



Statistical First Release

School Workforce in England: November 2014

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Teacher numbers continue to rise.	There were 454.9 thousand full-time equivalent (FTE) teachers in state-funded schools in England in November 2014. This is an increase of 5.2 thousand (1.2 per cent) since 2013 (449.7 thousand FTE teachers).
The total number of teaching assistants and school support staff also continue to rise.	There are now 255.1 thousand FTE teaching assistants and 232.0 thousand FTE support staff. Over 1.3 million people (0.9 million FTE) work in state funded schools. In FTE terms 48 per cent are teachers, 27 per cent are teaching assistants and 25 per cent are non-classroom based support staff.
The average salary for all teachers remains unchanged.	The average salary for all teachers (full and part-time classroom and leadership group teachers) in service in November 2014 was £37,400, which is the same as in 2013.
Teacher vacancies remain low but are higher than the previous year.	There were 1,030 vacancies for full-time permanent teachers in state-funded schools, a rate of 0.3 per cent. This is 280 vacant posts more than in November 2013 (when the vacancy rate was 0.2 per cent).

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Supplementary headline statistics

The increase in teacher numbers is being driven by the primary sector.	The FTE number of teachers working in nursery/primary schools has increased by 6.0 thousand (2.9 per cent) between 2013 and 2014 whereas, over the same period, the FTE number of secondary school teachers has decreased by eight hundred (0.4 per cent).
The number of teaching assistants has increased...	The number of FTE teaching assistants has increased by 4.7 per cent. This represents an 11.4 thousand increase from 243.7 thousand FTE teaching assistants in 2013 to 255.1 thousand in 2014.
...and so has the number of school support staff.	The total number of FTE school support staff has increased by 2.2 per cent. This represents a 5.1 thousand increase from 226.9 thousand in 2013 to 232.0 thousand FTE employees in 2014.
The average (mean) salary of all classroom teachers is £34,300.	Classroom teachers (both full and part-time) in maintained nursery/primary schools had a slightly higher average salary, £33,100, than those working in primary academies, £31,600. Similarly, full and part-time classroom teachers in maintained secondary schools had a slightly higher average salary, £36,300, than those in secondary academies, £35,100.
96.6 per cent of teachers hold qualifications at degree level or higher.	79.8 per cent of maths lessons taught to pupils in year groups 7-13 were taught by teachers with a relevant qualification; a decrease from 82.7 per cent in 2013. Similarly, 83.0 per cent of English lessons and 86.4 per cent of science lessons taught to pupils in year groups 7-13 were taught by teachers with a relevant specialist qualification. This is a decrease for English down 1.8 percentage points, and a decrease for science down 1.2 percentage points.
57.8 per cent of time spent teaching was in English Baccalaureate subjects.	The percentage of time spent teaching English Baccalaureate subjects (English, mathematics, history, geography, the sciences and languages) has increased over the last two years. In 2013, English Baccalaureate subjects accounted for 56.6 per cent of teaching time and in 2012 they accounted for 55.6 per cent.
A small decrease in the percentage of teachers taking sickness absence – the average number of days lost per teacher remains unchanged.	In the 2013-14 academic year 55 per cent of teachers in service at any time during the year had at least one period of sickness absence. This compares with 57 per cent in 2012-13. For those teachers taking sickness absence the average number of days lost was 7.9. This is the same as in the previous year.

1. Background

This statistical first release (SFR) contains the latest information on the composition of the school workforce employed in local authority maintained nursery, primary, secondary and special schools and all primary, secondary, and special academy schools and free schools in England. The SFR is based on data collected from schools and local authorities in November 2014 as part of the fifth annual School Workforce Census. Data on independent schools, sixth form colleges and further education establishments are not included.

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

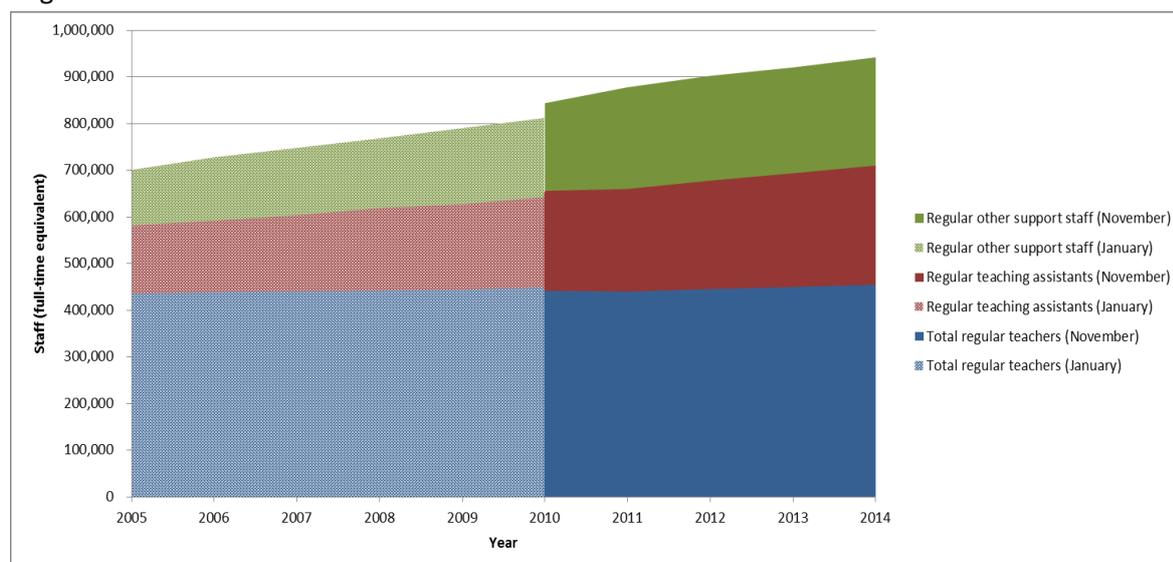
The SFR also includes statistics on teachers' salaries, qualifications and sickness absence levels. Plus, for a sample of secondary school teachers, statistics are published on the curriculum subject taught, whether teachers have qualifications in the subjects they teach and the hours spent teaching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

In addition the SFR includes statistics on the number of teaching vacancies (and by subject for secondary schools) 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 2014 there were 942.0 thousand full-time equivalent (FTE) school workforce employees (classroom and leadership group teachers, teaching assistants, school support staff and auxiliary staff) working in state-funded schools in England. See Figure 1.

Figure 1: Between 2013 and 2014 the schools' workforce increased by 21.7 thousand FTEs
Full-time equivalent school staff in state-funded schools in
England: 2005 to 2014



Source: Form 618g and School Census 2000-2009 (January collections) and School Workforce Census 2010-2014 (November)

The latest statistics continue the trend of previous years where the size of the school workforce is increasing due to increases in the numbers of teachers, teaching assistants and school support staff. Within the SFR the time series of teacher, teaching assistant and support staff numbers have been revised to ensure there is a consistent approach to estimating the impact of missing schools. The number of missing schools changes each year and has reduced substantially over time (from 406 in 2011 to 93 in 2014). See section 13 for more details.

The increase in total teacher numbers is focussed in the nursery/primary sector. Births in England have been broadly rising since 2002, leading to increases in primary-aged pupils from 2010. Between 2014 and 2023, pupil numbers in maintained nursery and state-funded primary schools are projected to increase by nine per cent. State-funded secondary pupil numbers started declining in 2004 and are projected to continue to decline until 2015, after which the increases in primary pupil numbers will start to flow through into secondary schools. See link: <https://www.gov.uk/government/statistics/national-pupil-projections-trends-in-pupil-numbers-july-2014>

Teacher numbers have increased further, by 1.2 per cent, between 2013 and 2014.

The number of teachers has increased by 5.2 thousand FTE teachers; from 449.7 thousand FTEs in 2013 to 454.9 thousand FTEs in 2014. This is a 1.2 per cent increase since 2013.

Between January 2000 and January 2010 the number of FTE teachers increased by 42.2 thousand (10.4 per cent) from 405.8 thousand to 448.0 thousand.

Between November 2010 and November 2014 teacher numbers have increased by a further 13.1 thousand FTEs (3.0 per cent).

The number of teaching assistants has increased by 4.7 per cent since 2013.

The number of FTE teaching assistants has increased by 11.4 thousand (4.7 per cent) compared with 2013; from 243.7 thousand to 255.1 thousand.

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

There has been an increase in the number of school support staff since 2013.

The total number of school support staff including auxiliary staff has risen by 5.1 thousand FTEs (2.2 per cent) from 226.9 thousand in 2013 to 232.0 thousand in 2014.

There has been an increase in the number of school staff working in the primary school phase and a small decrease in the number of staff working in the secondary school phase. Since 2013, the primary school phase has seen an increase of 6.0 thousand FTE teachers and the secondary school phase has seen a decrease of eight hundred FTE teachers. See Table 1.

A similar pattern exists for the number of teaching assistants and support staff working in the primary and secondary school phases. Since 2013, the primary school phase has seen an increase of 10.0 thousand FTE teaching assistants and 4.5 thousand FTE school support staff (including auxiliary staff). The secondary school phase has seen a decrease of five hundred FTE teaching assistants and an increase of nine hundred FTE school support staff (including auxiliary staff).

Table 1: Increasing size of the schools' workforce

Full-time equivalent school staff numbers (thousands) by phase and schools type: England, 2013 to 2014

	Number of FTE Teachers			Number of FTE Teaching Assistants			Number of FTE Support Staff			Number of FTE Auxiliary Staff		
	2013	2014	% change	2013	2014	% change	2013	2014	% change	2013	2014	% change
All nursery/primary school	209.5	215.5	2.9%	156.2	166.2	6.4%	54.6	56.9	4.2%	42.2	44.4	5.2%
<i>LA maintained nursery & primary</i>	186.0	182.1	-2.1%	138.9	140.3	1.0%	48.2	47.7	-1.0%	37.2	36.9	-0.8%
<i>primary academy</i>	23.5	33.4	42.1%	17.3	25.9	49.7%	6.4	9.2	43.8%	5.0	7.4	48.0%
All secondary schools	214.2	213.4	-0.4%	54.4	53.9	-0.9%	75.1	75.5	0.5%	26.4	26.9	1.9%
<i>LA maintained secondary</i>	89.7	80.4	-10.4%	24.2	21.7	-10.3%	30.5	27.7	-9.2%	9.7	8.9	-8.2%
<i>secondary academy</i>	124.5	133.0	6.8%	30.2	32.2	6.6%	44.6	47.8	7.2%	16.8	18.0	7.1%
All special schools	20.6	21.3	3.4%	30.3	32.4	6.9%	8.0	8.3	3.8%	3.9	3.9	0.0%
<i>LA maintained special</i>	18.2	17.6	-3.3%	26.9	27.7	3.0%	7.0	7.0	0.0%	3.4	3.3	-2.9%
<i>academy special</i>	2.4	3.7	54.2%	3.3	4.7	42.4%	0.9	1.3	44.4%	0.4	0.6	50.0%
Centrally employed LA staff	5.4	4.7	-13.0%	2.9	2.6	-10.3%	2.9	3.0	3.4%	13.9	13.2	-5.0%
Total of all staff	449.7	454.9	1.2%	243.7	255.1	4.7%	140.5	143.6	2.2%	86.4	88.4	2.3%

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 phases.

More academies...

In November 2014 there were 4,614 academy schools. This is an increase of 953 compared to 2013 when there were 3,661 academy schools; up 26 per cent. There were 2,543 academy schools in November 2012, 1,449 in November 2011 and 345 in November 2010.

... means more academy teachers...

In November 2014, there were 170.1 thousand FTE teachers in academy schools up 19.7 thousand or 13.1 per cent from 150.4 thousand FTE teachers in November 2013.

... and more teachers in free schools...

There are now 2.6 thousand FTE teachers employed in free schools (an increase from 1.5 thousand FTEs in the previous year). The number of free schools has increased to 315 open in November 2014 (there were 214 open in November 2013 and 88 open in November 2012). There were a further 0.8 thousand FTE teachers in University Technical Colleges and studio schools.

... and fewer teachers in Local Authority maintained schools

In November 2014, there were 284.8 thousand FTE teachers in LA maintained schools down 4.8 per cent compared with the 299.3 thousand in November 2013.

... 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 the continued decline of centrally employed teachers; from 5.4 thousand FTE teachers in 2013 to 4.7 thousand FTE teachers in 2014.

The percentage of teachers with qualified teacher status (QTS) remains very high, at 95.5 per cent.

Between 2013 and 2014 there has been an increase in the number of teachers without QTS.

In 2014, 95.5 per cent of FTE teachers have Qualified Teacher Status, down from 96.2 per cent in 2013.

This is due to the number of teachers without Qualified Teacher Status increasing by 3.7 thousand; from 16.6 thousand FTE teachers without QTS in 2013 to the current level of 20.3 thousand FTEs.

Teachers without QTS now represent 4.5 per cent of all teachers in state-funded schools (compared with 3.7 per cent in 2013).

Secondary schools employ the majority of the 20.3 thousand FTE teachers without QTS; 11.5 thousand (57 per cent). Primary schools employ 5.9 thousand teachers without QTS (29 per cent) and the remainder work in special schools or are employed directly by local authorities.

Teachers without QTS represent 5.8 per cent of all teachers working in academy schools, whereas teachers without QTS represent 3.7 per cent of all teachers working in local authority schools.

The number of teachers without QTS in free schools has risen to 400 and represents 15.4 per cent of their 2.6 thousand FTE teachers.

3. Characteristics of the schools' workforce (Tables 3a-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 members are female.

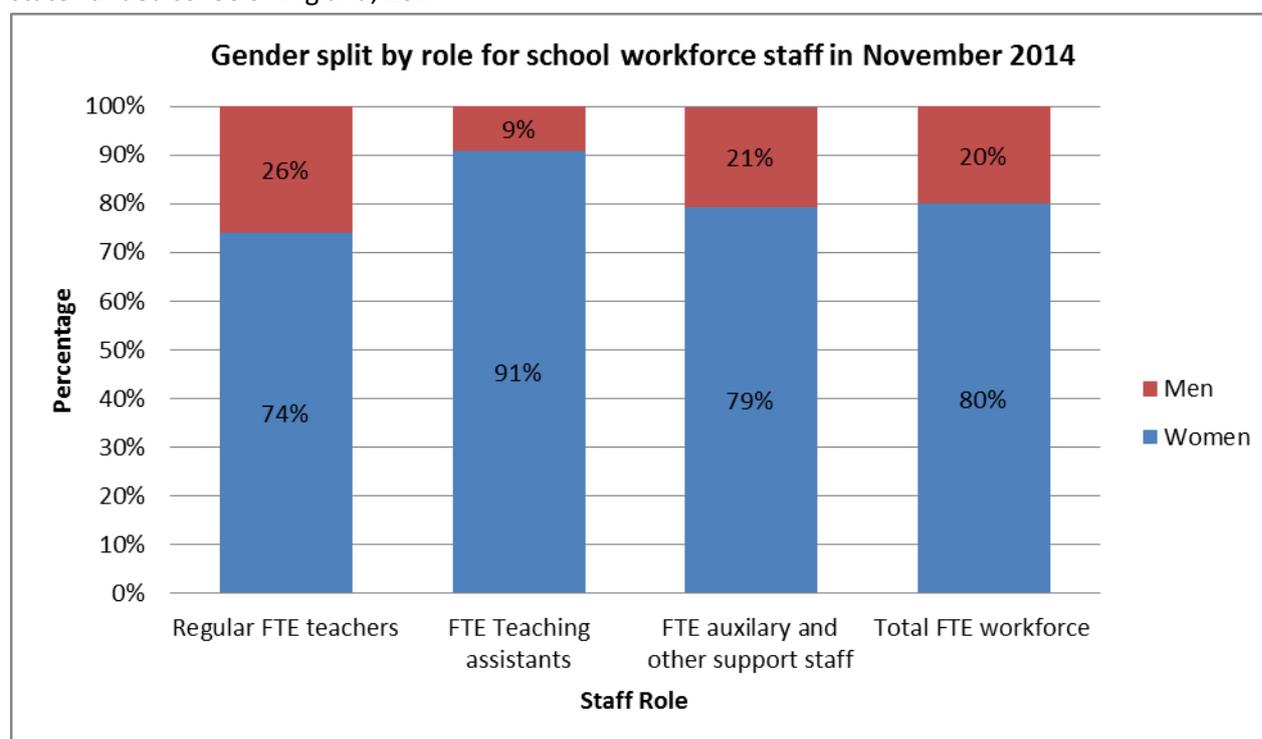
In 2014, 80 per cent of the full-time equivalent number of employees working in schools were female. There has been a very small increase compared with 2013 when 79.7 percent were female.

79 per cent of school support staff and 91 per cent of teaching assistants are female.

Almost three out of four teachers are female.

Female teachers account for 74 per cent of all teachers. Although there is a more pronounced difference by phase. For example, 85 per cent of primary school teachers are female compared with 62 per cent of secondary school teachers.

Figure 2: Four out of five school staff members are female
The gender split by role for full-time equivalent school staff in state-funded schools: England, 2014



3b Age of school teachers

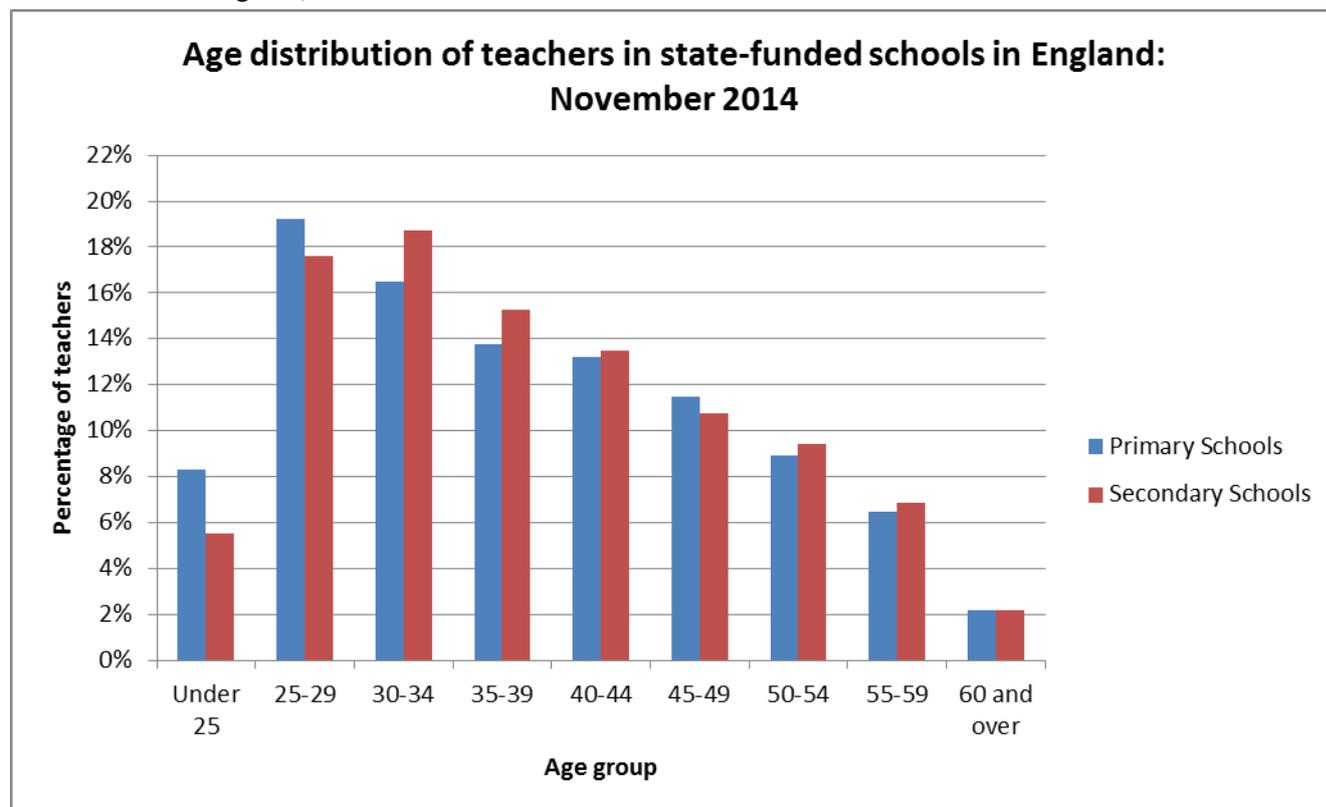
Teachers in primary schools are slightly younger on average than those in secondary schools.

Teachers in primary schools aged under 30 make up 27.6 per cent of all primary school FTE teachers compared with 23.1 per cent for FTE teachers in secondary schools.

Teachers in primary schools aged 50 and over make up 17.5 per cent of all primary school FTE teachers compared with 18.5 per cent for FTE teachers in secondary schools.

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, 2014



3c Ethnicity of school staff

There has been a small decrease in the percentage of teachers recorded as White-British. In 2014, 87.5 per cent of teachers are White-British compared with 88.0 per cent in 2013.

87.5 per cent of teachers are White British.

Teachers from 'Other White Background' (3.6 per cent), White-Irish (1.7 per cent), Indian (1.7 per cent) and Black Caribbean (1.0 per cent) backgrounds are the next largest groups of teachers.

In comparison, in 2014, the percentage of head teachers recorded as White-British is 93.7 per cent. A reduction from the position in 2013, 93.9 per cent.

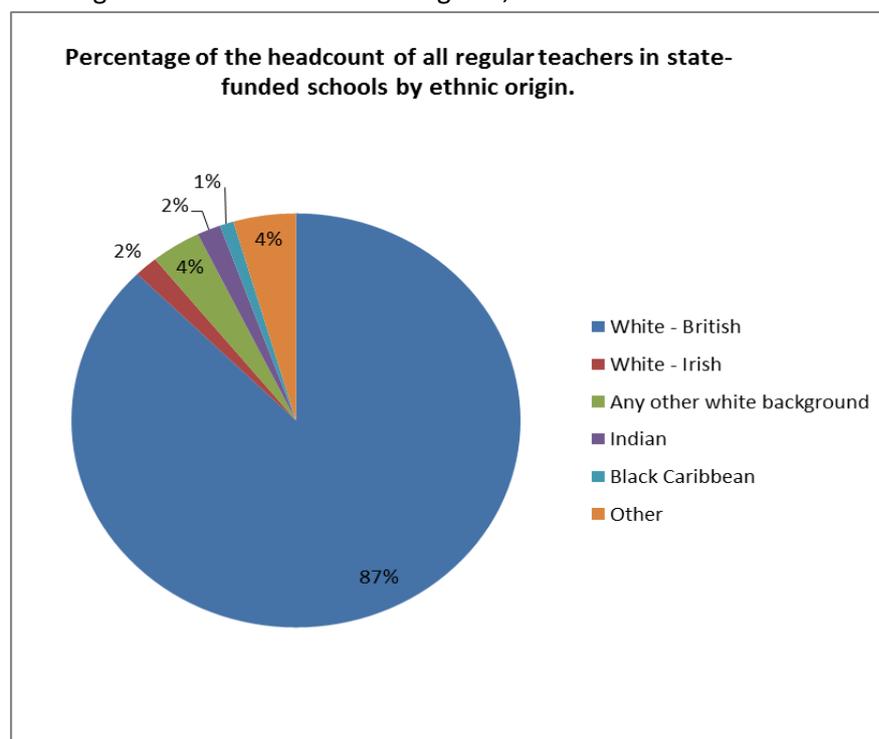
School support staff have a similar ethnic breakdown of staff.

86.6 per cent of teaching assistants are recorded as White-British. This is a small reduction compared with 2013 when 87.1 per cent were recorded as White-British.

87.2 per cent of all non-classroom based school support staff are recorded as White-British.

Figure 4: The majority of teachers are White-British

The ethnic origin distribution (largest categories) of teachers working in state-funded schools: England, 2014



3d Full and part-time school staff

The majority of teachers work full-time and the majority of other school staff work part-time.

Nearly 1 in 4 teachers work part-time.

In November 2014, 77 per cent of the headcount total number teachers worked full-time and 23 per cent worked part-time. The percentage of part-time teachers has reduced from the 2013 position; 24.7 per cent worked part-time.

27 per cent of female teachers work part-time compared with 9 per cent of male teachers.

Primary school teachers are more likely to work part-time.

26 per cent of all primary school teachers work part-time compared with 18 per cent of all secondary school teachers.

Most teaching assistants work part-time.

85 per cent of teaching assistants work part-time lower than in November 2013 when 86.6 per cent worked part-time. 91% of teaching assistants in primary schools work part-time.

Majority of school support staff work part-time.

56 per cent of school support staff and 92 per cent of auxiliary staff work part-time. The equivalent figures for November 2013 were 57.9 per cent and 92.7 per cent.

4. Teachers' Pay (Tables 7-9)

The following statistics show the average salaries, in cash terms (unadjusted for inflation) received by teachers who were in post in schools that were open on census day. The tables have been revised to include all full and part-time teachers with and without qualified teacher status (QTS). Given the number of teachers who work part-time and the number without QTS the change has been made to ensure the salary data reflects all the teachers within each sector/phase.

Comparisons between years are given but should not be used as an indication of teacher pay awards. This is because they do not compare like for like. For example, in each year many teachers retire and are replaced by newly qualified teachers. The older teachers, many of whom will have been in the leadership group, will have been on higher salaries than those who are new to teaching. In addition, within each year a number of schools open, close and/or convert to academy status. This makes comparisons between years for the different school types/phases difficult.

The average salaries of classroom teachers in service in 2014 show little change compared with 2013.

In 2014 the average salary for all full and part-time classroom teachers was £34,300 this is £100 pounds a year lower than the equivalent figure for 2013; £34,400.

The average salary for all full and part-time leadership group teachers was £56,500 in 2014. This is £500 higher than in the previous year when it was £56,000.

The average salary for all full and part-time teachers is £37,400 – the same as in 2013.

On average, salaries were higher for classroom teachers in secondary schools than in primary schools...

and

... there were small differences between classroom teacher salaries in academy and maintained schools.

The average salary for all full and part-time classroom teachers in LA maintained nursery/primary schools was £33,100 compared with £31,600 for equivalent teachers in primary academy schools.

The average salary for classroom teachers in LA nursery/maintained primary schools is £100 higher than in 2013 (£33,000) and the average salary for teachers in primary academies has fallen by £400 (from £32,000 in 2013).

The average salary for all full and part-time classroom teachers in LA maintained secondary schools was £36,300 compared with £35,100 for equivalent teachers in secondary academy schools.

The average salary for classroom teachers in LA maintained secondary schools has increased by £100 since 2013 and the average salary for classroom teachers in secondary academies has fallen by £200 (from £35,300 in 2013).

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

The average salary for all full and part-time leadership group teachers in LA maintained nursery/primary schools was £53,000 compared with £53,700 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 (from £52,500) and £300 (from £53,400) respectively since 2013.

The average salary for all full and part-time leadership group teachers in LA maintained secondary schools was £61,600 compared with £62,200 for equivalent teachers in secondary academy schools.

The average salaries for full and part-time leadership group teachers in LA maintained secondary schools have increased by £200 (from £61,400) and in secondary academies it has fallen by £100 (from £62,300) since 2013.

The average pay of teachers by school phase, and the average increases seen between 2013 and 2014, are contained in Table 2. Leadership group teachers in secondary schools in Inner London saw the largest increases in average salary over the last year.

Table 2b: Change in teachers' average salaries
 Full and part-time teachers by phase and regional pay spine
 England, 2013 to 2014

November 2013						November 2014				
Classroom teachers	Inner London	Outer London	London Fringe	Rest of England	England	Inner London	Outer London	London Fringe	Rest of England	England
LA Maintained Nursery and Primary	£36,700	£34,700	£32,100	£32,500	£33,100	£36,800	£34,600	£32,100	£32,600	£33,100
Primary Academies	£35,500	£33,700	£31,600	£31,700	£32,000	£35,400	£33,600	£31,400	£31,200	£31,600
LA Maintained Secondary	£40,700	£37,300	£35,800	£35,600	£36,300	£41,000	£37,400	£35,400	£35,500	£36,300
Secondary Academies	£38,400	£37,300	£35,300	£34,900	£35,400	£38,400	£37,500	£35,400	£34,600	£35,100
All schools	£38,200	£36,000	£33,800	£33,900	£34,500	£38,300	£36,000	£33,800	£33,700	£34,300
November 2013						November 2014				
Leadership teachers	Inner London	Outer London	London Fringe	Rest of England	England	Inner London	Outer London	London Fringe	Rest of England	England
LA Maintained Nursery and Primary	£61,900	£58,200	£52,100	£51,000	£52,500	£62,700	£58,200	£52,500	£51,500	£53,000
Primary Academies	£63,700	£58,800	£54,500	£52,400	£53,400	£64,100	£58,800	£54,400	£52,600	£53,700
LA Maintained Secondary	£70,100	£66,500	£62,100	£59,800	£61,400	£70,900	£66,500	£62,500	£59,900	£61,600
Secondary Academies	£68,800	£66,700	£63,600	£61,100	£62,300	£70,300	£65,900	£63,600	£61,000	£62,200
All schools	£64,700	£61,700	£56,400	£54,600	£56,000	£65,600	£61,600	£57,000	£55,000	£56,500
November 2013						November 2014				
All classroom and leadership teachers	Inner London	Outer London	London Fringe	Rest of England	England	Inner London	Outer London	London Fringe	Rest of England	England
LA Maintained Nursery and Primary	£40,700	£38,000	£35,100	£35,700	£36,300	£41,000	£38,000	£35,200	£35,900	£36,500
Primary Academies	£39,900	£37,300	£34,900	£35,300	£35,600	£40,100	£37,500	£34,900	£34,800	£35,200
LA Maintained Secondary	£43,600	£40,200	£38,200	£38,000	£38,700	£44,100	£40,500	£37,900	£38,000	£38,900
Secondary Academies	£41,700	£40,200	£37,900	£37,500	£38,000	£41,800	£40,500	£38,200	£37,200	£37,900
All schools	£41,800	£39,100	£36,600	£36,800	£37,400	£42,100	£39,300	£36,700	£36,700	£37,400

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

The majority of teachers, 96.6 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 essentially unchanged from the position in 2013 where the equivalent figure was 96.7 per cent.

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

The percentage of time spent teaching English Baccalaureate subjects (English, mathematics, history, geography, the sciences and languages) has increased over the last two years. In 2013, English Baccalaureate subjects accounted for 56.6 per cent of teaching time and in 2012 they accounted for 55.6 per cent.

Fewer English, maths and science teachers have relevant qualifications for the subjects they teach.	75.8 per cent of teachers of mathematics to year groups 7-13 held a relevant post A level qualification (down from 77.6 per cent in 2013). Similarly, 79.4 per cent of English teachers (down from 79.9 per cent) and 84.9 per cent of all science teachers (a change from last year – 85.7 per cent) held a relevant post A level qualification.
Fewer English, maths and science lessons are taught by teachers with relevant qualifications for the subjects they teach.	79.8 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; a decrease from 82.7 per cent in 2013. 83.0 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; a decrease from 84.8 per cent in 2013. 86.4 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; a decrease from 87.6 per cent in 2013.

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. The timetabling data these schools supply represents 77 per cent of all secondary school teachers (not all teachers in those schools have timetable hours e.g. some leadership group teachers). Table 11 uses this sample weighted to national totals. The qualifications and curriculum data are then combined (where both sets of information are available) for the teachers in the schools represented. This sample represents approximately 72 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.

6. Vacancies (Tables 14-15)

In November 2014 there were 1,030 vacancies for full-time permanent teachers in state-funded schools, a rate of 0.3 per cent. This is an increase compared with the previous year where the

rate was 0.2 per cent – 750 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 1,030 vacancies, a further 3,210 full-time posts (0.9 per cent) 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 2013 when there were 2,330 posts (0.6 per cent) being temporarily filled.

7. Sickness (Table 16)

In the 2013-14 academic year 55 per cent of teachers in service at any time during the year had at least one period of sickness absence compared with 57 per cent in 2012-13. For those teachers taking sickness absence the average number of days lost was 7.9; the same as 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. However, the average number of days sickness absence has been falling slowly; from an average of 9.9 days in 2000 to 7.9 days in 2013/14.

In 2013-14 a total of 2.21 million days were lost to teachers' sickness absence which is lower than in all previous years (2000 to date) with the exception of 2011/12 (when 2.19 million days were lost). The total number of days lost equates to an average of 4.3 days lost for every teacher. This is lower than all previous years (except 2009-10 which was the first School Workforce Census) back to 2000.

8. Pupil Teacher and Pupil Adult Ratios (Table 17a and 17b)

The pupil teacher ratio is derived by combining teacher numbers from the November School Workforce Census with the pupil numbers from the following January School Census. In 2014 the pupil teacher ratio was 17.1; this is the number of pupils for each full-time equivalent teacher working in state-funded schools in England. The pupil teacher ratio for all schools is slightly lower than the previous three years where it was static at 17.2 (in 2011, 2012 and 2013).

Between 2011 and 2014 the pupil teacher ratio in nursery schools has steadily increased from 16.2 to 17.6. During the same period the pupil teacher ratio in maintained primary schools has fallen from 20.5 (in both 2011 and 2012) to 20.4 in 2013 and 20.3 in 2014. The pupil teacher ratio in primary academy schools has fallen from 21.3 to 20.8 between 2011 and 2014.

Within secondary schools there are fewer pupils per teacher than in the nursery/primary school sector – a pupil teacher ratio of 15.0 compared with 20.3. The pupil teacher ratios are very similar for maintained secondary and secondary academy schools; 14.9 and 15.0 respectively. For both school types the pupil teacher ratio has varied by around 0.1 percentage points between years. For maintained secondary schools the pupil teacher ratio has fallen from 15.0 (in 2011) to 14.9 in 2014. For secondary academy schools, the pupil teacher ratio has risen from 14.8 (in 2011) to 15.0 in 2014.

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

- 1 FTE number of teachers and support staff in state-funded schools, 2000, 2005 to 2014.
- 2 FTE number of teachers, teaching assistants and other support staff in state-funded schools by phase and grade or post, 2002, 2005 to 2014.
- 3a Head count and full-time equivalent teachers, teaching assistants and support staff in state-funded schools, by qualification status, gender and phase, 2014.
- 3b Head count and full-time equivalent teachers, teaching assistants and support staff in academies, by qualification status, gender and phase, 2014.

Characteristics

- 4 FTE number of regular qualified and unqualified teachers in state-funded schools by phase, grade, gender and age, 2014.
- 5 Percentages of the head count of regular qualified and unqualified teachers in state-funded schools by phase, grade, gender and ethnic origin, 2014.
- 6 Percentages of the head count of teaching assistants and school support staff in state-funded schools by phase, grade, gender and ethnic origin, 2014.

Pay

- 7a Full-time regular qualified classroom teachers in state-funded schools: Percentage distribution of teachers on the classroom teachers' pay scales by phase, 2014.
- 7b Part-time regular qualified classroom teachers in state-funded schools: Percentage distribution of teachers on the classroom teachers' pay scales by phase, 2014.
- 8 Full and part-time regular school teachers in state funded schools by salary, sector, gender and age, 2014.
- 9a Full and part-time regular classroom teachers in state funded schools by salary, sector, gender and age, 2014.

- 9b Full and part-time regular leadership group teachers in state funded schools by salary, sector, gender and age, 2014.

Qualifications, curriculum

- 10 Head count of regular teachers in all state-funded schools by phase, grade and highest level of post A level qualification, 2014.
- 11 Head count of teachers and number of hours taught by subject and Key Stage to year groups 7-13 in all state-funded secondary schools, 2014.
- 12 Highest post A level qualifications held by state-funded secondary school teachers (head count) in the subjects they taught to year groups 7-13, 2014.
- 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.

Vacancies

- 14 Full-time vacancies and temporarily filled posts and rates in state-funded schools by sector and grade, 2000, 2005 to 2014.
- 15 Full-time classroom teacher vacancies and temporary filled number of posts and rates in state-funded secondary schools by subject, 2010 to 2014.

Sickness

- 16 Full and part-time teacher sickness absence in state-funded schools, calendar years 2000, 2005 to 2009 and academic years 2009-10 to 2013-14.

Pupil teacher ratios

- 17a Pupil teacher ratios in local authority maintained nursery, primary, secondary and special schools and state-funded academies, 2000, 2005 to 2014.
- 17b Pupil teacher ratios and pupil adult ratios in academies, 2012 to 2014.

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.
We round the 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.
We have adopted the following symbols to help with identification.	Symbols are used in the tables as follows: <ul style="list-style-type: none"> . not applicable .. not available - nil or negligible
We have made some important changes to the tables.	<p>Within the SFR the time series of teacher, teaching assistant and support staff numbers have been revised to ensure there is a consistent approach to estimating the impact of missing schools. The number of missing schools changes each year and has reduced substantially over time - from 406 in 2011 to 93 in 2014. The revisions made – see section 13 for more details – aim to make the year on year changes more comparable.</p> <p>The tables on teacher pay have been improved so that they now show the average salaries of all full and part-time teachers with and without qualified teacher status. This helps to make the pay data more representative of the teachers employed in all school types.</p> <p>The pay tables also contain median salary information (alongside the average (mean) salary) for the first time. There is also a new table that shows the average salary details of head teachers.</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 fifth collection which took place in November 2014. The SWF collects information on school staff from all state-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 87 per cent of secondary 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 percentage 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.

Improvements to the school workforce statistics - see section 13 for more details

The teacher numbers in SFR Tables 1, 2, 3a and 3b have been produced from the department's new teacher dataset which matches individual teacher records across years rather than examining each year separately. This matched teacher dataset has enabled us to improve data quality and ensure consistency which has resulted in a revised time series of teacher numbers.

Each year a small number of schools do not make a usable return to the census and estimates for these schools are produced to ensure the statistics are as accurate and comprehensive as

possible. A project to link teacher data across years has led to further improvements in the statistics. For example, we are now better able to identify poor quality school data and improve its consistency, remove duplicates, merge data for individual teachers working in multiple schools, impute teacher numbers for all schools who fail to make a return and remove records that are outside the scope of the School Workforce Census. These developments have brought greater consistency to the time series and while they have marginally changed the previously published headline full-time equivalent (FTE) figures the previously published FTE trends remain unchanged.

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 for local authorities and software suppliers to see and use. The November 2014 technical specification can be found at the following link:

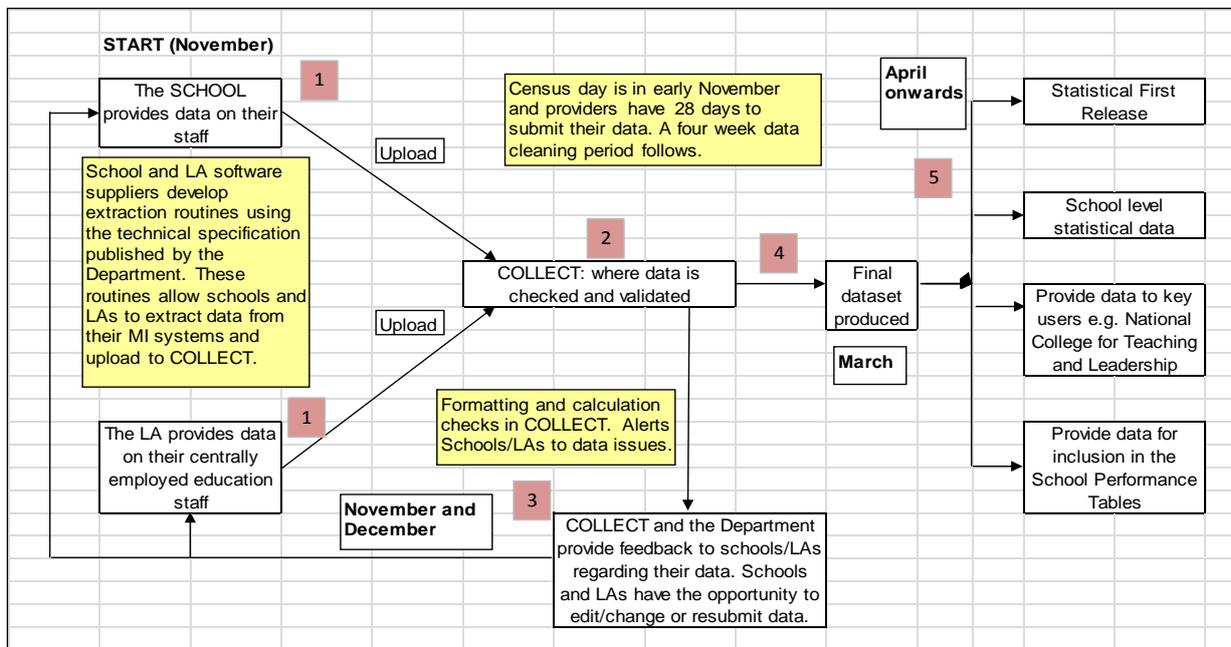
<https://www.gov.uk/government/collections/school-workforce-census#2014-technical-guide>

Stage 1: By census day (November 6th 2014 for the 2014 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/school-workforce-census>

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.

Figure 5: Description of the data collection process



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. The validation checks are reviewed and improved each year. For the November 2014 collection a check was added to identify those schools whose teacher numbers were substantially from the previous year. This helped identify some schools with poor initial returns which they rectified. Checks and guidance were also improved for November 2014 to help schools provide better quality and more consistent data for the pay of part-time teachers.

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.

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. At this stage any data that has been provided and deemed to be out of scope is removed from the dataset e.g. teaching staff on zero hour contracts (likely to be a pool of supply teachers that are regularly used by the school but were not actually in service during the time of the census). This database is used to create an updated version of the linked teacher dataset which is the source of data used for publishing statistics on teacher entrants, teachers leaving state funded schools and teacher retention.

The linking of teacher data across years allows for the better identification of poor quality or inconsistent school data. The linked dataset has helped with the identification and removal of duplicate teacher contracts - where they were provided by both a school and a local authority. It has also supported the identification of individual teachers working in multiple schools. A process of merging of their contract data has been developed and one consequence of this is to allow a small number of teachers to have a full-time equivalence of up to 1.2.

The linked teacher dataset can also be matched to other data held by the Department. In particular to the administrative data held on the attainment of Qualified Teacher Status. Where teacher records without QTS have been supplied in error then their QTS flag can be overwritten with the correct information.

The linked teacher data is also used to impute teacher numbers for schools who failed to make a return – using the schools previous year's return as a proxy. These developments help bring greater consistency to the time series of statistics on teacher numbers etc. and while they have marginally changed the previously published headline full-time equivalent (FTE) figures the previously published FTE trends remain unchanged.

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. The Department releases school level school workforce statistics showing teacher and support staff numbers, staff characteristics, teacher pay and sickness absence and the number 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 various topics such as...	<ul style="list-style-type: none"> a) The deployment and qualifications of teachers in schools. b) Analysis of the percentages of lessons taught by teachers with relevant qualifications. c) Analysis of teaching vacancies by subject and region. d) Assessment of the number of teachers without qualified teacher status.
Teacher demand modelling to estimate changes due to various policies or demographic changes.	<ul style="list-style-type: none"> a) Demographic pressures and churn in the workforce. b) Impact of policy development on the workforce e.g. curriculum, qualifications etc. c) Informs the annual target setting for initial teacher training places via the Teacher Supply Modell; helps to ensure a sufficient supply of teachers to schools. d) Modelling the number of potential school leadership teachers; to help ensure there are enough school leaders in the system.
Analysis of Teacher Pay Costs	<ul style="list-style-type: none"> a) Provides evidence to support the independent pay review body recommendations. b) Assess impact of proposals for pay and estimate future costs.
Transparency through publication	<ul style="list-style-type: none"> a) Through the publication of the annual Statistical First Releases and school level data and through the Performance Tables. b) The data is used to reply to a substantial volume of official correspondence, including Parliamentary Questions and Freedom of Information requests.
School Workforce	<ul style="list-style-type: none"> a) Research into the new institutions that are admitting pupils at

Census data is sometimes shared with external researchers....	age 14, including, but not limited to University Technical Colleges and Studio Schools etc., profiling them in terms location, who works in them and which pupils attend them.
...under strict controls.	b) The costs and benefits of different teacher training routes in England. c) Modelling teacher supply and retention over time. d) Research into differentials in levels of appointment and salary level by demographic sub-groups of the teacher population.
Some examples are...	e) Better understanding of the impact of specialist teachers on the uptake of subjects and achievement in subjects.

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 are used throughout the release. However, each year there are a small number of schools and local authorities that do not provide a usable census return. Estimates of the number of teachers, teaching assistants and support staff are created for these missing schools and included in Tables 1-3 of the main release. These estimates help ensure the staffing levels in schools are reported as accurately as possible. The following section describes the completeness of the census.

Number of returns from LA maintained schools	17,248 out of 17,281 local authority maintained schools provided a return; 99.8 per cent of all the local authority maintained schools expected to make a return in November 2014. This compares to 99.6 per cent in the previous year and 97.7 per cent in November 2012.
Number of returns from academy schools	4,480 out of 4,540 academy schools provided a return, 99.7 per cent of all academy schools open at the start of the 2014/15 academic year. In the previous year 3,598 out of 3,660 (98.3 per cent) academy schools provided a return.
Number of central returns from LAs	Seven 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 37 schools were provided as part of 12 federations where the federated schools were unable to supply separate data for their individual schools.

Schools with incomplete data

In each year there are a small number of schools provide data that has key elements missing and it is deemed not to be of a useable standard. The Department checks for these instances and in November 2014 there were 35 schools whose return was incomplete. The published figures included estimates for these schools.

In summary...

The total number of schools for which a usable return was not received was 93, which represents 0.4 per cent of the total number of state-funded schools. This compares with 192 schools (0.9 per cent) in November 2013 and 179 schools (0.7 per cent) in November 2012. The published figures included estimates for these 93 schools.

The procedure for estimating the staffing figures for the 93 schools is twofold. Firstly, if missing schools made a return in the previous year then the number of staff they employed is used as the current year's figures. In November 2014 there were 39 missing schools that provided data to the November 2013 census. The following table shows the estimates for their FTE number of teachers, teaching assistants and other school support staff. This information is included in Tables 1-3.

Table 3: Estimating the number of missing school staff from those 39 schools that did not make a census return in 2014 but had information for 2013.

The estimated number of missing FTE school staff in schools by phase and school type.

England

39 schools missing from November 2014. Staffing figures calculated using their November 2013 returns					
	Number of missing schools in 2014	Number of FTE teachers present in 2013	Number of FTE teaching assistants present in 2013	Number of FTE support staff present in 2013	Number of FTE auxiliary staff present in 2013
LA maintained nursery/primary schools	10	102.4	52.5	34.6	25.2
Primary academy schools	10	136.2	79.3	33.4	24.5
LA maintained secondary schools	4	222.4	52.7	65.8	19.7
Secondary academy schools	7	350.7	89.8	121.5	46.3
All special schools	5	61.2	90.9	24.0	14.4
All PRU schools	3	5.4	11.6	0.0	0.0
Total for all schools	39	878.3	376.8	279.3	130.2

In November 2014 there were 54 schools (which represents 0.2 per cent of the total number of schools expected to provide data) that did not provide usable data in either November 2013 or the November 2014. Estimates for the staffing levels in these schools have been created using the average number of school staff (by type) in each school type. This method is set out in Table 4.

This method produces an estimate of around 1,700 teachers (0.4 per cent of the national total) for the 54 missing schools as well as around 710 teaching assistants (0.3 per cent of their total), 560 support staff (0.4 per cent of their total) and 245 auxiliary staff (0.3 per cent of their total).

Table 4: Estimated impact on staffing levels of the schools missing from consecutive School Workforce Censuses (2013 and 2014)

The estimated number of missing FTE school staff in schools by phase and school type.

England

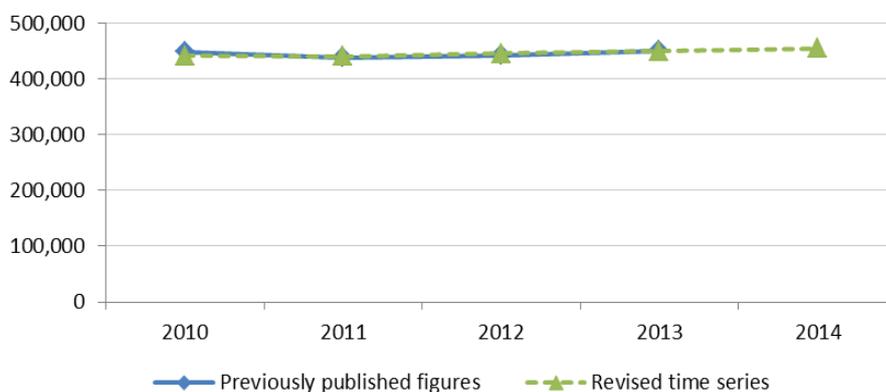
Estimates for the 54 schools missing from November 2014 and November 2013.

	No of schools missing in both 2013 and 2014	Estimate of missing FTE teachers	Estimate of missing FTE teaching assistants	Estimate of missing FTE support staff	Estimate of missing FTE auxiliary staff
Nursery/Primary	31	378.2	281.5	98.4	79.6
Secondary	19	1,218.5	310.5	428.6	150.7
Special/PRU	4	78.6	117.3	31.0	15.1
Total	54	1,675.4	709.3	558.0	245.4

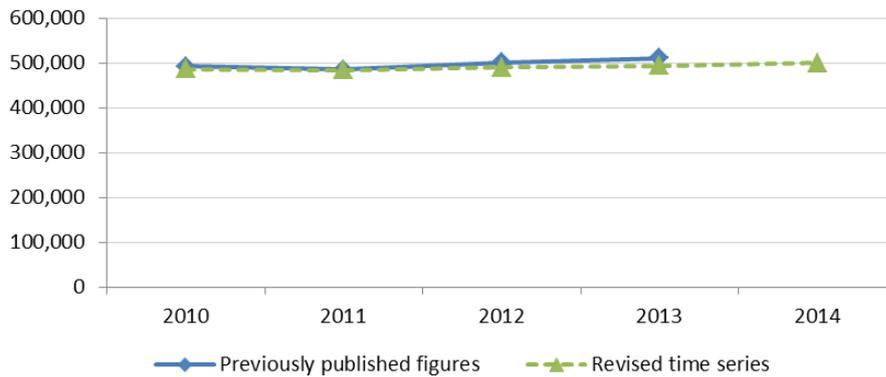
The staffing estimates for the 93 schools are combined together and have been included within Tables 1-3 to ensure they report accurate totals for teacher, teaching assistants and school support staff numbers. In previous years only the estimates for the first group of missing schools (those in Table 3) were included in the main SFR Tables.

In addition to these changes the time series statistics have also changed in two further ways. Advisory teachers have been included in the years 2010 to 2012 to make them consistent with the statistics published in 2013 and onwards. A check has been made to identify any data on teachers with zero hour contracts which have been incorrectly supplied to the census; these records have been removed as they are out of scope. This statistical release is the first occasion where the time series of statistics for teachers, teaching assistants and school support staff numbers has been created on the basis of including staffing estimates for all missing schools. Although the time series for 2010 to 2014 has been revised it has not affected the overall trend of increasing teacher numbers. The following charts show how the revisions have changed the recent time series for both the headcount and FTE of teachers.

The number of full-time equivalent teachers



The headcount number of teachers



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

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 percentage 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.

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.

Throughout the SFR and its tables there are many references to 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 phase 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 7-9: Teacher's average salaries

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-2014>

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 provide details on the average salaries of 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.

Table 2 in section 4 (Teachers' Pay) show the average salaries for full-time and part-time regular teachers in state-funded schools. In particular, it shows the LA maintained and academy split for teachers in the four regional pay bands. 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 and this was inflating the average pay statistics - making comparisons difficult.

When making comparisons of teacher salaries by school phase or type there will be other factors affecting pay, such as teachers' experience and the size of school, that have not been taken into account.

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 2014/15 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 94.5 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 2,893 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 72 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 percentage 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 95 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 percentage 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 percentage 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 2014. 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. 47 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.

39 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. 2013/14. 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 17a and 17b: Pupil teacher and pupil adult ratios

The pupil numbers used to calculate the pupil teacher ratio (PTR) and the 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.

The overall PTR is based on the total FTE number of pupils on roll in all local authority maintained nursery, and all primary and secondary schools and the FTE of all teachers in these schools (including: 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.

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

- 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.
- b) The number and characteristics of Leading Practitioners have been incorporated into the statistics on classroom teachers.
- c) Advisory Teachers have been included in teacher totals for 2010 to 2012 to be consistent with 2013 to 2014.
- d) Full-time and part-time school staff are defined by the proportion of the full-time hours upon which they are employed.

- e) 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.
- f) Teachers in occasional service are those with a contract of less than one month, 28 days for SWF, and are employed on census day.
- g) 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).

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 phase.
- 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 2013 to 31 August 2014). They include any that were ongoing on the 1 September 2013 and exclude any that were ongoing after the 31 August 2014.

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.

School level school workforce data is available within the additional tables published alongside this statistical release. The school data contains a range of information for each school following the same themes as set out in this document. It also includes both local authority and regional level summaries.

The total number of teachers in schools will not sum to the LA, region or national total. This is because the LA and region totals include those employed directly by LAs and the national totals include estimates for missing schools.

Statistics on Teacher
Flows; entrants,
leavers and retention.

The additional tables also include the latest statistics on the number of teachers who have recently started work in state-funded schools and the number of teachers that have left teaching. A full description of the methods and definitions is contained within the teacher flows workbook.

Statistics are also provided on teacher retention, the stock of teachers that are out of service and the number of teachers with no service yet recorded.

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 number of teachers, teaching assistants and school support staff, the average salary of teachers and the pupil teacher ratio.

School level school workforce data from 2014 will be included in the next set of 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 or
<http://wales.gov.uk/statistics-and-research/schools-census/?skip=1&lang=en>

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

Northern Ireland: 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#history>

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, Level 2, Bishopgate House, Feethams, Darlington, DL1 5QE.
01325 735470.
SchoolWorkforce.STATISTICS@education.gsi.gov.uk



Department
for Education



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This document is also available from our website at:

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