



Department  
for Education

# **School workforce census 2018**

**Business and technical specification,  
version 1.0**

**April 2018**

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# 1. Introduction

This business and technical specification describes the data items that will be collected in the school workforce census (SWF), in autumn 2018.

There are three levels of collection in the annual collection:

- school workforce level (the collection of data on individual staff members) – see sections 3 and 4 of this specification
- school level (the collection of aggregate data on vacancies, occasional staff and third party support staff) – see section 5, and
- local authority level (the collection of headcount data for certain categories of staff) see section 5

The reference date for the school workforce census will be the second Thursday in November (8 November 2018).

## 1.1. This document and its relationship to other technical documentation

This school workforce census 2018 business and technical specification details the technical requirements for the data items which need to be extracted from school management information systems (MIS) and local authority HR and payroll systems. This document needs to be read alongside the common basic data set ([CBDS](#)) for full details of the data items included in each module and related code sets. Data items can be accessed by searching for the CBDS number shown in this document or by filtering the CBDS table using the column headed “School Workforce 2018”. Any item used in this specification will be marked with a “1” in this column.

This document contains a narrative, sample XML messages and validation rules for this data, as well as annexes containing

- description of types of staff for whom data is collected
- a glossary
- a description of the COLLECT rules for matching and reconciliation
- guidance on local authority data submissions.

Further documentation will be provided separately consisting of

- guidance notes
- additional documentation relating to the XML based facilities which are to be made available (see section 8 for a description of these)
- school workforce summary specification for school MISs.

## 1.2. Business rationale

The school workforce census is the department's primary source of data on school staff, and informs departmental policy on pay and the monitoring of the effectiveness and diversity of the school workforce.

Data is collected on the "collect once, use many times" principle.

## 1.3. Changes from the 2017 collection

There have been several changes to the specification since 2017. These are:

- The splitting of Qualified Teacher Status into three categories, QTS, QTLS and EYTS (See Note 4, section 5.2)
- The addition of a 'Reason for Leaving' code to indicate the reason for a teacher or teaching assistant ending their period of employment (see notes 8 and 9, section 5.3) and a readjustment of the code set for Destination to avoid overlap between the codes
- The role code set has been updated slightly to reflect changes in actual school roles, see [CBDS](#)
- A column has been added to the xml example message showing the cardinality of items within the xsd structure.
- The collection's reference date will be the 8 November, the second Thursday in November. This is a change from the usual practice of using the first Thursday and is being done to avoid clashes with school midterm breaks.
- The CBDS levels in the message header (see section 7.3) of the xml structure are being removed. Reference date and Estab are being removed from the school message structure.
- The structure of the Qualification subject is being altered. Instead of there being two separate data items for the first and second subject of a qualification there will now be one data item with validation to limit the number of subjects.

## **2. Guidance section: scope, timing and the minimum data set**

### **2.1. Scope**

The DfE expects that the majority of the data required at individual level will be generated from computer systems within schools and local authorities, rather than entered on purpose-built data entry screens.

The scope is described in detail below.

To find out what data they need to return a school or local authority will need to consider:

- which types of schools are in or out of scope
- who has the responsibility to ensure that data are returned
- how many records should be returned for each member of the workforce
- for which types of staff data are required

These factors are described in the following sections.

#### **2.1.1. Schools in and out of scope**

The 2018 school workforce census covers publicly funded English schools and includes community, foundation, voluntary aided and voluntary controlled schools as well as academies, including AP academies (alternative provision academies) and free schools.

##### **In scope**

The following types of establishment must return the school workforce census:

- primary schools
- secondary schools
- maintained nursery schools
- maintained special schools
- pupil referral units
- Academies (including free schools, studio schools, UTCs and AP academies).
- City Technology Colleges

##### **Out of scope**

Returns are not expected from the following types of establishment:

- early years settings
- privately funded independent schools
- non-maintained special schools

- sixth form colleges
- other alternative provision providers
- FE establishments
- service children's education schools
- miscellaneous establishments

### **2.1.2. Who supplies the data**

Local authority maintained schools will not necessarily hold all workforce data, as local authorities often hold data on behalf of the schools, and it will be for schools and local authorities to agree at local level which data they should respectively supply. In some authorities, existing arrangements may mean that all data can be provided from a central system.

Local authorities are responsible as the collection point for data from maintained schools within the authority, prior to the data being sent to the DfE. Local authorities are expected to scrutinise the data for validity, completeness and credibility. Software suppliers should also be making a school summary report available for schools.

Academies will normally submit their file directly to COLLECT. However, academies are free to enter into data sharing arrangements with their local authority. If an academy wishes to do this, they should inform the data collections helpdesk, via the [Helpdesk service request form](#), and the necessary arrangements will be made.

If an academy, federation of academies or Multi Academy Trust, wishes to provide their data from more than one source, for example, a school MIS and an HR system, they should contact the data collections helpdesk to discuss how this might be facilitated.

### **2.1.3. How many records should be returned for each member of the workforce**

Details relating to an individual member of the school workforce may be held on more than one system. This may happen in several different situations.

- Where the person works in more than one school at different time throughout the week. Examples include; a) a teaching assistant who works two days in one school and three in another, and b) a supply teacher who is working one day a week at one school and two at another. In both cases each school will be responsible for a record that reflects the time spent by the staff member in that school.
- Where a person ceases working at one school and begins working at another school during the same collection period. In this case each school will be responsible for a record that reflects the time spent in that school.



- Where information on an individual member of staff is held on different systems for example, qualifications on a school MIS, and contract information on a local authority HR or payroll system.
- Any one school should only return a single set of modules for a member of the school workforce per collection. However the same person can have more than one role in the school, or can have more than one simultaneous contract with the same school, and to allow for this multiple contracts or service agreements or roles (as well as both old and current contracts) can be returned within the contract or service agreement module.

So that the DfE can correctly interpret multiple records (that is, from more than one school or local authority) a separate data item, “LA or School level”, is included in the census definition. This item will be generated by software systems on extraction of the data, and rules for population are given in section 5.3 (Note 10).

## **2.1.4. Types of staff for which data are required**

### **School staff**

School workforce (individual) level data is required for teachers and support staff that work for schools if they are in regular service (see Regular Service section below and also Annex A).

Each member of the school workforce for whom school workforce level data is required should be engaged to work within a school under arrangements that must be recordable as either a contract or a service agreement. For information on contracts and service agreements see section 5.3.

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

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

- teachers employed by the school, both with and without QTS
- support staff employed by the school
- teachers working at the school who have been supplied by an agency or a local authority if the local authority is acting like a supply agency
- staff on paid or unpaid absence, whether long or short term
- teachers on the School Direct programme, the Overseas Trained Teacher Programme (OTTP) and the Teach First programme

School workforce level data does not need to be returned for the following:

- temporary staff with service of less than 28 days
- casual staff without contracts, employed on an ad hoc basis
- trainee teachers on teaching practice
- trainee teachers on a School-Centred Initial Teacher Training (SCITT) programme
- staff working in extended school service provision, for example, breakfast and after school clubs, Sure Start and children's centres. Note that staff engaged in the normal running of the school, such as cleaners, should be included regardless of when they work, for example, before, after or during the normal school day
- staff employed by the local authority that provides support to schools for example, peripatetic music teachers, advisory teachers, educational psychologists, educational welfare officers (information on these will be submitted by the local authority)
- teachers only engaged in one to one tuition
- governors and voluntary staff
- staff for whom there is no role identifier code that equates to the function they carry out, for example, clerk to governors, school crossing patrol staff

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

If schools are unsure about which staff they should include in the school workforce census they should, in the case of maintained schools, check first with their local authority. The school or the local authority, if they are still unsure, should then check with the data collections helpdesk using the Helpdesk [service request form](#). Academies should contact the data collections helpdesk directly.

### **Local authority staff**

Individual level data is required from local authorities for all centrally employed teachers and advisory teachers, and for those centrally employed support staff that spend the majority of their time in schools. The majority of their time means they spend more than half the time they work (that is, more than 50%) in schools. Only those in regular service should be included.

Each member of staff employed by the local authority for whom school workforce level data is required should be engaged to work for the local authority under a contract. Service agreement records are not required for centrally employed staff. For information on contracts and service agreements see section 5.3.

Specifically, the following staff employed directly by the local authority should be included:

- teachers. This includes
  - peripatetic teachers - teachers who normally cover a number of schools each week on a regular timetable, usually because they possess some specialist knowledge or skill.
  - teachers working in non-school education, for example teachers providing education by reason of SEN under section 319 of the Education Act 1996, staff employed as teachers in institutions other than schools and PRUs, for example, teachers in hospitals or centres run by social services, or those providing home tuition.
  - if the local authority acts like a supply agency providing teachers to schools on a fixed term or temporary basis, then the local authority should submit contract records for those teachers that have been in regular service during the previous academic year.
- advisory teachers - often qualified teachers that carry out a range of duties including training staff, helping develop and implement school policy and classroom support. For the purposes of the school workforce census, advisory teachers should be treated as support staff rather than teachers in terms of the data items that need to be provided. This is regardless of whether or not they are on Teacher's Pay and Conditions.
- support staff, including teaching assistants, who spend the majority of their time in schools and whose role is one of those listed in the role code set, for example, cleaners, catering staff, and ICT technicians. Staff working in extended school service provision should be excluded from the school workforce census but staff engaged in the normal running of the school, such as cleaners, should be included regardless of when they work, for example, before, after or during the normal school day.

Individual level data is not required for:

- educational psychologists – as educational psychologists do not spend the majority of their time in schools and do not provide or support the provision of education directly the department does not collect individual level data on them. Headcount information will be collected instead.
- teachers only engaged in one to one tuition. This complements classroom teaching by addressing barriers to learning that are personal and particular to each child, and it can take place at the child's school or in a town centre location such as a library.
- staff paid according to teachers' pay and conditions but not falling in any of the categories above. The fact that someone is paid according to Teacher's Pay and Conditions does not automatically mean they should be included in the school

workforce census. An example might be a former teacher now working as a senior manager with the local authority.

- If local authorities are unsure about which staff they should include in the school workforce census they should check with the data collections helpdesk using the Helpdesk [service request form](#)

## Regular Service

Teachers and support staff are included in the census if they are in regular service on census reference day, or were in regular service at any point during the period 1 September 2017 to 31 August 2018. This is defined as continuous service of twenty eight days or more, already undertaken or planned, either under a specific contract or under a service agreement (contract and service agreement are defined in more detail in section 5.3).

Validation rules check the length of service by subtracting the contract start date from the end date (or census reference date) and incrementing the result by one [for example, a contract that starts on 1 October and ends on 28 October has lasted 28 days: end date minus start date incremented by one yields  $(28/11 - 1/11) + 1$  equivalent to  $27+1=28$ ].

Where the continuous service has not yet reached twenty eight days, planned service should only be counted where 1) it is indicated by contract end dates that the service will be of twenty eight days or more, or 2) the contract type is 'permanent' in which case it can be assumed that the contract will last 28 days.

## Support Staff

The census covers teachers and support staff employed both full- and part-time<sup>1</sup> in the maintained sector in England.

“Support staff”<sup>2</sup> are comprised of:

- a) “Teaching assistants”: Those support staff based in the classroom for learning and pupil support staff, for example, HLTAs, teaching assistants, special needs support staff, nursery officer/assistant, minority ethnic pupils support staff and bilingual assistants;
- b) “Other support staff”: Those support staff that are not classroom based for example, matrons/nurses/medical staff, librarians, IT technicians, technicians, administrative officers/secretaries, bursars and other administration/clerical staff, premises and catering staff; and,

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<sup>1</sup> Part-time staff who are normally present at the school, but work on days of the week other than the Census Reference Date should be included.

<sup>2</sup> The full code set provided in CBDS identifies all support staff posts for which data is expected.

c) “Advisory teachers”: These are often qualified teachers that carry out a range of duties including training staff, helping develop and implement school policy and classroom support.

School workforce level data is not required for support staff, including teaching assistants, who work in schools but whose contract is with another organisation. School level data is required for these support staff if they are in the school on census day.

Further details on the staff members for whom data is to be collected can be found in annex A. These are split into school and local authority staff for ease of reference.

## **2.2. The minimum data set for matching purposes**

Unless the local authority holds all the data for a school, a school MIS must provide at least the following set of data items for each teacher or member of support staff for whom individual level data is required. This data is the minimum that can be used for matching purposes and still give a high level of reliability.

The minimum data set for matching purposes consists of:

Teacher number, required, where available, for all members of workforce who have QT status, and to be supplied for others where available

- Family name
- Given names - where applicable
- Former family names - where applicable
- Date of birth
- NI number, except where not available.

## **2.3. When the census is to be collected**

SWF census data will be collected annually. The reference date for the school workforce census will be the second Thursday in November (8th November 2018).

## **2.4. Snapshot and continuous data**

Much of the data to be collected represents some characteristic or status at a point in time. There are also continuous data items, that is those which capture data for a year; examples of these are absence records and some parts of contract data. These may legitimately include data for staff who have left school prior to the census reference date.

Two modules of the school workforce census show data over a span of time:

- contract details, which will include data on staff members who left, or whose contract ended, during the previous academic year; and
- absence details, which will include absences occurring wholly or partly in the academic year prior to the census reference date. (School workforce census absence is recorded differently from pupil absence, see details below)

Successive collections will thus build up a continuous picture of certain aspects of the school workforce. Figure 1 illustrates the relationship between snapshot and continuous data. For more details see section 3.3.

<b>Data</b>	<b>Nature of Data</b>	<b>Dates Covered</b>
Staff details	Snapshot	Date of data extraction (or leaving date for staff who have left).
Contract or service agreement	Snapshot	Contracts and service agreements in scope that are open on census reference date (if contract has lasted 28 days or is permanent or has a contract end date 27 days or more after the contract start date) (that is, for 2018 census all contracts or service agreements still open and in scope on 8 November 2018).
	Continuous	Contracts and service agreements in scope that ended in the period 1 September of the previous year to census reference day (that is, for 2018 census all in scope contracts or service agreements ending in the period 1/9/2017 to 8 November 2018).
Absence	Continuous	Absences that started or finished in the period 1 September to 31 August of the previous academic year, including for staff who left during this period.
Curriculum	Snapshot	Census reference date
Qualifications	Snapshot	Date of data extraction
Headcounts and vacancies	Snapshot	Census reference date

**Census returns over time**

### 3. Data items for different categories of person

#### 3.1. Determining categories of person

The table in section 3.2 shows which data items are expected for each category of person. These categories are based on the contract information supplied, and contract/service agreement type, post, start date and role identifiers are required. Where these items are present, the school or local authority software will need to determine the category for each contract and use this to derive the person category. These categories can then be utilised both to decide which items to extract for each person and are also used in the validation rules.

Usually a person will have only one contract or multiple contracts of the same category, and in this case the contract category and the person category will be the same. Some people will have multiple contracts of differing categories for example, a person may have a teaching contract and also a support staff contract (for example, where they also work as a bursar). In such cases the person category needs to be derived based on the ‘highest ranking’ contract according to the business rules following the table below, which need to be evaluated in sequence.

Some schools will only supply a minimum set of information (see section 2.2 for details of the minimum set) and the local authority will provide the remaining contract information. Hence it will not always be possible to derive the categories within the school software, and the validation section has been written to allow for both where minimum and detailed contract information is supplied by the school.

The definition of the categories of person is summarised in the table below.

		Contracted Teacher	Agency/SA Teacher	Contracted Teaching Assistant	Other contracted Support Staff	
Contract Type (400090)	Contracts	PRM, FXT, TMP	n/a	PRM, FXT, TMP	PRM, FXT, TMP	
	Service Agr'mts	n/a	SLA, SAG, SOT	n/a	n/a	
Length of contract		=> 28 days		=> 28 days	=> 28 days	
Post (400361)		Any value other than SUP/TAS/AVT		TAS	SUP	AVT

**NB** Roles of “TASS” or “HLTA” should be associated with a post of “TAS”.

Please also note that no workforce level data is required for agency support staff.

Centrally employed non-teaching staff such as education welfare officers, cleaners, ICT support and catering staff should be regarded as other support staff. Teaching assistants should be assigned the post of TAS along with any suitable role such as behaviour manager/specialist, bilingual support assistant, cover supervisor, language support, learning support assistant (for SEN pupils), teaching assistant or higher level teaching assistant. Teaching assistants who have already been assigned the post of SUP will be accepted but all new entries should be given the post of TAS.

## Business rules

The table can be formally expressed using the following business rules, which need to be evaluated in sequence:

- a) A 'Contracted Teacher' will be a staff member, any of whose contracts have:
  - i) Contract/Service Agreement Type = 'PRM' and Post not = ('SUP' or 'TAS' or 'AVT') or [Contract/Service Agreement Type = 'FXT'] and [(End Date – Start Date greater than or equal to twenty seven days)] and Post not = ('SUP' or 'TAS' or 'AVT') or
  - ii) Contract/Service Agreement Type = 'TMP' and End Date provided and [End Date – Start date greater than or equal to twenty seven days] and Post not = ('SUP' or 'TAS' or 'AVT') or
  - iii) Contract/Service Agreement Type = 'TMP' and End Date not provided and [Reference Date – Start date greater than or equal to twenty seven days] and Post not = ('SUP' or 'TAS' or 'AVT') otherwise:
- b) An 'Agency/Service Agreement' (SA) Teacher in Regular Service' will be a staff member, any of whose contracts have:
  - i) Contract/Service Agreement Type provided and [not = 'PRM' and not = 'FXT' and not = 'TMP'] and End Date provided and [End Date – Start Date greater than or equal to twenty seven days] and Post not = ('SUP' or 'TAS' or 'AVT') or
  - ii) Contract/Service Agreement Type provided and [not = 'PRM' and not = 'FXT' and not = 'TMP'] and End Date not provided and [Reference Date – Start date greater than or equal to twenty seven days] and Post not = ('SUP' or 'TAS' or 'AVT') otherwise:
- c) A 'Contracted Teaching Assistant' will be a staff member, any of whose contracts have:
  - i) Post = 'TAS' and Contract/Service Agreement Type = 'PRM' or



- ii) Post = 'TAS' and [Contract/Service Agreement Type = 'FXT' or 'TMP'] and End Date provided and [End Date – Start Date greater than or equal to twenty seven days] or
  - iii) Post = `TAS' and [Contract/Service Agreement Type = 'FXT' or 'TMP'] and End Date not provided and [Reference Date – Start Date greater than or equal to twenty seven days] otherwise:
- d) An 'Other Support Staff' will be a staff member, any of whose contracts have:
- i) Post = 'SUP' and Contract/Service Agreement Type = 'PRM' or
  - ii) Post = 'SUP' and [Contract/Service Agreement Type = 'FXT' or 'TMP'] and End Date provided and [End Date – Start Date greater than or equal to twenty seven days] or
  - iii) Post = 'SUP' and [Contract/Service Agreement Type = 'FXT' or 'TMP'] and End Date not provided and [Reference Date – Start Date greater than or equal to twenty seven days] or
  - iv) Post = 'AVT' and Contract/Service Agreement Type = 'PRM' or
  - v) Post = `AVT' and [Contract/Service Agreement Type = 'FXT' or 'TMP'] and End Date provided and [End Date – Start Date greater than or equal to twenty seven days] or
  - vi) Post = `AVT' and [Contract/Service Agreement Type = 'FXT' or 'TMP'] and End Date not provided and [Reference Date – Start Date greater than or equal to twenty seven days].

These rules assume that all Fixed Term contracts have end dates included.

### 3.2. Data items expected for each category

The following table shows which data items are expected for each category of person in regular service. This table identifies which data items are mandatory, optional or not expected. An item may be mandatory but not included in the minimum data set for matching purposes. Some items, such as contract end date, are marked as mandatory but may not be applicable in certain circumstances. The circumstances in which it is mandatory may be determined from the validation rules. For further details please see the associated CBDS tables.

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
<b>1. Staff Details</b>					
Teacher Number	√	√	√	√	Mandatory for non-teachers, if applicable
Family Name	√	√	√	√	
Given Name	√	√	√	√	
Former Family Names	√	#	√	#	
NI Number	√	√	√	√	
Gender	√	√	√	√	
Date of birth	√	√	√	√	
Ethnic Code	√	√	√	√	
Disability	√	√	√	√	
QTS	√	√	√	#	
QTLS	√	√	√	#	
EYTS	√	√	√	#	
HLTA Status	√	#	√	√	
QTS Route	√	√	#	#	Mandatory for all staff who, in the last year, have taken up their first position since qualifying as a teacher. May also be returned for other staff as well.
<b>2. Contract/Service Agreement</b>					
Contract/Service Agreement Type	√	√	√	√	
Start Date	√	√	√	√	
End Date	√	√	√	√	

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Post	√	√	√	√	
Date of Arrival in School	√	√	√	#	Not applicable for centrally employed staff. Only mandatory for teachers and teaching assistants who joined the school from 1/9/2009.
Pay Review Date	√	√	X	X	Applicable only to teachers
Pay Range	√	√	√	√	This data item is not mandatory but the department desires it if available.
Pay Framework	√	√	X	X	Applicable only for Leadership teachers
Pay Range Minimum And Pay Range Maximum	√	√	X	X	Applicable only for Leadership teachers
Base Pay	√	√	√	√	Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	√	X	X	X	
Daily Rate <sup>3</sup>	X	√	X	X	Not required for centrally employed staff
Reason for Leaving	√	#	√	#	
Destination	√	#	√	#	
Origin	√	#	√	#	Mandatory for contracts starting from 1/9/2009
Role Identifier	√	√	√	√	
Hours worked per week	√	√	√	√	
FTE Hours per week	√	√	√	√	
Weeks per year	√	√	√	√	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers
Category of Additional Payment	√	√	√	√	
Additional Payment Amount	√	√	√	√	

<sup>3</sup> When Daily Rate applies pay data are not required.

	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	Other contracted support staff	Notes
Pay Start Date	√	√	X	X	Not required if "Daily Rate" = 'Y'. Only required for Category 'TL3'.
Pay End Date	√	√	X	X	
<b>3. Absence</b>					
First Day	√	#	√	#	Not required for centrally employed staff
Last Day	√	#	√	#	
Working Days Lost	√	#	√	#	
Absence Category	√	#	√	#	
<b>4. Curriculum</b>					
Subject Code	√	√	√	X	Not required for centrally employed staff
Hours	√	√	√	X	
NC Year Group	√	√	√	X	
<b>5. Qualification</b>					
Qualification code	√	√	√	√	
Class of Degree	√	#	#	#	Mandatory where 'Date of Arrival' is equal to or greater than 1 August 2013
Subject Code	√	√	√	√	

#### Notes

Pay and hours data are mandatory for all staff in regular service. Pay and hours data consist of: pay range, base pay, pay range minimum, pay range maximum, safeguarded salary, additional payment type, additional payment amount, hours worked per week, FTE Hours per week and weeks per year. In some cases one or more of these data items may be irrelevant, please see notes on individual data items.

√ indicates that this data item is required for this category of staff.

# indicates optional data items – schools and local authorities may wish to hold on their MIS, but software suppliers should endeavour to filter out from returns where possible. These data items are not required by DfE but will be used if supplied.

X indicates that this data item is not applicable and would not be expected to be held on a MIS, or returned.

### 3.3. Coverage and timing

The following table details the rules relating to when the various workforce level modules, or individual data items, are to be collected. Most data will be snapshot data (ie, collected as at census reference date or date of data extraction); but some data will be from the previous academic year, to provide a picture over time (that is, continuous data).

#### Breakdown of snapshot and continuous data

(Please read this table in conjunction with table in section 3.2)

	Snapshot	Continuous
<b>Staff Details module</b>	<p><b>All items<sup>4</sup></b> for            All staff in regular service at schools or local authorities on census reference date, plus,            Any additional teachers or teaching assistants for whom the MIS will generate absence data for the previous academic year, plus,            Any additional staff in schools and local authorities, who had been in regular service and whose contract/service agreement finished in the period from 1 September of the previous academic year to 8 November (Census Reference Date).</p>	
<b>Contract/Service Agreement module</b>	<p><b>All items</b> for all current contract/service agreement records for all members of staff in regular service on census reference date.</p>	<p><b>Non-pay items<sup>5</sup></b> for any further contract/service agreement records with an end date in the period 1 September of the previous academic year to census reference date. (that is, for 2018 school workforce census 1 September 2017 to 8 November 2018).</p>

<sup>4</sup> "All Items" that is, all items that are required for the type of person, as specified in section 3.2.

<sup>5</sup> Non-pay items required from the contract/service agreement module are contract/service agreement type, start date, end date, post, date of arrival in school, reason for leaving, destination and origin, role identifier, hours per week, fte hours and weeks per year. No additional payments items are required.

	<b>Snapshot</b>	<b>Continuous</b>
<b>Absence module</b>	none required	Any absence records where the first day or last day of absence falls in the period 1 September to 31 August (inclusive) of the previous academic year. This could include absences on-going on census day.
<b>Curriculum module</b>	<b>All items</b> for all records for all teachers and teaching assistants in regular service for whom data is supplied by the timetable system.	none required
<b>Qualification module</b>	<b>All items</b> for all records for all teachers, teaching assistants and support staff in regular service <sup>6</sup> .	none required

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<sup>6</sup> Schools/local authorities are required to populate qualifications for teachers, service agreement/agency teachers, teaching assistants and other support staff in regular service.

## 4. Guidance section: header

A standard XML message header is required for each school workforce census file. Section 7 contains a sample XML message header. The data items required within the header are as follows:

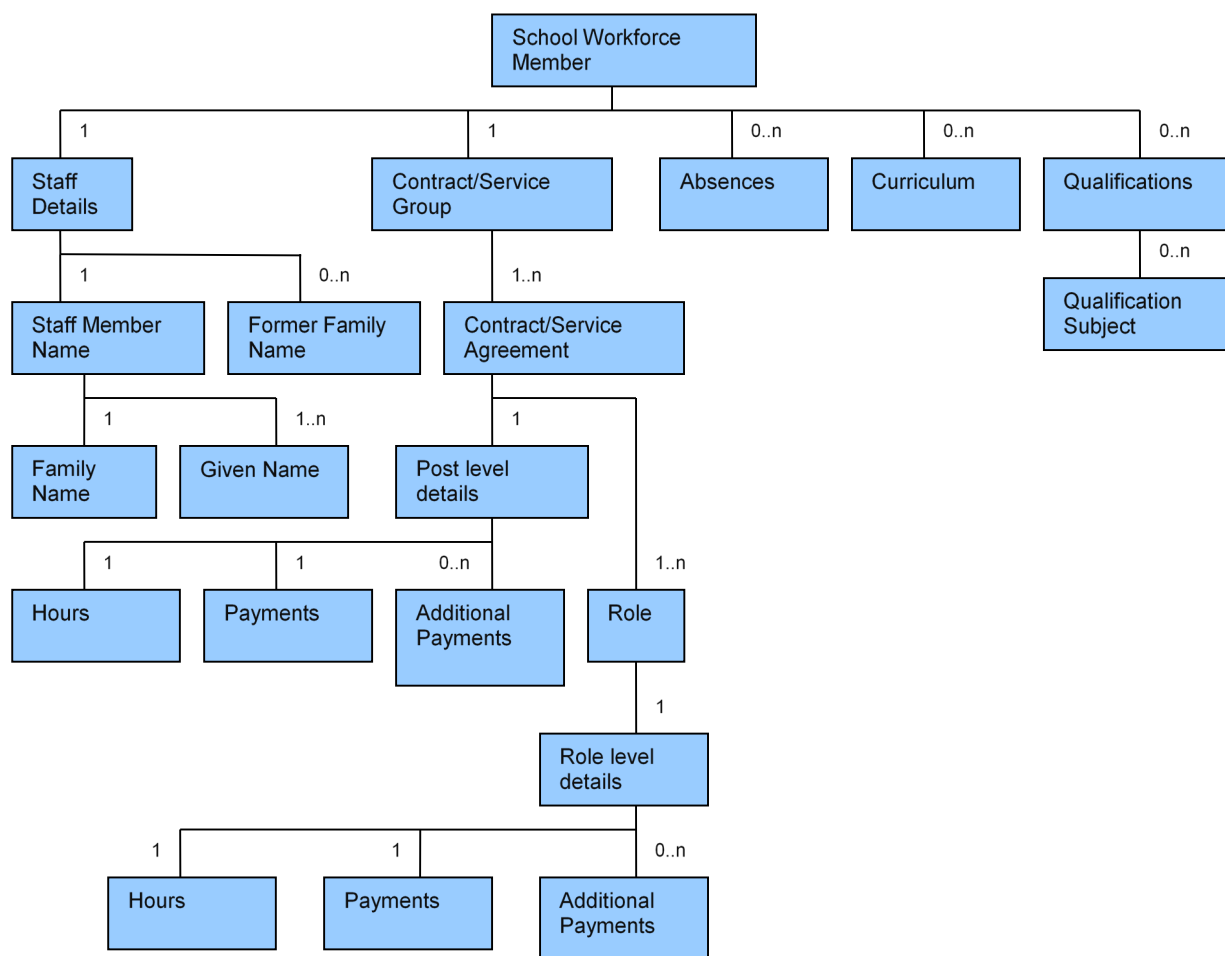
<p>Survey collection name &lt;Collection&gt; will be 'School Workforce Census'.  <i>Description: Name of the data collection that is, School Workforce Census</i></p>
<p>Survey year &lt;Year&gt; will be '2018'.  <i>Description: The year of the collection.</i></p>
<p>Survey reference date &lt;ReferenceDate&gt; will be '2018-11-08'.  <i>Description: The reference date is normally the day of the census or collection. Is used as the baseline date from which comparisons with other dates in the return can be made.</i></p>
<p>Source level &lt;SourceLevel&gt; will be 'S' for files returned from a school system and 'L' for files returned from local authority systems.  <i>Description: The source of the data submission.</i></p>
<p>LA &lt;LEA&gt; is the local authority Number.  <i>Description: Standard DfE three digit Local Authority number.</i></p>
<p>Estab &lt;Estab&gt; is the school's establishment number.  <i>Description: standard DfE four digit establishment number.</i></p>
<p>Software code &lt;SoftwareCode&gt; is the code indicating the software supplier. This is allocated by the supplier.  <i>Description: software product identification. Suppliers should advise DfE of the code used.</i></p>
<p>Release &lt;Release&gt; is a code / date (or combination) provided by the software supplier to assist in identification.</p>
<p>XSLT Version &lt;Xversion&gt;  <i>Description: version number of the XML / XSLT provided by DfE, if used, or "not used" if the software supplier produces their own XSLT. Software suppliers using the DfE's XSLT can find the version number within the XSLT file. Please note that Xversion is a five character field so should not include the year or the date of release. For example, If the xslt file contains the line  "xlslversion&gt;2018.1.1 Released 29/05/2018&lt;/xlslversion"  then the return file should give '1.1' as the Xversion.</i></p>
<p>Serial No &lt;SerialNo&gt; will start at '001' and then be incremented by 1 each time a new file is prepared for submission.  <i>Description: an incremented number generated by a provider's software. Enables data collection systems to identify re-submissions.</i></p>
<p>Date / time &lt;DateTime&gt; is the date and time when the file was prepared or generated in CCYY-MM-DDThh:mm:ss format.  <i>Description: date and time of generation of the return.</i></p>

## 5. Guidance section: school workforce level

### 5.1. Outline data content

The school workforce census return will consist of a message header, a modules section and a number of modules for each member of the school workforce within the school or employed centrally by the local authority.

An outline of the structure of the data for one member of the school workforce is as follows:



**Figure 2: Outline modular structure of entry for one member of the school workforce from one data provider**

CBDS lists the data items for each of the above record-types.

Not all record-types shown above are required for every type of person. Section 3.2 shows how the data requirements vary between teachers, teaching assistants and other support staff.



## 5.2. Staff details module

This record consists of basic identifying details and characteristics.

### Note 1: NI number

The department prefers that temporary NI numbers are not used. If a correct NI number cannot be obtained this field should be left null, that is, not exported.

### Note 2: family name and given name

Family name and given name should be recorded for each staff member. The given name field is repeatable.

### Note 3: ethnic code

The full CBDS codeset is available for use in this category, either the department's extended codes or main codes (see CBDS), including 'Traveller of Irish Heritage' and 'Gypsy/Roma'.

### Note 4: QTS, QTLS, EYTS and Teacher Number

QTS, QTLS and EYTS should be entered fields rather than calculated ones. It is possible for a person to have a Teacher Number without having QTS, QTLS or EYTS. Only English and Welsh teacher numbers are to be used. Temporary Teacher Numbers should not be used. If a permanent Teacher Number cannot be obtained, this field must be left null, that is, not exported.

The QTS, QTLS and EYTS fields are required for all teachers in scope, even if the teaching contract is not current on census reference date.

### Note 5: HLTA status

The 'Higher Level Teaching Assistant Status' field is required for all teaching assistants and all contracted teachers in scope, even if the relevant contract is not current on census reference date.

### Note 6: QTS route

Schools and local authorities are required to return QTS route for all staff who, since the previous school workforce census, have taken up their first position since attaining QTS, regardless of when they qualified. QTS route may also be returned for other staff as well.

The code "OTTN – Overseas Trained Teacher, not yet on the programme" should be used for overseas trained teachers who have not yet signed up to the Overseas Trained

Teacher Programme. For those who have signed up to the programme the code “Overseas Trained Teacher Programme” should be used.

More information on the [overseas trained teachers programme](#) can be found on the department's website.

This field is required for staff who have gained, QTS rather than QTLS or EYTS.

### 5.3. Contract or service agreement module

**NB** No data is required in this module for third party support staff.

Types of record are either:

Contract records, where there is a **contract** between the person and the school or local authority. These are identified by three categories (permanent, fixed term and temporary). A permanent contract is defined as one with no end date (unless the contract has been closed and the date is in the past). A temporary contract normally has no end date but is designed for short-term situations, for example, cover. A fixed term contract by definition is for an agreed length of time and has a fixed end date. Therefore all fixed term contracts must have end dates.

Or:

If the school providing the data does not have a contractual arrangement with the person, the **service agreement** covering the teacher's employment by the school. This will enable the school to provide details where the person has a contract with either an Agency or the local authority, if the local authority is acting like a teacher supply agency. These records are identified by the use of three categories (SLA, SAG or SOT). Service agreement records are not required for centrally employed staff visiting schools regularly. Service agreement records are however required for agency teachers in regular service, including those supplied by a local authority if the local authority is acting like a supply agency.

One contract/service agreement record should be supplied for each contract that fulfils both of the following conditions:

- Has or had a duration of twenty eight days or more (including contracts with an end date 27 days after the start date),
- Is either a) current on the census reference date, or b) has ended during the period 1 September of the academic year prior to the census reference date to census reference date (for example, for the census reference date 8 November 2018 this would mean any contract finishing during the period 1/9/2017 to 8/11/2018).

Please note that for any single contract, Payments, Additional Payments and Hours can be held either under Post or under Role but not split between Post and Roles.

### **Note 7: Date of arrival in school**

Required only of teachers and teaching assistants. This should be the start of the current period of continuous service in the school. Long term absences, whether for sickness or for maternity or paternity leave, should not cause this date to change, nor should factors such as passing the threshold. However a career break, which might be an extension of maternity leave, would be followed by a new date. This data item is not required for centrally employed staff.

For staff that began their current period of continuous service some time ago, it may not be possible to accurately provide this information. If this is the case the department would prefer no date to be entered and when a query is generated, a note is written against this to say that the date of arrival in the school is not known.

Date of arrival in school should, however, be provided for all teachers and teaching assistants that started their current period of continuous service with the school on or after 1 September 2009.

### **Note 8: Destination**

This field will be updated when a person concludes their contract. It will be captured as an update by the census following their departure. (Where contract renewal results in a new contract/service agreement record for the same person in the same post, then a special destination code 'Not Applicable – Change of Contract' (NAPPCH) should be used on the closed record.) This data is not required for agency teachers.

### **Note 9: Reason for Leaving**

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

This field will be updated when a person concludes their contract. It will be captured as an update by the census following their departure. (Where contract renewal results in a new contract/service agreement record for the same person in the same post, then a special leaving reason code 'Not Applicable – Change of Contract' (NAC) should be used on the closed record.) This data is not required for agency teachers.

## Note 10: Origin

Origin should be captured for all new contracts for teachers and teaching assistants from 1 September 2009. This data may be provided for contracts starting earlier than this but is not required. (Where contract renewal results in a new contract/service agreement record for the same person in the same school, a code of 'Not Applicable – Change of Contract' should be used. This code should also be used where staff move from a service agreement to a contract (that is, from contract type SLA, SAG or SOT to PRM, FXT or TMP). This data is not required for agency teachers.

## Note 11: Local authority or School Level

School systems should enter S in this field. Local authority systems should use S if they are generating data on behalf of a school for example, records that provide pay details supplementing data provided by schools, and L if they are providing central records, that is, records for centrally employed staff (for example, for an advisory teacher). The field should indicate who the data applies to rather than who is supplying the data to the department.

The above points are summarised in the following table:

Data Source	Single / multiple Estab return?	Which <Estab> (200636) should be populated?	Value of <LASchoolLevel> (400117)	Value of <SourceLevel> (800005)
School system	Single	All instances	S	S
local authority system	Either single estab, or local authority central staff	For single estab submissions, all instances. For central staff submissions, this should not be provided.	S (for school return from a local authority central system) OR L (for central return)	L

## Note 12: pay range

Indicates the pay range under which a member of staff is paid.

Teachers without QT Status should be paid under the pay range 'UT-Unqualified teachers.

The previous statutory spine points between the minima and maxima of the pay ranges have been abolished. Schools may wish to retain spine points in their MISs for their own use but these will not be reported in the census.

Schools and local authorities must provide pay data for all staff, not just teachers and teaching assistants. The pay range data is not required for staff paid via a daily rate.

Pay data (that is, the contents of the Payments and Additional Payments modules, unless Daily rate = Yes) is only required for contracts current on census reference date.

Base pay is mandatory whether or not pay range has been provided.

### **Note 13: pay framework**

Indicates the pay framework under which leadership teachers are paid. Current values are “Pre 2014” framework and “2014” pay framework. For contracts with a start date before 1/9/2014 this should be defaulted to “Pre 2014” and for those with a start date from 1/9/2014 this should be defaulted to “2014” . The field should be manually editable. This item is only required for staff with posts of EXH, HDT, DHT or AHT.

One of the key differences is that in the 2014 pay framework all permanent allowances are subsumed within the base pay.

### **Note 14: leadership pay range minimum and leadership pay range maximum**

Each leadership teacher will have a basic salary range within which they can expect to be paid while they remain in the same post at the same school. This item is only required for staff with posts of EXH, HDT, DHT or AHT.

### **Note 15: base pay**

Schools and local authorities are required to provide pay data for all staff in scope. Base pay is mandatory for all staff not being paid via a daily rate.

Base pay is the pre-tax annual salary of a member of staff as at the census reference date. It should not include the annual amount of any additional payments or allowances (see Note 18). The pay of part-time or term-time only staff should not be adjusted upwards to the pay of a full-time equivalent member of staff. It should not be adjusted downwards for a member of staff who started work part way through the year. In other words it is the annual salary that would be earned based on the salary rate at census date. Please note that if any elements of the salary are safeguarded these should also be reflected in the base pay.

Example 1: A member of staff works full time throughout the year and earns a pre-tax salary of £30,000 plus additional payments of £2000. Base pay = £30,000.

Example 2: Two members of staff job share the post described in example 1, each working 0.5 FTE time throughout the year and share additional payments of £2000 between them. Base pay for each of the job sharers = £15,000.

Example 3: A member of staff takes up the post described in example 1 in June 2018 and then works full time. Base pay = £30,000.

Please note that within the contract / service agreement module, there are repeating groups of data items for Role, Payment, Additional Payment and Hours. This means the data has the following structure:

- a contract or service agreement equates to a single Post
- each contract or service agreement will contain data on a number of Roles, of which there must be at least one
- each contract or service agreement may contain data on a number of Payments, Additional Payments and Hours. These may be shown at the contract level, or be shown separately for different Roles within the contract. For any particular contract, Payments can be held either under Post or under Role but not split between Post and Roles. Similarly for Additional Payments and for Hours.
- each contract must have payments data, either at contract level or role level. Within each contract payments should be recorded either at contract level OR across all roles. If any role contains only additional payments then base pay must be at contract level.

For more details of this data, please see section 7, XML message structure.

### **Note 16: date of last pay review**

This is the date of the most recent determination of a school teacher's remuneration. Maintained schools are required by statute to carry out these determinations annually and we would expect academies to do likewise. A determination of a school teacher's remuneration must also be made when they take up a new post or become entitled to be paid on the upper pay range. The date supplied should be the most recent pay determination, even if this did not result in a change to the teacher's pay.

This data item is required for all staff on posts of Executive Head Teacher, Head Teacher, Deputy Head, Assistant Head, Classroom Teacher (regardless of pay range) or Leading Practitioner.

### **Note 17: safeguarded salary**

This data item indicates if any element of a teacher's salary is subject to safeguarding. For further information about safeguarding see the [School Teacher's Pay and Conditions](#) document.

### **Note 18: additional payments: payment type and payment amount**

Additional payments should include all payments earned since the previous census reference date, that is, all additional payments from 3/11/2017 to 8/11/2018 actually received not including salary payments. Examples of additional payments include special educational needs allowances, teaching and learning responsibility payments. Benefits in kind should not be included.

Example 1: A member of staff receives an Inner London Weighting payment of £200 per month from 1 September 2017 to 31 August 2018. This is replaced by a payment of £220 per month from 1 September 2018. When assessing payments for the 2018 census return there are 12 disbursements to consider, 10 of £200 each (November 2017 through August 2018) and 2 of £220 each (September and October 2018). These can be reported as; 1) one payment of £2440, OR 2) as one payment of £2000 AND one payment of £440. [This is assuming that the payment for each month is made later than the 8<sup>th</sup> of each month. If payments were made on the 1<sup>st</sup> of each month then the November 2017 payment would not count - as it preceded the 2017 census reference date – and the November 2018 payment would be included as it would come before the 2018 census reference date.]

Example 2: A member of staff receives a one-off recruitment incentive in September 2017 and a one-off retention payment in September 2018. Only the payment in September 2018 should be reported.

Example 3: A member of staff receives several one-off payments for out of school activities. The dates and amounts are: December 2017 £100, January 2018 £200 and September 2018 £500. For the 2018 SWF census these could be reported as three separate payments or as one payment of £800.

(The payment amounts and categories quoted in these examples have been chosen to give clarity to the Department's data requirements and are not intended to be representative of the actual amounts that would or should be paid.)

Schools and local authorities are asked to provide pay data for other support staff as well as teachers and teaching assistants.

### **Note 19: additional payment start date and additional payment end date**

Where a teacher receives a TLR3 payment, the duration of this must be fixed. For these payments the pay start date and end date must be reported, even if the start or end dates are outside of the reporting period, for example, if the TLR3 payment finishes after census reference date then the actual end date, should still be recorded even if it is in the future. This is not requested for any other category of additional payment.

### **Note 20: FTE hours per week and weeks per year**

These fields are to contain the hours which a full time employee in this post or role would work and the weeks per year that the employee is paid for. This will allow the DfE to calculate FTE ratios consistently.

For teachers, the standard contractual week is 32.5 hours. Part time teachers now have to be paid on the basis of the proportion of the school time table week (STTW) which

they work whereas support staff are generally still paid on a standard hours basis. Typically the full STTW will be about 25 hours and standard support staff hours about 37 hours. These values can be used as defaults or auto-fills in data entry screens, although they may be edited.

As long as the FTE hours and actual hours worked are entered on the same basis for a particular contract, either STTW or contractual hours can be used. The calculated FTE ratio will be calculated using these fields and the weeks per year field (400346) and it is the FTE ratio that is important. Please note that some posts or roles may be intrinsically part time. The FTE hours for these posts/roles should be the same as the standard hours for support staff (about 35). FTE hours will flag a query if the value is lower than 24 or greater than 40.

The 'weeks per year' is the number of weeks for which a person is paid, including any paid holiday. For example, a full-time teacher would be paid for 52 weeks per year whereas a full-time, term time only teacher would be 39 weeks per year. Some term time only staff may be contracted for more than 39 weeks under local arrangements. It is the number of weeks that the employee is contracted for that is important, regardless of whether payment is spread over all 52 weeks of the year or not.

Schools and local authorities are asked to provide this data for all staff, not just teachers and teaching assistants.

Hours information should be supplied at either the post or the role level, but not both.

### **Note 21: hours per week**

The number of hours worked in a normal week is required for each role or for each post, for staff whether full-time or part-time. Hours can be recorded against either post or role, *but not both*, though where an employee has more than one role the DfE would prefer that hours are recorded against each role.

Where there is more than one role attached to the post, hours should be assigned to the roles roughly according to the time spent on them, for example, a teacher could spend 27.5 hours per week in a role as classroom teacher and 5 hours per week as a head of year. A person on a full time contract who works three days per week as a classroom teacher, and two days per week providing minority ethnic support should have two separate roles or posts with separate hours shown for the census.

However, part-time teachers now have to be paid on the basis of the proportion of the school timetable week (STTW) which they work. Teaching assistants are generally still paid on a standard hours' basis. Typically the full STTW will be about 25 hours for teachers and standard support staff hours about 37 hours. As long as the hours worked per week and the FTE hours are entered on the same basis for a particular contract, this should not be a problem as the information collected in these two fields will be combined to calculate the FTE ratio.



## 5.4. Absence module

This module applies to staff in all schools and PRUs but **does not** apply to centrally employed staff.

Absence data are only required for teachers and teaching assistants in regular service working for schools through a contract, not an agency agreement (see section 3.1). Absence data are not required for agency/service agreement teachers, other support staff or centrally employed staff.

Absences are not just sickness absences, but also various types of absence for secondment, unpaid leave and maternity/paternity leave. This absence information assists the DfE in its overall monitoring of and planning for the costs and supply of teachers and teaching assistants. Absence due to training is not required.

Absence records are required for the previous academic year. More precisely, absence records will be required to cover any absence commencing or concluding in the period from the 1 September to 31 August (1/9/2017 to 31/8/2018), inclusive, of the academic year before the census reference date. Absences which commenced before the 31 August prior to the reference date should be reported on even if the absence ended in the current academic year or is still ongoing at the reference date. For anyone with an absence that is ongoing at the time of the census, the MIS system will not have an entry in last day of absence. This is permissible and such absences are required to be included in the census.

### Note 22: working days lost

**This data item relates to sickness and pregnancy related absence only** for full and part time teachers and teaching assistants. If schools or local authorities wish to record working days lost for types of absence other than sickness and pregnancy related then they may do so. However, the data may be extracted from their systems and submitted to the DfE as part of the census, but it will not be reported on.

Working days lost are reported in days and should be recorded to the nearest half day.

- Example 1: a full-time teacher who is off from midday on Friday to the end of Monday, would be shown as being absent for 1.5 days.
- Example 2: a member of staff is contracted to work less than half a day, the absence should still be recorded and if it is for sickness absence, the working days lost should be recorded as 0.5.
- Example 3: a part time member of staff works Monday, Wednesday and Friday, phones in sick on Monday and returns to work on Friday, they would be reported as losing two working days.

## Note 23: absence category

'Absence' is not just sickness absence. For the purpose of the workforce census *Absence* refers to any activity or circumstance that takes a member of staff away from normal duties with their usual employer for half a day or more, except for training. *Absence of less than half a day does not need to be recorded*. Please note, if morning and afternoon sessions are unequal each session should be regarded as half a day. Where a staff member is contracted to work for less than half a day absence should still be recorded, see Note 22.

Only required for contracted teachers and contracted teaching assistants in regular service working for schools (see section 3.1). Absence data are not required for agency/service agreement teachers, other support staff or centrally employed staff.

## 5.5. Curriculum module

Curriculum data is expected from secondary schools and middle deemed secondary schools, with computerised timetable systems, where those systems interface with their MI systems. Similarly, all-through schools with computerised timetable systems, where those systems interface with their MI systems should supply this data for NC year groups 5 and above. This data is required for all teachers and teaching assistants, where these are timetabled. For each staff details record there may be one or more curriculum records. Please note that Planning Preparation and Assessment time and registration should be excluded from the return.

The curriculum module is not required from nursery, primary, special schools or from PRUs.

## Note 24 subject code

The general subject code set within the CBDS includes some categories that should only be used where necessary for the census. Where possible the specific learning code should be used for the curriculum field. For example, in the case of MFL, this code may be used for the vacancy field, but please do not use it for the curriculum field. These codes are:

MFL – Modern Foreign Languages. Where possible the specific language code (or "Other Language Subject" [OLA]) should be used

SCI – Science. Subject codes for Biology, Chemistry and Physics are provided, together with separate codes for Combined Science. SCI should be used for Key Stage 3 Science, otherwise data providers should avoid using SCI unless individual lessons cannot be categorised under one of the three sciences

DAT – Design and Technology. Where possible schools should use one of the more specific codes (Design and Technology – Electronics, Design and Technology – Food Technology, Design and Technology – Graphics, Design and Technology – Resistant Materials, Design and Technology – Systems & Control, Design and Technology – Textiles).

NAP – Not Applicable and PRI – Primary Curriculum. These codes should only be used for Vacancy Subject <200639>

### **Note 25: subject hours**

The number of hours in a typical week (or the equivalent of a week averaged over your timetable cycle) that the teacher or teaching assistant is timetabled to teach the subject at the NC year group level. If a school operates a six day week then the total over the six days should be entered. If the school operates a timetable cycle covering two or more weeks an average figure over that period should be entered. If the school timetable is structured so that an average is not readily obtainable then a figure to represent a typical week may be entered.

Please note that hours are recorded as decimal figures, not as hours and minutes, that is, 27.5 means 27 and a half hours.

### **Note 26: year group**

The CBDS provides the full NC year group code set. NC year groups for primary schools (year 4 and below) are not applicable here. (Years 5 and 6 are provided for some 'middle deemed secondary' schools and for those secondary schools that include occasional periods for junior school pupils, as well as for all through schools).

## **5.6. Qualification module**

Schools and local authorities are asked to provide qualification data for other support staff as well as teachers and teaching assistants. All qualifications graded at level 4 or above (that is, post A-level qualifications) should be included.

For teachers we expect, as a minimum, their ITT qualifications. For teachers with a PGCE, we also request data on prior degrees. For each member of staff, there may therefore be a number of qualification records.

### **Note 27: class of degree**

Schools are asked to provide 'Class of Degree' for all newly employed teachers, that is, all teachers with a 'date of arrival in school' from 1 August 2013. This information is also only mandatory where the qualification code is returned as 'FRST' (first degree or equivalent) or 'BEDO' (Bachelor of Education).

Validation errors should not be raised if class of degree is returned for staff who are not covered by the above criteria.

The department receives some information on teachers' qualifications through the National College for Teaching and Leadership but this data is not complete, so schools and local authorities are asked to provide all the qualification data for these members of staff directly.

### **Note 28: subject code**

The code set provided in CBDS is based on the "Joint Academic Council (JACS) Principal Subjects" code set. JACS 3.0 is in use in the School Workforce Census. Schools and software suppliers may use the extended JACS codes if desired, and schools should be able to supply a detailed JACS code if the person's coding is known to the school, that is, if it is shown on the degree certificate. For further information on JACS codes, please see the [JACS website](#).

The JACS codeset represents the courses on offer currently and may not match those available in the past. Therefore there will be some cases where it is not possible to find an exact match between the qualifications of a staff member and one of the JACS codes. To accommodate these cases extra subjects (Z101 – *Science*; Z102 - *Applied Science*, Z103 – *Citizenship*, Z104 - *Design & Technology*, Z105 – *Geography*, Z106 - *Manufacturing* and Z107 - *Modern Languages*) have been added to the CBDS code-set to represent subject areas commonly taught in schools. If a qualification does not match one of the JACS codes then the subject code which is closest should be used.

A set of five SEN qualification areas are also in the subject codeset in CBDS. Staff who have qualifications relevant to teaching SEN pupils will be able to use these subjects to record that fact. The SEN qualification areas are Z201 - SEN – SENCO; Z202 - SEN – Sensory impairments; Z203 - SEN – Severe Learning Difficulties; Z204 - SEN – Profound and Multiple Learning Difficulties; Z205 - SEN – other.

## 6. Guidance Section: School level and local authority level

### 6.1. Outline data content – school level

The data items included in the teacher vacancies and staff information modules are shown in the CBDS tables.

#### Note 29: Establishment

For school MIS returns, and for most returns from local authority central systems, this will be a copy of the value from the header, and the same value for each person's contract record(s).

Data item 'establishment' from the header is repeated within the XML message as part of the school module but is not repeated as part of the contract, absence, curriculum or qualification modules.

#### 6.1.1. Teacher vacancies module

Information on teacher vacancies is used to plan teacher recruitment and judge success of teacher supply strategies.

For each teacher post (permanent or a contract of one or more terms, where a term is one third of an academic year) that is vacant or temporarily filled on census reference date, the school must complete a vacancy record. In a local authority maintained school a teacher vacancy is one where the applicant will be expected to have Qualified Teacher Status (QTS, QTLS or EYTS) or to be an Overseas Trained Teacher, see the department's [website](#) for details. For academies and free schools QTS is not required for teaching posts but these schools must return data on those vacancies which, if they occurred in a local authority maintained school, would be filled by teachers with QTS (or QTLS or EYTS) or who were Overseas Trained Teachers. A vacant or temporarily filled post is where:

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

The school should include:

- posts the school has tried to fill but which were not filled on census reference date,
- posts where an appointment has been made but the appointee was not in post on census reference date,
- posts for all types of teachers from classroom teachers to head teachers,

and exclude

- posts not becoming vacant until after census reference date (for example, where teacher has resigned but is serving notice).

If a school has no teacher vacancies then the whole module can be omitted from the return.

### **Note 30: vacancy post**

This identifies the type of teaching post that is vacant.

Support staff, teaching assistant and advisory teacher are included in the post code-set but schools do not need to provide information about any vacancies for these posts. Information is only required for vacant teacher posts in the code-set: executive head, head teacher, deputy head, assistant head, classroom teacher and leading practitioners.

### **Note 31: vacancy subject**

This item identifies the subject relevant to the vacant post within the school. For head, deputy head and assistant head posts, subject is not relevant and so the code of 'not applicable' can be used for these vacancies. For vacancies in primary or special schools choose the most appropriate subject code, or if the vacancy is not for a specific subject, choose 'Primary Curriculum' or, for special schools choose 'Not Applicable' or 'Primary Curriculum' as appropriate.

### **Note 32: vacancy tenure**

This item identifies whether the post is part-time or full time.

### **Note 33: vacancy temporarily filled**

A post temporarily-filled on census day is where the post is covered by a teacher on a contract of at least one term (a third of an academic year) and no more than three terms (except if the incumbent is on recognised long term absence, for example, sick leave, maternity leave, other paid leave, training or secondment).

## Note 34: vacancy advertised

This item indicates whether or not the post has been advertised.

### 6.1.2. Staff information module

A count of various categories of staff in service on census reference date is required in order to provide a complete picture of staffing levels at schools. Collection of individual level data on these staff would be too burdensome, for example, for supply teachers who may only be in service for as little as a day, or for support staff provided by third parties – where it would be very difficult for schools to obtain detailed information.

For teachers, a simple count of occasional teachers in school on census reference date, split by categories of qualified/unqualified/not known is required. Teachers with QTS, QTLS or EYTS should be regarded as qualified for the purposes of this section. A count is required for each category of occasional teacher and zero counts should also be returned.

For 3<sup>rd</sup> party support staff, that is, support staff **not directly employed by a school or local authority** (for example, cleaners employed by a contract cleaning company), a count of staff working at the school on census reference date is required, split by their role as defined in the role code list.

Zero counts are not required against roles for which no third party staff are employed.

### 6.1.3. Local authority level – educational psychologists

The third level of the SWF collection is an local authority level collection of information on educational psychologists.

The data required is a headcount of educational psychologists in regular service in post, by:

- Full time
- Part-time (number that is, headcount)
- Part-time FTE (rounded to one decimal place for example, 95.0, 28.4). This is the FTE for all the part time educational psychologists added together. For example if there are three part time educational psychologists with FTEs of 0.2, 0.3 and 0.4 the part time FTE will be  $(0.2+0.3+0.4)=0.9$ .

Note: local authorities who contract educational psychologists from other authorities should count them as part-time, and show the relevant FTE. The local authorities from

whom the educational psychologists have been contracted, should deduct the equivalent FTE from their return.

Educational psychologists employed through agencies should be included if they are in post on census reference date.



## 7. XML message structure

### 7.1. Note on the XML message for the school workforce census

The XML message structure described below has the following features:

- The Header follows the standard DfE census header, derivation rules are provided in section 8;
- The school workforce modules section comes between the header and the school workforce members section.
- Within the contract / service agreement module, there are XML groups for three areas of data; Payments, Additional Payments and Hours. These groups are shown at two levels. They can be contained at contract / service agreement level, within the <PostLevelDetails> group. Alternatively they can be contained within the Role, using the group <RoleLevelDetails>. Suppliers can choose to implement either one of these options in their systems, or they can implement both and provide user choice, but any one of these groups must not appear at both levels. For example, for any particular contract Hours may be shown either within the <PostLevelDetails> group, or within the <RoleLevelDetails > group but not within both.
- Note that the minimum set of data items should be supplied with any of the other modules for identification and matching purposes;
- The order of xml tags within each module should be as specified;
- Please ensure that date and time are supplied in the correct format;
- Empty xml tags should not be returned.

## 7.2. Overall XML message structure

School workforce census 2018 - overall message structure	
	<?xml version="1.0" encoding="UTF-8"?>
	<Message>
	<Header>
	( See 7.3 below for details)
	</Header>
	<SchoolWorkforceModules>
	(See 7.4 below for details)
	</SchoolWorkforceModules >
	<SchoolWorkforceMembers>
	(See 7.5 below for details)
	</SchoolWorkforceMembers>
	<School>
	(See 7.6 below for details)
	</School>
	<LA>
	(See 7.7 below for details)
	</LA>
	</Message>

### 7.3. XML header message structure

School workforce census 2018 - header message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)
	<Header>	Each <Message> group contains one and only one <Header> group.
	<CollectionDetails>	1..1. That is: Each <Header> group contains one and only one <CollectionDetails> group.
N00600	<Collection>School Workforce Census</Collection>	1..1
N00602	<Year>2018</Year>	1..1
N00603	<ReferenceDate>2018-11-02</ReferenceDate>	1..1
	</CollectionDetails>	
	<Source>	Each <Header> group contains one and only one <Source> group
N00604	<SourceLevel>S</SourceLevel>	1..1
N00216	<LEA>303</LEA>	1..1
N00279	<Estab>3001</Estab>	0..1. That is: Each <Source> group can contain none or one <Estab> element
	<SoftwareCode>ABC</SoftwareCode>	1..1
N00607	<Release>2</Release>	0..1
N00608	<Xversion>1.5</Xversion>	0..1
N00606	<SerialNo>001</SerialNo>	1..1
N00609	<DateTime>2018-11-02T11:14:05</DateTime>	1..1
	</Source>	1..1
	</Header>	

## 7.4. Workforce modules XML message structure

School workforce census 2018 – workforce modules message structure	
	<SchoolWorkforceModules>
	<ContractOrServiceIncluded>true</ContractOrServiceIncluded>
	<AbsencesIncluded>true</AbsencesIncluded>
	<CurriculumsIncluded>true</CurriculumsIncluded>
	<QualificationsIncluded>true</QualificationsIncluded>
	</SchoolWorkforceModules >

## 7.5. Workforce XML message structure

The data within the XML tags in the structure below is intended to demonstrate the type of data that should be returned for each item. Note that the full set of data in this structure would not be a valid return as, for example, hours and payments cannot be assigned to both Post and Role.

	<b>School workforce census 2018 – workforce XML message structure</b>	<b>Cardinality (Note: item level elements occur only once unless otherwise stated)</b>
	<SchoolWorkforceMembers>	1..1
	<SchoolWorkforceMember>	1..n
	<StaffDetails>	1..1
N00539	<TeacherNumber>0154321</TeacherNumber>	0..1
	<StaffMemberName>	1..1
N00535	<PersonFamilyName>Smith</PersonFamilyName>	1..1
	<GivenNames>	1..1
	<GivenName>	1..n
N00536	<PersonGivenName>Daphne</PersonGivenName>	1..1
	</GivenName>	
	</GivenNames>	
	</StaffMemberName>	
	<FormerFamilyNames>	0..n
N00535	<PersonFamilyName>Jones</PersonFamilyName>	1..1
	</FormerFamilyNames>	
N00538	<NINumber>EB123456C</NINumber>	0..1
N00537	<GenderCurrent>2</GenderCurrent>	1..1
N00066	<PersonBirthDate>1953-09-17</PersonBirthDate>	1..1
N00575	<Ethnicity>MWBC</Ethnicity>	1..1
N00578	<Disability>REFU</Disability>	1..1
TBC	<QTS>>true</QTS>	0..1
TBC	<QTLS>>true</QTLS>	0..1
TBC	<EYTS>>true</EYTS>	0..1
N00541	<HLTAStatus>>false</HLTAStatus>	0..1
N00567	<QTSSRoute>GTPR</QTSSRoute>	0..1
	</StaffDetails>	

School workforce census 2018 – workforce XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)
	<ContractOrServiceGroup>	0..1
	<ContractOrService>	1..n
N00542	<ContractType>PRM</ContractType>	1..1
N00543	<ContractStart>2006-01-03</ContractStart>	1..1
N00544	<ContractEnd></ContractEnd>	0..1
N00577	<Post>DHT</Post>	1..1
N00545	<SchoolArrivalDate>2006-01-03</SchoolArrivalDate>	0..1
N00553	<DailyRate>N</DailyRate>	0..1
N00546	<DestinationCode>OTHSEC</DestinationCode>	0..1
N00561	<Origin>1STAFT</Origin>	0..1
N00179	<LeavingReason>OTT</LeavingReason>	0..1
N00572	<PayReviewDate>2017-09-12</PayReviewDate>	0..1
N00579	<LASchoolLevel>S</LASchoolLevel>	1..1
	<PostLevelDetails>	0..1
	<Payments>	0..1 For open contracts, should be present under Post or Role, but not both
N00568	<PayRange>LD</PayRange >	0..1
N00569	<PayFramework>Pre 2014</PayFramework>	0..1
N00570	<PayRangeMinimum>50000.00</PayRangeMinimum>	0..1
N00571	<PayRangeMaximum>60000.00</PayRangeMaximum>	0..1
N00566	<BasePay>44321.45</BasePay>	0..1
N00552	<SafeguardedSalary>>false</SafeguardedSalary>	0..1

	<b>School workforce census 2018 – workforce XML message structure</b>	<b>Cardinality (Note: item level elements occur only once unless otherwise stated)</b>
	</Payments>	
	<AdditionalPayments>	0..1 May be present under Post or Role, but not both
	<AdditionalPayment>	1..n
N00576	<PaymentType>TL3</PaymentType>	1..1
N00554	<PaymentAmount>450.50</PaymentAmount>	1..1
N00573	<PayStartDate>2017-01-15</PayStartDate> (see note at end of Workforce XML structure)	0..1
N00574	<PayEndDate>2017-05-15</PayEndDate> (see note at end of Workforce XML structure)	0..1
	</AdditionalPayment>	
	</AdditionalPayments>	
	<Hours>	0..1 For open contracts, should be present under Post or Role, but not both
N00547	<HoursPerWeek>25</HoursPerWeek>	1..1
N00548	<FTEHours>25</FTEHours>	1..1
N00564	<WeeksPerYear>52</WeeksPerYear>	0..1
	</Hours>	
	</PostLevelDetails>	

School workforce census 2018 – workforce XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)
	<Roles>	1..1
	<Role>	1..n
N00560	<RoleIdentifier>TCHR</RoleIdentifier>	1..1
	<RoleLevelDetails>	0..1
	<Payments>	0..1 For open contracts, should be present under Post or Role, but not both
N00568	<PayRange>LD</PayRange>	0..1
N00569	<PayFramework>Pre 2014</PayFramework>	0..1
N00570	<PayRangeMinimum>50000.00</PayRangeMinimum>	0..1
N00571	<PayRangeMaximum>60000.00</PayRangeMaximum>	0..1
N00566	<BasePay>44321.45</BasePay>	0..1
N00552	<SafeguardedSalary>>false</SafeguardedSalary>	0..1
	</Payments>	
	<AdditionalPayments>	0..1 May be present under Post or Role, but not both
	<AdditionalPayment>	1..n
N00576	<PaymentType>TLE</PaymentType> (see note at end of Workforce XML structure)	1..1
N00554	<PaymentAmount>450.50</PaymentAmount>	1..1



	<b>School workforce census 2018 – workforce XML message structure</b>	<b>Cardinality (Note: item level elements occur only once unless otherwise stated)</b>
N00573	<code>&lt;PayStartDate&gt;2017-01-15&lt;/PayStartDate&gt;</code> (see note at end of Workforce XML structure)	0..1
N00574	<code>&lt;PayEndDate&gt;2017-05-15&lt;/PayEndDate&gt;</code> (see note at end of Workforce XML structure)	0..1
	Note: Pay Start and End dates are not required for this type of additional payment, but are included here for illustrative purposes	
	<code>&lt;/AdditionalPayment&gt;</code>	
	<code>&lt;/AdditionalPayments&gt;</code>	
	<code>&lt;Hours&gt;</code>	0...1 For open contracts, should be present under Post or Role, but not both
N00547	<code>&lt;HoursPerWeek&gt;25&lt;/HoursPerWeek&gt;</code>	1..1
N00548	<code>&lt;FTEHours&gt;25&lt;/FTEHours&gt;</code>	1..1
N00564	<code>&lt;WeeksPerYear&gt;52&lt;/WeeksPerYear&gt;</code>	0..1
	<code>&lt;/Hours&gt;</code>	
	<code>&lt;/RoleLevelDetails&gt;</code>	
	<code>&lt;/Role&gt;</code>	
	<code>&lt;/Roles&gt;</code>	
	<code>&lt;/ContractOrService&gt;</code>	
	<code>&lt;/ContractOrServiceGroup&gt;</code>	
	<code>&lt;Absences&gt;</code>	0..1
	<code>&lt;Absence&gt;</code>	1..n
N00555	<code>&lt;FirstDayOfAbsence&gt;2016-09-03&lt;/FirstDayOfAbsence&gt;</code>	1..1
N00557	<code>&lt;LastDayOfAbsence&gt;2016-09-30&lt;/LastDayOfAbsence&gt;</code>	0..1

	<b>School workforce census 2018 – workforce XML message structure</b>	<b>Cardinality (Note: item level elements occur only once unless otherwise stated)</b>
N00556	<WorkingDaysLost>20</WorkingDaysLost>	0..1
N00558	<AbsenceCategory>SIC</AbsenceCategory>	1..1
	</Absence>	
	</Absences>	
	<Curriculums>	0..1
	<Curriculum>	1..n
N00563	<Subject>MUS</Subject>	1..1
N00559	<SubjectHours>15</SubjectHours>	1..1
N00296	<YearGroup>8</YearGroup>	1..1
	</Curriculum>	
	</Curriculums>	
	<Qualifications>	0..1
	<Qualification>	1..n
N00565	<QualificationCode>BEDO</QualificationCode>	1..1
N00562	<ClassOfDegree>1</ClassOfDegree>	0..1
	<Subjects>	1..2
N00593	<QualificationSubject>A100</QualificationSubject>	1..1
	</Subjects>	
	</Qualification>	
	</Qualifications>	
	</SchoolWorkforceMember>	
	</SchoolWorkforceMembers>	

Note: PayStartDate and PayEndDate are required when PaymentType is TL3. They are not requested for other payment types though there is no rule to prevent their being supplied in those cases.

## 7.6. School (vacancies & staff information) XML message structure

School workforce census 2018 – school (Vacancies) XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)
	<School>	0..1
	<Vacancies>	0..1
	<Vacancy>	1..n
N00293	<VacancyPost>TCH</VacancyPost>	1..1
N00563	<Subject>CHM</Subject>	1..1
N00250	<Tenure>F</Tenure>	1..1
N00251	<VacancyTemporarilyFilled>>true</VacancyTemporarilyFilled>	1..1
N00252	<VacancyAdvertised>>true</VacancyAdvertised>	1..1
	</Vacancy>	
	</Vacancies>	
	<StaffInformation>	1..1
	<Occasionals>	1..1
N00271	<OccasionalsQTS>2</OccasionalsQTS>	1..1
N00272	<OccasionalsNOTQTS>0</OccasionalsNOTQTS>	1..1
N00273	<OccasionalsNOTKNWN>1</OccasionalsNOTKNWN>	1..1
	</Occasionals>	
	<AgencyTPsupport>	1..1
	<AgencyTPsupportCount>	1..n
N00282	<AgencyTPsupportCategory>CLNR</AgencyTPsupportCategory>	1..1
N00269	<SupHeadCount>11</SupHeadCount>	1..1
	</AgencyTPsupportCount>	
	</AgencyTPsupport>	
	</StaffInformation>	
	</School>	

## 7.7. Local authority level (headcount information) XML message structure

School workforce census 2018 – local authority (headcount) XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)
	<LA>	
	<EducationalPsychologists>	0..1
N00532	<EdPsychsFT>100</EdPsychsFT>	1..1
N00533	<EdPsychsPT>100</EdPsychsPT>	1..1
N00534	<EdPsychsFTE>28.4</EdPsychsFTE>	1..1
	</EducationalPsychologists>	
	</LA>	

## **8. XML/XSLT features**

As mentioned in section 1.1 a number of XML based facilities are to be made available. The use of these by software suppliers is optional but it is believed that if these are utilised the effort required to generate the census will be reduced.

These facilities include an XSLT transformation which will process the school workforce census XML file to produce a human readable error report (that is, in HTML), an XML schema and an xslt file containing the school summary report.

## 9. General notes

### 9.1. Missing or blank values

There are two scenarios when values do not need to be returned. These are:

- Values contingent on the contents of other tags (for example, Working Days Lost is only required where Absence Category = 'SIC' or 'PRG')
- Values which are not defined as mandatory in section 3.2 or CBDS (for example, Former Family Name).

Note that if there is no data in these cases (that is, the XML tag is empty) then no XML tag should be returned.

### 9.2. Selected time on census reference date

Unlike the pupil/school levels of the school census, there is no particular time on which the census is required to be based.

### 9.3. Special characters

The XML convention should be followed for special characters which is to use '&amp;' for '&', '&gt;' for '>'. For special characters such as 'é' use a character reference such as '&#233;'; this produces a generic XML file which can be viewed as such in a suitable browser.

It is expected that all numeric data will be supplied as non-negative numbers.

No negative data should be included in the return, whether in numeric fields, Boolean fields or others.

### 9.4. XML file generic naming conventions

The following file naming conventions apply:

- The 'live' file extension will be XML
- The file name shall be constructed from the following components:
  - Origin Identifier (7 digits)
  - Survey/Data Extraction Type (3 characters)
  - Destination Identifier (7 characters)
  - Serial Number (3 digits)
- The components should be separated by underscore characters (" \_ ")

- An example of a school workforce file sent from a school to its local authority would be:

8012000\_SWF\_801LL17\_001.XML

Where 'SW' indicates that it is a school workforce census file containing school workforce data; and '17' are the last two digits of the year.

The total file name length = 27 characters

- For files not yet authorised by the school the file extension should be changed from 'XML' to 'UNA'.

## 10. Annex A – glossary

<b>CBDS</b>	Common basic data set. A set of data definitions that the DfE, partners, local authorities, and software suppliers use for consistency of data storage and ease of transfer. Latest <a href="#">CBDS</a> <sup>7</sup> .definitions can be found on the department's website
<b>COLLECT</b>	A system developed and made available by the DfE that facilitates the data collection process. It enables the transfer of census data between schools, local authorities and the DfE. It supports the management of the collection process, with various reports that monitor the quality and completeness of the return. Validation checking and error reporting is also built into COLLECT.
<b>HESA</b>	The Higher Education Statistics Agency. HESA is the central source for higher education statistics in the UK. HESA maintain and publish the <i>JACS codes</i> used to record Subjects of degree and other higher qualifications. See the <a href="#">HESA</a> <sup>8</sup> website at for more information.
<b>JACS codes</b>	Joint Academic Coding System. A series of codes for subjects at degree level, owned by the <i>HESA</i> .
<b>MIS</b>	Management Information Systems – propriety software systems used by schools to collect, validate, store, and analyse a range of pupil, school, and workforce data.
<b>Occasional service</b>	Continuous service by a member of the workforce of less than twenty eight days. See also <i>regular service</i> .
<b>Phase of Education</b>	Describes whether a school is nursery, primary or secondary and so on.
<b>Regular service</b>	Continuous service by a member of the workforce of twenty eight days or more. Regular service may be full- or part-time. Please note that validation rules check the length of service by subtracting the contract start date from the end date (or census reference date) and incrementing the result by one [that is, a contract that starts on 1 November and ends on 28 November has lasted 28 days: end date minus start date incremented by one yields $(28/11 - 1/11)+1$ equivalent to $27+1=28$ ]. See also <i>occasional service</i> .
<b>School census</b>	The termly census of maintained nursery, primary, secondary and special schools in England. A range of individual pupil data is collected to help inform local and national funding and policy.  Some types of school provide pupil information at summary level, and this is known as the school level annual school census (SLASC).
<b>SCITT</b>	School-centred Initial Teacher Training.
<b>SWF</b>	Abbreviation used to refer to school workforce data collection
<b>XML</b>	eXtensible Markup Language

<sup>7</sup> See <https://www.gov.uk/government/collections/common-basic-data-set>

<sup>8</sup> See <http://www.hesa.ac.uk/>



## 11. Annex B – COLLECT matching rules

Matching identifies potential matched records between sources within a single return and is applied using a predefined set of business rules. The business rules will determine whether records are classed as automatic matches (very high probability), manual matches (medium probability) or no match. Only returns that have a status of “submitted” or later can be matched.

### 11.1. Matching business rules

Ref	Rule	Notes
1	If two records within the Source have the same Teacher Number and NI Number	Records Matched Automatically
2	If two records within the Source have the same Teacher Number, Person Family Name and Date Of Birth where the records have differing NI Numbers	Records Matched Automatically
3	If two records within the Source have the same NI Number, Person Family Name and Date Of Birth where the records have differing Teacher Numbers	Records Matched Automatically
4	If two records within the Source have the same Teacher Number, Person Family Name where the records have differing Date Of Birth and NI Numbers	Possible Match; Resolve manually
5	If two records within the Source have the same Teacher Number, Date Of Birth where the records have differing Person Family Name and NI Numbers	Possible Match: Resolve manually
6	If two records within the Source have the same NI Number and Person Family Name where the records have differing Date Of Birth and Teacher Numbers	Possible Match: Resolve manually
7	If two records within the Source have the same NI Number and Date Of Birth where the records have differing Person Family Name and Teacher Numbers	Possible Match: Resolve manually
8	If two records have the same NI Number but none of the other identifying fields match	Possible Match: Resolve manually
9	If two records have the same Teacher Number but none of the other identifying fields match	Possible Match: Resolve manually
10	If two records have the same Surname and DOB where the records have differing and Teacher Numbers and NI Numbers	Possible Match: Resolve manually

11	If two records have a Surname equal to the Former Surname of the other record and the same Date Of Birth where the records have differing and Teacher Numbers and NI Numbers	Possible Match: Resolve manually
12	All other records will not be classified as having a match	No Match

You can run matching for a single, multiple or all returns. **WARNING:** If a return has already been reconciled, running the matching again for that return will undo any reconciliation action previously taken.

## 12. Annex C – guidance for local authority submissions

### 12.1. Background

The school workforce census specification fully describes the return to be provided by a single school on its workforce. It provides a complete description of requirements of the census for suppliers of school management information systems (MIS).

However for the census of the workforce, in contrast to the pupil-level school census, data will be required not only from schools but also from local authorities. Each local authority will at minimum need to provide data on centrally employed staff as described in section 2.1 of the specification. A local authority may also need to provide information on school based staff, depending on the agreement on data sourcing that it has reached with its schools. In some cases this may mean that a local authority submits data that supplements the data from its schools. In other cases it may be that the entirety of the workforce return comes from local authority systems.

Local authorities and the suppliers of the systems that they use therefore need additional guidance on how the department expects this data to be submitted. That guidance is provided by this Annex.

This Annex should be read in conjunction with the main body of this document and the CBDS tables.

### 12.2. Types of local authority data returns

A submission file from a local authority may be one of four types, these are:

**Type 1:** Part returns to supplement data on staff from schools

A type 1 file should be submitted when data from the payroll or other HR system is necessary to supplement data supplied separately by the school, or by another system in the authority. An LA could be providing one or more of these type of file for each of their schools.

**Type 2:** School-type returns, where all data for all staff in one school is supplied from a local authority system.

A type 2 file should be submitted where an authority is generating a full return on a school's behalf from centrally held data. An LA could be providing one or more files of this type for each of their schools.

**Type 3:** Single Return for LA Centrally Employed staff

The authority produces a single file containing details of all centrally employed staff from a local authority Central system.

#### **Type 4: Part Returns for central staff**

A type 4 part return is used when data is being provided on centrally employed staff from more than one local authority system. So two or more partial returns may be provided containing data on centrally employed staff for example, data from HR and data from Pay section. An LA could be providing one or more of these for their central return.

### **12.3.XML schema**

#### **12.3.1. Header record derivation**

Whichever type of file is generated, the header details should be as in section 4 of the technical specification, page xx, with the following clarification:

The <SourceLevel> will always be “L” in files generated from local authority systems;

<Estab> should be blank in the header on a Central return file and should be populated with the estab number of the school in the header on a School return file;

<SoftwareCode> will need to be agreed with each supplier separately. We will need to differentiate each system within the same local authority;

<Release> is not required and should be omitted;

<Serialnumber> begins at 001, and is incremented by 1 for each generated file from the same source system within each authority.

#### **12.3.2. Type 1: part return to supplement data from schools**

The authority produces 1 or more files for each school which it is providing supplementary data for from the local authority central system. The characteristics of each file are as follows:

Content / structure	One or more partial return per school (each partial return must be supplied as a separate file).
Sort Order	Sort order not important, as long as all data for one teacher, such as more than one contract, appear together.
<Estab> in the Header	Must be provided
<LASchoolLevel> in contract / SA module	S

Notes	<p>For type 1, any member of staff serving in more than one school will need to be included in more than one return (that is, the return for each school in which he/she serves).</p> <p>Single return files can be batched in a zip file, the batch file can then be used to load the included files into the DfE collection software (COLLECT) which will extract each file from the zip file sequentially. This will allow successfully loaded returns to be viewed and worked on whilst the load procedure continues.</p> <p>If there are a large number of files to be batched the LA may find it more manageable to create a number of zipped files rather than loading all schools in one single file.</p>
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Example of Type 1 file;

In this example a local authority has four teachers working in four schools.

Staff member A	works at School 1 and at School 3
Staff member B	works at School 2
Staff member C	works at School 3 and School 4
Staff member D	works at School 1

Most of the data comes from the four schools' MIS systems. However the central local authority payroll will provide the salary detail in the contract / Service Agreement module.

For type 1, the payroll will output four files, one for each school, ordered as follows:

File 1

Header

Staff member A Staff Details module (minimum set)

School 1 contract /SA module

Staff member D Staff Details module (minimum set)

School 1 contract /SA module

File 2

Header

Staff member B Staff Details module (minimum set)

School 2 contract /SA module

File 3

Header

Staff member A Staff Details module (minimum set)

School 3 contract /SA module

Staff member C Staff Details module (minimum set)

## School 3 contract /SA module

File 4

Header

Staff member C Staff Details module (minimum set)

School 4 contract /SA module

### 12.3.3. Type 2: complete school return

The authority produces 1 or more file for each school which it is providing all data for from a local authority central system. The characteristics of each file are as follows

Content / structure	One full or several partial return per school (partial returns must be returned as separate files)
Sort Order	Sort order not important, as long as all data for one teacher, such as more than one contract, appear together
<Estab> in the Header	Must be provided
<LASchoolLevel> in contract / SA module	S
Notes	The format and content will be identical to the school specification, with the exception of <SourceLevel> in the message header. This may include the School module of vacancies and headcounts. Single return files can be batched in a zip file, the batch file can then be used to load the included files into the DfE Collection software which will extract each file from the zip file sequentially.

**Explanatory note 2:** Type 2 files **must not** be presented as a single file for the whole local authority. This is not allowed because:

The COLLECT system uses <SourceLevel>, <LEA> and <Estab> in the header record to determine who will be able to view, edit and validate a return.

Due to the potential size of the file there may be performance issues when trying to load;

If there is a problem within the file then the whole return would be rejected, resulting in potential delays to the validation and authorisation process.

### 12.3.4. Type 3: returns for centrally employed staff.

A single complete return containing all details of local authority centrally employed staff

Content / structure	One return per local authority
Sort Order	Sort order not important, as long as all data for one teacher, such as more than one contract, appear together
<Estab> in the Header	Omitted
<LASchoolLevel> in contract / SA module	L
Notes	[None]

### 12.3.5. Type 4: partial returns for centrally employed staff.

In the same way as a Type 1 can be a partial return containing school data, a local authority might want to produce two partial returns for their centrally employed staff, for example one from their Pay system and one from their HR system. As long as each partial return includes the minimum dataset for each workforce member then these partial returns can be Matched and Reconciled in COLLECT.

Content / structure	Several partial returns per local authority (partial returns must be supplied as separate files)
Sort Order	Sort order not important, as long as all data for one teacher, such as more than one contract, appear together
<Estab> in the Header	Omitted
<LASchoolLevel> in contract / SA module	L
Notes	[None]

### 12.3.6. Other guidance

#### Resubmissions

If an uploaded file contains the same source organisation details, either from a school or local authority, as one that has previously been submitted, and the Software Code is the

same, COLLECT will treat the file as a resubmission and overwrite the contents of the previous submission with the new one.

Note: local authorities should be aware that this will mean any matching and reconciliation updates will be overwritten and so will need to be reapplied. Therefore, if there are only minor changes to be made after matching and reconciliation has occurred, the local authority may wish to consider applying the required changes online within COLLECT, and if necessary, requesting that the changes are also applied in the source MIS system. This may be preferable to generating a full refresh from the source MIS system, uploading the new file and then reapplying any matching and reconciliation updates.

Please also note that the term “partial returns” within this document describes situations where some types of data for an individual staff member are sourced from different systems. It does not cover situations where data on different parts of the workforce are submitted on separate returns from the same system. If for example a school or authority wished to submit two returns from the same system, one with data on teachers and the other with data on support staff, this would not work since COLLECT would treat the second file as a resubmission.

### 12.3.7. Summary of the characteristics of each file type

	Type 1	Type 2	Type 3	Type 4
Content / structure	One or more files from LA Central systems containing some School Employed Staff details	One or more files from LA Central systems. Each containing all the School Employed Staff details	One file for the LA Central system containing Centrally Employed Staff details	Several files from LA Central systems containing Centrally Employed Staff details
Sort Order	Not significant, as long as all contract records for the same member of staff are grouped together	Not significant, as long as all contract records for the same member of staff are grouped together	Not significant, as long as all contract records for the same member of staff are grouped together	Not significant, as long as all contract records for the same member of staff are grouped together
<Estab> in the header	Required	Required	Omitted	Omitted
<LASchoolLevel> in contract / SA module	S	S	L	L
Notes	files can be zipped	files can be zipped		



## 13. Annex D – Version History and Errata

This table shows when each version was released and the changes made in each version.

Version	Changes made	Author / date
1.0	<p>General amendments:</p> <ul style="list-style-type: none"> <li>• Dates and version numbers rolled forward,</li> <li>• CBDS numbers removed from main body of narrative,</li> <li>• CBDS numbers changed to new version of CBDS</li> </ul> <p>Substantive changes:</p> <ul style="list-style-type: none"> <li>• The splitting of Qualified Teacher Status into three categories, QTS, QTLS and EYTS (See Note 4, section 5.2)</li> <li>• The addition of a 'Reason for Leaving' code to indicate the reason for a teacher or teaching assistant ending their period of employment (see notes 8 and 9, section 5.3)</li> </ul> <p>Minor changes</p> <ul style="list-style-type: none"> <li>• A column has been added to the xml example message showing the cardinality of items within the xsd structure.</li> <li>• The collection's reference date will be the 8 November, the second Thursday in November. This is a change from the usual practice of using the first Thursday and is being done to avoid clashes with school midterm breaks.</li> <li>• The CBDS levels in the message header (see section 7.3) of the xml structure are being removed. Reference date and Estab are being removed from the school message structure.</li> <li>• The structure of the Qualification subject is being altered. Instead of there being two separate data items for the first and second subject of a qualification there will now be one data item with validation to limit the number of subjects.</li> </ul> <p>The XML message structure has been updated to reflect these changes.</p>	Gerard Hassett 15 February 2018



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for Education

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