



Department  
for Education

# **School workforce census 2024**

**Guide for centrally employed staff**

**November 2024**

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# **1. Introduction**

## **1.1. Purpose of this document**

This document provides preparation instructions and a guide for staff in children's services of local authorities (LAs) to enable them to prepare for and complete the school workforce (SWC) census for centrally employed staff in 2024.

This document should be used as a handbook for entering data for centrally employed staff into LA HR/payroll systems throughout the year, rather than just as guidance for the collection itself.

A similar document has been produced for staff employed by schools ("school employed staff") which will enable schools or LAs, depending on how LAs are choosing to source the data, to make returns for these staff. In order to make a complete school workforce census return, LAs need to provide data for both school employed and centrally employed members of the school workforce. LAs will therefore need to refer to this second document which is also published on the department's website.

Advice for LAs on the submission and approval of data for both school employed and centrally employed staff is given in Section 5.5 of this document.

## **1.2. Main 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

The SWC data informs departmental policy on pay and the monitoring of the effectiveness and diversity of the school workforce. SWC data is 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, or local authority, 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 return for every local authority must be submitted by the 6 December to allow error correction, authorisation and credibility checking (see section 5.3) to take place before the collection closes.

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.

### **3.3. 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,
- Qualifications, 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.

The school workforce census generation software should include all staff currently employed by the LA by looking at contract records where there is a start date and no end date, or the end date is later than that of the Census date.

The software should also generate the Staff Details module and appropriate contract data items to accompany any data provided for staff that left during the previous academic year.

If the software has not been developed to automatically extract relevant staff, they may need to be selected manually through, for example, ticking a check box for those that should be included in the school workforce census return.

### **3.3.2 Historical data**

Historical data is contained in the contract module 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 or,
- because they have been issued a new contract.

For the purposes of the SWC, the academic year is defined as the period from 1 September to 31 August.

Routines from LA systems may have been developed for the SWC to extract the relevant snapshot and historical data. To enable this, it is important that information is kept up to date on an on-going basis, for example that contract end dates have been entered for those staff members that have left the LA.

## **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 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 your 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, you should provide appropriate initial and refresher training for your staff.

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

### 4.1. Centrally employed staff to be included

The SWC covers full- and part-time teachers (whether or not they have QTS, QTLS or EYTS), teaching assistants and other support staff employed by the LA.

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

School Business Professionals should be recorded under this post, see section 7.2.4. 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 recorded.

'Non-Teacher School Leaders' comprises non-teaching school leaders not included in the definition of School Business Professional. 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. *For the purposes of the school workforce census please note that advisory teachers are categorised as support staff.*

The flow diagram on the following page should help LAs decide which centrally employed staff should be included in the SWC and the level of data required: individual or headcount. Further details about staff for whom school workforce (individual) and LA level (headcount) data are required are given in the following section.

### 4.2. 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 all centrally employed teachers and advisory teachers. It is also required for those centrally employed support staff that spend the majority of their time in schools. The majority of their time means they spend more than half the time they work (that is, more than 50%), in schools. Only those in regular service should be included. Staff are said to be in regular service if they have completed service of 28 days or more with the LA or are expected to do so before the end of their contract.

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

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

Each contract must have base pay (or daily rate) and hours recorded.

Individual level data is not required for:

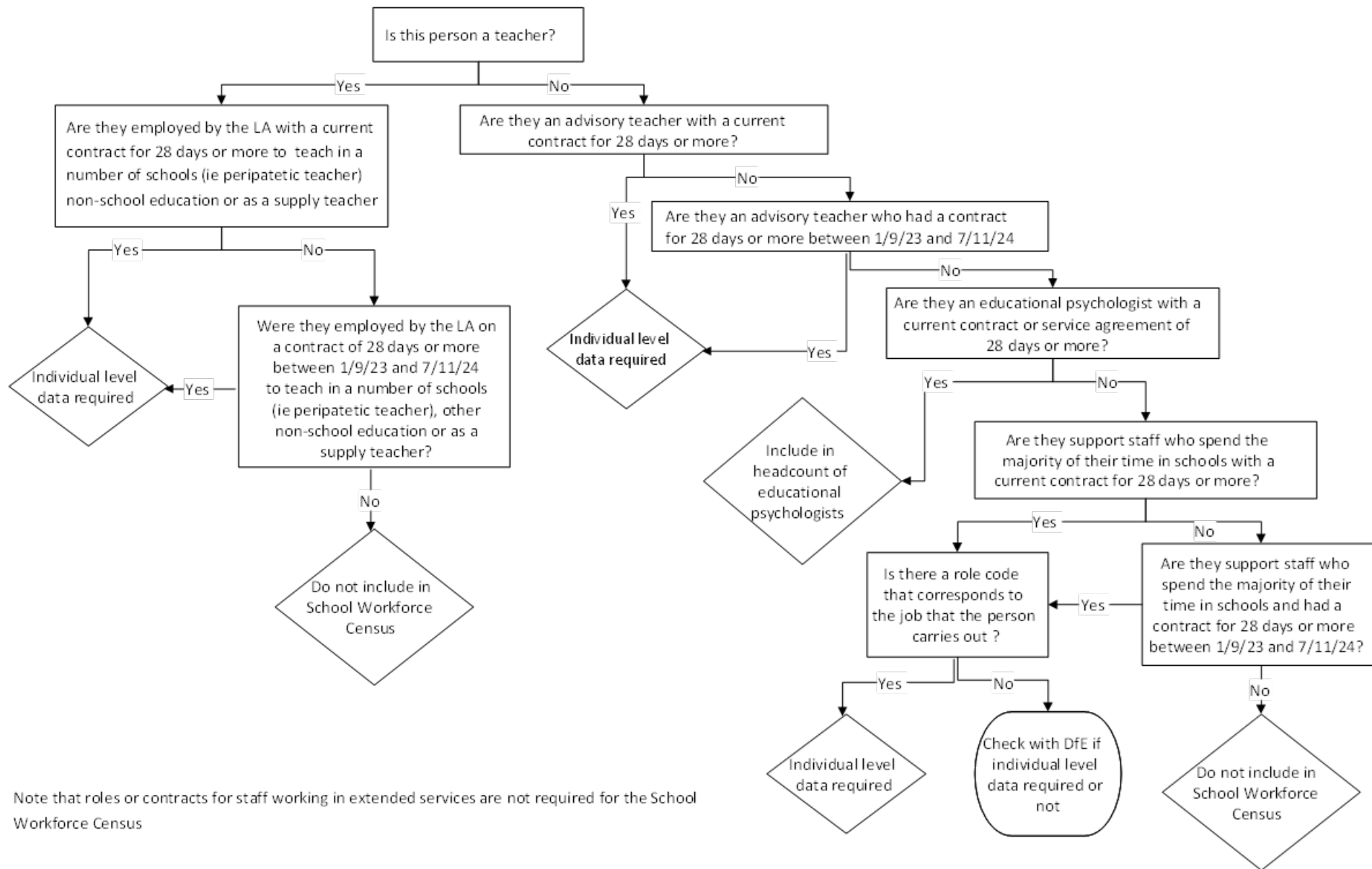
- educational psychologists – legal advice has indicated that as educational psychologists do not spend the majority of their time in schools and do not provide or support the provision of education directly then it is not appropriate for the department to collect individual level data on them. Headcount information will be collected on them – see Section 4.3 below.
- staff paid according to Teachers' Pay and Conditions but not falling in any of the categories above. The fact that someone is paid according to Teachers' Pay and Conditions does not automatically mean they should be included in the SWC. An example might be a former teacher now working as a senior manager with the LA.

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

If LAs are unsure about which staff they should include in the SWC they should check with the EDD [Helpdesk](#).

For staff on zero hours contracts please see section 7.2.18 for guidance.

Flow diagram to help local authorities decide which centrally employed staff should be included in the School Workforce Census



Note that roles or contracts for staff working in extended services are not required for the School Workforce Census

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### **4.3. Staff for whom LA level data is required**

LA level (headcount) rather than school workforce level (individual) data is required for educational psychologists that

- have a current contract, for 28 days or more, with the LA on the Census day, or
- are employed at the LA for 28 days or more via a current service agreement with another LA or agency on the Census day.

For staff on zero hours contracts please see section 7.2.18 for guidance.

### **4.4. Staff for whom no data is required**

Data does not need to be returned for the following:

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

### **4.5. Multiple records**

It is possible that more than one contract could be returned for an individual member of the centrally employed staff in the SWC. A member of staff might undertake two separate roles for which separate contracts have been provided. For example, a member of support staff might be directly supporting a number of individual pupils for which he/she has been issued a separate contract in respect of each pupil. In such a case both contracts should be returned.

## **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 local authority information system is brought up to date
- the census extract for centrally employed staff, and where necessary school employed staff, 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 LA updates the data in its system and reloads the data
- once the LA is happy with the return it is 'Submitted'
- 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.
- 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.

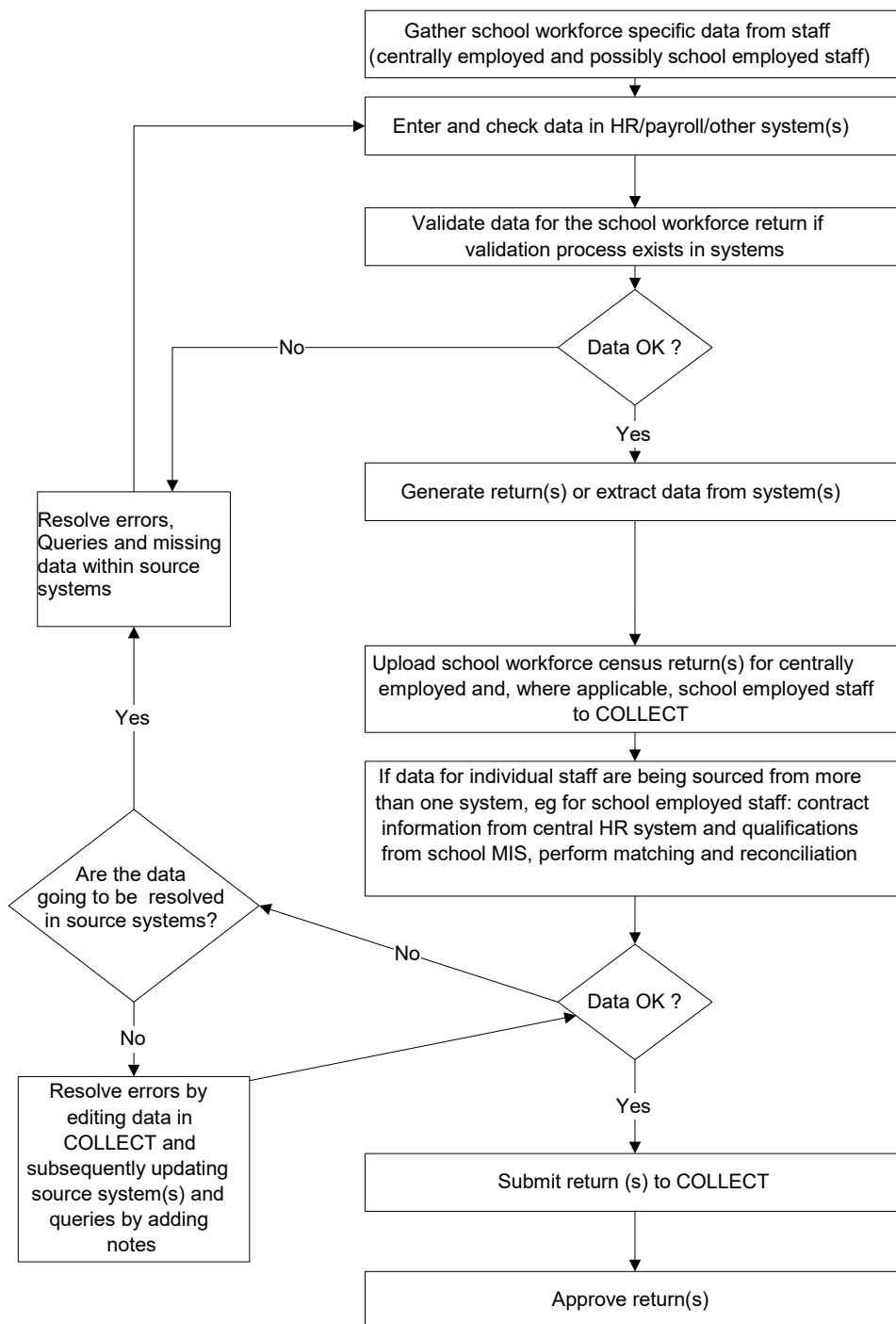
### **5.1. Update systems with current data**

The individual staff records for the SWC will be extracted from HR/payroll systems. Although data validation may take place within the software, some incorrect data and missing data on staff may not flag up any errors or queries. Therefore all relevant data must be entered and updated in 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. Validation and credibility checks

Validation rules are used in COLLECT to improve data quality. They are of two types, 1) errors and 2) queries. These are explained in section 5.3.1. Credibility reports can also be run in COLLECT after the data has been loaded, see section 5.3.3 for details.

Although data validation will take place within the software, missing data on staff may not flag up any errors or queries (for example, missing additional payments). Therefore that all relevant data must be entered and updated in the system before the SWC return is created. Further credibility checks on the data will be carried out by the department,

separately from the credibility reports, after the data has been approved and these may be followed up with the local authority.

### **5.3.1.Errors and queries**

When the data are validated in COLLECT for the SWC, a validation Error is generated when data rules are broken, for example, an illegal character is entered, a value may be 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.

The department expects there to be no errors on the SWC return. However, if a software bug generates an error that cannot be fixed or circumvented then an agreement would be reached between the local authority and the department that the error is acceptable.

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 that the information is correct or there is a valid reason why it is not available.

### **5.3.2.Validation in LA systems**

LA HR/Payroll software should report validation checks that must be investigated. As the department will challenge queries it is also essential to investigate all queries, and amend or annotate that data as necessary.

HR and payroll systems should report most validation errors and queries. However, if the department makes late changes to validations then commercial software suppliers may not be able to include these changes in their software releases.

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

- Some validation checks are only produced in COLLECT so an LA may see an "error on load" even though nothing is shown when validated in the HR/payroll system. The department aims 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 an LA's school may be sent to the department from several sources. LA systems will not always check for the presence of data items, but instead

check that the data that is present meets appropriate conditions. This may mean more errors are reported in COLLECT than in the LA system.

- COLLECT reports the number of errors for a whole return, rather than the number for an individual file. Therefore, 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 considerably higher than reported in the LA system.

### **5.3.3. 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 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 duplicate records, in other words the same staff member / contract appearing more than once in a single return.
- There is at least one valid contract for each staff member listed.
- Where Base Pay is provided for full-time teachers, it is within the range expected for that grade.
- More than 90 per cent of the teachers have Qualified Teacher, or Qualified Teacher Learning and Skills, or Early Years Teacher Status. (All teachers must be recorded as such.)

## **5.4. Generating the school workforce census return and data checks**

These notes should be read together with any software specific SWC documentation provided by software suppliers.

The software may contain a series of “data checks” which will help to identify and correct errors and inconsistencies in the data prior to generating the SWC return. Please go through this process carefully as it will substantially reduce the number of validation errors in a return and the work that will need to be done subsequently to resolve these.

## 5.5. Submitting the school workforce census return

LAs will, as a minimum, need to submit data for their centrally employed staff in the school workforce census. Depending on where the data are being sourced, the LA may also need to submit data for school employed staff (see School workforce Guide – School return).

For the centrally employed staff, LAs will need to upload the file directly in the department's secure web-based collection system, COLLECT.

If the LA has decided to source all or some of the data from its central systems for school employed staff, then the LA will also need to upload this data to COLLECT. The LA must provide one file per school and not one file covering all school employed staff. For each school the LA must enter the appropriate Estab Number and select 'S' in the LASchoolLevel field.

If the LA has decided that schools should transfer the data for school employed staff to the LA via the authority's secure network or data transfer facilities, then the LA will need to upload the files into COLLECT on schools' behalf.

For information on submitting returns see Part 1 of the COLLECT training manuals on the department's [website](#).

If information for an individual member of staff is being provided from school and LA systems, for example contract information from a LA payroll system and curriculum information from a school MIS, then this information will need to be matched and reconciled by the LA within COLLECT. There are four stages to matching and reconciliation:

- Matching (running): this identifies potential matched records (records identified as potentially being for same person), using a predefined set of business rules.
- Matching (resolving): this process allows the potential matches within a return to be viewed and decisions to be made on whether the records identified should in fact be matched.
- Reconciliation (running): this process will produce one distinct record for each member of staff which can be automatically reconciled and identify others (un-reconciled records) which have to be manual reconciled.
- Reconciliation (resolving): this process allows the un-reconciled records to be viewed and decisions to be made on which records should be copied across into the 'Master' return.

After matching and reconciliation has been completed, one master source record which will contain the definitive set of data for the return will be produced.

Once matching and reconciliation has been completed, the complete return must be revalidated.

If an uploaded file contains the same source organisation details, either for a school or LA, as one that has previously been submitted, and the software code is the same, COLLECT will treat the file as a resubmission and overwrite the contents of the previous submission with the new one. LAs should know that this means any matching and reconciliation updates will be overwritten and so will need to be reapplied. Therefore, if there are only minor changes to be made after matching and reconciliation has occurred, the LA may wish to apply the required changes within COLLECT, and if necessary, request that the changes are also applied in the source MIS system. This may be preferable to generating a full refresh from the source MIS system, uploading the new file and then reapplying any matching and reconciliation updates

For information on how to perform matching and reconciliation see the COLLECT training manuals on the department's [website](#).

LAs only need to run matching and reconciliation if they have partial returns for a school for example if a partial return from a school has been uploaded and a partial return from the LA for that school has been uploaded. If there is only one return for a school (either from the LA or from the school) then there is no need to run matching and reconciliation for that school.

## 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.

## 5.6. Approval of the return by the local authority

Once the data for centrally employed staff are complete, the LA will mark it as approved on COLLECT at which point the data will be available to the department.

The LA also has responsibility for approving the data submitted for school employed staff. Once it has been submitted to COLLECT, LA data teams may carry out further processing and validation. If data is provided from more than one source for school employed staff, for example contract data from a central HR/payroll systems and curriculum data from school MIS, then the LA will need to undertake matching and reconciliation – see above. LAs may also choose to use more sign-off methods, such as printing and signing a summary of the data. These procedures will be defined according to local needs.

For information on approving returns see Part 1 of the COLLECT training manuals on the department's [website](#).

## **5.7. 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.

All data providers are strongly encouraged to use the reports available to check their returns for completeness and credibility.

## **5.8. 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 SWC return, please contact the Education Data Division Helpdesk for using the [request form](#).

## 6. Preparation: data items required

This section of the guidance provides information on all the data items that are required for centrally employed staff for the SWC.

Most of the data collected in the SWC is what a local authority, 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)	Local Authority Level (section 8)
Staff Details	Educational Psychologists
Contract/Service Agreement	
Qualification	

LAs 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 include validation on data entry so, in many instances, it should not be possible to enter data that does not fit the code set or is in the wrong format. 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 four categories of staff required for central returns: 1) teachers, 2) teaching assistants 3) Leadership-non teacher staff and 4) other support staff. 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 contracts that finished during the period 1 September 2023 to 7 November 2024 only a subset of the data items is required:

- the Staff Details module, and
- non-pay items in the Contract/Service Agreement module.

#### 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 which data is mandatory (✓) for each of the staff categories, what is optional (#) and what is not applicable (X). Schools and local authorities may wish to hold the optional items on their MIS and this information should automatically be filtered out from the SWC return when it is generated. This may not always happen, and local authorities should know that the data may be sent to the department and used for research and statistical purposes.

Software in LA HR/Payroll systems should automatically generate the Staff Details module for those staff that have left the LA during the previous academic year or for whom old contract information is being reported. Staff may need to be selected manually through, for example, ticking a check box for those that should be included in the SWC return. Software suppliers should be able to advise how this should be 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	✓	✓	✓	✓	✓	✓	
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
Safeguarded Salary	✓	X	X	X	X	X	
Reason for Leaving	✓	#	✓	✓	#	#	
Destination	✓	#	✓	✓	#	#	
Origin	✓	#	✓	#	#	#	Mandatory for contracts starting from 1/9/2009.
Role Identifier	✓	✓	✓	✓	✓	✓	
Hours worked per week	✓	✓	✓	✓	✓	✓	
FTE Hours per week	✓	✓	✓	✓	✓	✓	
Weeks per year	✓	✓	✓	✓	✓	✓	

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Category of Additional Payment	✓	✓	✓	✓	✓	X	
Additional Payment Amount	✓	✓	✓	✓	✓	X	
Pay Start Date	✓	✓	X	X	X	X	Only required for Category 'TL3'.
Pay End Date	✓	✓	X	X	X	X	Only required for Category 'TL3'.

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

- ✓ 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. Local authority level data required**

LA level data (headcount) is required on educational psychologists employed by the LA on the Census day, via a contract or service agreement with another LA or an agency. Headcounts of full-time and part-time educational psychologists are required, together with the total FTE of all part-time educational psychologists.

## 7. School workforce level

### 7.1. Staff details module

All data in this module should be maintained as changes occur. This module will be collected for all LA staff meeting the criteria given in section 4.2. This is likely to include staff that left during the academic year prior to the collection, for whom contract 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
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.

Staff Details	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
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 who 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 is 7 digits long. Please ensure that only the correct seven-digit number is supplied

If 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 (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.

Local authorities must make every effort to ensure accurate Teacher Numbers are provided. If an accurate number cannot be ascertained then the data item should be left blank. Without a Teacher Number qualification information from other sources cannot be matched with information collected in the SWC. So, if the Teacher Number cannot be given, then local authorities are asked to make an extra effort to complete the qualifications module for that teacher.

### **7.1.2. Family name**

This must be the full family name (surname).

Employers should have verified the names 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. Former family names are not required for other support staff. LAs may choose to record former family names on their systems for these staff but should be aware 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. 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.

### **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 using the format CCYY-MM-DD (for example for 23 January 1963 = 1963-01-23). LAs must enter the correct date of birth for the staff member. Dates of birth are used in matching workforce census data 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 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.

Local authorities can choose to use either the department's extended Codes or Main Codes, the latter are given in the code set in section 10.



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 to<sup>1</sup>:

- better understand the experiences of disabled people in their workforce;
- improve employee engagement and retention, with the consequent gains for performance and productivity; and,
- 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 local authorities to decide how best to collect and submit disability information and for staff themselves to decide whether they want to share that they are disabled<sup>2</sup>.

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

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<sup>1</sup> [Voluntary Reporting on Disability, Mental Health and Wellbeing \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

<sup>2</sup> 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.

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 data<sup>3</sup> 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.

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 data<sup>4</sup> on disability in the workforce. These included, but were not limited to:

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<sup>3</sup> Complete data refers to having responses that enable understanding of the disability status of members of the workforce (i.e. 'yes', 'no' or 'refused')

<sup>4</sup> Complete data means that each individual has stated 'Yes', 'No' or 'Prefer not to say' when asked if they have a disability.

- 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

- 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](http://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 Qualified Teacher Status (QTS), Qualified Teacher Learning and Skills (QTLS) status or Early Years Teacher Status respectively. The fact that a person 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.

## **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.

### **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 a HLTA, then the status is still 'True'. HLTA status refers to a person's status rather than if they are currently working as a HLTA.

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.

### **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 field 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 the employer 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 'trues' for School Business Professionals where SBPs are formally recognised members of their 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 in this module provides details of either contracts or service agreements as defined in section 4.2.

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 they 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 being supplied for all members of 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	✓	✓	✓	✓	✓	✓	
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
Safeguarded Salary	✓	X	X	X	X	X	
Reason for Leaving	✓	#	✓	✓	#	#	

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Destination	✓	#	✓	✓	#	#	
Origin	✓	#	✓	#	#	#	Mandatory for contracts starting from 1/9/2009.
Role Identifier	✓	✓	✓	✓	✓	✓	
Hours worked per week	✓	✓	✓	✓	✓	✓	
FTE Hours per week	✓	✓	✓	✓	✓	✓	
Weeks per year	✓	✓	✓	✓	✓	✓	
Category of Additional Payment	✓	✓	✓	✓	✓	X	
Additional Payment Amount	✓	✓	✓	✓	✓	X	
Pay Start Date	✓	✓	X	X	X	X	Only required for Category 'TL3'.
Pay End Date	✓	✓	X	X	X	X	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

Information is only collected on centrally employed staff who, are or have been, employed direct by the LA. Information is not required on those employed via a service agreement. One of the following values must be selected from the code set: permanent, fixed term or temporary. Fixed term must be used for contracts with an agreed length of time and a fixed end date. Temporary must be used for non-permanent contracts, for example cover, without a fixed end date.

Fixed term contracts must have an end date.

The following codes apply to school employed staff only and should not be selected for centrally employed staff: service agreement with LA, service agreement with an agency, or service agreement with other source.

### **7.2.2. Start date**

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

### **7.2.4. 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 practitioners.

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.

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'. Local authorities are not expected to return the Additional Payment modules for 'Other Support Staff'.

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

Note that the post of "Educational Psychologist" may be available in some systems but school workforce level data is not required for these staff. Headcount data will be collected on these staff– see section 8.

### **7.2.5.Role identifier**

At least one role per member of staff must be provided but where a person has more than one role in an LA all of these must be provided. If the software 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. If this is not possible ,it may be that the staff should not be included in the SWC, for example clerk to the governors, school crossing patrol staff and school improvement partners. LAs can check with the DfE about staff they cannot find rolesfor, to check whether they should be included.

The role identifier of executive head teacher should be used for a head teacher who directly leads two or more schools in a federation or other partnership arrangement.

Teaching roles for school 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”.

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 might map to the roles in the code set.

SEN Co-ordinators do not have to be employed in a teaching post, but must be qualified teachers.

<b>Role identifier</b>	<b>Job title</b>
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
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. Headcount data will be collected on them, see section 8.

### 7.2.6. Origin

The origin code indicates what teachers and teaching assistants were doing immediately prior to taking up their first post with the LA, 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 LA, 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 the LA.

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 sources 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.

### 7.2.7 Reason for Leaving

Reason for leaving is separate from Destination. It is the reason for a School Business Professional, teacher or teaching assistant 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 LA – 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 Professional, teachers and teaching assistants that left during the previous academic year (from 1 September 2023).

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.

### **7.2.8. Destination**

This is the destination of teachers, teaching assistants and School Business Professionals (SBPs) on 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 LA, such as a promotion, "Not Applicable – Change of Contract" should be used. If the 'Reason for Leaving' is set to '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.

### **7.2.9. 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.

### **7.2.10. Pay Range**

For all staff in regular service the relevant pay range must be selected. For non-teachers this will be either "National Joint Council (Local Government Services)" or "Other". For teachers this will depend on their post and whether or not they have crossed the threshold to the upper pay range.

Where pay range is provided LAs must return the correct range. The Leadership Pay Range should only be used 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, whether or not Pay Range is also provided.

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

### **7.2.11. Leadership Pay Framework**

Indicates the pay framework under which leadership teachers are paid. Current values are "Pre 2014 framework" and "2014 pay framework". Leadership teachers' pay will either be based on the scheme laid out in pre 2014 school teachers' pay and conditions documents ("Pre 2014") or that laid out 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 "Pre 2014 framework" and for those with a start date from 1/9/2014 will default to "2014 framework". This field will be 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. In contrast, 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 – and this is 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 the school makes these revisions to progression payments while leaving the determinations of the pay ranges for the school leaders unchanged, then it would be classed as still paying under the “Pre 2014 framework”.

### **7.2.12. 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 they remain 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.

### **7.2.13. Base Pay**

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.

## **7.2.14. Category of Additional Payment**

For teachers and teaching assistants any additional payments a staff member receives 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.

LAs should take care recording the categories. In previous years some additional payment categories appear to have been recorded 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'.

## **7.2.15. 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 additional payments have been returned, which have substantially inflated the average pay.

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

## **7.2.16. 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.



### 7.2.17. 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).

### 7.2.18. 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 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 LAs 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 determine 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 or it could include teachers listed in a local authority supply pool. 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 of the school return.

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 the HR/Payroll system, 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 a classroom teacher is required to attend school. This includes assembly but not 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:

<b>FTE ratio</b>	<b>Directed hours per week</b>	<b>STTW hours per week</b>
0.1	3.25	2.5
0.2	6.5	5
0.3	9.75	7.5
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.

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.

### **7.2.19. 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.

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:

For staff employed full time it is essential that the hours worked per week equal or exceed the FTE hours. If the hours worked per week are even slightly less than the FTE hours the staff member will be counted as part time.

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

### 7.2.20. Weeks per year

This records the number of weeks per year for which staff are 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.

## 7.3. 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, details are available [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. Local authorities, will need to do one of the following:

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

### 7.3.1. 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 (PGCE)
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	BEEd or other first degree combined with teacher qualifications
FRST	Other first degree (that is not BEEd or other first degree combined with teacher qualifications) such as BA and BSc, or other level 6 qualification such as graduate certificates and diplomas
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

Code	Qualifications this must be used for
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.
NNUK	Non-UK teaching qualification

### 7.3.2. Subject Code

Each qualification must have one or two subject specialisms associated with it 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 website](#). Local authorities may wish to use this document to identify appropriate 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.

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 regulations<sup>5</sup>). This should be recorded in the census using the code 'Z201 – SEN - 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.

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

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<sup>5</sup> The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

- 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](#).

### **7.3.3. Class of Degree**

You are asked to provide 'Class of Degree' for teachers, with a 'Date of Arrival in School' from 1 August 2013. This information is only mandatory where the Qualification Code is returned as '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. Local authority level**

LA Level information is collected in one module – Educational Psychologists. This is Census specific data and may not necessarily be generated by software in LAs. These data items need to reflect the position on the Census day and so local authorities may need to collect them on 7 November and manually enter them into their systems.

### **8.1. Educational psychologists module**

LA level (headcount) rather than school workforce level (individual) data is required for educational psychologists that:

- have a current contract, for 28 days or more, with the LA on the Census day or
- are employed at the LA for 28 days or more via a current service agreement with another LA or agency on the Census day.

#### **8.1.1. Number of full time educational psychologists**

LAs should return the number of full-time educational psychologists in regular service at the LA on the Census day.

#### **8.1.2. Number of part time educational psychologists**

LAs should return the number of part-time educational psychologists in regular service at the LA on the Census day. Each part-time educational psychologist should be counted as one member of staff, regardless of the hours that they work.

#### **8.1.3. FTE of part-time educational psychologists**

LAs should return the total FTE for all the part-time educational psychologists.

For example, if there are three part-time educational psychologists with FTEs of 0.2, 0.3 and 0.4, then the FTE of part-time educational psychologists would be  $0.2 + 0.3 + 0.4 = 0.9$ .



## 9. Glossary

<b>Approval</b>	See: Submission, Approval and Authorisation
<b>Authorisation</b>	See: Submission, Approval and Authorisation
<b>CBDS</b>	Common Basic Data Set. A set of data definitions that the DfE, partners, local authorities, and software suppliers use for consistency of data storage and ease of transfer. 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 <a href="#">CBDS</a> .
<b>COLLECT</b>	The DfE's tool for gathering data returns in School Workforce Census 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.
<b>HESA</b>	The Higher Education Statistics Agency. HESA is the central source for higher education statistics in the UK. HESA maintain and publish the <i>JACS codes</i> used to record Subjects of degree and other higher qualifications. See the HESA website at <a href="#">HESA</a> for more information.
<b>JACS codes</b>	Joint Academic Coding System. A series of codes for subjects at degree level, owned by the <i>HESA</i> .
<b>Level</b>	See <i>CBDS</i>
<b>MIS</b>	Management Information Systems – propriety software systems used by schools to collect, validate, store, and analyse a range of pupil, school, and workforce data.
<b>Occasional service</b>	Continuous service by a member of the workforce of less than twenty eight days. See also <i>regular service</i> .
<b>Phase of Education</b>	Describes whether a school is nursery, primary or secondary.
<b>Regular service</b>	Continuous service by a member of the workforce of twenty eight days or more. Regular service may be full- or part-time. Please note that validation rules check the length of service by subtracting the contract start date from the end date (or census reference date) and incrementing the result by one [a contract that starts on 1 November and ends on 28 November has lasted 28 days: end date minus start date incremented by one yields $(28/11 - 1/11)+1$ equivalent to $27+1=28$ ]. See also <i>occasional service</i> .

<b>School Census</b>	<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>
<b>SCITT</b>	School-centred Initial Teacher Training.
<b>SLASC</b>	See <i>School Census</i> .
<b>Submissions, Approval, Authorisation</b>	<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.</p> <p>For central returns the local authority will submit and approve the return once they are happy with it. The DfE 'Authorises' a return once we are satisfied with the data quality.</p> <p>See section 5 for more detail.</p>

## 10. Links to relevant websites

[Get information about schools](#): for information on school, local authority and establishment codes:

<https://www.gov.uk/guidance/get-information-about-schools>

For information on [Teachers' Pay and Conditions](#):

<https://www.gov.uk/schools-colleges-childrens-services/school-careers-employment>

For information on the [common basic data set](#):

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

For the online version of this [guide](#), as well as specifications and other associated information:

<https://www.gov.uk/school-workforce-census>

[Data Collection Helpdesk](#):

<https://www.education.gov.uk/researchandstatistics/stats/requestform>

The [Teaching Regulation Agency](#):

<https://teacherservices.education.gov.uk/>

The [Society for Education and Training](#)

<https://set.et-foundation.co.uk/professionalism/qtls/>

For [teacher status checks: information for employers](#):

<https://www.gov.uk/teacher-status-checks-information-for-employers>



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