



Department  
for Education

# **School workforce census guide 2025**

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

**September 2025**

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# **1. Introduction**

## **Purpose of this document**

This document is aimed at maintained nursery, primary, middle, secondary and special schools, City Technology Colleges (CTCs), academies, free schools, pupil referral units, Multi Academy Trusts (MATs) and at Children's Services/local authorities (LAs) so that relevant staff are able to prepare for and complete the school workforce census (SWC) for school employed staff in 2025.

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

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

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

## **Changes since school workforce census 2024**

Dates have been rolled over, with the date of the next census set for 6 November 2025. The most significant change is that additional validation rules have been added to encourage the return of data on disability and ethnicity, see section 7.1.8 and 7.1.9.

## 2. Rationale behind the school workforce census

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

- staff pay bills
- staff turnover
- absences

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

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

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

## **3. Structure and timing of the school workforce census**

### **3.1. School workforce and school levels**

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

### **3.2. Collection date**

Data is collected in the SWC annually. The census date for 2025 is 6 November, the first Thursday in November. The deadline for returning census to DfE is 5 December.

A separate return for each local authority and academy school must be submitted to the department by the 5 December to allow error correction, authorisation and credibility checking (see section 5.4) to take place before the collection closes. Local authorities will usually require their schools to submit files to them much earlier than this and will advise their schools of their file return date.

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

Our service desk 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 5 December must be adhered to so that this process can take place.

#### **3.2.1. Collection date falling on a school holiday**

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

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

### **3.3. Historical and snapshot data**

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



### 3.3.1. Snapshot data

Snapshot data is contained in the

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

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

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

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

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

### 3.3.2. Historical data

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

Historical data is also in the absence module for absences in the previous academic year. This includes absences for staff that left the school in the previous academic year. For the SWC, the academic year is defined as being from 1 September to 31 August.

Schools should not submit contract data or absence data from before the school's opening. Academy converters should not report this information from before their conversion. Schools that opened in the period 1 September 2024 to 6 November 2025 should only report contract and absence data from the time the school opened.

Software for the SWC extracts relevant snapshot and historical data. So, that information must be kept up to date, for example contract end dates entered for staff that have left.

### 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 about whom data is processed (known as data subjects), such as pupils, parents and teachers. These rights include (amongst other information that the department is obliged to provide) the right to know:

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

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

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

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

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

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

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

However, it remains best practice to remind parents of the school's privacy notices at the start of each term (within any other announcements / correspondence to parents), and it

is important that any changes made to the way the school processes personal data are highlighted to data subjects.

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

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

Where personal data is not properly safeguarded, it could compromise the safety of individuals and damage a school's reputation. Your responsibility as a data controller extends to those who have access to your data beyond your organisation where they are working on your behalf - for example, where external IT suppliers can remotely access your information.

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

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

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

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

### 4.1. Schools covered by the school workforce census

Staff in the following types of establishments in England must be included in the 2025 SWC:

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

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

Returns should not be made from:

- early years settings
- privately funded independent schools
- non-maintained special schools (schools approved under section 342 of the Education Act 1996. not to be confused with academy special schools)
- FE establishments or sixth form colleges (including academy converters)
- overseas or offshore establishments
- MoD schools, also known as service children's education schools
- secure units
- hospital schools and other miscellaneous establishments.

Submitting the SWC return is a statutory requirement on schools and local authorities by regulations under sections 113 and 114 of the Education Act 2005. This means that:

- although schools and local authorities must meet their obligations under the Data Protection Act, they do not need to obtain consent for the provision of information from individual members of the workforce (see section 3.4)
- schools and local authorities are protected from any legal challenge that they are breaching a duty of confidence to staff members
- schools and local authorities must complete a return.

## **4.2. Who supplies the data?**

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

### **4.2.1. Academies**

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

### **4.2.2. Multi academy trusts**

MATs may take a coordinating role, but separate returns are expected from each school.

### **4.2.3. Local authority-maintained schools**

Local authorities take a co-ordinating role for their schools, and arrangements differ. Data can be supplied from schools or authorities or a combination. In most authorities, data is sourced from schools. Some authorities choose to provide all or most of the data for their schools, but schools may still be asked to check the data. If not already clear, schools should check with their authorities which data they are expected to supply.

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

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

For a federation of academies, we require a return from each school. If staff are shared, they must be returned separately for each school, showing the appropriate hours. This can only be changed in exceptional circumstances.

Schools requiring assistance or having any queries should use the [service request form](#).

## **4.3. School employed staff to be included**

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

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

'Teacher' comprises

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

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

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

School Business Professionals who are members of the Senior Leadership Team should have the SLT flag (see section 7.1.14) set to true.

'Other support staff' are non-classroom based support staff, such as nurses, librarians, technicians, bursars and other administrative, clerical, premises and catering staff.

Section 4.4's diagram may help schools and local authorities decide which staff to include in the SWC and whether individual (school workforce level) or headcount (school level) data is required. More detail about these levels is in sections 4.4 and 4.5.

## **4.4. Staff that school workforce level data is required for**

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

School workforce level data (that is, data on individual staff members) is required for teachers and support staff in regular service that work for schools. Staff are in regular service if they have completed service of 28 days or are expected to do so before the end of their contract or service agreement.

These are examples of people that school workforce level data must be returned for:

- teachers employed by the school, with or without QTS, EYTS or QTLS
- support staff employed directly by the school
- teachers supplied by an agency, a MAT, or a local authority acting like a supply agency
- staff on absence, paid or unpaid, long or short term.
- teachers on the School Direct (salaried) and Teach First programmes.

Each contract must have base pay (or daily rate) and hours recorded. Contracts without either should be regarded as occasional employment and be recorded in the school level module if the staff are present on census day.

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

If teachers are provided by a local authority acting like a supply agency, and are in regular service, then a service agreement record is required for the time in the school. Service agreement records are not required for other teachers centrally employed by the local authority who work in schools, such as peripatetic music teachers. Information on these will be provided by the local authority.

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

To be included in the SWC, there should be a role identifier equating to the individual's job. If a role cannot be found, then schools and local authorities may wish to check with the service desk whether the individual needs to be included.

If a staff member works at two establishments, one in scope for the SWC and one not, then information should only be returned for the activity within scope. For example, a nursery assistant might work at a Sure Start centre and a maintained nursery. Workforce level data would need to be returned only for the time they are in the maintained nursery.

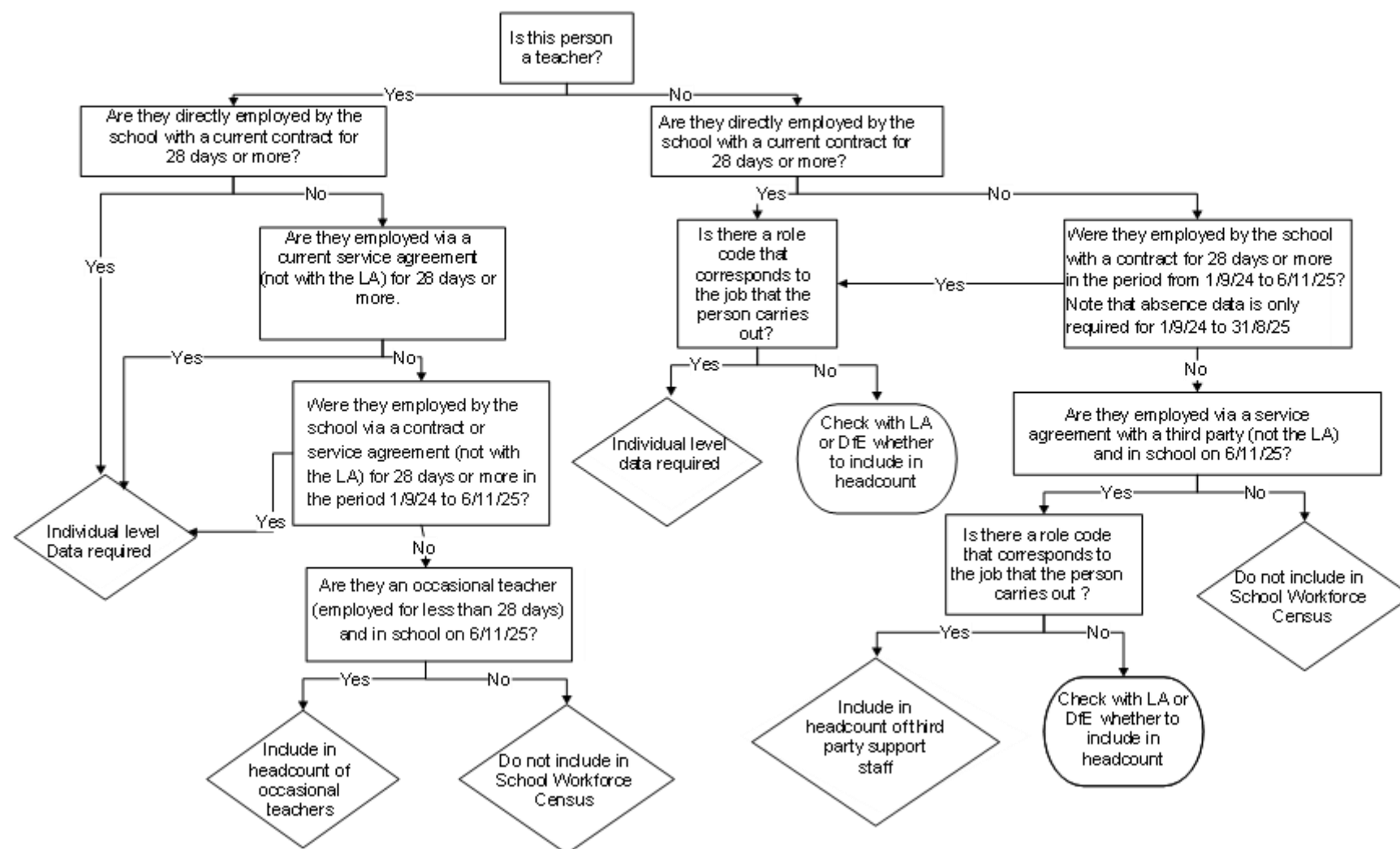
If local authority maintained schools are unsure which staff to include in the SWC they should ask their local authority. If still unsure, they should check using our [service request form](#).

Unless supported by a local authority, academies should use the [service request form](#).

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

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

Flow diagram to help schools decide which staff should be included in the School Workforce Census.





## 4.5. Staff that school level data is required for

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

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

## 4.6. Staff no data is required for

No data needs to be returned for the following if they are not in school on the census day:

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

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

No data need be reported for the following staff, even if they are in school on census day.

- PGCE students on teaching practice
- trainee teachers on a School-Centred Initial Teacher Training (SCITT) programme
- staff working in extended provision, such as breakfast clubs or Children's Centres. Staff engaged in the normal running of the school, such as cleaners, must be included whether they work before, after or during the normal school day
- staff employed by the local authority to give support to schools, such as peripatetic music teachers or advisory teachers, educational psychologists, educational welfare officers (information on these will be submitted by the local authority)
- staff centrally employed by a MAT who spend less than half their time in schools
- governors and voluntary staff
- staff with no role identifier that equates to their function, for example clerk to governors, school crossing patrol staff and school improvement partners
- staff whose contracts finished prior to 1 September 2024

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

Staff in a Teaching role as part of a MAT should only be included if they spend more than half their time working in schools in the MAT.

## 4.7. Multiple records

Two, or more, records for a staff member would be returned in these cases:

- when a person is in regular service at more than one school, either via a contract or, for teachers, a service agreement. For example, a teacher working two days a week in one school and three in another would need two records. Both schools would be expected to submit a record reflecting the time spent in their school
- when a person, teacher or support staff, stops working at one school and begins at another between 1 September 2024 and 6 November 2025. Both schools would need to submit a record reflecting the time spent in their school during that period
- A school or local authority may need to submit data for a person for more than one contract, service agreement or employment period. This would happen when
  - they are working at the school under two or more current contracts, or service agreements, on census day. For example, one part-time contract as a midday supervisor and another part-time contract as an administrator, or
  - they have one current contract, or service agreement, on the census and finished another period of regular service in the previous academic year. For example, they were promoted on 1 January 2025 from deputy head teacher to head teacher and so both the old deputy head teacher contract and the current head teacher contract would be returned

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

## 4.8. Staff acting up

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

However, if providing this information presents too many difficulties, then the department will accept information on the substantive post. Local HR management practices will dictate how such acting up arrangements are recorded on the school's MIS. Acting up should not be treated in the same way as secondment to another school or authority for which two contracts would be returned, one from each establishment, with the absence due to secondment recorded against the substantive post.

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

Full guidance on the use of the department's data collection tool, COLLECT, is available on our [website](#). In outline, the process is:

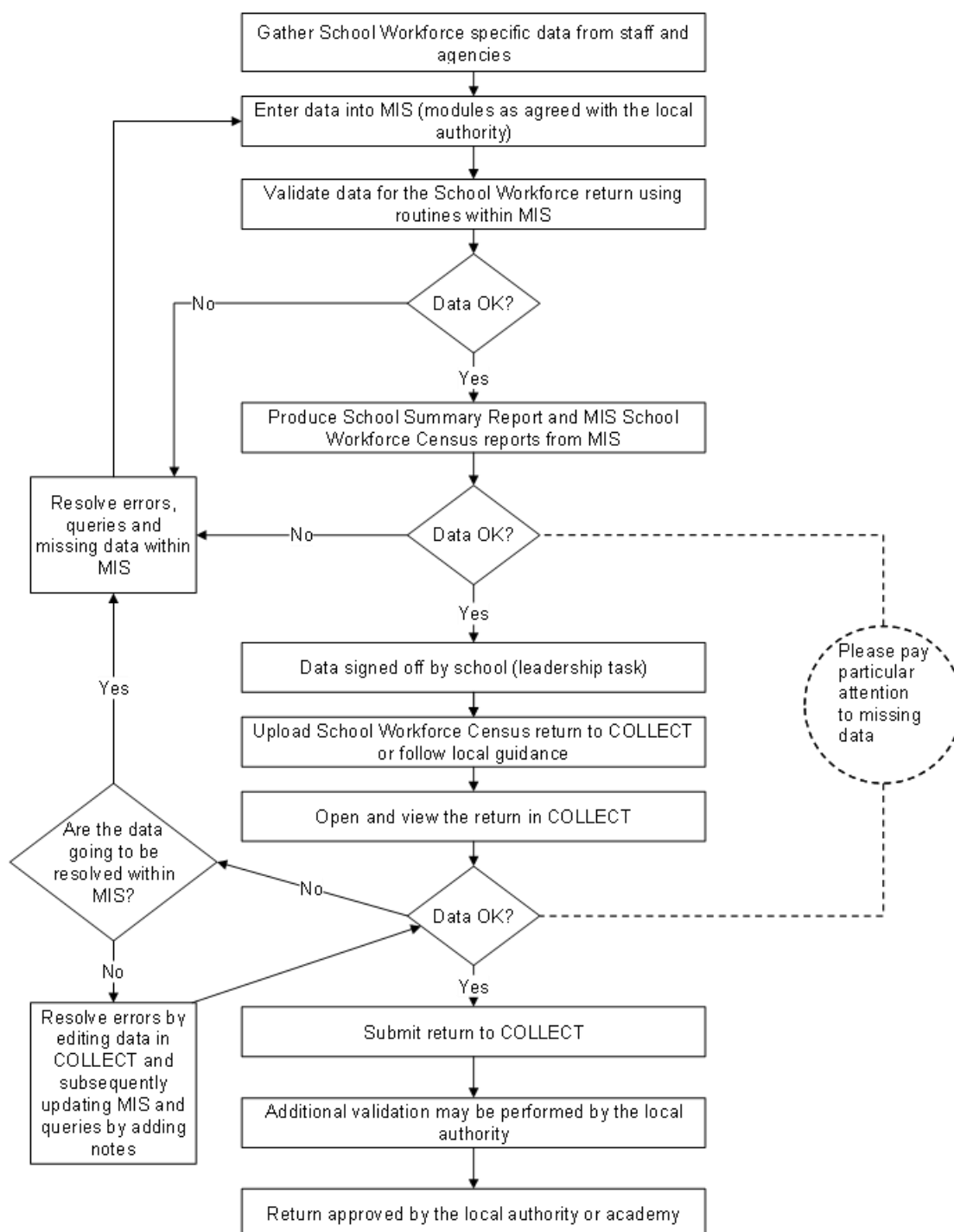
- data on the school management information system is brought up to date
- the census extract is created (contact your software supplier for details)
- the return is loaded on to COLLECT
- COLLECT runs validation rules on the return
- where necessary, the school updates the data in its MIS and reloads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

### 5.1. Update systems with current data

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

### 5.2. Process diagram

The diagram below shows the steps needed to produce, check and send returns from school MIS.



### 5.3. School identifier

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

## 5.4. Validation and credibility checks

Validation rules are used in COLLECT and school software systems to improve data quality. There are two types, errors and queries, see section 5.4.1. Credibility reports are also run in COLLECT after data has been loaded, see section 5.4.3.

Schools can return a sub-set of the data to their local authority, see 'Who supplies the data' in section 4.2. If schools are only providing some data items for their staff, validation will be run later, and the local authority may get back to the schools with queries.

Data may be submitted by either a school or local authority, which can cause uncertainty about who is responsible for particular data. Validation rules check the return includes at least one contract and one absence. This should prompt staff to check which organisation supplies the data.

All data must be complete and up to date in your system before the return is made, as validation will not find all missing data. Credibility checks will be carried out by the DfE, separately from the credibility reports, after the data has been approved and these may be followed up with the academy or local authority.

### 5.4.1. Errors and queries

A validation 'Error' is generated if data rules are broken, for example, an illegal character is entered or totals do not add up. Errors must be corrected. If an error cannot be corrected, please contact your software support provider or local authority.

Local authorities and DfE expect there to be no errors on the return. However, if a software bug causes an error that cannot be fixed then inform the DfE, via the [service request form](#), and arrangements can be made.

A 'Query' is reported where data is unusual or unexpected, maybe reflecting inaccurate or omitted data. For example, no head teacher, or a destination code has been provided for a staff member but no contract end date. All outstanding queries must have an explanatory note. Acceptable notes for some queries will be published on the DfE website nearer the census. For any other query, enter free text to explain the reason.

By entering a note, you agree that the query has been checked and information correct or that there is a valid reason why it is not available.

In COLLECT notes must be at 'Return level' not against individual queries. Return level notes are not overwritten if a resubmission is made, see the [COLLECT guides](#).

### 5.4.2. Validation in school systems

MISs will report validation checks that must be investigated. Local authorities or DfE will challenge queries, so you must investigate, and change or annotate data as necessary.

MIS software will report most errors and queries. However, if DfE makes late changes to rules then software suppliers may not be able to include these in their systems.

Some users have reported differences between the numbers of errors reported in school systems and in COLLECT. This may be because:

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

### **5.4.3. Credibility reports and checks**

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

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

- Duplication checks:
  - No schools appearing more than once in the return.
  - No duplicate records - that is, the same staff member or contract appearing more than once in a return.
  - No duplication of additional payments.
  - No returns approved that still have multiple sources (as would result from matching and reconciliation not being carried out correctly).
- There is at least one valid contract for each staff member
- Each school has at least one qualified teacher contract open on census date
- No teachers with multiple open contracts have FTE ratios greater than 1.2
- No teachers have FTE ratios differing substantially from previous year
- All teachers have a teacher reference number, unchanged from last year
- No teacher has a National Insurance number that differs from last year
- All teachers have qualifications
- Where Base Pay is provided for full-time teachers, it is within the expected range

- More than 90 per cent of the teachers have QTS, QTLS, or EYTS. (All teachers with these statuses must be recorded as such)
- There is at least one sickness or pregnancy related absence record (95 per cent of local authority schools would be expected to have at least one of these)
- Schools do not have more than three vacancies recorded each
- An occasional teacher headcount is attached
- A third party support staff headcount is attached

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

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

## **5.6. School summary**

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

- staff to check the return's accuracy and completeness before passing it to the head teacher
- the head teacher to check its accuracy and completeness before passing it to the local authority or the DfE
- the local authority to check the return, if the summary is forwarded to them.

The summary should be inspected carefully, particularly where it might show data was not entered on the system before creating the return, such as disability, qualifications or ethnicity. The summary should be compared to the previous year's to highlight changes.

## **5.7. Submitting the school workforce census return**

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

- schools may load the file directly into COLLECT. Local authorities will be able to advise schools of the login details for this process,
- in some local authorities, schools will use the authority's secure data transfer system to send the file to a central team. Then, the local authority will upload it to COLLECT for the school. In a few local authorities all the data will be held

centrally within the LA and they will supply it for the school. In these cases, the local authority must provide one file per school and not one file for all staff.

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

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

## **Contact Details on COLLECT**

From the second day after the return was submitted, details of the user who uploaded it will display when the return is revisited on COLLECT. These details are used in administering COLLECT and contacting users. Users can edit the alternative contacts, but the main contact details come from the DfE Sign-in user details and are not editable in COLLECT. To change the DfE Sign-in user details, see the [DfE Sign-in](#) web page.

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

### **Local authority schools**

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

Once the return has been completed, the LA will mark it approved on COLLECT and the data will be available to DfE.

### **Academies and free schools**

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

## **5.9. Matching and Reconciliation**

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

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



## **5.10. Authorisation of the return by the department**

DfE will look at the return before authorisation. Sometimes this raises questions about data and leads to amendments, in consultation with the local authority or academy.

We encourage all schools to use the reports, particularly the summary and missing contract reports, to check their returns are complete and correct. The exception is where information is from multiple sources and Matching and Reconciliation (M&R) is needed.

## **5.11. Further information**

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

For more advice on any part of the return, contact your LA. If there are questions which the LA cannot answer, they should contact the DfE using the [service request form](#).

Academies should contact DfE directly, unless supported by their local authority.

## 6. Preparation: data items required

This guidance section gives information on the data required for school staff in the SWC.

Most of the data in the SWC is what a school, or other employer, would 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 2025 SWC is grouped into modules as follows:

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

Schools should check the data to be collected in the SWC in advance to ensure it is correct in their MIS. MISs validate data on entry so, in many cases, it will not be possible to enter data in the wrong format or that does not fit the code set.

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

### 6.1. School workforce level data required

Different data is required for the five categories of staff: 1) contracted teachers, 2) agency/service agreement teachers, 3) teaching assistants, 4) leadership – non teacher staff, and 5) other support staff (see table in section 6.1.2). Schools and LAs may record all the data for all categories of staff, but these may be returned to the DfE in the census.

For contract/service agreement records that finished in the period 1 September 2024 to 7 November 2025 only a subset of the data is required:

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

#### 6.1.1. Non pay data items in the contract

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

- contract / agreement type,
- start date,
- end date,
- date of arrival in school,

- post,
- role identifier,
- destination,
- origin,
- hours worked per week,
- FTE hours worked per week,
- weeks per year.

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

Staff whose contracts ended in the period 1 September 2024 to 6 November 2025 must have the same non-pay data returned as would have been if the contracts still open.

### **6.1.2. Mandatory, optional and not applicable data items**

The table below shows what data is mandatory (✓) for each staff category, what is optional (#) and what is not applicable (X). Schools and local authorities may hold the optional items on their MIS. This should be automatically filtered out from the return when it is generated, but it might not, if, for example, contract information comes from the local authority. In that case, the data may be sent to DfE and used for research and statistics.

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

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

## 1. Staff details data items

Staff Details	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Teacher Number	✓	✓	✓	✓	✓	✓	Mandatory for non-teachers, if applicable
Family Name	✓	✓	✓	✓	✓	✓	-
Given Name	✓	✓	✓	✓	✓	✓	-
Former Family Names	✓	#	✓	#	#	#	-
NI Number	✓	✓	✓	✓	✓	✓	-
Sex	✓	✓	✓	✓	✓	✓	-
Date of birth	✓	✓	✓	✓	✓	✓	-
Ethnic Code	✓	✓	✓	✓	✓	✓	-
Disability	✓	✓	✓	✓	✓	✓	-
QTS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
QTLS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
EYTS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
HLTA Status	✓	#	✓	✓	✓	✓	Required for Contracted TAs and contracted Other Support Staff, even if they also are Agency/SA Teachers.
QTS Route	✓	✓	#	#	#	#	Mandatory for all staff who, in the last year, have taken up their first position since qualifying as a teacher. May also be returned for other staff.
Newly Qualified Teacher	✓	✓	X	X	X	X	-
Senior Leadership Team	✓	✓	✓	✓	✓	✓	-

## 2. Contract/Service Agreement data items

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Contract/Service Agreement Type	✓	✓	✓	✓	✓	✓	-
Start Date	✓	✓	✓	✓	✓	✓	-
End Date	✓	✓	✓	✓	✓	✓	-
Post	✓	✓	✓	✓	✓	✓	-
Date of Arrival in School	✓	✓	✓	#	#	#	Not applicable for centrally employed staff. Only mandatory for teachers and teaching assistants who joined from 1/9/2009.
Pay Review Date	✓	✓	X	X	X	X	Applicable only to teachers
Pay Range	✓	✓	✓	✓	✓	✓	Not mandatory but DfE desires it if is available.
Pay Framework	✓	✓	X	X	X	X	Applicable only for Leadership teachers
Pay Range Minimum And Pay Range Maximum	✓	✓	X	X	X	X	Applicable only for Leadership teachers
Base Pay	✓	✓	✓	✓	✓	✓	Mandatory for open contracts only Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	✓	X	X	X	X	X	-

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

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<sup>1</sup> When Daily Rate applies pay data are not required.

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

### 3. Absence data items

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

### 4. Curriculum data items

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



## 5. Qualification data items

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

### Notes

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

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

## 6.2. School level data required

School level data is split into two modules: 'Teacher Vacancies' and 'Staff Information'.

'Teacher Vacancies' has information about each vacant teaching post on census day: vacancy post, subject and tenure, whether it has been advertised or temporarily filled.

The Staff Information module holds:

- headcounts of occasional teachers in school on census day, split by categories of Qualified/Unqualified/Not known
- headcounts by role for support staff not directly employed by the school or local authority who are in school on census day. Teaching roles should not be included here even if available to select.

## 7. School workforce level

### Note on staff working in multiple schools

Teachers working in multiple schools, even if the schools are part of a MAT, must be recorded separately in each school. Each school needs to record name, teacher number, QTS, QTLS and EYTS of the staff and the hours worked in each school. This ensures staff are not double counted and an accurate record is made of staffing in each school.

#### 7.1. Staff details module

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

Staff Details	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
EYTS	✓	✓	✓	#	#	#	Also required for Advisory Teachers
HLTA Status	✓	#	✓	✓	✓	✓	Required for Contracted TAs and contracted Other Support Staff, even if they are also Agency/SA Teachers.
QTS Route	✓	✓	#	#	#	#	Mandatory for all staff who, in the last year took up their first position since qualifying as a teacher. May also be returned for other staff.
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 department's 7 digit Teacher Reference Number (TRN) allocated to:

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

Please ensure that only the correct 7 digit number is supplied.

Include Teacher Numbers from England or Wales. 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 leave the field blank.

Characters such as '/' should not be included.

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 it has not been given. If the teacher has a foreign number or one from the rest of the United Kingdom, this should be included in the note.

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

Schools, academies and local authorities must make every effort to provide accurate TRNs. If correct numbers cannot be found, the field should be left blank. Without TRNs, qualification information from other sources cannot be matched with information in the SWC. So, if the TRN cannot be given, schools, academies and local authorities should ensure the qualification module for that teacher is completed.

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

### **7.1.2. Family name**

This must be the full family name (surname).

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

### **7.1.3. Given name**

Given names include forename and middle name(s), not shortened or familiar versions. More than one can be entered for each staff member. Schools can use a 'known as' field locally, but DfE is not collecting it because legal names give a firm basis for matching.

### **7.1.4. Former family name**

Provide as many former family names as you are aware of for teachers and teaching assistants contracted directly with schools. Former family names are not required for agency/service agreement teachers nor for other support staff. Schools can record former family names for these staff, but these may be returned to DfE if they do so.

### **7.1.5. National Insurance number**

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

This field is used for matching and for tracking individuals over time so statistics can be produced on length of service etc. Leaving it blank will generate a query and a note will need to be added to explain why. Temporary NI numbers must not be returned.

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

### **7.1.6. Sex**

The sex of the staff member 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. Schools and local authorities are not being asked by the department to re-obtain sex information from staff.

### **7.1.7. Date of birth**

The date of birth in the format CCYY-MM-DD (for example, for 23 January 1963 = 1963-01-23). Establishments must enter the correct dates of birth as these are used in matching data from different establishments and years, so it is important it is correct.

### **7.1.8. Ethnic Code**

The ethnicity of the staff member. It should be supplied by the staff themselves and they can refuse to provide it if they wish. But it should always be requested.

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

The difference between information not obtained and information refused is important. Modelling of the workforce cannot accurately reflect ethnicity unless data is requested.

For the 2025 census a new validation rule has been added. Where staff have been employed for more than 3 months, a query will be raised if their ethnicity is still listed as 'information not yet obtained'. Staff have an absolute right to not answer this question, in which case the answer should be recorded as 'Refused' and no query will be raised.

The codes collected from schools will be those specified by the local authority or in an academy's own policy.

The CBDS code set has 2 versions, either the department's extended Codes or Main Codes (see CBDS), including 'Traveller of Irish Heritage' and 'Gypsy/Roma'.

### **7.1.9. Disability**

For the 2025 census a new validation rule has been added. Where staff have been employed for more than 3 months, a query will be raised if their disability status is still listed as 'information not yet obtained'. Staff have an absolute right to not answer this question, in which case the answer should be recorded as 'Refused' and no query will be raised.

#### **The importance of accurately reporting disability data**

In the November 2024 School Workforce Census (SWC), disability data was not obtained by schools for 59% 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>2</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.

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<sup>2</sup> [Voluntary Reporting on Disability, Mental Health and Wellbeing \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Voluntary_Reporting_on_Disability_Mental_Health_and_Wellbeing.pdf)

## Reporting Responsibilities

It is for Schools and Trusts to decide how best to collect and submit disability information and for staff themselves to decide whether they want to share that they are disabled<sup>3</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 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>4</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 2024 SWC, disability data was not obtained by schools for 59% of teachers, preventing the reliable reporting of the proportion of disabled staff within the workforce.

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<sup>3</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.

<sup>4</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')

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>5</sup> on disability in the workforce. These included, but were not limited to:

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

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

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

### Further information

- 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

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<sup>5</sup> Complete data means that each individual has stated ‘Yes’, ‘No’ or ‘Prefer not to say’ when asked if they have a disability.



- Guide to the UK General Data Protection Regulation (UK GDPR) | ICO
- Data Protection Act 2018 (legislation.gov.uk)

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

Required for all teachers, teaching assistants and advisory teachers, but not for other support staff or non-teaching school leaders. They show Qualified Teacher Status (QTS), Qualified Teacher Learning and Skills (QTLS) status or Early Years Teacher Status (EYTS). Teachers without QTS can still be members of the Teachers' Pension Scheme and someone can have a TRN without these statuses. Queries about a person's QTS or EYTS can be checked with the Teaching Regulation Agency (TRA), queries about QTLS should be checked with the Society for Education and Training (SET).

QTS, QTLS and EYTS data are required for all teachers in the return – even if their contract is not current on census day - and regardless of whether they are employed by a school, the local authority or a third party provider.

##### **QTLS**

QTLS is awarded by 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. Administratively, this is a separate status awarded by the TRA. QTLS and QTS must be recorded separately in the census.

##### **EYTS**

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

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

#### **7.1.11. HLTA Status (true/false)**

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

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

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

#### **7.1.12. QTS Route**

This is only required for staff who took up their first teaching post since the previous census or are working towards QTS, but can be returned for other staff. This does not

have to be filled in for staff who were employed as teachers and had QTS before the last SWC.

Staff on an employment based QTS route, excluding School Centred Initial Teacher Training (SCITT), must be given the code of the route they are on. Information on student teachers on teaching practice or participating in SCITT is not required as this is a college rather than classroom based 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 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**

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

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 receive additional funding to deliver the ECF.

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

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

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

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

### **7.1.14. Senior Leadership Team (SLT)**

Identifies staff who are members of the SLT. Should be set to 'True' if the post is 'Head Teacher', 'Deputy Head', 'Executive Head Teacher', 'Assistant Head' or 'Leadership – Non-Teacher'.

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

This field helps to collect data on School Business Professionals (e.g., school business managers, finance managers) who are members of schools' SLTs. It supports the DfE'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. It provides details of contracts or service agreements as defined in section 4.4. Any staff employed by a school may have:

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

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

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

Current contracts/service agreements (those open on census 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 day must be included if they ended in the period from 1 September of the previous year to the day before census day (for 2025, census contracts/service agreements ending in the period 1 September 2024 to 5 November 2025). Contracts that close on census day are open for the purposes of SWC.

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

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

### Contract/Service Agreement data items

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Contract/Service Agreement Type	✓	✓	✓	✓	✓	✓	-

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Start Date	✓	✓	✓	✓	✓	✓	-
End Date	✓	✓	✓	✓	✓	✓	-
Post	✓	✓	✓	✓	✓	✓	-
Date of Arrival in School	✓	✓	✓	#	#	#	Not applicable for centrally employed staff. Only mandatory for teachers and teaching assistants who joined from 1/9/2009.
Pay Review Date	✓	✓	X	X	X	X	Applicable only to teachers
Pay Range	✓	✓	✓	✓	✓	✓	This data item is not mandatory but the DfE desires it if available.
Pay Framework	✓	✓	X	X	X	X	Applicable only for Leadership teachers
Pay Range Minimum And Pay Range Maximum	✓	✓	X	X	X	X	Applicable only for Leadership teachers
Base Pay	✓	✓	✓	✓	✓	✓	Mandatory for open contracts only Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	✓	X	X	X	X	X	-

Contract/Service Agreement	Contracted Teachers	Agency/SA teachers	Contracted Teaching Assistants	SBP	Leadership, Non-Teacher	Other contracted support staff	Notes
Daily Rate <sup>6</sup>	X	✓	X	X	X	X	Required for current Agency/SA Teachers even if they have an expired 'PRM', 'FXT', or 'TMP' Teacher contract. Not required for centrally employed staff
Reason for Leaving	✓	#	✓	✓	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Destination	✓	#	✓	✓	#	#	Required for Contracted TAs even if they also are Agency/SA Teachers.
Origin	✓	#	✓	#	#	#	Mandatory for contracts starting from 1/9/2009. Required for Contracted TAs even if they also are Agency/SA Teachers.
Role Identifier	✓	✓	✓	✓	✓	✓	-
Hours worked per week	✓	✓	✓	✓	✓	✓	-
FTE Hours per week	✓	✓	✓	✓	✓	✓	-
Weeks per year	✓	✓	✓	✓	✓	✓	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers
Category of Additional Payment	✓	✓	✓	✓	✓	X	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers

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<sup>6</sup> When Daily Rate applies pay data are not required.

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

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

### 7.2.1. Contract / agreement type

Staff contracts must be permanent, fixed term, or temporary. Fixed term is for contracts with an agreed length and a fixed end date. Temporary is for non-permanent contracts, for example cover, without a fixed end date.

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

### 7.2.2. Start date

The date the contract or service agreement started.

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

### **7.2.3. End date**

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

### **7.2.4. Date of arrival in school**

This shows when a staff member began their current period of continuous service at the school. Required for teachers and teaching assistants so length of service at the school can be calculated. Neither changing post, passing the threshold or long term absences - whether for sickness, maternity or paternity – should change this date. However, a career break, which might be an extension of maternity leave, would be followed by a new date.

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

### **7.2.5. Post**

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

For teachers the following posts are available:

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

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

'Executive head teacher' should be used for a head teacher directly leading several schools in a federation or other arrangement. The school holding the contract for them should return the data. The other school(s) in the federation are not expected to report it.

The 'Apprentice Teacher' post covers those on the teaching apprenticeship programme.

Support staff based in the classroom for learning and pupil support must be given the Teaching Assistant post. Examples include HLTA, TA, special needs support staff, minority ethnic support staff and bilingual assistants.

'Support Staff' are in three categories: 'School Business Professional', 'Leadership - non Teacher' and 'Other Support Staff'. Qualification and Additional Payment modules are not required for 'Other Support Staff'.

'School Business Professional' should include the roles of 'Bursar', 'Business Manager', 'Finance Officer', 'Office Manager', 'Premises Manager' or 'ICT Network Manager'.

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

If someone holds a temporary post in the same school, for example, a deputy head acting up as head, see section 4.8.

The post of 'Educational Psychologist' may be available in some systems, but workforce level data is not required for them. They are more likely to be centrally employed by local authorities, than by schools, and the local authority will return data on them.

### **7.2.6. Role identifier**

At least one role per staff member must be provided, but if someone has more than one role, then all must be provided. If the MIS does not allow more than one role per contract/service agreement, contact the department using the [service request form](#).

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

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



Teaching roles for school employed staff are usually in the following list, but any 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 given the role of 'minority ethnic support' and teachers of English as a foreign language given the role of 'language support'.

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

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

SEN co-ordinators must be qualified teachers but do not have to hold a teaching post.

Role identifier	Job title
Teaching Assistant	Classroom Assistant
Teaching Assistant	Individual Support Assistant
Teaching Assistant	Learning Support Assistant
Teaching Assistant	Special Support Assistant
Other Pupil Support	Cover Manager
Other Pupil Support	Exams Secretary
Other Pupil Support	Guidance Manager
Other Pupil Support	Resources Support Staff
Other Pupil Welfare	Counsellor
Other Pupil Welfare	Family Worker
Other Pupil Welfare	Intervention Assistant

Role identifier	Job title
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

The post of 'Educational Psychologist' may be available in some systems, but workforce level data is not required for them. They are more likely to be centrally employed by local authorities, than by schools, and the local authority will return data on them.

### 7.2.7. Origin

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

If a teacher or teaching assistant gets a new contract without changing school, use 'Not Applicable – Change of Contract'. Use this also if staff move from a service agreement to a contract. The DfE can track career progression of such staff through their contract history and origin information provides detail on what they did before joining the school.

Origin information is needed for all teacher and teaching assistant contracts starting from 1 September 2009. This is used to analyse newly qualified teachers and staff returning to teaching. This is only reliable if the origin data from all schools is accurate. It is not required for contracts starting before 1 September 2009 and the field should be left blank.

### 7.2.8. Reason for Leaving

Reason for leaving is separate from 'Destination'. It is the reason a teacher, teaching assistant or school business professional left employment with the school or local

authority. Examples include 'Voluntary Redundancy', 'Compulsory Redundancy', 'Left for other teaching post'.

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

Reason for leaving is needed for all contracted school business professionals, teachers and teaching assistants who left in the previous academic year (from 1 September 2024).

Values are included to cover School Business Professionals:

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

### 7.2.9. Destination

The destination of teachers, teaching assistants and School Business Professionals (SBPs) leaving the school. 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. For a change of contract within the school, such as a promotion, use 'Not Applicable – Change of Contract'. If 'Reason for Leaving' is 'Not Applicable – Change of Contract', then 'Destination' should be the same.

There are different codes to distinguish SBPs leaving education to work 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 staff leave education, broadly whether this is to apply similar skills, knowledge or experience in a different context, or to work in a different type of role. This helps DfE analyse the turnover of SBPs.

Destination is needed for all contracted school business professionals, teachers and teaching assistants who left in the previous academic year (from 1 September 2024).

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

### **7.2.10. Daily Rate (yes/no)**

For agency or service agreement teachers only. It shows if a third party, such as a supply agency or the local authority, is paid a daily rate for the teacher. If 'yes' is entered there is no need to provide other information on how the agency pays the teacher, such as pay range or base pay. It is also not necessary to provide weeks per year, but hours worked per week and FTE hours per week must be provided.

### **7.2.11. Date of Last Pay Review**

The date of the most recent determination of a teacher's pay.

Maintained schools must carry out pay reviews annually (see [Managing Teachers Pay](#) document on DfE website) 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. If the review has not taken place before the census, and takes place afterwards, then the teachers pay will increase and the figures given in census will not be the figures for the whole year.

The department needs to know the date of the last pay review to determine whether the figures in the census are relevant to 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 this year's review has not yet taken place, then the date of the previous review should be entered.

### **7.2.12. Pay Range**

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

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

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

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

### **7.2.13. Leadership Pay Framework**

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

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

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

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

### **7.2.14. Leadership Pay Range Minimum and Leadership Pay Range Maximum**

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

Only applies to teachers on the leadership pay scale.

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

### **7.2.15. Base Pay**

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

Base pay must be the annual salary of a staff member on census day. It must not include any additional payments or allowances. The pay of part-time or term time only staff must not be adjusted up to the pay of a full-time equivalent member of staff. It must also not be

adjusted down for a member of staff that started working part way through the year. If any elements of the salary are safeguarded these must be reflected in the base pay.

It is the contracted pay that is required, so if a staff member is on reduced pay due to long term absence, the contracted pay amount should be returned.

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

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

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

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

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

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

### **7.2.16. Category of Additional Payment**

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

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

Please should take care recording the categories as some schools to have recorded these 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 8/11/2024 to 6/11/2025).

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

### **7.2.17. Additional Payment Amount**

For each additional payment, the annual amount paid should be given. 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.

Take care recording these. Incorrect payments have been returned, which have inflated the average teacher pay for a school.

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

### **7.2.18. Additional Payment Start Date and Additional Payment End Date**

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

### **7.2.19. Safeguarded Salary (true/false)**

This shows if any element of a teacher's salary is safeguarded. For more information on safeguarding see 'School teachers' pay and conditions document' (paragraphs 29 to 37).

### **7.2.20. Hours worked per week**

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

Validation rule 6530 is triggered if the total FTE for all open contracts for an individual on census day is greater than 1.5. For technical reasons this rule does not apply to contracts that closed before census. 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: Hours worked per week must be recorded accurately. The hours required are the hours worked in a normal week. Staff employed for more than 28 days should be recorded working the number of hours worked in a normal week. Do not report contracts showing zero hours worked per week. When these contracts are returned the department's service desk has to contact schools to check if the contracts should be removed. These could include staff employed on flexible 'zero hours' arrangements

where the hours worked cannot be determined. Where this applies to a teacher in school on census day, they should be included in the occasional teacher count.

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

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

Depending on schools' MIS, hours worked per week may be recorded against post or role, but not both. If a person has more than one role, and software allows the hours worked to be recorded against each role, then the hours should be assigned to 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 two ways:

- 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 usually has 32.5 directed hours per week, and the directed hours of part-time teachers should be calculated pro rata. So, a teacher working two days a week would work 13 directed hours per week
- proportion of the school timetable week (STTW) worked. Typically, a teacher's full STTW is about 25 hours. STTW hours for part-time teachers should be calculated pro rata. So, a teacher working two days a week would work 10 STTW hours.

For teachers, you may find this 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.

For LA maintained schools the standard hours worked varies between authorities. If schools are unsure how to record hours worked they should contact their local authority.

Information on timetabled hours for teachers and some teaching assistants is provided in the curriculum module. Hours worked per week is important for calculating a staff member's FTE and provides useful validation for information in the curriculum module.

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

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

### 7.2.21. FTE hours per week

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

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

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

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

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

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

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

### 7.2.22. Weeks per year

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. If someone is on a term-time only contract for 37 weeks per year but receives their pay in twelve monthly instalments, it is 37 weeks not 52 that should be entered.

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

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

## 7.3. Absence module

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

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

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

Absence records are required for any periods of absence which began or ended in the previous year, from 1 September 2024 to 31 August 2025, except newly opened schools who should only report absence that occurred between the date the school opened to 31 August 2025. If teachers or teaching assistants left the school before census day but had absences during the previous academic year, these should be submitted. If the absence is ongoing when the return is made then the absence must be included with no end date.

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

- activities such as field trips
- days that are non-working days under a person's contract
- PPA (planning, preparation and assessment) time
- INSET days
- NQT non-contact time

- Training
- Working at a consortium school or a Primary/Secondary linked school
- attending meetings that are part of an individual's normal duties

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

### Absence data items

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

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

### 7.3.1. Absence Category

The codes are at a high level, for example there is only one category for sickness, though there is a separate one for pregnancy related absences. More detail about sickness absence may be required locally, but this will not be returned to DfE.

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

Training is in the absence category code set and schools and local authorities can record training as an absence if they wish to. Absences recorded as training are not required for SWC, but may still be included in census and returned to DfE. The information will be used internally for research and statistical purposes but not reported on or published.

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

Examples:

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

### **7.3.2. First Day**

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

### **7.3.3. Last Day**

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

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

If the absence is ongoing at the time when the SWC return is made, then the absence should be included with no end date. If the absence finishes in the period from 1 September 2025 to the return being made and the end date is known, it should be entered and, if systems allow, returned.

### **7.3.4. Working Days Lost**

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

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

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

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

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

- if their normal working week is Monday, Tuesday and Wednesday, the number of working days lost would be 2.0
- if their normal working week is Wednesday, Thursday and Friday, the number of working days lost would be 3.0

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

## **7.4. Curriculum module**

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

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

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

For each teacher or teaching assistant, the curriculum module should include several entries, one for each combination of subject and year group taught.

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

When setting up the timetable before the start of the academic year:

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

In the run up to the collection period you should:

- determine the period you will report on. The default is the week of census. If this week or cycle is unrepresentative of your normal timetable, you can choose another week or cycle. If a school operates a six day week, the total for the six days should be used. If a school operates a timetable cycle covering two or more weeks, an average over that period should be used. If an average is not readily available, then a figure representing a typical week may be used
- determine how to choose and report on this week or cycle. The process will vary between systems – please consult your system documentation for guidance
- establish if your timetable system works in periods, rather than hours, check your system knows the times of your school day, so it can calculate the duration in hours to two decimal places
- check, as may be necessary with some timetabling systems and MIS combinations, for updates required to members of staff on the timetable. For example, if a person on long term sickness is being covered by an individual on a contract or service agreement for 28 days or more (which makes that person in regular service). With some systems this change could be made in either the timetabling system or the MIS
- ensure, if your timetabling system rotates pupil-groups around teaching resources (carousels), that the teaching responsibilities of individual staff can still be reported

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

### **Curriculum data items**

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

✓ Mandatory data item for this type of staff

X Data item not applicable for this type of staff

### 7.4.1. Subject Code

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

These codes in the 'General Subject Code' set are restricted in the curriculum module:

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

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

There is a separate code for Computer Science, do not use ICT.

### **7.4.2. Subject Hours**

The hours in a typical week the teacher or teaching assistant is timetabled to teach or support the subject to each year group. Hours are recorded as decimal figures, not as hours and minutes (0.75 means 45 minutes).

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

If a school operates a timetable cycle covering two or more weeks, an average for that period should be given. Most timetabling systems can create a weekly average from data across a whole cycle.

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

### **7.4.3. Year Group**

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

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

## **7.5. Qualification module**

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

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

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.

Qualifications are not required for 'Other Support Staff' but systems may return this data, 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 (those higher than A-level, see [here](#)) should be included, as well as the SBP specific qualifications listed in 7.5.2.

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:

- initial teacher training qualifications, such as PGCE, BEd, Certificate in Education
- for those with QTS (or QTLS or EYTS): level 4 and above qualifications gained before teacher training qualification
- for those without QTS (or QTLS or EYTS) or those trained overseas, all level 4 and above qualifications relevant to their work 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 with the DfE. However, TRA does not hold information on additional qualifications nor on the qualifications of teachers who qualified some time ago. To get a complete picture of qualifications held by teachers, DfE requires the gaps to be filled in the TRA data. Schools, or 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 in SWC any qualifications not held by the TRA. Instructions on how to register for the service and use the website are available [here](#). Please contact the TRA in good time as it may take several days to register for the service
- (b) **Or**, record all the qualification information on their teachers and submit it to DfE

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 does not hold any qualification data for non-teachers.

### Qualification data items

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

✓ Mandatory data item for this type of staff

# Optional data item for this type of staff

#### 7.5.1. Qualification code

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

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

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

### 7.5.2. Subject Code

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

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

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

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

An extract from this document is shown below. Q300 English Studies is the Subject Code. The more detailed JACS codes associated with Q300 follow underneath. A BA in English Language could be returned in the SWC, as the more detailed JACS code Q310 English Language or the Subject Code Q300 English Studies could be returned instead.

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

For qualifications with 2 subject specialisms, for example a BSc in Mathematics and Statistics, two subject codes are needed. In this example G100 (Mathematics) would be recorded for one subject code and G300 (Statistics) for the second subject.

The JACS code set shows courses currently offered and may not match past courses. Therefore, sometimes an exact match between staff 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. For staff with qualification which do not match a JACS codes, these may be used if they provide a close match qualification.

Staff with qualifications relevant to teaching SEN pupils can use five qualification areas in the code set. Unless a SENCO for more than a year as of 1 September 2009, SENCOs must gain a 'National Award in Special Educational Needs Co-ordination' or 'National Professional Qualification for Special Educational Needs Co-ordinators' within three years of appointment (see the [SEND Code of Practice](#) and SENCO regulations<sup>7</sup>). Record this in the census using 'Z201 – SEN - SENCO'. The SEN qualification areas are Z201 - SEN – SENCO, Z202 - SEN – Sensory impairments, Z203 - SEN – Severe Learning

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<sup>7</sup> The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

Difficulties, Z204 - SEN – Profound and Multiple Learning Difficulties, Z205 - SEN – other.

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

Staff with a School Business Professional qualification should use one of these codes:

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

Some qualifications have been renamed and should be recorded under the current name.

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

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

### **7.5.3. Class of Degree**

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

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

## 8. School level

School level information is in two modules – Teacher Vacancies and Staff Information. This data will not be generated by software and needs to reflect the position on census day. So, schools will need to collect it on 7 November and manually enter it into systems.

### 8.1. Teacher vacancies module

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

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

A vacancy should be included where:

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

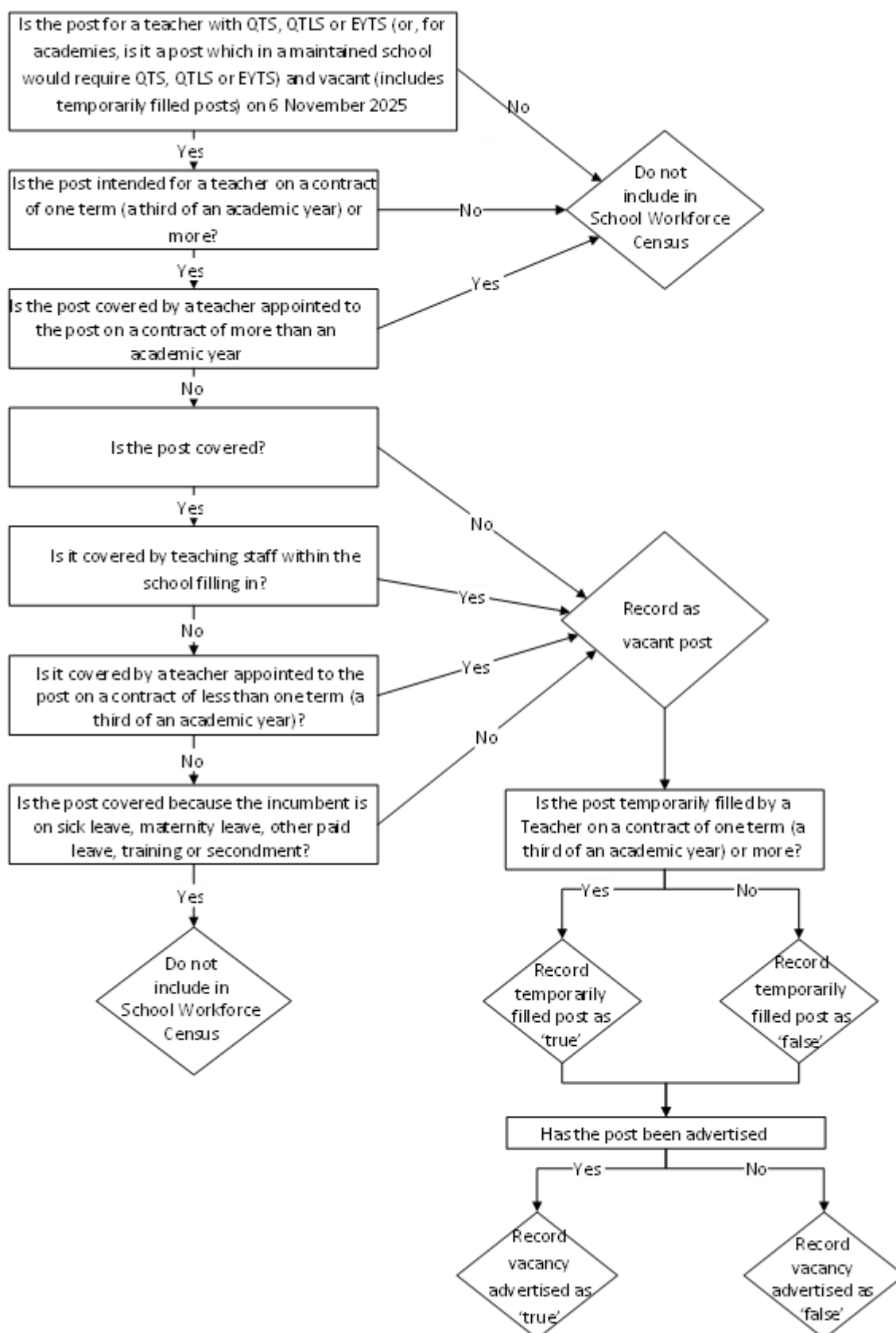
AND

- for local authority maintained schools, the applicant to fill the post is expected to have Qualified Teacher Status (QTS) - or QTLS or EYTS - or to be an overseas trained teacher (see the department's [website](#) for details), OR
- for academies and free schools the vacancy would, if it were in a local authority maintained school, be filled by a teacher with QTS, QTLS or EYTS or by an overseas trained teacher

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

The following flow diagram should help schools determine the information they need to provide on vacant (including temporarily filled) teacher posts. It shows seven tests to determine if the vacancy should be recorded in SWF and another four to determine what data should be recorded.

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



### 8.1.1. Vacancy Post (Post code set)

This identifies the type of teaching post that is vacant.

Support staff, non-teaching school leaders, teaching assistant and advisory teacher are included in the Post code set but you do not need to provide information about vacancies for these. Information is only needed for vacant teacher posts: executive head, head teacher, deputy head, assistant head, classroom teacher and leading practitioner.

### **8.1.2. Vacancy Subject (General Subject code set)**

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

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

### **8.1.3. Vacancy Tenure**

Indicates whether the vacant post is full or part time.

### **8.1.4. Vacancy Temporarily Filled (true/false)**

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

### **8.1.5. Vacancy Advertised (true/false)**

This indicates whether the post has been advertised.

## **8.2. Staff information module**

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

### **8.2.1. Qualified occasional teachers**

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



### **8.2.2. Unqualified occasional teachers**

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

### **8.2.3. Occasional teachers with unknown qualified status**

A count of the occasional teachers in school on census day, or the next working day, whose qualified status is unknown.

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

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

This is a count of the support staff (teaching assistants, non-teaching school leaders and other support staff) by role, who are not employed directly by the local authority or the school and who are in school on census day, or the next working day. Examples might include contract cleaners and outsourced IT technicians. The roles are defined in the role code set.

If no support staff were present, leave the section blank and add a note to the return.

Teaching roles may be available in the support staff lists, but they should not be used.

## 9. Annex – 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, local authorities, and software suppliers use for consistency of data storage and ease of transfer. 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 SWC and 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 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 publish the <i>JACS codes</i> used to record Subjects of degree and other higher qualifications. See the <a href="#">HESA</a> website for more information.
<b>JACS codes</b>	Joint Academic Coding System. A series of codes for subjects at degree level, owned by the <i>HESA</i> .
<b>MIS</b>	Management Information Systems – propriety software systems used by schools to collect, validate, store, and analyse a range of pupil, school, and workforce data.
<b>Occasional service</b>	Continuous service by a member of the workforce of less than 28 days. See also <i>regular service</i> .
<b>Phase of Education</b>	Whether a school is nursery, primary or secondary.
<b>Regular service</b>	Continuous service by a member of the workforce of 28 days or more. Regular service may be full or part-time. Validation rules check length of service by subtracting the contract start date from the end date (or census date) and incrementing the result by one [in other words a contract that starts on 1 November and ends on 28 November has lasted 28 days: end date minus start date incremented by one yields $(28/11 - 1/11)+1$ equivalent to $27+1=28$ ]. See also <i>occasional service</i> .
<b>SCITT</b>	School-centred Initial Teacher Training.
<b>Submissions, Approval, Authorisation</b>	A school loads their return file onto COLLECT. Once they are happy with the return it is 'Submitted'. For local authority schools the LA will 'Approve' the return once they are happy with it. The DfE 'Authorises' a return once we are satisfied with the data quality. See section 5 for more detail.



Department  
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