included in the table as their record of qualifications is not complete without both records. This change might slightly raise the proportion of teachers with a degree in the subject.

### **Tables 14-15: Teacher vacancies**

In Tables 14 and 15 the vacancies recorded are only from schools that made a vacancy return. Many schools will not have a vacancy under the definitions provided in the tables and therefore will not make a return. It is not possible to estimate how many schools neglected to include a figure in their return. No estimates were made for schools that did not make a School Workforce Census return at all in November 2013. The small number of these means this will not have a significant impact.

### **Table 16: Teacher sickness absence**

Teacher sickness absence information was received for around 98 per cent of local authority maintained schools. A local authority was deemed to have made a full return where 95 per cent of schools or more had supplied sickness absence information because small schools may not have had any sickness absence to report. 18 local authorities had less than the required 95 per cent return rate and in these cases estimates based on the national rate were added (to the statistics in Table 16) to account for the schools with missing information. Missing sickness absence data for teachers in schools that did not have a usable return was estimated as the average sickness absence days lost per teacher for schools that made a return.

38 per cent of academy schools did not have a complete teacher sickness absence return because they were not open as an academy school for the full academic year. Teacher sickness absence statistics are based on the absences taken by teachers in the 12 months up to the census date. It did not prove possible to accurately estimate the teacher sickness absences missing for these schools. An estimate based on the average sickness days taken for all schools where a absence return was made including local authority schools where information for an academy school was not available.

Sickness absence is produced from the total days absence, including half days, for each teacher during the academic year previous to the School Workforce Census collection date, i.e.

2012/13. All teachers who are in regular service at any time during the year are included in the calculations. Only those absence periods that ended during the academic year are counted so the total may include absence days from the previous academic year but will not include those at the end of the year if the period of absence is ongoing. Absence days are limited to 195 days for each teacher as this is the maximum number of working days in a single academic year. Non-working days are not included in the figures. Days absence that can be recorded for a part-time teacher are limited to those that they are contracted to teach.

### **Table 17: Pupil teacher and pupil adult ratios**

The pupil numbers used to calculate the Pupil Teacher Ratio (PTR) and Pupil Adult Ratio (PAR) are from the January 2014 Pupil Census. It is not thought that the difference in the timing of the two censuses affects the accuracy of the PTR data. Only those schools that provided both pupil and workforce information are included in the figures. The pupil numbers used in the calculation of the PTR statistics include dual registered pupils (dual registered pupils are registered in more than one school).

The overall PTR is based on the total FTE number of pupils on roll in local authority maintained nursery, primary and secondary schools and the FTE of all teachers in these schools (including: centrally employed; occasional teachers; those on employment based routes to QTS; others without QTS, those on paid absence and any replacements). Special schools are excluded. Prior to 2010 the teacher numbers are from the Form 618g survey. The overall PAR also includes support staff excluding administrative, clerical and auxiliary staff.

### **School Level Data: The underlying data files**

After the publication of the national results the Department releases school level school workforce data, generally in the July following the April release of this SFR. Whilst a range of validation and follow up checks are conducted on the individual school returns, there are still further improvements to be made to this process. The data presented in this school level file is based on that provided by schools, and includes for a minority of schools some implausible data. We will continue to work with schools to improve the quality of this underlying data.

## **14. Background: Definitions and general notes**

The tables in this SFR generally show school staff in five groups, teachers, teaching assistants, school support staff, school auxiliary staff and local authority centrally employed staff. The definitions used with the SWF data published in this SFR are described here.

Notes for teachers and teaching statistics	<ul style="list-style-type: none"> <li>a) Statistics for teachers include all full and part-time, qualified and unqualified, classroom teachers and school leadership group teachers (Head teachers, Deputy and Assistant Head teachers) unless specified within the tables.</li> <li>b) Full-time and part-time school staff are defined by the proportion of the full-time hours upon which they are employed.</li> <li>c) The main count of individual level records of school workforce staff is based on all those staff with a contract of 28 days or more in service on the census date in November.</li> <li>d) Teachers in occasional service are those with a contract of less</li> </ul>
--	---

than one month, 28 days for SWF, and are employed on census day.

- e) Teachers provided by teacher employment agencies are included in the main count or as in occasional service depending on the length of their contract.

---

Notes on school support staff

- a) Statistics for teaching assistants include higher level teaching assistants (HLTA), special needs and minority ethnic pupils support staff and other staff with pupil support roles.
- b) Statistics for school support staff refer to non-classroom based school staff such as school secretaries and other clerical staff, bursars, technicians and childcare staff (e.g. a school nurse).
- c) Statistics for auxiliary staff (roles which were not collected by the Department prior to November 2010) include catering and school maintenance staff.
- d) Full-time and part-time school staff are defined by the proportion of the full-time hours upon which they are employed.
- e) Third party support staff are not directly employed by the school and are in service on the census date.
- f) Centrally employed staff are those employed by the local authority and include the following types of employee: peripatetic teachers; home tutors; and teachers who are employed by education authorities to provide education in institutions other than schools (e.g. hospitals, home tuition, assessment centres and pupil referral units). Advisory teachers were previously counted as teachers within the old Form 618g collection but have since been re-classified as other education support staff.

---

Notes for teacher vacancies

- a) A teacher vacancy refers to a full-time or part-time appointment of at least one term's duration that, on the census date, had been advertised but not filled. Vacancies include those filled on a temporary basis unless filled by someone with a fixed term contract of one term or more.
- b) A temporarily filled post is one where a permanent vacancy is available but it is being filled by a teacher with a contract of at least a term but less than one year's duration. This is irrespective of whether the post has been advertised.
- c) The teacher vacancy rate is the number of vacancies expressed as a percentage of qualified teachers in post e.g. full (or head count number of part-time) regular teachers in (or on secondment from) the relevant sector.
- d) To calculate the secondary school vacancy rates by subject, the percentage of the secondary school curriculum that each subject taught contributes is calculated from the information provided in Table 12. The total number of full-time qualified classroom teachers in service is multiplied by this percentage to find the

total number of teachers in post teaching each subject.

Notes for teacher  
sickness absence data

- a) Sickness absence periods, and days taken, include all periods of sickness absence leave taken in the academic year (1 September 2012 to 31 August 2013). They include any that were ongoing on the 1 September 2012 and exclude any that were ongoing after the 31 August 2013.

Notes on schools

- a) Middle schools are classed as deemed, i.e. as either primary or secondary and City Technology Colleges and free schools are included with academy schools.

## 15. Further information is available

School, local authority  
and  
regional figures?

In July 2014 we will publish the sub-national figures using the November 2013 school workforce census. The school level school workforce data contains a range of information for each school following the same themes as set out in this document. It will also include both local authority and regional level figures. It will be available in an accompanying file on the same webpage as this release.

Want previously  
published figures?

The publications relating to the 2010, 2011 and 2012 collections can be found at the following link:

<https://www.gov.uk/government/collections/statistics-school-workforce>

Want these figures,  
related to Performance  
Tables?

8 school level school workforce indicators are included as part of each year's School Performance Tables. The indicators include FTE and headcount statistics for the numbers of teachers, teaching assistants and school support staff, the average salary of full-time qualified teachers and the pupil teacher ratio.

School level school workforce data from 2013 will be included in the next set tables to be published at the end of 2014. For the latest of School Performance Tables visit:

<http://www.education.gov.uk/schools/performance/>

Want data for Wales, Scotland or Northern Ireland?

The School Workforce Census only collects information from schools in England. Education in Wales, Scotland and Northern Ireland is a devolved matter for the Welsh, Scottish and Northern Irish Governments. For information for Wales, Scotland and Northern Ireland, contact the departments below or access their statistics at the following links:

Wales: [school.stats@wales.gsi.gov.uk](mailto:school.stats@wales.gsi.gov.uk) or  
<http://wales.gov.uk/statistics-and-research/schools-census/?skip=1&lang=en>

Scotland: [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Northern Ireland: [statistics@deni.gov.uk](mailto:statistics@deni.gov.uk) or  
<http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics.htm>

---

For related publications see:

Statistics on teacher training and the annual survey newly qualified teachers can be found at the following link:

<https://www.gov.uk/government/collections/statistics-teacher-training>

---

## 16. Got a query? Like to give feedback?

---

If from the media

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7925 6789

If non-media

Department for Education, 1F Area G, Mowden Hall, Staindrop Road, Darlington, DL3 9BG. 01325 735470.  
[SchoolWorkforce.STATISTICS@education.gsi.gov.uk](mailto:SchoolWorkforce.STATISTICS@education.gsi.gov.uk)

---



Department  
for Education



© Crown copyright 2014

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at: Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

This document is also available from our website at:

<https://www.gov.uk/government/collections/statistics-school-workforce>