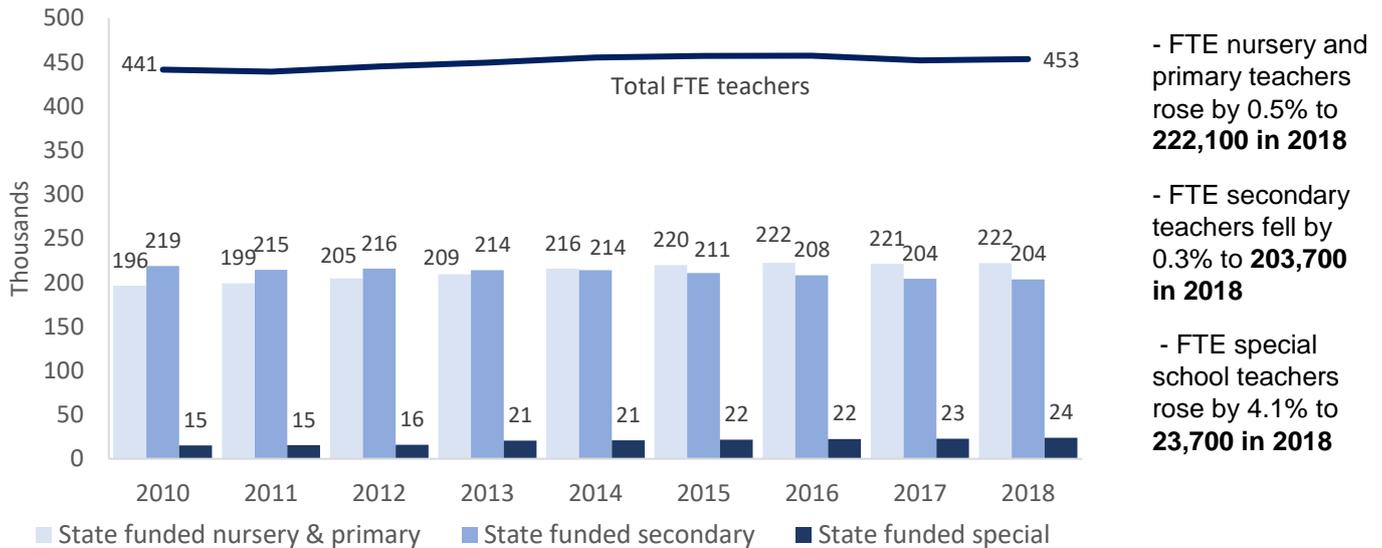




27 June 2019

There were 453,400 full time equivalent (FTE) teachers working in state funded schools in England in 2018, an increase of 0.3% on 2017

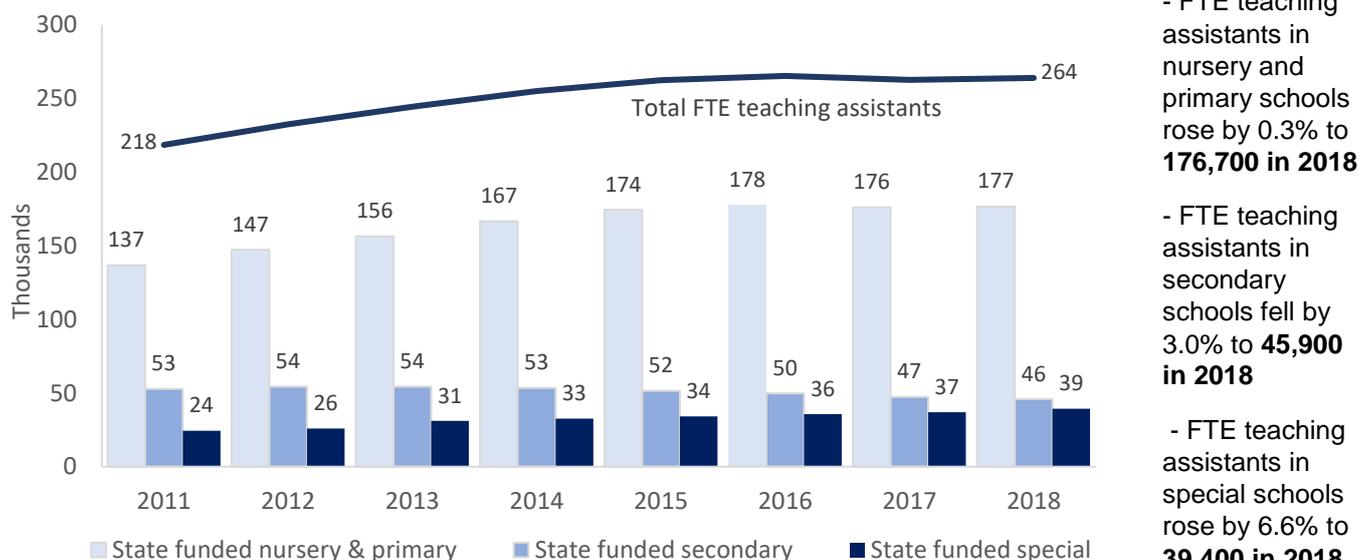
Figure A: FTE teachers in state funded schools in England 2010 – 2018



Source: School Workforce Census, November

There were 263,900 FTE teaching assistants in 2018, an increase of 0.5% on 2017

Figure B: FTE teaching assistants in schools in England 2011 – 2018



Source: School Workforce Census, November

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About this release

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

The release is based on data collected from schools and local authorities in November 2018 as part of the ninth annual School Workforce Census. Data on independent schools, non-maintained special schools, sixth form colleges and further education establishments are not in scope.

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

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

In this publication

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

Where a time series is published, information is given for all years since 2010, the year the School Workforce Census was introduced. Information for earlier years was taken from a combination of form 618g and the School Census and is available in earlier publications. These can be accessed [here](#).

The tables include statistics showing school staff numbers by grade/role and by school phase. It also provides detailed characteristics data on school staff e.g. their age, gender, ethnicity and whether they work full or part-time. The accompanying tables also include statistics on teachers' salaries, qualifications and sickness absence levels. In addition, for state funded secondary schools only, statistics are published on the curriculum subjects taught, and whether those teachers have specialist qualifications in the subjects taught.

Information is also included on the number of teaching vacancies (and by subject for secondary schools) and the number of teaching posts that are filled on a temporary basis. In addition, there are statistics on teacher retirements and out of service teachers.

The tables are presented in (Excel.xls). School level statistics (with LA and Region summaries) are available in the subnational tables (open format .csv and metadata .txt).

The quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data. A mapping document is also included to show which qualification subjects are classed as relevant to teaching individual subjects in secondary schools.

Feedback

If you have any feedback or comments on this publication please contact us at:
schoolworkforce.statistics@education.gov.uk

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

In November 2018, there were the full-time equivalent of 947,300 people working in state-funded schools in England. Teachers made up the largest proportion of the workforce at 48%, teaching assistants accounted for 28% of the workforce, with the remainder being made up of both classroom based and non-classroom based support staff (see figure 1 below). Of the 453,400 teachers, 95% have qualified teacher status, a similar figure to 2017.

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

	Teachers			Teaching Assistants		School Support staff		Total workforce (FTE)
	Number	%	% with QTS ¹	Number	%	Number	%	
2011	439,240	50.1	96.2	218,680	24.9	218,663	24.9	876,583
2012	445,216	49.3	96.4	232,482	25.7	225,210	24.9	902,908
2013	449,630	48.8	96.4	244,438	26.5	228,218	24.7	922,286
2014	455,407	48.3	95.8	254,998	27.0	232,914	24.7	943,319
2015	456,974	47.7	95.4	262,376	27.4	238,218	24.9	957,568
2016	457,349	47.8	95.2	265,287	27.7	235,135	24.6	957,771
2017	451,968	47.7	95.4	262,684	27.7	232,031	24.5	946,683
2018	453,411	47.9	95.3	263,913	27.9	229,949	24.3	947,274

Source: School Workforce Census 2011 – 2018

1. Qualified teacher status

2. There were 117 schools (0.5% of all expected returns) in the November 2018 census that did not supply usable data and estimates for these schools have been included in all workforce figures. Further information on the estimation for missing schools is contained within the accompanying quality and methodology information document.

2. Entrants, leavers and changes in working pattern (qualified Teachers) (Tables 7a, 7b and 7c)¹

There were 44,600 FTE qualified new entrants to teaching in state funded schools in 2018. This includes:

- 23,500 newly qualified teachers
- 4,600 teachers new to the state-funded sector
- 16,400 who are returning to teaching in state funded schools after a break.

In 2018 the overall entrants rate was 10.3%, the same as in 2017.

There were 42,100 FTE qualified teachers who left teaching in 2018. This includes:

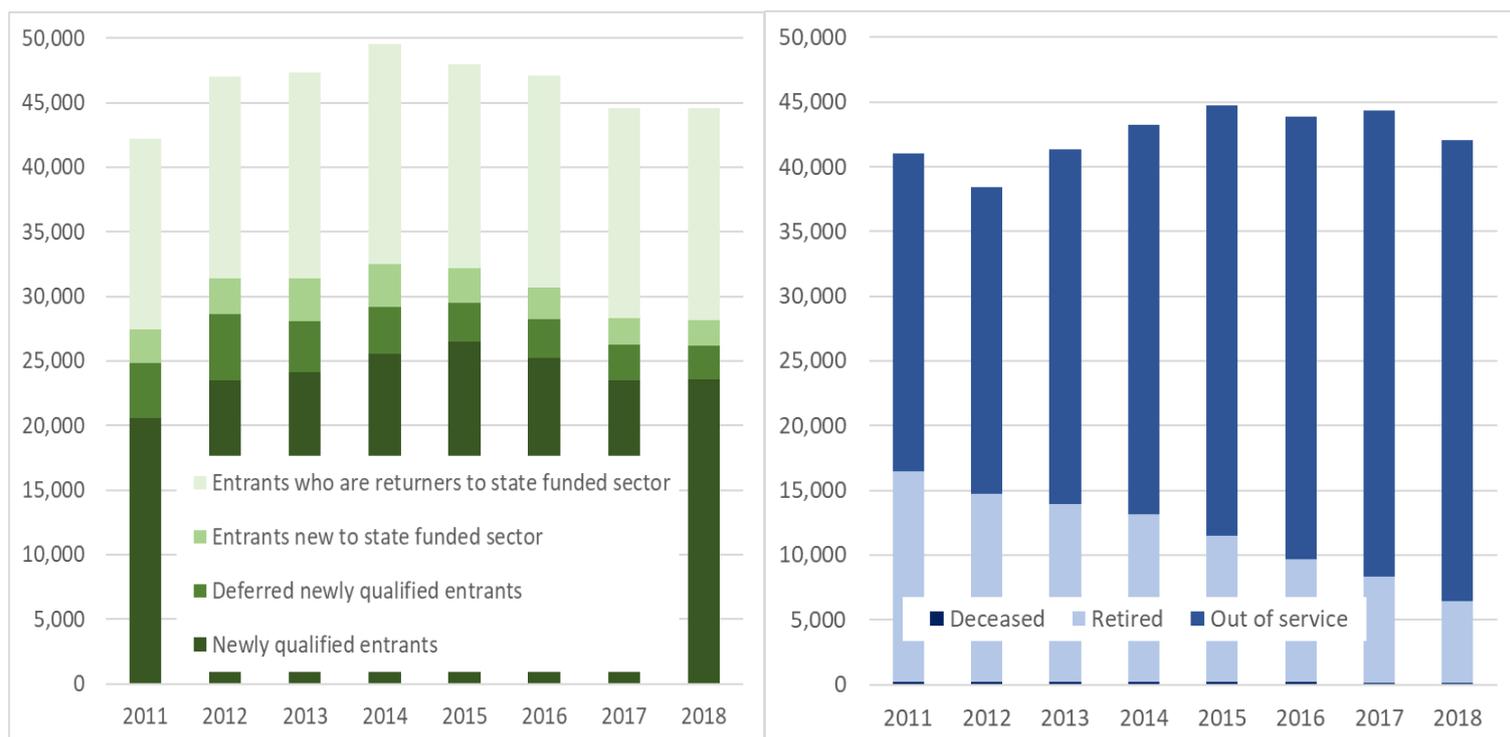
- 6,300 in service qualified teachers who retired
- 35,600 qualified teachers who are out of service. These are teachers who are taking a break from teaching (e.g. career break, secondment) and who may come back as returners in a later year and those leaving the profession
- 130 qualified teachers who died whilst in service

¹ Please note that the entrants and leavers figures in 2018 are not comparable to previous published information. In 2018 there have been changes to the methodology used to calculate entrants and leaver numbers. This new methodology has also been used to re-calculate figures for previous years; full details are included in the accompanying methodology document.

In 2018 the overall leavers rate was 9.8%, lower than 2017 when the rate was 10.2%.

The numbers of qualified entrants to, and leavers from, teaching are shown in Chart 1.

Chart 1: Qualified entrants to, and leavers from teaching in all state funded schools, 2011 to 2018



Retirements accounted for 15% of all qualified teachers who left the profession in 2018, lower than 2011 when the comparable figure was 40%. Since 2011, the age profile of teachers has changed. Table 4 shows that in 2018, there were 35,500 teachers aged 55 and over – 8% of all teachers. In 2011, there were 52,000 teachers aged 55 and over, 12% of all teachers. As the population of older teachers falls, the number of retirements will fall as the majority of retirements are age related. Table 7b shows that the proportion of leavers who are aged 55 and over has declined. In 2018, 18% of leavers were aged 55 or over compared to 33% in 2011.

Of new entrants, 53% are newly qualified teachers. This is similar to 2017. Returners to teaching accounted for 37% of all entrants.

The number of teachers who enter and leave the profession are not the only factors in changing FTE qualified teacher numbers between years. In 2018, 18,500 qualified teachers (4%) increased their working hours, by either moving from part time to full time working or remaining part time but increasing their weekly hours. A greater number, 25,300 (5%), decreased their working hours, either by moving from full to part time working or by remaining part time but decreasing their weekly hours. Such changes in working pattern have a net effect on FTE qualified teacher numbers; between 2017 and 2018, such changes in working pattern produced a decrease equivalent to approximately 3,000 FTE qualified teachers².

² Note that because of differences in methodologies for entrants and leavers and overall teacher number estimates, the year-on-year change in teacher numbers will not exactly equal the previous year's number plus entrants, minus leavers, and accounting for changes in working pattern. See the methodology document for more details.

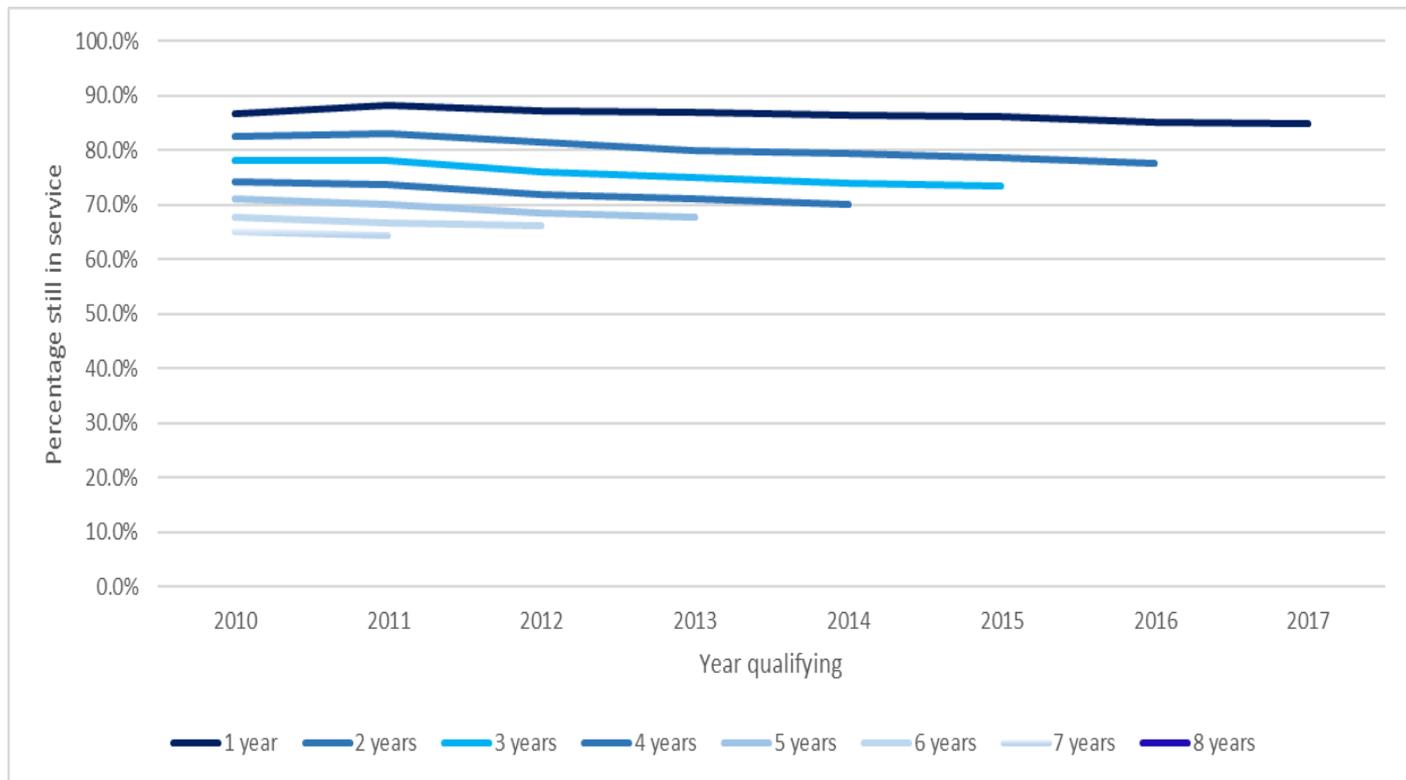
3. Teacher retention (Table 8)

Of the teachers who qualified in 2017, 84.7% are still in service one year after qualification. This retention rate is slightly lower than the previous year when the one-year retention rate was 85.1%.

Of the teachers who qualified in 2013, 67.7% are still in service after 5 years. This is lower than the five-year retention rate seen in the previous year, when the figures was 68.5%.

Chart 2 shows the retention rates of teachers who qualified in each of the last 10 years. In general, retention rates have declined slightly in each year.

Chart 2: Retention rates of qualified teachers in all state funded schools, 2010 to 2018



The information shown in the teacher retention grid only relates to newly qualified teachers who joined the profession in each year since 1996. The leaving rates included in Table 7b include teachers who have been in service prior to 1996, this will include teachers who are nearing retirement age, and those who are retiring.

4. Pupil teacher ratios (Tables 17a and 17b)

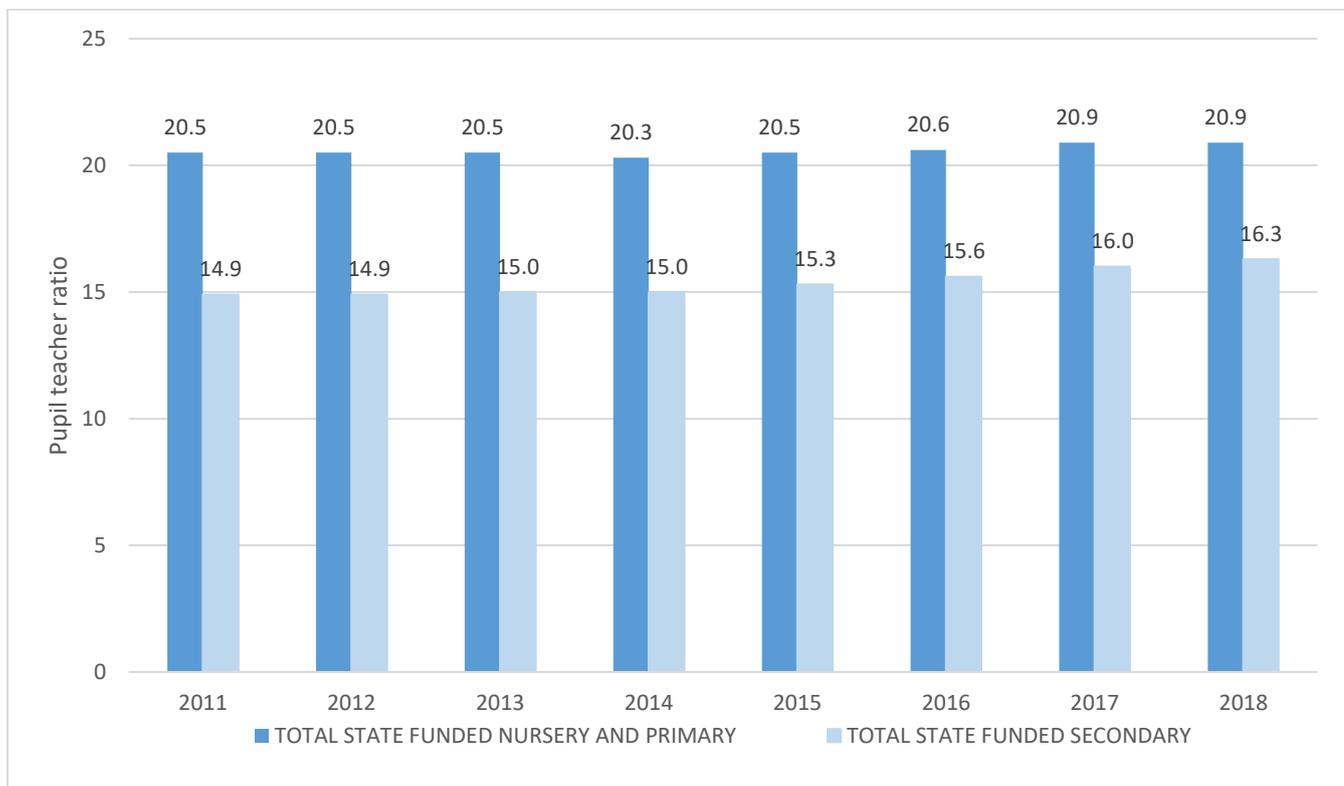
The pupil teacher ratio (PTR) is derived by combining FTE teacher numbers from the November School Workforce Census with the FTE pupil numbers from the following January School Census. These pupil numbers are published in the School, Pupils and their Characteristics statistical release, also published on 27 June 2019.

Pupil teacher ratios have either remained stable or increased slightly for all school types with the exception of primary academies where the PTR has fallen from 21.2 in 2017 to 21.0 in 2018. In LA maintained primary schools the PTR has remained at 20.8 in both 2017 and 2018.

In secondary schools the PTR was 16.3, an increase from 16.0 in 2017, continuing a trend of year-on-year increases in secondary PTRs since 2012 (when it was 14.9).

Information taken from the latest published pupil projections data available [here shows](#) the nursery and primary school population has been rising since 2009 and reached 4.64 million in 2018. However, the rate of increase is slowing, as the lower number of children born from 2013 onwards start to reach school age, and the population was projected to stabilise in 2019 at 4.66 million before starting to fall. The secondary school population rose to 2.85 million in 2018 and is projected to continue increasing until around 2025, reaching an estimated 3.28 million. Rising pupil numbers will affect PTRs, e.g. an increase in pupil numbers without a corresponding rise in the number of teachers will cause PTRs to rise.

Chart 3: Pupil Teacher Ratios 2011 to 2018



5. Teachers' pay (Tables 9a, 9b, 9c, and 9e)

The following statistics show the average (mean) salaries, in cash terms (unadjusted for inflation) received by teachers who were in post in schools that were open on census day in November 2018.

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

In 2018, the average (mean) FTE salary for all teachers in state funded schools was £39,500 per annum – an increase of £810 compared with 2017 (approx. 2% increase). The average FTE salary for all full and part-time classroom teachers in all state funded schools was £36,200. Salaries are higher for leadership teachers, the mean salary in 2018 being £53,700. The average salary for a headteacher was £70,100 in 2018.

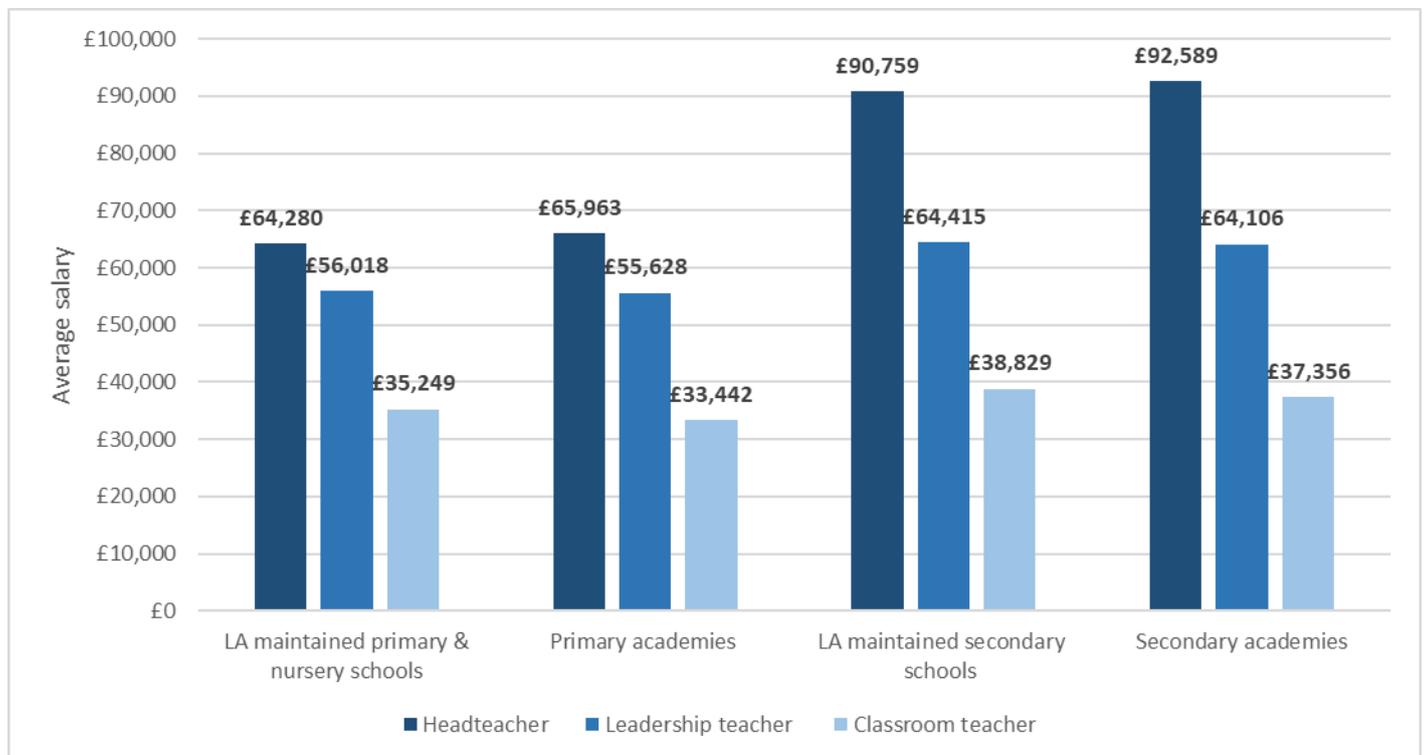
Average salaries are higher for male teachers across all grades. For male classroom teachers the average salary was £36,900 compared to £36,000 for female. At leadership grades, the average male salary was £62,700 compared to £57,200 for female, and for headteachers the average salary for males was £75,500 compared to £67,400 for females.

Average salaries are also higher in secondary schools compared to other phases of education. The average salary of a secondary classroom teacher is £37,700 compared to £34,700 for a primary classroom teachers and £37,000 for a classroom teacher in a special school.

Average salaries for classroom and leadership teachers are higher on average in LA maintained schools. The average salary for a classroom teacher in a LA maintained secondary school is £38,800 compared to £37,400 in secondary academies. The average salary for headteachers is however, higher in academies than in LA maintained schools.

The average salary by post and school type, for primary and secondary schools, is shown in Chart 4 below.

Chart 4: Average salary by post and school type, 2018



6. Teachers' qualifications (Table 10)

Out of the 97.2% of teachers for whom we hold qualification data, the majority of teachers, 98.7% hold qualifications at degree level or higher – this includes those with a first degree or higher, a Bachelor of Education degree or a Postgraduate Certificate of Education.

There were 1,700 teachers holding a non-UK teaching qualification, 0.3% of the total.

7. Subjects taught, and specialist teachers (Tables 11, 12 and 13)

The timetabling information collected on the curriculum delivered is provided by a large sample of secondary schools (representing 76.9% of all secondary school teachers). This is then weighted to produce national level figures. Further information on this is in the accompanying methodology document. Where teachers have both timetabling information and qualifications data these can be combined to show whether teachers have relevant post A level qualifications in the subjects they are teaching.

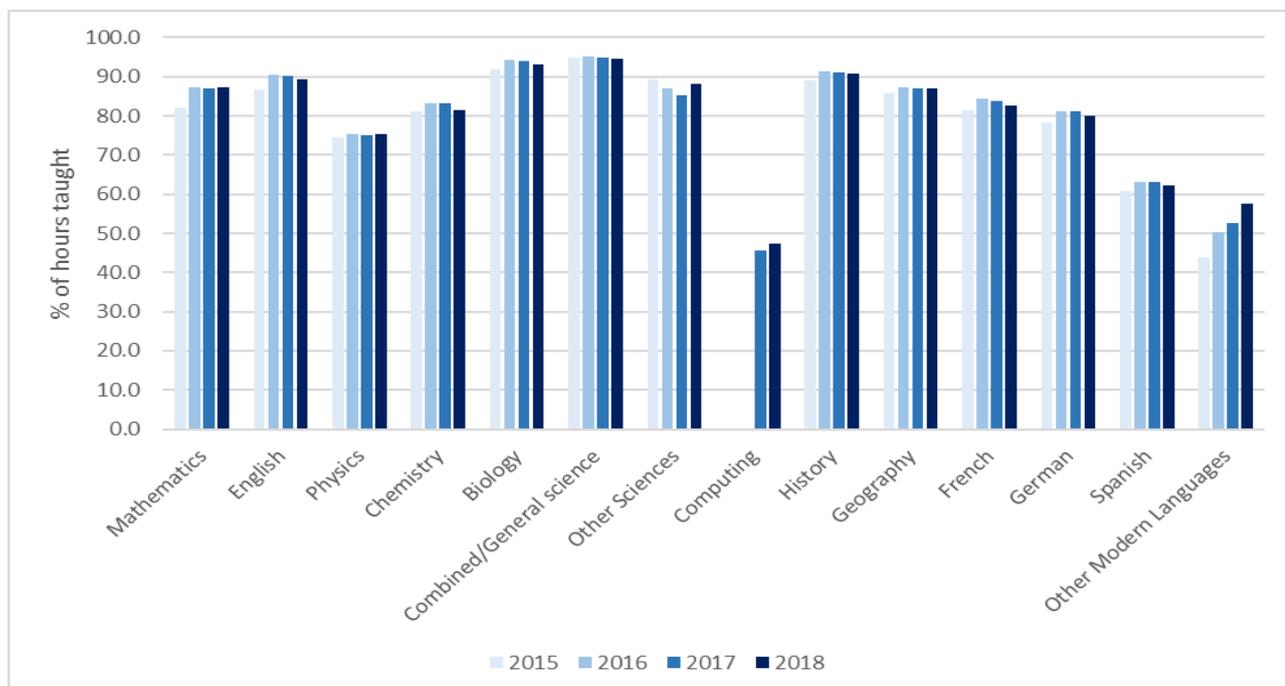
7.1 EBacc subjects

In 2018, 64.4% of teaching hours at Key Stage 3 were spent teaching the English Baccalaureate (EBacc) subjects of mathematics and English, all sciences (including computer science), history, geography and all modern languages. At Key Stage 4 this rose to 67.4%.

In total, 68.6% of all secondary teachers taught at least one EBacc subject, with 87.1% of all hours taught in EBacc subjects being taught by a teacher with a relevant post A level qualification.

For the individual EBacc subjects, the majority of hours taught are taught by a teacher who holds a relevant post A level qualification in the subject they are teaching. The exception to this is computing, where in 2018 47.3% of hours were taught by a teacher with a relevant post A level qualification, an increase from 45.6% in 2017. Chart 5 shows the percentage of hours taught by a teacher who holds a relevant post A level qualification for EBacc subjects in all years since 2015. Information for computing is only available for years 2017 and 2018.

Chart 5: Percentage of hours taught in EBacc subjects (Y7-13) by a teacher holding a relevant post A level qualification, 2015 to 2018



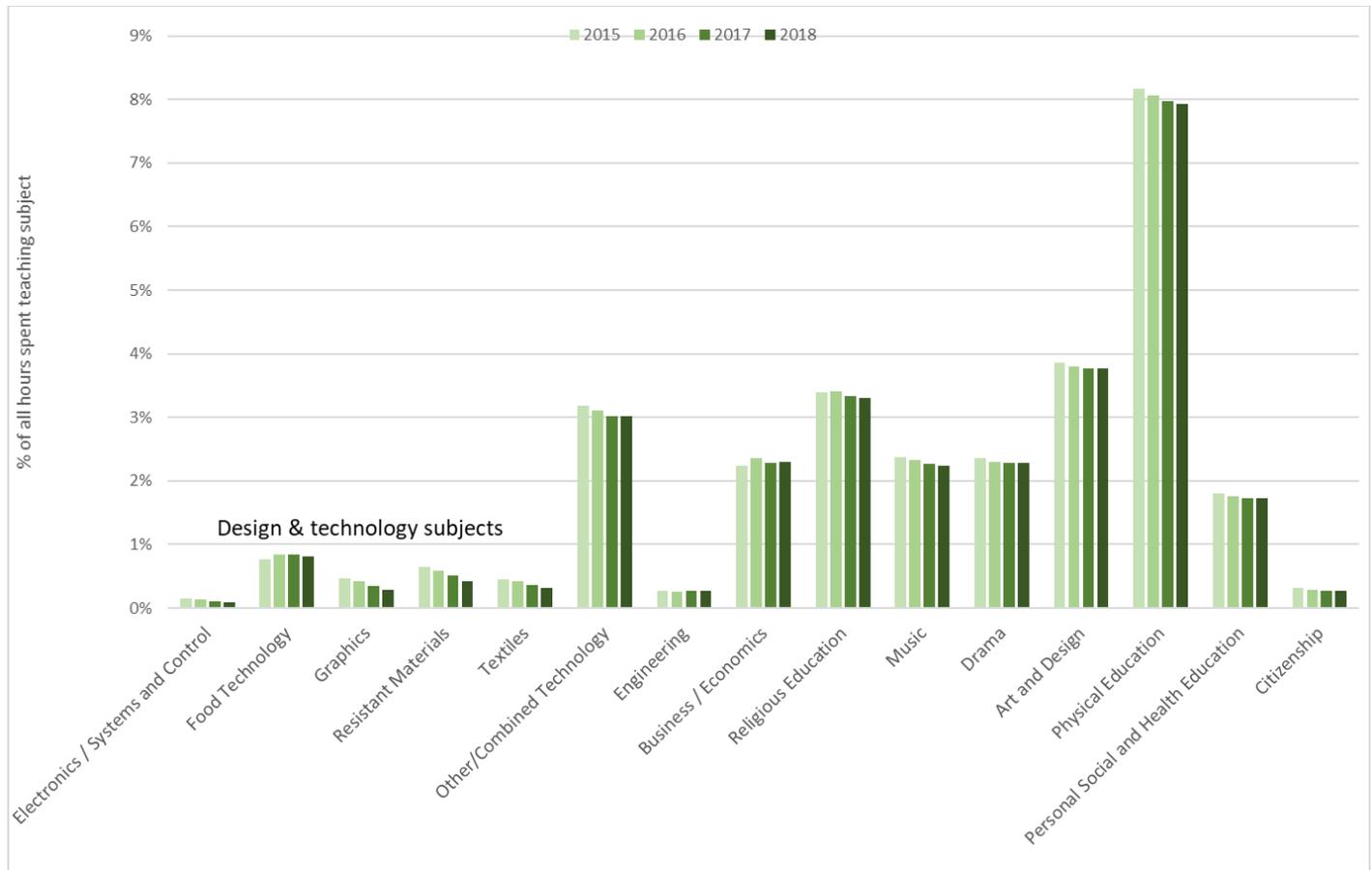
* For other modern languages the methodology allows a teacher to be qualified in **any** modern language

7.2 Other subjects

In 2018, 35.6% of teaching hours at Key Stage 3 were spent teaching non EBacc subjects, including arts subjects, design and technology, religious education and physical education. At Key Stage 4 this decreased to 32.6%. These figures are slightly lower than in 2017.

Chart 6 shows the percentage of all hours taught which were spent teaching non-EBacc subjects in the years 2015 to 2018. In most subjects, the percentage of all hours spent teaching the subject was similar to 2017.

Chart 6: Percentage of all hours taught spent teaching non-EBacc subjects (Y7-13), 2015 to 2018



* For design and technology subjects the methodology allows a teacher to be qualified in **any** D&T subject

8. Other breakdowns

More school workforce statistics are available in the accompanying tables. These include information on:

- vacancies and temporarily filled posts
- sickness absence
- characteristics of teachers (including gender and ethnicity)
- retirements
- out of service teachers and those who have never been in service

This publication document is a high level summary and does not cover every possible theme, so please also see the accompanying tables of data listed out below. The accompanying methodology document is also available and gives information on the methodology used to produce these statistics.

9. Accompanying tables

The following tables are all available in Excel format.

Table 1	Full-time equivalent teachers and support staff in state funded schools: November 2010 to 2018.
Table 2a	Head count of full-time, part-time and full-time equivalent number of teachers in state funded schools by sector and grade or post, 2010 to 2018.
Table 2b	Full-time equivalent number of teaching assistants and other support staff in state funded schools by sector and grade or post, November 2010 to 2018.
Table 3a	Head count and full-time equivalent numbers of regular qualified and unqualified teachers occasional teachers in state funded schools by qualification status, gender and sector, November 2018.
Table 3b	Head count and full-time equivalent numbers of teaching assistants and support staff in state funded schools by gender and sector, November 2018.
Table 4	Full-time equivalent number of regular teachers in state funded schools by sector, grade, gender and age, November 2018.
Table 5	Percentages of the head count of regular teachers in state funded schools by sector, grade, gender and ethnic origin, November 2018.
Table 6	Percentages of the head count of teaching assistants and support staff in state funded schools by sector, grade, gender and ethnic origin, November 2018.
Table 7a	Full time equivalent number of qualified teacher entrants in state funded schools by sector, gender, age, ethnicity, post appointed to, qualification, average salary and full and part-time status, November 2011 to 2018.
Table 7b	Full time equivalent number of qualified teacher leavers in state funded schools by sector, gender, age, ethnicity, post, average salary, subject taught and full and part-time status, November 2011 to 2018.
Table 7c	Qualified teachers in state funded schools who change working pattern by sector, November 2011 to 2018 .
Table 8	Full and part-time teachers by year of gaining qualified teacher status, who were in service the following year and the percentage recorded in service in state funded schools in England in each year after.
Table 9a	Full and part-time regular school teachers in state funded schools by salary, sector, gender and age, November 2018.
Table 9b	Full and part-time regular classroom teachers in state funded schools by salary bands, average salary, sector, gender and age, November 2018.
Table 9c	Full and part-time regular leadership teachers in state funded schools by salary bands, average salary, sector, gender and age, November 2018.
Table 9d	Full and part-time regular headteachers in state funded schools by salary bands, average salary, sector, gender and age, November 2018.
Table 9e	Full and part-time regular teachers in state funded schools average salary (mean) by sector, grade and gender, November 2010 to 2018.
Table 10	Head count of regular teachers in all state funded schools by phase, grade and highest level of post A level qualification, November 2018.

Table 11	Head count of qualified teachers and number of hours taught by subject to year groups 7-13 in all state funded secondary schools, November 2018.
Table 12	Highest post A level qualifications held by publicly funded qualified secondary school teachers (head count) in the subjects they taught to year groups 7-13, November 2018.
Table 13	Hours taught in a typical week to pupils in years 7 to 13 by highest post A level qualifications of the qualified teacher teaching the lesson, November 2018.
Table 14	Hours taught in a typical week to pupils in years 7 to 13 by highest post A level qualifications of the qualified teacher teaching the lesson, November 2018.
Table 15	Full-time classroom teacher vacancies and temporary filled number of posts and rates in state funded secondary schools by subject, November 2010 to 2018.
Table 16	Full and part-time teacher sickness absence in state funded schools, calendar years 2009/2010 to 2016/2018.
Table 17a	Pupil:teacher ratios and pupil:adult ratios in state funded schools, November 2010 to 2018.
Table 17b	Pupil:teacher ratios and pupil:adult ratios in academies, November 2012 to 2018.
Table 18	Teacher retirements from state funded schools: Type of award by gender and year, 2010-11 to 2017-18.
Table 19	Teacher Retirements: Type of award by last known sector of service, grade and gender, 2017-18.
Table 20	Number of retirements from state funded schools: Type of award by gender and age on retirement, 2017-18.
Table 21	Retirements from state funded schools: Type of award by gender, year of retirement, new and current awards and average benefits awarded, 2010-11 to 2017-18.
Table 22	Qualified teachers out of service aged under 60 who were previously in service, by last known sector, calendar year of last service, gender and age, March 2017.
Table 23	Teachers with qualified teacher status who have never been in service aged under 60, by calendar year qualified, gender and age, March 2017.

10. 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.

Want previously published figures?

The publications relating to the 2010 to 2017 collections can be found on gov.uk. These publications include figures for years prior to 2010.

Want these figures, related to Performance Tables?

School-level school workforce indicators are included as part of each year's School Performance Tables. The indicators include FTE and head count 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 2018 will be included in the next set of tables to be published at the end of 2019. For the latest School Performance Tables visit gov.uk.

Interested in other analysis?

The department publishes a range of analysis papers on school workforce. For the latest Teacher Workforce Statistics and Analysis visit gov.uk.

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.gov.scot/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>

Teacher training statistics.

Statistics on initial teacher training and the annual survey of newly qualified teachers can be found on gov.uk.

11. National Statistics

The United Kingdom Statistics Authority designated these statistics as National Statistics in June 2013 (see [letter designating](#) and [full report](#)) in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Statistics.

Designation can be broadly interpreted to mean that the statistics:

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

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed. Information on improvements made to these statistics to continue their compliance with the Code of Practice are provided in the accompanying methodology document.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Statistics.

12. Technical information

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

More technical information is available on gov.uk.

13. Get in touch

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Department
for Education



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