



Department
for Education

School workforce census guide 2024

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

October 2024

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1. Introduction

Purpose of this document

This document is aimed at maintained nursery, primary, middle, secondary and special schools, City Technology Colleges (CTCs), academies, free schools, pupil referral units, Multi Academy Trusts (MATs) and at Children's Services/local authorities (LAs) so that relevant staff are able to prepare for and complete the school workforce census (SWC) for school employed staff in 2024.

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

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

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

Changes since school workforce census 2023

Dates have been rolled over, with the date of the next census set for 7 November 2024. The most significant change is that Sex has replaced Gender, see section 7.1.6.

2. Rationale behind the school workforce census

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

- staff pay bills
- staff turnover
- absences

The SWC data informs departmental policy on pay, pensions and the monitoring of the effectiveness and diversity of the school workforce. SWC data are also used by other government departments, local authorities, external agencies and educational researchers. Accuracy of data is crucial.

Data from the SWC feeds into decision making on teachers' pensions and induction payments, so it is essential that data reporting is complete and accurate.

Data is collected on the 'collect once, use many times' principle and most of the data collected should be data that a well prepared school uses themselves or be justified with a clear business case.

3. Structure and timing of the school workforce census

3.1. School workforce and school levels

The school workforce census for staff employed by schools is divided into two levels – school workforce level and school level. Each level comprises modules of data items that relate to a single theme or topic. The modules and the data items included in each module are listed in section 6.

3.2. Collection date

Data are collected in the SWC annually. The Census date for 2024 is the 7 November, the first Thursday in November. The deadline for returning census to the department is 6 December.

A separate return for each local authority and academy school must be submitted to the department by the 6 December to allow error correction, authorisation and credibility checking (see section 5.4) to take place before the collection closes. Local authorities will usually require their schools to submit files to them much earlier than this and will advise their schools of their file return date.

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

Our Helpdesk will assess returns after approval and inform you of any issues. For each local authority the assessment will normally be made once the vast majority of schools' returns have been approved. Feedback may be delayed if there is a large volume of returns. The submission deadline of 6 December must be adhered to so that this process can take place.

3.2.1. Collection date falling on a school holiday

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

For those schools that access the department's on-line data collection facility (COLLECT) directly, the blade (or census specific loading and validation platform within COLLECT) for the school workforce census will be available from the Census day onwards on the live site. For more information on COLLECT, see section 5.

3.3. Historical and snapshot data

Data collected in this census can be divided into 'Snapshot' data and 'Historical' data.

3.3.1. Snapshot data

Snapshot data is contained in the

- Staff details,
- Contract/service agreement,
- Curriculum, Qualifications,
- Vacancies and
- Staff Information (headcounts) modules.

This data (for example, role, pay or qualified teacher status) must be correct as of either

- the census reference date or,
- the date that the census extract was taken from the software system.

It will be extracted automatically for all staff who are in scope and currently employed by the school. The MIS will extract the data for all relevant contracts where there is a start date but no end date or where the end date is after the census date.

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

3.3.2. Historical data

Historical data is contained in the contract module and will be for contracts that ended between the beginning of the previous academic year and the census date. This will be either

- because the staff member left the school or,
- because they have been issued a new contract.

Historical data is also contained in the absence module. This happens for absences in the previous academic year. This will include absences for staff that left the school during the previous academic year. For the SWC, the academic year is defined as the period from 1 September to 31 August.

Schools should not submit contract data from before the school's opening. Schools should also not submit absence data from before the school's opening. Academy converters should not report historical contract and absence information from before their conversion. For example, schools that opened in the period 1 September 2023 to 7 November 2024 should only report contract and absence data for the period beginning when the school opened.

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

3.4. Data protection and data sharing

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

- the types of data being held
- why it is being held
- to whom it may be communicated

As data processors and controllers in their own right, it is important that schools process all data (not just that collected for the purposes of the school census) in accordance with the full requirements of the UK GDPR. Further information on the UK GDPR can be found in the Information Commissioner's Office (ICO) [overview of the UK General Data Protection Regulation \(GDPR\)](#).

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

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

DfE provides suggested wording for [privacy notices](#) that schools and local authorities may wish to use. However, where the suggested wording is used, the school / local authority **must review and amend** the wording to reflect local business needs and circumstances. This is especially important, as the school will process data that is not solely for use within census data collections.

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

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

However, it remains best practice to remind parents of the school's privacy notices at the start of each term (within any other announcements / correspondence to parents), and it is important that any changes made to the way the school processes personal data are highlighted to data subjects.

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

Schools and local authorities have a legal duty under the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018 to ensure that any personal data they process is handled and stored securely. Further information on data security is available from the [Information Commissioner's Office](#).

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

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

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

As such, schools should provide appropriate initial and refresher training for their staff.

4. Who supplies the data and what do they supply?

4.1. Schools covered by the school workforce census

Staff in the following types of establishments in England must be included in the 2024 SWC:

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

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

Returns should not be made from:

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

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

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

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

4.2. Who supplies the data?

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

4.2.1. Academies

Academies will usually supply all the data for themselves. Alternative arrangements can be made, such as sub-contracting.

4.2.2. Multi academy trusts

Academies that are part of Multi Academy Trusts will have to supply data individually, see below. MATs may take a coordinating role, but separate returns will be expected from each school.

4.2.3. Local authority-maintained schools

For local authority-maintained schools the authority will take a co-ordinating role, and arrangements will differ between areas. Data can be supplied from schools or authorities or a combination of the two. In most authorities, data will be sourced from schools. Some authorities have chosen to provide all or most of the data items for their schools, but schools may still be asked to check the data. If not already clear, schools should check with their authorities which data items they are expected to supply.

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

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

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

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

4.3. School employed staff to be included

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

Every school is expected to have a headteacher or executive head teacher. Also, each mainstream school is obliged to have a SENCO.

'Teacher' comprises

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

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

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

School Business Professionals who are members of the Senior Leadership Team should have the SLT flag (see section 7.1.14) set to true. This will ensure that their leadership role is still recorded.

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

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

4.4. Staff that school workforce level data is required for

For definition of the difference between Workforce level data and School level data, see section 6.

School workforce level data (that is, data on individual members of staff) is required for teachers and support staff in regular service that work for schools, including PRUs. Staff

are in regular service if they have completed service of 28 days or more with the school, or are expected to do so, before the end of their contract or service agreement.

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

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

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

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

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

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

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

If a member of staff works at two establishments, one which is in scope for the SWC and one which is not, then information should be returned for their activity which falls within scope of the SWC only. For example, a nursery assistant might work at a Sure Start

centre and a maintained nursery and school workforce level data would need to be returned for the portion of time they are working in the maintained nursery only.

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

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

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

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

4.5. Staff for whom school level data is required

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

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

4.6. Staff for whom no data is required

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

- temporary staff with service of less than 28 days, who are not expected to complete service of 28 days or more
- casual staff without contracts employed on an ad hoc basis.

If these staff are in school on census day, then head count data should be reported for them, see section 8.2.

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

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

- staff whose contracts finished prior to 1 September 2023

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

4.7. Multiple records

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

- when a person is in regular service at more than one school, either via a contract or, for teachers, employed under a service agreement. For example, a teacher who works two days a week in one school and three in another would need more than one record. Both schools would be expected to submit a record that reflects the time spent by the teacher in their school
- when a person, teacher or support staff, ceases working at one school and begins working at another school during the period covered by the census (1 September 2023 to 7 November 2024). Both schools would be expected to submit a record that reflects the time spent in their school during that period
- A school or local authority may need to submit information for a member of staff for more than one contract, or period of employment under a service agreement, in the SWC. This would happen when
 - they have more than one current contract, or are engaged to work at the school under more than one service agreement, at the census day in one school. For example, they have one part-time contract with the school as a midday supervisor and another part-time contract as an administrator, or
 - they have one current contract, or are engaged to work at the school under a service agreement, at the Census Reference Date and finished another period of regular service in the previous academic year. For example, they were promoted on 1 January 2024 from deputy head teacher to head teacher and so both the old deputy head teacher contract and the current head teacher contract would be returned

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

4.8. Staff acting up

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

However, if providing this information presents too many difficulties, then the department will accept information on the substantive post. Local HR management practices will dictate how such acting up arrangements are recorded on the school's MIS. Acting up

should not be treated in the same way as secondment to another school or authority for which two contracts would be returned, one from each establishment, with the absence due to secondment recorded against the substantive post.

5. Guidance: completing and submitting your school workforce census return

Full guidance on the use of the department's data collection tool, COLLECT, will be available on our SWC [website](#). However, the outline of the process is as follows:

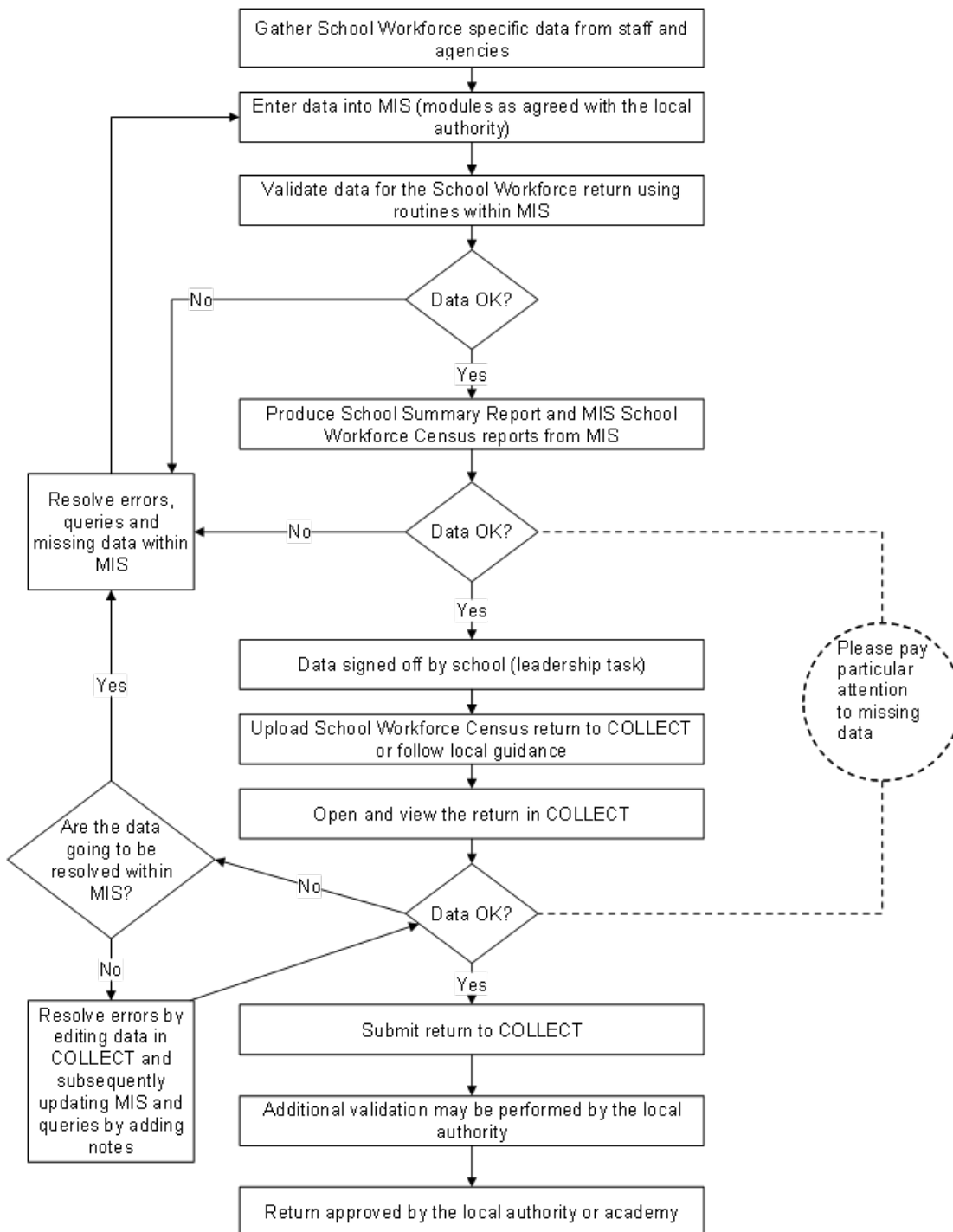
- data on the school management information system is brought up to date
- the census extract is created (contact your software supplier for details)
- the return is loaded on to COLLECT
- COLLECT runs validation rules on the return
- where necessary, the school updates the data in its MIS and reloads the data
- an academy which is uploading data from multiple sources may need to run 'Matching and Reconciliation'
- once the school is happy with the return it is 'Submitted'
- for local authority schools the LA may undertake further processing and validation and may need to run a 'Matching and Reconciliation' process
- once the local authority is happy with the data it will 'Approve' the return.
- for academies 'Approval' will be done by the department.
- the department will examine returns before 'Authorising' them. This is normally the final stage in acceptance of a School Workforce data return, though credibility checks may happen later.

5.1. Update systems with current data

The individual staff records for the SWC will be extracted by MIS systems. Data validation will take place within the software, but some incorrect or missing data may not flag up any errors or queries. Therefore, all data must be complete and up to date in your systems before the SWC return is created.

5.2. Process diagram

The process diagram below shows the steps that need to be taken to produce, check and send SWC returns from school MIS.



5.3. School identifier

The DfE School Number is required as the identifier for the school. It comprises a three digit LA code and a four digit Establishment code each collected as a separate data item (for example, LA code 888 and Establishment code 4032). These codes must be correct and up to date. Any error (such as using an old value of either code) will likely lead to the return being rejected by the department. LA and Establishment codes can be checked using [Get Information About Schools](#). If schools are in any doubt about these codes, they should check with their local authority.

5.4. Validation and credibility checks

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

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

The fact that data on staff may be submitted by either the school or the local authority can cause uncertainty about where responsibility for certain data rests. Validation rules check that the data return includes at least one contract and at least one absence. This should prompt staff to check which organisation is meant to supply this data.

Although data validation will take place within the MIS, missing data may not flag up any errors or queries (for example, missing additional payments). Therefore, all data must be complete and up to date in your system before the return is made. Credibility checks on data will be carried out by the DfE, separately from the credibility reports, after the data has been approved and these may be followed up with the academy or the local authority.

5.4.1. Errors and queries

When data is validated in COLLECT, a validation ‘error’ is generated if data rules are broken, for example, an illegal character is entered, a value is out of range, or totals do not add up correctly. Validation errors must be corrected. If a validation error cannot be corrected, please contact your software support provider or local authority.

Both local authorities and the department expect there to be no errors on the SWC return. However, if a software bug causes an error that cannot be fixed or circumvented then the DfE needs to be told, via the service request form, and arrangements can be made.

A Query is reported in COLLECT where data is unusual or unexpected, maybe reflecting inaccurate or omitted data. For example, where a destination code has been provided for a member of staff but no end date for their contract, or no head teacher post is returned. All outstanding queries should have an explanatory note in the return. In COLLECT notes cannot be put against individual queries and have to be put at ‘Return level’. Acceptable notes for some queries will be published separately on the DfE website nearer to the date of the census. For any other query, free text should be entered to explain the reason.

NB: By entering a note, you are agreeing that the queries have been checked and the information is correct or that there is a valid reason why it is not available.

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

5.4.2. Validation in school systems

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

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

Some users have reported differences between the numbers of errors reported in school systems and in COLLECT. The following reasons may explain this:

- Some validation checks that are only produced in COLLECT so a school may see an 'error on load' even though nothing is shown when validated in their own system. The DfE tries to keep these differences to a minimum but cannot guarantee that there will be none as short notice technical fixes may be needed.
- Data for a school may be sent to the department from several sources. School systems will not always check for the presence of data, instead checking that the data that is present meets appropriate conditions. This may mean more errors are reported in COLLECT than in the MIS system.
- COLLECT reports the number of errors for a whole return, rather than the number for an individual file. So, if a school loads a file to COLLECT after a local authority file has been loaded then the total errors reported in COLLECT may be much higher than in the MIS.

5.4.3. Credibility reports and checks

Credibility reports are available in COLLECT after a return has been loaded. These reports can only be run after the data has been processed overnight, so will reflect the data as at the close of the previous day. The credibility reports are listed in the school workforce validation rules document, available in the technical information area of [our website](#).

Once a schools' return is approved, DfE will run more checks to ensure data is complete and credible. Below is an incomplete list of the checks which may be applied. Please consider this a rough guide, as others may be added and some may be altered:

- Duplication checks:
 - There are no schools appearing more than once in the return.

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

5.5. Generating the school workforce census return and data checks

School MIS systems contain a series of 'data checks' which will help to identify and correct errors and inconsistencies in the data prior to generating the return. LA maintained schools should ask their local authority for instructions on which data they need to supply and their software supplier for instructions on generating the return. Please go through this process carefully as it will reduce the number of errors in a return and the work needed to resolve these later.

5.6. School summary

School MIS may include a report summarising the data in the return. Given that the return itself is likely to be too large to be viewed in whole, this summary report meets a number of needs. It allows:

- school staff to check the return's accuracy and completeness before passing it to the head teacher
- the head teacher to check its accuracy and completeness before submitting it to the local authority or the DfE

- the local authority to check the return, if the summary is forwarded to them.

The summary should be inspected carefully, particularly those sections that might show some data was not entered on the system before generating the return, such as contract information, qualifications or ethnicity. We also recommend that the summary is compared to the previous year's to highlight any unusual changes.

5.7. Submitting the school workforce census return

LA maintained schools will be advised by their local authority how to submit the file. There are three main options:

- schools may be asked to load the file directly into the secure internet-based COLLECT system. Local authorities will be able to advise schools of the login details for this process,
- in some local authorities, schools will be advised to use the authority's secure network or data transfer facilities to send the file to a central data team. In this case, the local authority will upload the file to COLLECT on a schools' behalf. In a few local authorities all the data will be held centrally within the local authority and they will supply it on the schools' behalf. In these cases, the local authority must provide one file per school and not one file to cover all staff.

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

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

Contact Details on COLLECT

Details of the user that uploaded the return will be displayed when the return is revisited on COLLECT, from the second day after the return has been submitted. These details will be used in the administration of COLLECT and to contact users. Users can edit the alternative contact details, but the main contact details will come from the DfE Sign-in user details and will not be editable in COLLECT. To change the DfE Sign-in user details, see the [DfE Sign-in](#) web page.

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

Local authority schools

Once the file has been submitted by the school to the local authority, the authority may do more processing and validation, for example, adding data from the central payroll system or other central records. Local authorities and schools may use other sign-off methods, such as printing and signing a data summary. Schools should refer to instructions from their local authority.

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

Academies and free schools

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

5.9. Matching and Reconciliation

Sometimes a local authority or academy will have more than one file per school (for example, one from the MIS and one from a HR system). In these cases, they will need to run the matching and reconciliation process. This process combines the different files to create one return per school in COLLECT.

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

5.10. Authorisation of the return by the department

Staff at the department will look at the return before authorising it. In some cases, this may lead to questions about the data, and possibly final amendments being made in consultation with the local authority or academy.

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

5.11. Further information

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

For further advice on the completion of any part of the return, please contact your local authority. If there are any questions which the local authority cannot answer, then they should contact the department Helpdesk for further advice using the [request form](#).

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

6. Preparation: data items required

This section of the guidance provides information on all the data required for school employed staff in the SWC.

Most of the data collected in the SWC is what a school, or other employer, would expect to use for their own purposes. Most data should therefore be kept up to date as part of normal business.

Data that is to be collected in the 2024 SWC is grouped into modules as follows:

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

Schools should look at the data to be collected in the SWC in advance of the collection to ensure it is entered correctly within their MIS. Software suppliers included validation on data entry so, in many instances, it should not be possible to enter data in the wrong format or that does not fit the code set. This should help higher quality data to be entered and cause fewer validation errors when the SWC is created.

Code sets are available in the [Common Basic Data Set](#) on the department's website.

6.1. School workforce level data required

Different data is required for the five categories of staff: 1) contracted teachers, 2) agency/service agreement teachers, 3) teaching assistants, 4) Leadership – non teacher staff, and 5) Other Support staff (see table in section 6.1.2). Schools and local authorities may record all the data items for all categories of staff, but need to know that these may be returned to the department in the census.

For contract/service agreement records that finished during the period 1 September 2023 to 7 November 2024 only a subset of the data is required:

- the Staff Details module,
- non-pay items in the Contract/Service Agreement module and,
- for teachers and teaching assistants, any periods of absence during that period.

6.1.1. Non pay data items in the contract

The non-pay data in the Contract/Service Agreement module is:

- contract / agreement type,
- start date,
- end date,
- date of arrival in school,
- post,
- role identifier,
- destination,
- origin,
- hours worked per week,
- FTE hours worked per week,
- weeks per year.

Which of these will need to be returned depends on the category of staff.

Important Note: staff whose contracts ended in the period 1 September 2023 to 7 November 2024 must have the same non-pay data items returned as would have been returned were the contracts still open.

6.1.2. Mandatory, optional and not applicable data items

The table below shows what data is mandatory (✓) for each staff category, what is optional (#) and what is not applicable (X). Schools and local authorities may wish to hold the optional items on their MIS. This information should automatically be filtered out from the SWC return when it is generated. This may not always happen, for example if contract information is provided by the local authority, and schools should know that the data may be sent to the DfE and used for research and statistical purposes.

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

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

1. Staff details data items

Staff Details	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Teacher Number	✓	✓	✓	✓	✓	✓	Mandatory for non-teachers, if applicable
Family Name	✓	✓	✓	✓	✓	✓	
Given Name	✓	✓	✓	✓	✓	✓	
Former Family Names	✓	#	✓	#	#	#	
NI Number	✓	✓	✓	✓	✓	✓	
Sex	✓	✓	✓	✓	✓	✓	
Date of birth	✓	✓	✓	✓	✓	✓	
Ethnic Code	✓	✓	✓	✓	✓	✓	
Disability	✓	✓	✓	✓	✓	✓	
QTS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
QTLS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
EYTS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
HLTA Status	✓	#	✓	✓	✓	✓	Required for Contracted TAs and contracted Other Support Staff, even if they also are Agency/SA Teachers.
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.
Newly Qualified Teacher	✓	✓	X	X	X	X	
Senior Leadership Team	✓	✓	✓	✓	✓	✓	

2. Contract/Service Agreement data items

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Contract/Service Agreement Type	✓	✓	✓	✓	✓	✓	
Start Date	✓	✓	✓	✓	✓	✓	
End Date	✓	✓	✓	✓	✓	✓	
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	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	X	X	Applicable only for Leadership teachers
Pay Range Minimum And Pay Range Maximum	✓	✓	X	X	X	X	Applicable only for Leadership teachers
Base Pay	✓	✓	✓	✓	✓	✓	Mandatory for open contracts only Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	✓	X	X	X	X	X	

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Daily Rate ¹	X	✓	X	X	X	X	Required for current Agency/SA Teachers even if they have an expired 'PRM', 'FXT', or 'TMP' Teacher contract. Not required for centrally employed staff
Reason for Leaving	✓	#	✓	✓	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Destination	✓	#	✓	✓	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Origin	✓	#	✓	#	#	#	Mandatory for contracts starting from 1/9/2009. Required for Contracted TAs even if they also are Agency/SA Teachers.
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	✓	✓	✓	✓	✓	X	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers

¹ When Daily Rate applies pay data are not required.

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Additional Payment Amount	✓	✓	✓	✓	✓	X	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers
Pay Start Date	✓	✓	X	X	X	X	Not required if "Daily Rate" = 'Y'. Only required for Category 'TL3'.
Pay End Date	✓	✓	X	X	X	X	Not required if "Daily Rate" = 'Y'. Only required for Category 'TL3'.

3. Absence data items

Absence	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
First Day	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Last Day	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Working Days Lost	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Absence Category	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.

4. Curriculum data items

Curriculum	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Not required for centrally employed staff
Subject Code	✓	✓	✓	X	X	X	
Hours	✓	✓	✓	X	X	X	
NC Year Group	✓	✓	✓	X	X	X	

5. Qualification data items

Qualification	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Not required for centrally employed staff
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 is 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.

- ✓ Mandatory data item for this type of staff
- # Optional data item for this type of staff
- X Data item not applicable for this type of staff

6.2. School level data required

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

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

The Staff Information module will collect:

- headcounts of occasional teachers in school on the census day, split by categories of Qualified/Unqualified/Not known

- headcounts by role for all support staff not employed directly by the school or the local authority who are in school on the census day. No teaching roles should be included in this section even though they may be available to select.

7. School workforce level

Note on staff working in multiple schools

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

7.1. Staff details module

Data in this module should be maintained as changes happen. This module will be collected for all staff meeting the criteria in section 4.3. This is likely to include staff that left during the previous academic year, for whom contract or absence information is being provided.

Staff details data items

Staff Details	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Teacher Number	✓	✓	✓	✓	✓	✓	Mandatory for non-teachers, if applicable
Family Name	✓	✓	✓	✓	✓	✓	
Given Name	✓	✓	✓	✓	✓	✓	
Former Family Names	✓	#	✓	#	#	#	
NI Number	✓	✓	✓	✓	✓	✓	
Sex	✓	✓	✓	✓	✓	✓	
Date of birth	✓	✓	✓	✓	✓	✓	
Ethnic Code	✓	✓	✓	✓	✓	✓	
Disability	✓	✓	✓	✓	✓	✓	
QTS	✓	✓	✓	#	#	#	Also required for Advisory Teachers

Staff Details	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
QTLS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
EYTS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
HLTA Status	✓	#	✓	✓	✓	✓	Required for Contracted TAs and contracted Other Support Staff, even if they also are Agency/SA Teachers.
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.
Newly Qualified Teacher	✓	✓	X	X	X	X	
Senior Leadership Team	✓	✓	✓	✓	✓	✓	

- ✓ Mandatory data item for this type of staff
- # Optional data item for this type of staff
- X Data item not applicable for this type of staff

7.1.1. Teacher number

This is the seven-digit department's Teacher Reference Number allocated to:

- all teachers with Qualified Teacher Status (QTS)
- people who enter their final year of teaching training but do not qualify
- people working towards QTS on employment based training schemes, and
- those without QTS who participate in the Teachers' Pension Scheme.

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

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

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

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

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

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

People with Qualified Teacher Learning and Skills status (QTLS) or Early Years Teaching Status (EYTS) are recognised as qualified to teach in schools and, where they have a teacher reference number, this should be provided. For example, they will have a teacher reference number if they are part of the teachers' pension scheme. Otherwise, this field should be left blank.

Schools, academies and local authorities must make every effort to ensure accurate Teacher Numbers are provided. If an accurate number cannot be found, then the field should be left blank. Without a Teacher Number, qualification information from other sources cannot be matched with information in the SWC. So, if the Teacher Number can not be given, then schools, academies and local authorities are asked to make every effort to complete the qualifications module for that teacher.

If a teacher is working in several schools, then each school must report the teacher number, see Note at beginning of section 7 on staff working in multiple schools.

7.1.2. Family name

This must be the full family name (surname).

Employers should have verified the name of staff as part of checks with the Disclosure and Barring Service. If staff are provided by a third party, then their identity should have been checked, for guidance see [Keeping children safe in education](#).

7.1.3. Given name

The given name includes forename and middle name(s), not shortened or familiar versions. More than one given name can be entered for each staff member. Suppliers and users are welcome to use a 'known as' field locally, but the department is not collecting it because standardising on the legal name gives a firm basis for matching.

7.1.4. Former family name

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

7.1.5. National Insurance number

National Insurance (NI) numbers must be provided for all staff in regular service. Schools, academies and local authorities should make every effort to ensure a NI number can be provided for each member of staff. However, if one is not available, then the field should be left blank.

This field is used for matching purposes and for tracking individuals over time so that statistics can be produced on length of service, turnover etc. Leaving the field blank will generate a query and a note will need to be added to the return to explain why no NI number has been provided. Temporary NI numbers must not be returned.

If a teacher is working in several schools then each school must report this item, see Note at beginning of section 7 on staff working in multiple schools.

7.1.6. Sex

The sex of the member of staff must be provided. 'Sex' is the sex recognised in law, as recorded on a birth certificate or gender recognition certificate. This will be the same value that is reported to HM Revenue and Customs (HMRC), as legal sex can affect pension ages or National Insurance contributions. Therefore, software suppliers may have mapped previous values of 'Gender' to the new field of 'Sex', but schools may want to check that this change has been made. Schools and local authorities are not being asked by the department to re-obtain sex information from staff.

7.1.7. Date of birth

This is the date of birth of the staff member in the format CCYY-MM-DD (for example, for 23 January 1963 = 1963-01-23). Establishments must enter the correct date of birth for

staff. Dates of birth are used in matching workforce census data from different establishments and from different years, so it is important that this data is correct.

7.1.8. Ethnic Code

This is the ethnicity of the staff member. Data on ethnicity needs to be handled sensitively. The key point is that ethnicity data should be supplied by the staff members themselves and if they wish they can refuse to provide it, though it should always be requested.

Where the ethnicity has not yet been collected, this is recorded as 'NOBT' (information not yet obtained). Where a staff member declines to provide ethnicity data, code 'REFU' (refused) is used.

It is important to distinguish between information not obtained and information refused. Modelling of the workforce will not be able to accurately reflect ethnicity unless data is requested from all staff, though staff members have an absolute right to refuse to give such information when asked for it.

The codes collected from schools will be those specified for use by the local authority or in an academy's own policy - either the department's extended Codes or Main Codes, the latter are given in the code set in section 9.

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

7.1.9. Disability

The importance of accurately reporting disability data

In the November 2021 School Workforce Census (SWC), disability data was not obtained by schools for 53% of teachers, preventing the reliable reporting of the proportion of disabled staff within the workforce. Reporting rates are substantially lower for disability than for other characteristics such as ethnicity and sex.

Recording disability data may help Local Authorities, Schools and Trusts to²:

- better understand the experiences of disabled people in their workforce;
- improve employee engagement and retention, with the consequent gains for performance and productivity; and,

² [Voluntary Reporting on Disability, Mental Health and Wellbeing \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- better monitor internal progress in building a more inclusive environment.

Collecting accurate disability data is crucial as it enables a comprehensive picture of the workforce and its diversity. Through accurate data, the Department can better understand the impact its policies are having on different groups, identify potential challenges and direct future work.

Improved reporting on disability will enable the Department, along with Local Authorities, Schools, and Trusts to better support disabled people in the workforce. The Department's research on disability reporting highlighted a number of barriers, some of which are referenced below. This updated guidance is the first step in addressing some of these barriers and for Local Authorities, Schools and Trusts to consider how they can accurately report on the various characteristics of their workforce.

Reporting Responsibilities

It is for Schools and Trusts to decide how best to collect and submit disability information and for staff themselves to decide whether they want to share that they are disabled³.

It is important to assure staff that the information they disclose will be handled sensitively and confidentially and used to improve opportunities and outcomes for them. All data collected and processed by your school should be held in accordance with UK GDPR legislation and the Data Protection Act 2018, see section 3.4.

Local Authorities, Schools and Trusts are bound by the Public Sector Equality Duty, which came into force under the Equality Act 2010. The duty requires that they pay 'due regard' to the need to eliminate discrimination, advance equality of opportunity for those sharing any particular protected characteristic, of which disability is one, and foster good relations between those sharing a particular protected characteristic and those not sharing that same characteristic, in every area of their work.

All Local Authorities, Schools and Trusts should aim for complete data⁴ on disability in the workforce. To achieve complete data, employers need to accurately record a 'yes', 'no' or 'prefer not to say' response from all employees. Where information as to any disability has not yet been collected, this is recorded as 'NOBT' (information not yet obtained). Where an employee declines to provide disability data, code 'REFU' (refused) is recorded and returned.

³ The Equality Act 2010 defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect of a person's ability to carry out normal day-to-day activities.

⁴ Complete data refers to having responses that enable understanding of the disability status of members of the workforce (i.e. 'yes', 'no' or 'refused')

Where complete data has not been achieved, Local Authorities, Schools and Trusts are encouraged to consider how they can improve reporting for the next return. Guidance on how to improve data collection is available in the 'Improving disability data reporting rates: overcoming the barriers' section below.

Importantly, disability change can happen at any point and therefore Local Authorities, Schools and Trusts should endeavour to keep this information up to date, taking a considered and balanced approach.

Improving disability data reporting rates: overcoming the barriers

Whilst previous years' data from the SWC has had good coverage of characteristics such as ethnicity and sex, the same cannot be said for disability data. In the November 2021 SWC, disability data was not obtained by schools for 53% of teachers, preventing the reliable reporting of the proportion of disabled staff within the workforce.

The Disability data collection in schools (workforce) research report was published on 23 February 2023 and found that schools were more likely to report 'information not yet obtained' for disability than other characteristics.

Several perceived barriers were found to schools collecting complete data⁵ on disability in the workforce. These included, but were not limited to:

- a lack of awareness of the need for collecting data on disability;
- not having an effective process for monitoring and updating the disability status of staff; and
- concerns about following up with staff to clarify disability status for fear of being, or seeming to be, discriminatory.

The School Workforce Census guide sets out the importance of accurately reporting disability data.

The Department for Work and Pensions has published a framework to support employers to collect and report data on disability, mental health and wellbeing in the workplace, which may be helpful to Local Authorities, Schools and Trusts in designing an effective process. The Department for Education is actively considering whether additional bespoke resources would further assist Local Authorities, Schools and Trusts in collecting disability data from staff.

Further information

⁵ Complete data means that each individual has stated 'Yes', 'No' or 'Prefer not to say' when asked if they have a disability.

- Find out more about how to make reasonable adjustments for workers with disabilities or health conditions.
- The Advisory, Conciliation and Arbitration Service (ACAS) has published guidance on how employers can support disabled people at work.
- The Disability Confident employer scheme supports employers to make the most of the talents disabled people can bring to the workplace. It provides employers with the knowledge, skills, resources, and confidence they need to attract, recruit, retain and develop disabled people in the workplace.
- Disability Confident and CIPD: guide for line managers on employing people with a disability or health condition
- Guidance on employing disabled people and people with health conditions
- The DfE has published guidance on the Equality Act 2010 for schools which includes advice on how they can meet their duties under the Act for disabled people and adhere to equality and diversity policies and employment law.
- Guide to the UK General Data Protection Regulation (UK GDPR) | ICO
- Data Protection Act 2018 (legislation.gov.uk)

7.1.10. QT Status, QTLS status, EYT status (true/false)

This data is required for all teachers, teaching assistants and advisory teachers, but not for other support staff or non-teaching school leaders. This data shows whether they have either Qualified Teacher Status (QTS), Qualified Teacher Learning and Skills (QTLS) status or Early Years Teacher Status respectively. The fact that someone has a Teacher Number does not necessarily mean that they have any of these statuses. Teachers without QTS can still be members of the Teachers' Pension Scheme. Any queries about a person's QTS or EYTS should be checked with the Teaching Regulation Agency, any queries about QTLS should be checked with the Society for Education and Training.

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

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

QTLS

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

EYTS

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

If a teacher is working in several schools, then each school must report these items, see Note on staff working in multiple schools in Section 7.

7.1.11. HLTA Status (true/false)

This shows if a member of staff has HLTA (Higher Level Teaching Assistant) status or not. If a person has HLTA status but is not currently working as an HLTA, then the status is still 'True'.

HLTA data is required for all teachers and teaching assistants included in the return – even if their contract is not current on census reference day.

If a staff member is working in several schools, then each school must report this item, see Note on staff working in multiple schools in Section 7.

7.1.12. QTS Route

This data is only required for staff who have taken up their first teaching post since the previous census or who are working towards QTS, but it can be returned for other staff as well. This data does not have to be filled in for staff who were employed as teachers and had QTS before the last SWC.

Members of staff on an employment based QTS route, excluding School Centred Initial Teacher Training (SCITT), must be given the code of the route or programme they are undertaking. Information on student teachers on teaching practice or who are participating in SCITT is not required for the SWC since this is a college rather than classroom based QTS route. Overseas Trained Teachers who have not yet gained QTS must be given the code OTTN - Overseas Trained Teacher, not yet on Programme.

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

7.1.13. Newly Qualified Teacher

This identifies Early Career Teachers in the first or second year of induction.

From 2021, statutory induction changed for new teachers. All teachers undergoing statutory induction starting from September 2021 are entitled to 2 years of high-quality professional support based on the ECF. State funded schools offering statutory induction will receive additional funding to deliver the new ECF.

Funding for the second year of induction partly depends on data submitted in the SWC, so special care should be taken that data entered in this field is correct.

To be recorded in this field as NQT1 or NQT2 a teacher must:

- have QTS (rather than QTLS or EYTS), and
- be on the Early Career Framework (ECF)

A teacher working part time may take more than a year to complete a year of induction, it is up to a school to determine whether staff are in the first or second year of induction.

7.1.14. Senior Leadership Team (SLT)

This identifies staff who are members of the Senior Leadership Team. This should be set to 'True' where the post is one of 'Head Teacher', 'Deputy Head', 'Executive Head Teacher', 'Assistant Head' or 'Leadership – Non-Teacher'.

The SLT flag should also be set to 'true' for School Business Professionals (SBPs) where they are formally recognised members of the schools' SLT.

This field has been introduced to collect data on School Business Professionals (e.g., school business managers, finance managers) who are members of schools' SLTs. It will support the Department's assessment of the sector's ability to achieve good financial and resource management and to inform where support should be provided.

7.2. Contract / service agreement module

All data in this module should be maintained as changes occur. The data items in this module provide details of either contracts or service agreements as defined in section 4.4. Any member of staff employed by a school may have:

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

Contract or service agreement records should be returned from each school of a Multi Academy Trust separately. See Note on staff working in multiple schools in Section 7.

Contract or service agreement records should be returned from each school or the local authority (depending on how the data is being supplied).

Current Contracts/Service Agreements (those open on census reference day) must be included if the contract has lasted 28 days or is permanent or has a Contract End date 27 days or more after the Contract Start date.

Contracts/Service Agreements not open on census reference day must be included if they ended in the period from 1 September of the previous year to the day before census reference day (for 2024, census contracts/service agreements ending in the period 1 September 2023 to 6 November 2024). Contracts that close on census reference day are considered to be open for the purposes of the SWC.

Validation rule 4085Q checks that there is at least one contract record in the data return. This is to ensure that data suppliers are aware this data is not included in their return and should check that this is correct (that is, the data is being supplied from a different source) before submitting.

Please ensure that contract or service agreement data is supplied for all staff in regular service.

Contract/Service Agreement data items

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Contract/Service Agreement Type	✓	✓	✓	✓	✓	✓	
Start Date	✓	✓	✓	✓	✓	✓	
End Date	✓	✓	✓	✓	✓	✓	
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	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	X	X	Applicable only for Leadership teachers

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Pay Range Minimum And Pay Range Maximum	✓	✓	X	X	X	X	Applicable only for Leadership teachers
Base Pay	✓	✓	✓	✓	✓	✓	Mandatory for open contracts only Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	✓	X	X	X	X	X	
Daily Rate ⁶	X	✓	X	X	X	X	Required for current Agency/SA Teachers even if they have an expired 'PRM', 'FXT', or 'TMP' Teacher contract. Not required for centrally employed staff
Reason for Leaving	✓	#	✓	✓	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Destination	✓	#	✓	✓	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Origin	✓	#	✓	#	#	#	Mandatory for contracts starting from 1/9/2009. Required for Contracted TAs even if they also are Agency/SA Teachers.
Role Identifier	✓	✓	✓	✓	✓	✓	

⁶ When Daily Rate applies pay data are not required.

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
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	✓	✓	✓	✓	✓	X	Not required if “Daily Rate” = ‘Y’. NB: Daily rate only applies to Agency/SA Teachers
Additional Payment Amount	✓	✓	✓	✓	✓	X	Not required if “Daily Rate” = ‘Y’. NB: Daily rate only applies to Agency/SA Teachers
Pay Start Date	✓	✓	X	X	X	X	Not required if “Daily Rate” = ‘Y’. Only required for Category ‘TL3’.
Pay End Date	✓	✓	X	X	X	X	Not required if “Daily Rate” = ‘Y’. Only required for Category ‘TL3’.

- ✓ Mandatory data item for this type of staff
- # Optional data item for this type of staff
- X Data item not applicable for this type of staff

7.2.1. Contract / agreement type

Staff contracts must have one of the following values: permanent, fixed term, or temporary. Fixed term is for contracts with an agreed length of time and fixed end date. Temporary is for non-permanent contracts, for example cover, without a fixed end date.

Fixed term contracts must have an end date.

Staff service agreements must have one of the following values: service agreement with local authority, service agreement with an agency, or service agreement with other source. Service agreement records are required for agency teachers in regular service, including those supplied by a local authority - if the local authority is acting like a supply agency. They are not required for support staff, including teaching assistants. Information on support staff employed via a third party and in school on census day is collected in the third party headcount. Should schools choose to record such staff on their systems and return workforce level data on them in the Census, the DfE will be happy to receive it. However, there is no requirement to do so.

7.2.2. Start date

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

A validation rule will check that all contracts have a start date. If start dates are not present there may be difficulties in matching and reconciliation.

7.2.3. End date

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

7.2.4. Date of arrival in school

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

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

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

7.2.5. Post

Post is used to identify, at a high level, which category a member of staff falls in.

For teachers the following posts are available:

- executive head teacher,
- head teacher,
- deputy head,
- assistant head,
- classroom teacher,
- teacher upper pay range,
- teacher main pay range,
- apprentice teacher and,
- leading practitioner.

The classroom teacher post may be used to record teachers on the main or the upper pay range. The teacher upper pay range and teacher main pay range posts may be used to record a teacher's pay range, but this is not essential. These teachers may be recorded as classroom teachers. Unqualified teachers must be recorded as classroom teachers. For teachers with job titles not in the code set, select the code that best reflects their post. For example, a principal in an academy should be given the code of head teacher.

The code 'executive head teacher' should be used for a head teacher who directly leads several schools in a federation or other arrangement. The school that holds the contract for the executive head is expected to return data on them. The other school(s) in the federation led by the executive head are not expected to report the information.

A post of 'Apprentice Teacher' exists to cover those teachers on the teaching apprenticeship programme.

Support staff based in the classroom for learning and pupil support must be assigned the post of Teaching Assistant. Examples include Higher Level Teaching Assistants (HLTA), Teaching Assistants (TA), special needs support staff, minority ethnic support staff and bilingual assistants.

'Support Staff' are split into three categories. These are 'School Business Professional', 'Leadership - non Teacher' and 'Other Support Staff'. Schools and local authorities are not expected to return the Qualification or Additional Payment modules for 'Other Support Staff'.

'School Business Professional' is expected to include staff with the roles of 'Bursar', 'Business Manager', 'Finance Officer', 'Office Manager', 'Premises Manager' or 'ICT Network Manager'.

'Leadership non-teacher' refers to any member of staff, not reported in a teaching post, who is part of the school's Senior Leadership Team (SLT) or has other formal leadership responsibilities. This includes, but is not limited to, staff with school business responsibilities, for example, finance, operations, HR and other support staff formally recognised in leadership posts.

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

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

7.2.6. Role identifier

At least one role per member of staff must be provided, but where someone has more than one role all must be provided. If the MIS does not allow more than one role per contract/service agreement, contact the EDD Helpdesk for advice.

For staff with roles not in the code set, choose the one that best reflects their function. For example, the role of head teacher for the principal of an academy. If this is not possible, it may be that the staff should not be included in the SWC, for example, clerk to the governors or school crossing patrol staff. Schools can check with the local authority or the DfE about staff they cannot find roles for, to see whether they should be included.

The role of executive head teacher should be used for a head teacher who directly leads several schools in a federation or other partnership. The school that holds the contract for the executive head teacher should return data on them. The other school(s) in the federation led by the executive head should not report information on them.

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

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

Head of Year

local authority supply pool

Teachers of ethnic minorities should be assigned the role of 'minority ethnic support' and teachers of English as a foreign language should be assigned the role of 'language support'.

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

Teaching assistants, other support staff and non-teaching leadership staff, should not be assigned any of the roles in the above list, except language support or minority ethnic support. Many different job titles are used for support staff and examples are given below of how some of these correspond to roles in the code set.

Role identifier	Job title
Teaching Assistant	Classroom Assistant
Teaching Assistant	Individual Support Assistant
Teaching Assistant	Learning Support Assistant
Teaching Assistant	Special Support Assistant
Other Pupil Support	Cover Manager
Other Pupil Support	Exams Secretary
Other Pupil Support	Guidance Manager
Other Pupil Support	Resources Support Staff
Other Pupil Welfare	Counsellor
Other Pupil Welfare	Family Worker
Other Pupil Welfare	Intervention Assistant
Other Pupil Welfare	Outreach Worker
Other Pupil Welfare	Residential Care Worker
Other Pupil Welfare	Student and Family Support
Other School Admin	Clerical Assistant
Other School Admin	Director of Technology
Other School Admin	Senior Admin Officer
Other School Admin	SENCO Assistant
Other Technician	Art Technician
Other Technician	Creative and Media Technician
Other Technician	Display Assistant
Other Technician	Music Technician

Role identifier	Job title
Other Technician	Performing Arts Technician
Other Premises Staff	Ground Staff
Other Premises Staff	Maintenance Staff

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

7.2.7. Origin

The origin code indicates what teachers and teaching assistants were doing immediately before taking up their first post with the school, for example, whether they are new to the education sector or have come from another post within education.

If a teacher or teaching assistant gets a new contract without changing school, use the code 'Not Applicable – Change of Contract'. Use this also when staff move from a service agreement (with the local authority, an agency or another source) to a contract. The DfE can track the career progression of such staff through their contract history and the origin information will provide details of what they did before joining the school.

Origin information must be provided for all teacher and teaching assistant contracts that started from 1 September 2009. This data is used in analysing newly qualified teachers and staff returning to the profession. This will only be reliable if the origin data from all schools is accurate. It is not expected that this information will be collected for contracts that started before 1 September 2009 and the field should be left blank.

7.2.8. Reason for Leaving

Reason for leaving is separate from 'Destination'. It is the reason a teacher, teaching assistant or School Business Professional left employment with the school or local authority. Examples include 'Voluntary Redundancy', 'Compulsory Redundancy', 'Left for other teaching post'.

This should be captured when the person gives notice they are leaving. If the reason is not already known, it should be found through normal procedures, like exit interviews. If it cannot be obtained 'Not known' should be used. If there is a change of contract within the same school – such as a promotion - 'Not Applicable – Change of Contract' should be used. If the 'Destination' is 'Not Applicable – Change of Contract', then the 'Reason for Leaving' should be the same.

Reason for leaving *must* be provided for all contracted School Business Professionals, teachers and teaching assistants that left during the previous academic year (from 1 September 2023).

Three values are included to cover School Business Professionals:

- Non-education employment – private sector
- Non-education employment – private sector (management or finance role)
- Non-education employment – self employment (management or finance role)
- 'Other education post in UK'. This is currently an Origin code but not a Destination code and could be applicable to SBPs moving from one academy to another, which will not be covered by teaching codes.

7.2.9. Destination

This is the destination of teachers, teaching assistants and School Business Professionals (SBPs) on the finishing their contract. Examples include; 'remaining in the same local authority – primary school', 'move to another local authority – primary school', 'non-education employment – public sector'.

This should be captured when the person gives notice they are leaving. If the reason is not already known, it should be found through normal procedures, like exit interviews. If it cannot be obtained 'Not known' should be used. If there is a change of contract within the same school – such as a promotion - 'Not Applicable – Change of Contract' should be used. If the 'Reason for Leaving' is 'Not Applicable – Change of Contract', then the 'Destination' should be the same.

When a SBP leaves the education sector there are different codes to distinguish those working in roles which may use the management or financial experience gained in schools (i.e., 'Private sector (management or finance roles)') from those going to other roles, (i.e., 'Private sector'). We use this to get a deeper understanding of the reasons for staff leaving the education sector, broadly whether this is to apply similar management or finance skills, knowledge and/or experience in a different context, or to work in a different sector and different type of role. This will assist the department in analysing the turnover of SBPs and the reasons for their leaving the education sector.

Destination information must be provided for all contracted teachers, teaching assistants and School Business Professional that left during the previous academic year (from 1 September 2023).

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

7.2.10. Daily Rate (yes/no)

This data is for agency or service agreement teachers only. It shows if a third party, such as a supply agency or the local authority, is paid a daily rate for the teacher. If 'yes' is

entered there is no need to provide any other information on how the agency pays the teacher, such as pay range, category of additional payment, additional payment amount, or base pay. It is also not necessary to provide weeks per year, but hours worked per week and FTE hours per week must be provided.

7.2.11. Date of Last Pay Review

This is the date of the most recent determination of a teacher's pay. Maintained schools must carry these out annually and academies are expected to have similar processes. The results of the annual review should apply from 1 September that year. However, the review may not have taken place by the time of the SWC.

Reviews may take place at other times of the year, such as when teachers take up a new post or move to the Upper Pay Range.

The department needs to know the date of the last pay review to determine whether the figures in the census are relevant to knowing the pay bill for the current year.

The date supplied should be the most recent pay determination (either the regular annual review, or a more recent review for other reasons), even if this did not result, or could not have resulted, in a change to the teacher's pay.

If the review has not yet taken place this year, then the date of the previous year's review should be entered so the department can know whether the figure reported in the census will be retrospectively updated later in the year.

7.2.12. Pay Range

For all staff in regular service the relevant pay range must be selected, unless Daily Rate is provided. For non-teachers this will be either 'National Joint Council (Local Government Services)' or 'Other'. For teachers it will depend on their post and whether they have crossed the threshold to the upper pay range. Academies that use their own pay range should assign 'Other'.

Where pay range is provided, establishments must return the correct range. The 'Leadership Pay Range' is only for staff in leadership positions (head teachers, executive head teachers, deputy heads and assistant heads) not for classroom teachers.

Schools and local authorities must supply 'Base Pay' for all staff not paid by a daily rate, even if 'Pay Range' is also provided.

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

7.2.13. Leadership Pay Framework

Indicates the pay framework for leadership teachers. Values are 'Pre 2014' and '2014'. Leadership teachers' pay will either be based on the scheme in pre 2014 school teachers' pay and conditions documents ('Pre 2014') or that in the 2014 and subsequent pay and conditions documents ('2014'). For contracts with a start date before 1/9/2014 the MIS will default to the 'Pre 2014' Framework and for those with a start date from 1/9/2014 will default to the '2014' framework. This field is manually editable.

Leadership teachers appointed after 1 September 2014 must be paid under the 2014 framework. Leadership teachers whose responsibilities have changed significantly from that date should also be paid according to the 2014 pay framework. One of the differences is that the 2014 pay framework mandates that permanent allowances for leadership teachers should be included as part of their basic salary, with only temporary allowances remaining separate. Under the pre 2014 framework all allowances are separate from basic pay and are reported separately.

These frameworks apply to the determination of the *pay ranges* for leadership teachers – a separate issue from annual decisions on progression pay. So, if a school revises its approach to annual progression pay for school leaders after September 2014 this does not necessarily mean that it has moved to the 2014 framework. If a school makes revisions to progression payments but leaves the determinations of the *pay ranges* for the school leaders unchanged, then it is still paying under the pre 2014 framework.

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

7.2.14. Leadership Pay Range Minimum and Leadership Pay Range Maximum

Every leadership teacher paid on the leadership pay scale will have a basic salary range within which they can expect to be paid while remaining in the same post at the same school. This is determined individually for each leadership teacher. See paragraphs 9.1 to 9.4 of the [School Teachers Pay and Conditions Document](#) for details.

Only applies to teachers paid on the leadership pay scale.

Academies should complete this data if they use the 'Leadership Pay Range' in the 'School teachers pay and conditions document'.

7.2.15. Base Pay

Schools and local authorities must provide base pay for all teachers and support staff in regular service who are not paid by a daily rate, even if pay range is provided.

Base pay must reflect the annual salary of a member of staff as of Census day. *It should not include any additional payments or allowances.* The pay of part-time or term time only staff must not be adjusted upwards to the pay of a full-time equivalent member of staff. It must also not be adjusted downwards for a member of staff that started working part way through the year. If any elements of the salary are safeguarded these must also be reflected in the base pay.

Base Pay should be the amount being paid as at the time of the census. If the teacher is yet to have their annual pay review please ensure that this is recorded by reporting the 'Date of Last Pay Review' as being in the previous academic year.

Validation rule 4545 flags up unusually low base pay. It is not expected that any member of staff would be paid less than this and still meet the criteria for inclusion in the census.

Some examples of how base pay should be recorded are given below:

Example 1: a member of staff works full time throughout the year and earns a salary of £30,000 plus additional payments of £2,000. Base pay = £30,000.

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

Example 3: a member of staff takes up the post described in Example 1 in June on a full time basis. Base pay = £30,000.

7.2.16. Category of Additional Payment

For teachers and teaching assistants any additional payments received as part of their contract must be recorded. More than one additional payment can be recorded. The category of any additional payments must be selected, examples include: special educational needs allowances, teaching and learning responsibility payments and, for support staff, London weightings.

TLR3 payments must be reported separately from other Teaching and Learning Responsibility payments. Performance payments to seconded teachers should also be reported separately. For further information on these payments please see the [School Teachers' Pay and Conditions Document](#), part 4.

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

Benefits in kind should not be included.

Out of School Learning Activity (OSLA) payments must be treated as any other additional payment amounts, in other words they should be included if the associated contract is active on the Census Date and the payment was made since the previous census.

Additional payments must include all payments earned since the previous census reference date (all additional payments from 3/11/2023 to 7/11/2024).

This data is not required for staff with the post of 'Other Support Staff'.

7.2.17. Additional Payment Amount

For each additional payment, the annual actual amount paid should be given. Any one-off payments should show the amount received in full. If two people share an allowance equally, then the amount for each person would be half of the allowance - in other words, what they actually received.

Please take care when recording these. Incorrect payments have been returned, which have substantially inflated the average teacher pay for a school.

This data is not required for staff with the post of 'Other Support Staff'.

7.2.18. Additional Payment Start Date and Additional Payment End Date

Start and end dates for TLR3 payments must be recorded. A classroom teacher may be awarded a TLR3 payment for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of this payment must be established at the start of the additional payment. This may be reported for all additional payments but is only mandatory, and only requested, for TLR 3 payments.

7.2.19. Safeguarded Salary (true/false)

This data item indicates if any element of a teacher's salary is subject to safeguarding. For further information about safeguarding see the 'School teachers' pay and conditions document' (paragraphs 29 to 37).

7.2.20. Hours worked per week

The number of hours worked in a normal week is required for each member of staff.

Validation rule 6530 is triggered if the total FTE for all open contracts for any one individual on census day is greater than 1.5. For technical reasons it is not possible to have this rule apply to contracts that closed before census day. So, schools and local authorities are should take care that, where there are multiple contracts for a single staff member, these do not total more than 1.5 FTE except in exceptional circumstances.

NB: All establishments must ensure that hours worked per week are recorded accurately. The hours data required in the census is the number of hours worked in a normal week. Staff members who have been employed for more than 28 days should be recorded as working the number of hours worked in a normal week. Contracts have been returned

with no hours worked per week and the department's helpdesk has had to contact schools to check if these contracts should be removed from the return. Do not report individual staff contracts in the SWC showing zero hours worked per week. This could include staff employed on flexible 'zero hours' arrangements where the hours worked cannot be determined. Where this applies to a teacher and they are in school on the day of the census they should be included in the occasional teacher count.

Hours for staff on zero hours contracts should be the hours worked in a typical week and base pay should be calculated in line with those hours. If you cannot determine the hours worked in a typical week then the staff should be recorded in the occasional teacher count, if present on census day. If you cannot determine a typical week and the staff are not present on census day then they should be left out of the return.

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

Depending on schools' MIS, the hours worked per week may be recorded against post or role, but not both. If a member of staff has more than one role, and the software allows the hours worked to be recorded against each role, then the hours should be assigned to the roles roughly according to the time spent on them, for example, a teacher could spend 27.5 hours per week in a role as a classroom teacher and 5 hours per week as head of year.

For teachers, the hours worked per week can be recorded in one of the following two ways:

- based on the directed hours worked per week. Directed hours are the average hours per week for which a classroom teacher is required to attend school. This includes assembly but excludes lunch breaks. A full-time teacher is usually considered to work 32.5 directed hours per week, and the weekly directed hours of part-time teachers should be calculated on a pro rata basis. For example, a teacher working two days a week would work 13 directed hours per week
- based on the proportion of the school timetable week (STTW) worked. Typically, the full STTW will be about 25 hours for teachers. The weekly STTW hours worked for a part-time teacher should be calculated on a pro rata basis. For example, a teacher working two days a week would work 10 STTW hours.

For teachers, you may find the following ready-reckoner helpful for converting contracted FTE to directed or STTW hours per week:

FTE ratio	Directed hours per week	STTW hours per week
0.1	3.25	2.5
0.2	6.5	5
0.3	9.75	7.5

FTE ratio	Directed hours per week	STTW hours per week
0.4	13	10
0.5	16.25	12.5
0.6	19.5	15
0.7	22.75	17.5
0.8	26	20
0.9	29.25	22.5
1.0	32.5	25

For teaching assistants, typically, the hours worked per week will be around 37 hours.

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

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

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

If a teacher is working in several schools then each school must report this item, see Note on staff working in multiple schools in Section 7.

7.2.21. FTE hours per week

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

This shows the hours that would be worked per week for the post or role, if it was full-time. For teachers these can be directed or STTW hours, see 7.7.20. For teaching assistants, it is likely to be about 37 hours. For other support staff, hours may vary.

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

The important thing is that the hours worked per week and the FTE hours per week are recorded on the same basis for a particular contract, so they can be combined to calculate the FTE ratio. Examples are shown below:

Hours per week	FTE hours per week	FTE ratio
16.25 (directed hours basis)	32.5 (directed hours basis)	0.5
12.5 (STTW hours)	25 (STTW hours)	0.5

For staff employed full time, hours worked per week must equal or exceed FTE hours. If they are even slightly less, the staff will be counted as part time.

If a teacher is working in several schools, then each school must report this item, see Note on staff working in multiple schools in Section 7.

7.2.22. Weeks per year

This records the number of weeks per year for which a staff member is paid, including paid holiday. Even if payment is spread over the whole year, it is the contracted weeks that must be entered. For example, if someone is on a term-time only contract for 37 weeks per year but receives their pay in twelve monthly instalments, it is 37 weeks not 52 that should be entered.

This information is important for calculating and performing analysis on pro rata salaries.

If a teacher is working in several schools, then each school must report this data, see Note on staff working in multiple schools in Section 7.

7.3. Absence module

Absence data is required for teachers and teaching assistants employed directly by schools. Absence information is optional for agency/service agreement teachers, leadership staff who are not teachers and for 'other support staff': there is no requirement for schools to record this on their MIS, but if recorded it will be returned to the DfE in the collection. All data in this module should be recorded when absence occurs during the year rather than waiting until the collection period in the autumn.

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

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

Absence records are required for any periods of absence which began or ended in the previous, from 1 September 2023 to 31 August 2024, except newly opened schools who should only reported periods of absence that occurred for the period between the date the school opened to 31 August 2024. If teachers or teaching assistants left the school before the Census day but had absences during the previous academic year, then absence records should be submitted for them. If the absence is ongoing at the time the return is made then the absence must be included with no end date.

Examples of activities or circumstances that are not counted as absence for SWC are:

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

Validation rule 4095Q checks there is at least one absence record in the return. This ensures data suppliers are aware that data is in their return and the supplier should check this is correct (that is, the data is supplied by someone else) before submitting.

Absence data items

Absence	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
First Day	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Last Day	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Working Days Lost	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.

Absence Category	✓	#	✓	#	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
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- ✓ Mandatory data item for this type of staff
- # Optional data item for this type of staff
- X Data item not applicable for this type of staff

7.3.1. Absence Category

The codes are at a high level, for example there is only one category for sickness, though there is a separate category for pregnancy related absences. There may be local requirements to record more detail about the sickness absence but these will not be submitted to the DfE.

If a teacher or teaching assistant is absent from school on secondment (for example, to another school or the local authority), there is a code for this. If a teacher or teaching assistant is 'acting up' within the same school, this is not an absence due to secondment, as the staff member is still working at the school. In this case, the DfE's preference is that the contract for the substantive post is not returned, see section 4.8.

Training is available in the absence category code set: schools and local authorities are free to record training as an absence if they wish to. However, training absences are not required for the SWC, but any absences recorded as training may still be included in the collection and returned to the department. The information will be used internally for research and statistical purposes but not reported on or published.

A career break is unpaid authorised absence. So is a disciplinary suspension, whether paid or unpaid. If a person makes a phased return to work after long term sickness, they should be marked absent for the periods they would normally be working. Whether this is recorded as sickness or other paid authorised absence will depend on local HR policy.

Examples:

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

7.3.2. First Day

Normally the first day of an absence would be the first working day of absence, but it can be a non-working day. For example, if someone who works only Wednesday to Friday informs the school on Monday that they are sick and will not be in work on the Wednesday, Monday will be the first day of absence. However, the 'working days lost' must accurately record the working days missed because of the absence (see below).

7.3.3. Last Day

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

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

If the absence is ongoing at the time when the SWC return is made, then the absence should be included with no end date. If the absence finishes in the period from 1 September 2024 to when the return is made and the end date is known, it should be entered and, if systems allow, returned.

7.3.4. Working Days Lost

This data is only required for sickness and pregnancy related absences. If working days lost for other types of absence are recorded, then they may be extracted from systems and submitted to the department in the SWC, but will not be reported on.

Working days lost are reported in days, to the nearest half day. So, a full-time teacher off from midday on Friday to the end of Monday, would have 1.5 working days lost.

If the absence is ongoing at the time when the return is made, the working days lost should be left blank. They must be entered into the MIS once the absence has finished.

Working days lost must be provided for any sickness or pregnancy related absence that has an end date.

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

- if their normal working week is Monday, Tuesday and Wednesday, the number of working days lost would be 2.0

- if their normal working week is Wednesday, Thursday and Friday, then the number of working days lost would be 3.0

If a teacher or teaching assistant is contracted to work less than half of a day, and is absent on that day, the working days lost should be recorded as half a day. Good practice is that all of the information in 7.3.2 - 7.3.4 above be established and confirmed with the staff in a 'return to work' meeting.

7.4. Curriculum module

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

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

Curriculum information is required for all teachers in regular service, and for teaching assistants in regular service where they are timetabled. Information is not required for School Business Professionals, for Leadership, non-Teacher staff or for other support staff, such as technicians.

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

Where the timetabling software is separate from the MIS there are a variety of interface requirements. Therefore, this guidance must be read in conjunction with the instructions or guidance provided by your software supplier.

When setting up the timetable prior to the start of the academic year:

- local descriptions of subjects or subject groups must be mapped to the 'General Subject Code' code set used for SWC
- timetabling software supplier's guidance must be followed so that data in the timetable is matched to that in the main MIS.

In the run up to the collection period you should:

- determine the period you will report on. The default is the week of Census Date. However, if this week or cycle is unrepresentative of your normal timetable, you can choose another week or cycle. If a school operates a six day week, the total for the six days should be used. If a school operates a timetable cycle covering two or more weeks, an average over that period should be used. If an average is not readily available, then a figure representing a typical week may be used

- determine how to choose this week or cycle and how to report on it. The process will vary between systems – please consult your system documentation for guidance
- establish if your timetable system works in periods, rather than hours, check that your system knows the times of your school day, so that it can calculate the duration in hours to two decimal places
- check, as may be necessary with some timetabling systems and MIS combinations, for any updates required to members of staff on the timetable. For example if a person on long term sickness is being covered by an individual on a contract or service agreement for 28 days or more (which makes the person covering in regular service). With some systems this change could be made in either the timetabling system or the MIS
- ensure, if your timetabling system makes use of features to rotate pupil-groups around various teaching resources (carousels), that the teaching responsibilities of individual members of staff can still be reported on

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

Curriculum data items

Curriculum	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Not required for centrally employed staff
Subject Code	✓	✓	✓	X	X	X	
Hours	✓	✓	✓	X	X	X	
NC Year Group	✓	✓	✓	X	X	X	

- ✓ Mandatory data item for this type of staff
- X Data item not applicable for this type of staff

7.4.1. Subject Code

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

The following codes from the 'General Subject Code' code set are restricted regarding their use in the Curriculum module:

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

Some codes in the set but should not be used in the curriculum module in the SWC and should not be available for use in MIS. These are: Communication Language and Literacy; Early Years Foundation Stage Profile (Total); Foundation Stage Profile (Total); Key Skills; Knowledge and Understanding of World; Other Classical Studies/Language; Physics / Physical Development (Early Years); Problem Solving, Reasoning and Numeracy; Personal Social and Emotional Development.

The code ICT should not be used for Computer Science, there is a separate code for Computer Science.

7.4.2. Subject Hours

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

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

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

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

7.4.3. Year Group

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

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

7.5. Qualification module

Information is required on the type and subject of qualifications, at level 4 or higher, held by all teachers, teaching assistants, School Business Professionals and non-teaching school leaders in regular service. In addition, certain level 3 qualifications held by school business professionals are requested. An SBP specific list of qualifications has been added in section 7.5.2. Schools are asked to take care to record these qualifications correctly. A validation rule (6570Q) checks that qualifications have been added for SBPs.

Qualifications are required for staff whose contracts finished in the previous academic year and for current staff.

For Leadership – non teacher posts, all relevant qualifications above level 4 must be reported. Examples include diplomas in School Business Management, Certificates in Human Resources for School Business Professionals, degrees in financial, business or HR related subjects.

Qualification information is not required for 'Other Support Staff' but some systems may return this data to the department, if it is present.

Qualifications in England, Wales and Northern Ireland are grouped into levels from entry level to level 8. All qualifications at level 4 or above (that is, those higher than A-level, see [here](#)) should be included, as well as Level 3 Procurement & Supply Assistant and Level 3 School Administration Foundation Certificate for SBPs.

For Leadership – non teacher posts and SBP posts, all relevant qualifications at level 4 or above must be reported. Examples include diplomas in School Business Management, Certificates in Human Resources for school Business Professionals, degrees in financial, business or HR related subjects.

For teachers, the following qualifications of level 4 and higher are required:

- their initial teacher training qualification, for example PGCE, BEd, Certificate in Education

- for those with QTS (or QTLS or EYTS): level 4 and above qualifications gained prior to teacher training qualification
- for those without QTS (or QTLS or EYTS) or those trained overseas, all level 4 and above qualifications relevant to their engagement as a teacher
- any subsequent qualifications gained relevant to their job as a teacher

The Teaching Regulation Agency (TRA) holds information about the first degree and initial teacher training qualification of some teachers and will share this information with the department. However, the agency does not hold information on any additional qualifications gained nor on the qualifications of those teachers who qualified some time ago. To gain a complete picture of the qualifications held by teachers, the department requires the gaps to be filled in the TRA's data. Schools, or local authorities, will need to do one of the following:

- Either;** check the qualifications held by the TRA for their qualified teachers, instructors and overseas trained teachers via their web based service. Then provide in SWC any qualifications not held by the TRA. Instructions on how to register for the service and use the website are available [here](#). Please contact the TRA in good time as it may take several working days to register for the service;
- Or;** gather and record all the qualification information on all their teachers and submit it to the department.

For teachers, information on the following qualifications does not need to be provided as the department will obtain it directly from the TRA: National Professional Qualification for Headship (NPQH) and Certificate/Diploma for School Business Management (CSBM/DSBM). TRA will not hold any qualification data for non-teachers.

Qualification data items

Qualification	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Not required for centrally employed staff
Qualification code	✓	✓	✓	✓	✓	#	
Class of Degree	✓	#	#	#	#	#	Mandatory for contracted teachers where 'Date of Arrival' is equal to or greater than 1 August 2013
Subject Code	✓	✓	✓	✓	✓	#	

✓ Mandatory data item for this type of staff

Optional data item for this type of staff

7.5.1. Qualification code

This indicates the type of qualification awarded. All relevant qualifications grouped at level 4 or above (those higher than A level) should be included. The full code set for this item is listed below:

Code	Qualifications this must be used for
PGCE	Post-graduate Initial Teacher Training Qualification
MAST	Master's Degree, for example MSc, MEd or other level 7 qualifications such as postgraduate certificates and diplomas
DOCT	Doctorate, for example PhD, or other level 8 qualification
BEDO	BEd or other first degree combined with teacher qualifications
FRST	Other first degree (that is; degrees other than BEd or other first degree combined with teacher qualifications) such as BA and BSc, or other level 6 qualification such as graduate certificates and diplomas. For school business professionals, this would include (but not be limited to) qualifications in financial, Human Resources or Business subjects.
CTED	Certificate in Education or equivalent
NQF3	Any other qualification at level 3, for example level 3 NVQ, awards or certificates.

	Not intended for recording of A-Level. Only intended for recording of SBP qualifications such as Level 3 Procurement & Supply Assistant or Level 3 School Administration Foundation Certificate
NQF4	Any other qualification at level 4 or 5, for example level 4 NVQ, diplomas of higher education and further education, foundation degrees and higher national diplomas, and certificates of higher education. For school business professionals, this would include (but not be limited to) qualifications in financial, Human Resources or Business subjects.
NNUK	Non-UK teaching qualification

7.5.2. Subject Code

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

- using the JACS (Joint Academic Coding System) codes which have tiered levels. You may return either the level specified in the Subject Codes or the more detailed JACS codes.
- Or, using one of the extra codes beginning with a 'Z' which the department has added to cover qualifications for which no exact match can be found on the JACS list. Staff who have gained a National Award in Special Educational Needs Coordination (aka NASENCO) or 'National Professional Qualification for Special Educational Needs Co-ordinators' should use the code ' Z201 – SEN - SENCO'. Staff who have gained a School Business Professional qualification should use one of the codes listed under Non JACS Qualification Subjects below.

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

The complete list of Subject Codes and the more detailed JACS codes associated with each of them is published on the [JACS page of the HESA website](#). Schools and local authorities may use this document to identify Subject Code(s) for qualifications.

An extract from this document is shown below. Q300 English Studies is the Subject Code, highlighted in yellow. The more detailed JACS codes associated with Q300 follow underneath. A BA in English Language could be recorded, and returned in the SWC, as the more detailed JACS code Q310 English Language, if systems allow this to be done, or if not the Subject Code Q300 English Studies could be returned instead.

Code	Description
Q300	English Studies
Q310	English Language
Q320	English Literature
Q321	English Literature by period
Q322	English Literature by author
Q323	English Literature by topic
Q330	English as a second language
Q340	English Literature written as a second language
Q350	Scots language
Q360	Scots literature
Q370	Irish language
Q380	Irish literature
Q390	English studies not elsewhere classified

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

The JACS code set shows courses currently offered and may not match past courses. Therefore, sometimes an exact match between a staff member's qualifications and the JACS codes cannot be made. For 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 code set for subject areas commonly taught in schools. If a staff member has a qualification which does not match a JACS codes then these may be used if they provide a close match to the staff qualification.

A set of five SEN qualification areas are included in the subject code set. Staff with qualifications relevant to teaching SEN pupils can use these codes to record that. Unless they have previously been a SENCO for more than a year as of 1 September 2009, SENCOs must achieve a 'National Award in Special Educational Needs Co-ordination' or 'National Professional Qualification for Special Educational Needs Co-ordinators' within three years of their appointment (see the [SEND Code of Practice](#) and the SENCO regulations⁷). This should be recorded in the census using the code 'Z201 – SEN -

⁷ The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

SENCO'. 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.

The SENCO qualification must be recorded where present for any SENCOs.

Staff who have gained a School Business Professional qualification should use one of the codes listed below:

- Z206 – Level 3 School Administration Foundation Certificate
- Z207 – Level 3 Procurement & Supply Assistant
- Z208 – Level 4 SBP Apprenticeship
- Z209 – Level 4 Diploma School Business Management (SBM)
- Z210 – Level 4 Commercial procurement & supply
- Z211 – Level 4 CIPFA Certificate in Public Sector Asset Management for School Business
- Z212 – Level 5 Diploma SBM
- Z213 – Level 6 Chartered Manager Degree Apprenticeship
- Z214 – Level 7 CIPFA Diploma in School Financial and Operational Leadership
- Z215 – Level 7 Senior Leaders Masters Degree Apprenticeship.

Some superseded qualifications held by data subjects have been renamed and should be recorded under their current name. These will include:

- Staff holding the Level 4 Certificate School Business Management (SBM), should be recorded as holding the Level 4 Diploma School Business Management (SBM)
- Staff holding the Level 6 Advanced School Business Management, should be recorded as holding the Level 6 Chartered Manager Degree Apprenticeship.

For more information about the JACS code set visit the HESA (Higher Education Statistics Agency) [website](#).

7.5.3. Class of Degree

Schools are asked to provide 'Class of Degree' for teachers, with a 'Date of Arrival in School' from 1 August 2013. This information is mandatory where the Qualification Code is 'FRST' (first degree or equivalent) or 'BEDO' (Bachelor of Education).

If data is held on degrees of teachers employed before 1 August 2013 or for degrees other than those outlined above, this data may be returned to the DfE in the school workforce return.

8. School level

School Level information is collected in two modules – Teacher Vacancies and Staff Information. This is Census specific data and will not be generated by software in schools. These data items need to reflect the position on the Census day and so schools will need to collect them on 7 November and manually enter them into their systems.

8.1. Teacher vacancies module

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

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

A vacancy should be included where:

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

AND

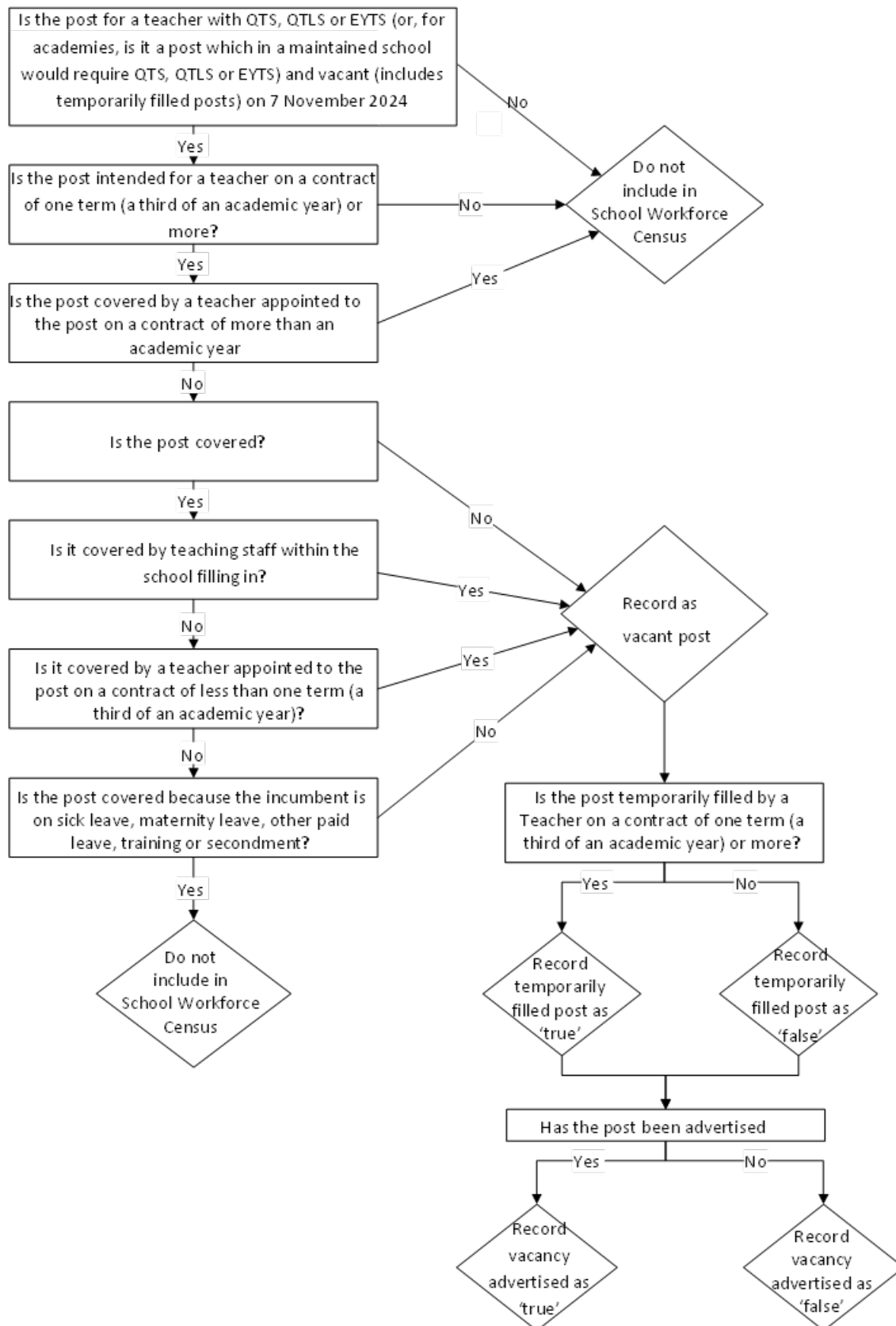
- for local authority maintained schools, the applicant to fill the post is expected to have Qualified Teacher Status (QTS) - or QTLS or EYTS - or to be an Overseas Trained Teacher (see the department's website for details), OR
- for academies and free schools the vacancy is one which, if it occurred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

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

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

The flow diagram shows seven tests to be applied to determine if the vacancy should be recorded in SWF and a further four tests to determine what data should be recorded.

A validation rule will check that there is at least one vacancy for each establishment and will raise a query if there is not.



8.1.1. Vacancy Post (Post code set)

This identifies the type of teaching post that is vacant.

Note that support staff, non-teaching school leaders, 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 practitioner.

8.1.2. Vacancy Subject (General Subject code set)

This is the subject of the vacant post where relevant. For example, French or mathematics. For some posts, a subject code may not be relevant, in those cases:

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

8.1.3. Vacancy Tenure

Indicates whether the vacant post is full or part time.

8.1.4. Vacancy Temporarily Filled (true/false)

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

8.1.5. Vacancy Advertised (true/false)

This indicates whether the post has been advertised.

8.2. Staff information module

This module contains headcounts of occasional teachers and support staff, not employed directly by the school or local authority, in school on the Census day. If census day falls in a school holiday, use the next working day. In this module, each staff member should count as one, whether they are full or part time.

8.2.1. Qualified occasional teachers

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

8.2.2. Unqualified occasional teachers

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

8.2.3. Occasional teachers with unknown qualified status

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

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

8.2.4. Third party support staff headcount (Role code set)

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

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

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

9. Annex – glossary

Approval	See: Submission, Approval and Authorisation
Authorisation	See: Submission, Approval and Authorisation
CBDS	Common Basic Data Set. A set of data definitions that the DfE, partners, local authorities, and software suppliers use for consistency of data storage and ease of transfer. There are CBDS Levels for Pupil, School, LA and School Workforce. Each CBDS Level contains a number of modules, for example for Staff Details, for contracts or Qualifications. Latest CBDS definitions can be found on the Department's website CBDS .
COLLECT	The DfE's tool for gathering data returns in School Workforce Census (SWC) and in other censuses. It also enables the transfer of census data between schools, local authorities and the DfE. It supports the management of the collection process, with various reports that monitor the quality and completeness of the return. Validation checking and error reporting is also built into COLLECT.
HESA	The Higher Education Statistics Agency. HESA is the central source for higher education statistics in the UK. HESA maintain and publish the <i>JACS codes</i> used to record Subjects of degree and other higher qualifications. See the HESA website for more information.
JACS codes	Joint Academic Coding System. A series of codes for subjects at degree level, owned by the <i>HESA</i> .
Level	See <i>CBDS</i>
MIS	Management Information Systems – propriety software systems used by schools to collect, validate, store, and analyse a range of pupil, school, and workforce data.
Occasional service	Continuous service by a member of the workforce of less than twenty eight days. See also <i>regular service</i> .
Phase of Education	Describes whether a school is nursery, primary or secondary.
Regular service	Continuous service by a member of the workforce of twenty eight days or more. Regular service may be full- or part-time. Please note that validation rules check the length of service by subtracting the contract start date from the end date (or census reference date) and incrementing the result by one [in other words a contract that starts on 1 November and ends on 28 November has lasted 28 days: end date minus start date incremented by one yields $(28/11 - 1/11)+1$ equivalent to $27+1=28$]. See also <i>occasional service</i> .

School Census	<p>The termly census of maintained nursery, primary, secondary and special schools in England. A range of individual pupil data is collected to help inform local and national funding and policy.</p> <p>Some types of school provide pupil information at summary level, and this is known as the School Level Annual School Census (SLASC).</p>
SCITT	School-centred Initial Teacher Training.
SLASC	See <i>School Census</i> .
Submissions, Approval, Authorisation	<p>A school loads their return file onto COLLECT. Once they are happy with the return it is 'Submitted'. For local authority schools the LA will 'Approve' the return once they are happy with it. The DfE 'Authorises' a return once we are satisfied with the data quality. See section 5 for more detail.</p>



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