



Department
for Education

School workforce census guide 2026

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

October 2026

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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 2026.

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 2025

Dates have been rolled over, with the date of the next census set for 5 November 2026.

Guidance on working days lost data for part time staff has been clarified in section 7.3.

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 2026 is 5 November, the first Thursday in November. The deadline for returning census to DfE is 4 December.

A separate return for each local authority and academy school must be submitted to the department by the 4 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 4 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 2025 to 5 November 2026 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 2026 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](#).

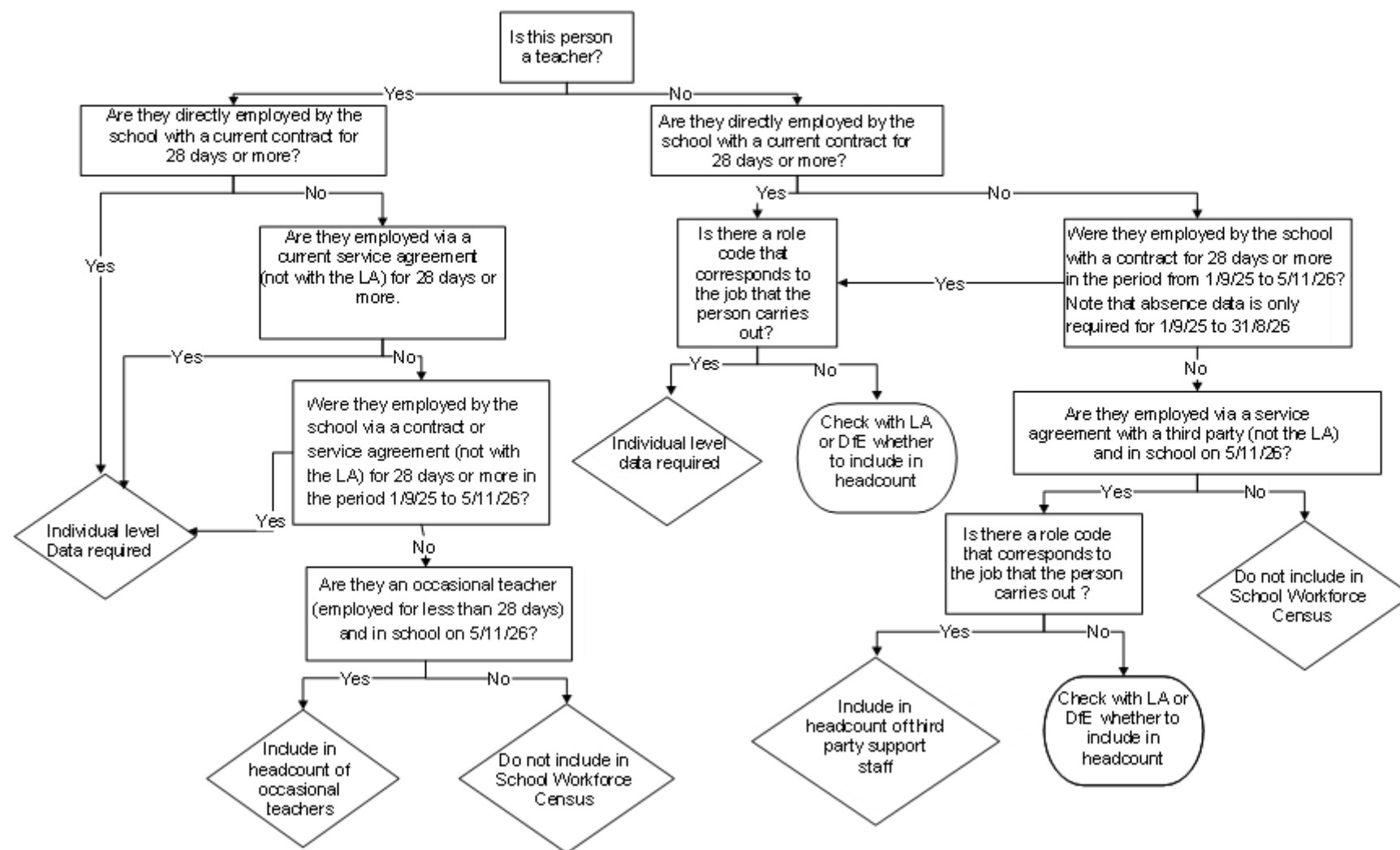
Unless supported by a local authority, academies should use the [service request form](#).

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.

The following flow diagram summarises the requirements laid out above.

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, report head count data only, 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, advisory teachers, educational psychologists or 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 2025

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 2025 and 5 November 2026. 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 2026 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

For full guidance on the use of the department's data collection tool, COLLECT, see our [guide to submitting data](#). In outline, the process is:

- bring data on your school management information system up to date
- create the census extract is created (contact your software supplier for details)
- load your return on to COLLECT
- COLLECT runs validation rules on the return
- where necessary, update your data in your MIS and reload the data
- if you are an academy uploading data from multiple sources you may need to run 'Matching and Reconciliation'
- once you are happy with the return, 'Submit' it
- 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

MIS systems will extract individual records for the SWC. 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.

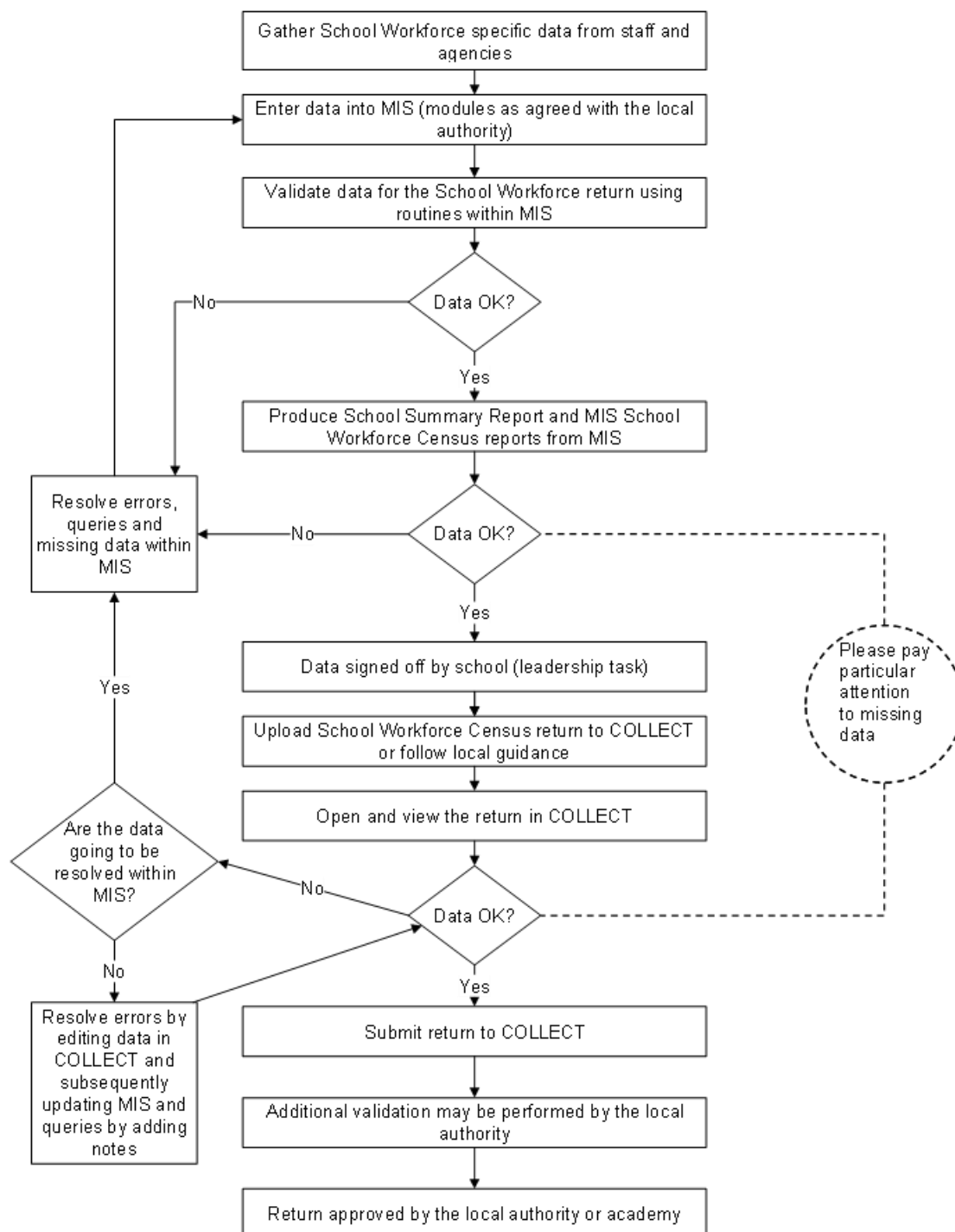
5.2. Process diagram

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

1. first, gather data on staff
2. enter and check in payroll systems
3. validate the data internally
 - a. if data not OK, then resolve the problems and return to step 2
 - b. if data is OK, move on to step 4
4. generate the return
5. Upload to COLLECT
6. Run matching and reconciliation, if needed
7. Is data OK? If not,
 - a. will data be corrected at source, if so return to step 2
 - b. if not, then resolve in COLLECT and go to step 8

8. submit return
9. approve return

Flow diagram of the process for producing, checking and sending returns



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](#). Schools in doubt about these codes should check with their local authority.

5.4. Validation and credibility checks

COLLECT and school software systems use validation rules to improve data quality. There are two types, errors and queries, see section 5.4.1. COLLECT also runs credibility reports 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 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. DfE will carry out credibility checks, separately from the credibility reports, after the data has been approved and may follow these 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 they cannot be corrected, please contact your software support provider or local authority.

Local authorities and DfE expect 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, there is 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. DfE will publish acceptable notes for some queries on our 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 the information is correct or that there is a valid reason why it is not available.

In COLLECT notes must be at 'Return level', and not against individual queries. A resubmission does not overwrite Return level notes, 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 guide to submitting data](#).

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, consider this a rough guide, as checks may be added or 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

Local authorities will advise their maintained schools 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 LA 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 is 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 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 their 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 them, unless they use a local data sharing arrangement.

5.9. Matching and Reconciliation

Some local authorities or academies will have more than one file per school (for example, one from the MIS and one from a HR system). These institutions will need to run the matching and reconciliation process. This 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 see our [guide to submitting data](#).

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 2026 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 2025 to 5 November 2026 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 2025 to 5 November 2026 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 (Yes) for each staff category, what is optional (Opt) and what is not applicable (X). Schools and local authorities may wish to hold the optional items on their MIS. This information should automatically be filtered out from the SWC return when it is generated. This may not always happen, for example if contract information is provided by the local authority, and schools should know that the data may be sent to the DfE and used for research and statistical purposes.

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

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

In these table 'Cont Teach' means contracted teachers, 'Agency Teach' means teachers employed via a service agreement or through an agency, 'Cont TA' means contracted teaching assistants, 'SBP' means school business professionals, 'Lead non-Teach' means Leadership non-teachers, and 'Other cont supp staff' means contracted other support staff.

1. Staff details data items

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

2. Contract/Service Agreement data items

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

Contract / Service Agreement	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Daily Rate (Note: when Daily rate applies, pay data are not required)	X	Yes	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	Yes	Opt	Yes	Yes	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Destination	Yes	Opt	Yes	Yes	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Origin	Yes	Opt	Yes	Opt	Opt	Opt	Mandatory for contracts starting from 1/9/2009. Required for Contracted TAs even if they also are Agency/SA Teachers.
Role Identifier	Yes	Yes	Yes	Yes	Yes	Yes	-
Hours worked per week	Yes	Yes	Yes	Yes	Yes	Yes	-
FTE Hours per week	Yes	Yes	Yes	Yes	Yes	Yes	-
Weeks per year	Yes	Yes	Yes	Yes	Yes	Yes	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers

Contract / Service Agreement	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Category of Additional Payment	Yes	Yes	Yes	Yes	Yes	X	Not required if “Daily Rate” = ‘Y’. NB: Daily rate only applies to Agency/SA Teachers
Additional Payment Amount	Yes	Yes	Yes	Yes	Yes	X	Not required if “Daily Rate” = ‘Y’. NB: Daily rate only applies to Agency/SA Teachers
Pay Start Date	Yes	Yes	X	X	X	X	Not required if “Daily Rate” = ‘Y’. Only required for Category ‘TL3’.
Pay End Date	Yes	Yes	X	X	X	X	Not required if “Daily Rate” = ‘Y’. Only required for Category ‘TL3’.

3. Absence data items

Absence	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Oth cont supp staff	Notes
First Day	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Last Day	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Working Days Lost	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Absence Category	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.

4. Curriculum data items

Curriculum	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Not required for centrally employed staff
Subject Code	Yes	Yes	Yes	X	X	X	-
Hours	Yes	Yes	Yes	X	X	X	-
NC Year Group	Yes	Yes	Yes	X	X	X	-

5. Qualification data items

Qualification	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Not required for centrally employed staff
Qualification code	Yes	Yes	Yes	Yes	Yes	Opt	-
Class of Degree	Yes	Opt	Opt	Opt	Opt	Opt	Mandatory where 'Date of Arrival' is equal to or greater than 1 August 2013
Subject Code	Yes	Yes	Yes	Yes	Yes	Opt	-

Notes

Pay and hours data is mandatory for all staff in regular service. Pay and hours data is: 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. Sometimes one or more of these data items may be irrelevant, please see notes on individual data items.

Yes Mandatory data item for this type of staff

Opt Optional data item for this type of staff

X Data item not applicable for this type of staff

6.2. School level data required

The school level data is in two modules: 'Teacher Vacancies' and 'Staff Information'.

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

The Staff Information module will collect:

- headcounts of occasional teachers in school on the census day, split by categories of Qualified/Unqualified/Not known
- headcounts by role for all support staff who are in school on the census day not employed directly by the school or local authority. No teaching roles should be included in this section even if they are available to select.

7. School workforce level

Note on staff working in multiple schools

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

7.1. Staff details module

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

In this table 'Cont Teach' means contracted teachers, 'Agency Teach' means teachers employed via a service agreement or through an agency, 'Cont TA' means contracted teaching assistants, 'SBP' means school business professionals, 'Lead non-Teach' means Leadership non-teachers, and 'Other cont supp staff' means contracted other support staff.

Staff details data items

Staff Details	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Teacher Number	Yes	Yes	Yes	Yes	Yes	Yes	Mandatory for non-teachers, if applicable
Family Name	Yes	Yes	Yes	Yes	Yes	Yes	-
Given Name	Yes	Yes	Yes	Yes	Yes	Yes	-
Former Family Names	Yes	Opt	Yes	Opt	Opt	Opt	-
NI Number	Yes	Yes	Yes	Yes	Yes	Yes	-
Sex	Yes	Yes	Yes	Yes	Yes	Yes	-
Date of birth	Yes	Yes	Yes	Yes	Yes	Yes	-
Ethnic Code	Yes	Yes	Yes	Yes	Yes	Yes	-
Disability	Yes	Yes	Yes	Yes	Yes	Yes	-
QTS	Yes	Yes	Yes	Opt	Opt	Opt	Also required for Advisory Teachers

Staff Details	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
QTLS	Yes	Yes	Yes	Opt	Opt	Opt	Also required for Advisory Teachers
EYTS	Yes	Yes	Yes	Opt	Opt	Opt	Also required for Advisory Teachers
HLTA Status	Yes	Opt	Yes	Yes	Yes	Yes	Required for Contracted TAs and contracted Other Support Staff, even if they also are Agency/SA Teachers.
QTS Route	Yes	Yes	Opt	Opt	Opt	Opt	Mandatory for all staff who, in the last year, have taken up their first position since qualifying as a teacher. Can be returned for other staff as well.
Newly Qualified Teacher	Yes	Yes	X	X	X	X	-
Senior Leadership Team	Yes	Yes	Yes	Yes	Yes	Yes	-

Yes Mandatory data item for this type of staff

Opt 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 allocated to:

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

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 an English or Welsh number cannot be provided, then leave the field blank.

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

If no number is supplied a query is generated in COLLECT, and a note will need to be written against the query to explain why. If the teacher has a foreign number or one from the rest of the United Kingdom, include this in the note.

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

Schools, academies and local authorities must make every effort to provide accurate Teacher Numbers. If an accurate number cannot be found, the field should be left blank. Without a Teacher Number, we cannot match qualification information from other sources with information in the SWC. So, if the Teacher Number cannot be given, please make every effort to complete the qualifications module for that teacher.

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

7.1.2. Family name

This must be the full family name (surname).

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

7.1.3. Given name

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

7.1.4. Former family name

Record and provide all former family names you are aware of for teachers and teaching assistants who have contracts directly with schools. Former names are not required for agency/service agreement teachers or other support staff. You may record former family names on your MIS for these staff but, if so, they may be returned to the department.

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 try hard to provide a NI number for each member of staff. If one is not available, then the field should be left blank.

Leaving the field blank will generate a query and a note will need to be added to the return to explain why no NI number has been given. Do not return temporary NI numbers.

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

7.1.6. Sex

The sex of the member of staff must be provided. 'Sex' is the sex recognised in law, as recorded on a birth certificate or gender recognition certificate. This will be the same value that is reported to HM Revenue and Customs (HMRC), as legal sex can affect pension ages or National Insurance contributions.

7.1.7. Date of birth

The date of birth of staff members in the form CCYY-MM-DD (for example, 23 January 1963 = 1963-01-23). Dates of birth are used in matching census data from different establishments and years, so it is important that the correct date of birth is entered.

7.1.8. Ethnic Code

The ethnicity of the staff member. Data on ethnicity must be handled sensitively. Ethnicity data should be supplied by the staff themselves and, if they wish, they can refuse to provide it, though it should always be requested.

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

We must distinguish between information not obtained and information refused. Modelling of the workforce will not accurately reflect ethnicity unless it is requested from all staff, though staff have an absolute right to refuse to give the information when asked.

Where staff have been employed for more than 3 months, a query will be raised if ethnicity is still listed as 'information not yet obtained'. Staff can refuse to answer this question, in which case record the answer 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 - either the department's extended Codes or Main Codes.

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

7.1.9. Disability

Where staff have been employed for more than 3 months, a query will be raised if disability status is still listed as 'information not yet obtained'. Staff can refuse to answer this question, in which case record the answer as 'Refused' and no query will be raised.

The importance of accurately reporting disability data

In the School Workforce Census (SWC), disability reporting rates are substantially lower than for other characteristics such as ethnicity and sex.

Recording disability data may help Local Authorities, Schools and Trusts to¹:

- 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.

Accurate disability data is crucial for 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 several barriers, some of which are referenced below. We hope this guidance helps in addressing some of these barriers and helps Local Authorities, Schools and Trusts to consider how they can accurately report on the various characteristics of their workforce.

Reporting Responsibilities

It is for Schools and Trusts to decide how best to collect and submit disability information and for staff themselves to decide whether they want to share that they are disabled².

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

¹ [Voluntary Reporting on Disability, Mental Health and Wellbeing \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614441/Voluntary-Reporting-on-Disability-Mental-Health-and-Wellbeing.pdf)

² The Equality Act 2010 defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect of a person's ability to carry out normal day-to-day activities.

collected and processed by your school should be held in accordance with UK GDPR legislation and the Data Protection Act 2018, see section 3.4.

Local Authorities, Schools and Trusts are bound by the Public Sector Equality Duty, in the Equality Act 2010. This 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 the characteristic and those not sharing it, in every area of their work.

All Local Authorities, Schools and Trusts should aim for complete data³ on disability in the workforce. To achieve this, employers need to accurately record a 'yes', 'no' or 'prefer not to say' response from all employees. Where information on 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.

If complete data has not been achieved, Local Authorities, Schools and Trusts should consider how they can improve reporting in future. Guidance on improving data collection is in the 'Improving disability data reporting rates: overcoming the barriers' section below.

Disability change can happen at any point, so Local Authorities, Schools and Trusts should try to keep this information up to date, taking a considered and balanced approach.

Improving disability data reporting rates: overcoming the barriers

Whilst SWC coverage of disability has improved, it is still not as good as that for characteristics such as ethnicity and sex.

The Disability data collection in schools (workforce) research report found several perceived barriers to schools collecting complete data⁴ 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 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,

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

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

which may be helpful to Local Authorities, Schools and Trusts in designing an effective process. The Department for Education is actively considering whether additional bespoke resources would further assist Local Authorities, Schools and Trusts in collecting disability data from staff.

Further information

Find out more about how to make reasonable adjustments for workers with disabilities or health conditions.

- The Advisory, Conciliation and Arbitration Service (ACAS) has published guidance on how employers can support disabled people at work.
- The Disability Confident employer scheme supports employers to make the most of the talents disabled people can bring to the workplace. It provides employers with the knowledge, skills, resources, and confidence they need to attract, recruit, retain and develop disabled people in the workplace.
- Disability Confident and CIPD: guide for line managers on employing people with a disability or health condition

Guidance on employing disabled people and people with health conditions

- The DfE has published guidance on the Equality Act 2010 for schools which includes advice on how they can meet their duties under the Act for disabled people and adhere to equality and diversity policies and employment law.
- Guide to the UK General Data Protection Regulation (UK GDPR) | ICO
- Data Protection Act 2018 ([legislation.gov.uk](https://www.legislation.gov.uk))

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

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

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

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

QTLS

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

EYTS

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

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

7.1.11. HLTA Status (true/false)

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

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

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

7.1.12. QTS Route

Only required for staff who have taken up their first teaching post since the previous census or who are working towards QTS, but can be returned for other staff. It need not be filled in for staff who were employed as teachers and had QTS before the last SWC.

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

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

7.1.13. Newly Qualified Teacher

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

Teachers undergoing statutory induction are entitled to 2 years of high-quality professional support based on the ECF.

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

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

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

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

7.1.14. Senior Leadership Team (SLT)

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

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

7.2. Contract / service agreement module

All data in this module should be maintained as changes occur. It details contracts and 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 reference day) must be included if the contract has lasted 28 days or is permanent or has a Contract End date 27 days or more after the Contract Start date.

Contracts/Service Agreements not open on census reference day must be included if they ended in the period from 1 September of the previous year to the day before census reference day (for 2026, census contracts/service agreements ending in the period 1

September 2025 to 4 November 2026). Contracts that close on census reference day are considered to be open for the purposes of the 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. They should check this is correct (that is, the data is being supplied from a different source) before submitting.

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

In this table 'Cont Teach' means contracted teachers, 'Agency Teach' means teachers employed via a service agreement or through an agency, 'Cont TA' means contracted teaching assistants, 'SBP' means school business professionals, 'Lead non-Teach' means Leadership non-teachers, and 'Other cont supp staff' means contracted other support staff.

Contract/Service Agreement data items

Contract / Service Agreement	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Contract/ Service Agreement Type	Yes	Yes	Yes	Yes	Yes	Yes	-
Start Date	Yes	Yes	Yes	Yes	Yes	Yes	-
End Date	Yes	Yes	Yes	Yes	Yes	Yes	-
Post	Yes	Yes	Yes	Yes	Yes	Yes	-
Date of Arrival in School	Yes	Yes	Yes	Opt	Opt	Opt	Not applicable for centrally employed staff. Only mandatory for teachers and teaching assistants who joined from 1/9/2009.
Pay Review Date	Yes	Yes	X	X	X	X	Applicable only to teachers
Pay Range	Yes	Yes	Yes	Yes	Yes	Yes	Not mandatory, but DfE desires it, if available.
Pay Framework	Yes	Yes	X	X	X	X	Applicable only for Leadership teachers

Contract / Service Agreement	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Pay Range Minimum And Maximum	Yes	Yes	X	X	X	X	Applicable only for Leadership teachers
Base Pay	Yes	Yes	Yes	Yes	Yes	Yes	Mandatory for open contracts only Not mandatory if "Daily Rate" = 'Y'. NB: Daily rate only applies to agency/SA teachers
Safeguarded Salary	Yes	X	X	X	X	X	-
Daily Rate (Note: when Daily rate applies, pay data are not required)	X	Yes	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	Yes	Opt	Yes	Yes	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Destination	Yes	Opt	Yes	Yes	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Origin	Yes	Opt	Yes	Opt	Opt	Opt	Mandatory for contracts starting from 1/9/2009. Required for Contracted TAs even if they also are Agency/SA Teachers.

Contract / Service Agreement	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Role Identifier	Yes	Yes	Yes	Yes	Yes	Yes	-
Hours worked per week	Yes	Yes	Yes	Yes	Yes	Yes	-
FTE Hours per week	Yes	Yes	Yes	Yes	Yes	Yes	-
Weeks per year	Yes	Yes	Yes	Yes	Yes	Yes	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers
Category of Additional Payment	Yes	Yes	Yes	Yes	Yes	X	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers
Additional Payment Amount	Yes	Yes	Yes	Yes	Yes	X	Not required if "Daily Rate" = 'Y'. NB: Daily rate only applies to Agency/SA Teachers
Pay Start Date	Yes	Yes	X	X	X	X	Not required if "Daily Rate" = 'Y'. Only required for Category 'TL3'.
Pay End Date	Yes	Yes	X	X	X	X	Not required if "Daily Rate" = 'Y'. Only required for Category 'TL3'.

Yes Mandatory data item for this type of staff

Opt Optional data item for this type of staff

X Data item not applicable for this type of staff

7.2.1. Contract / agreement type

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

Fixed term contracts must have an end date.

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

7.2.2. Start date

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

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

7.2.3. End date

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

7.2.4. Date of arrival in school

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

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

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

7.2.5. Post

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

For teachers the following posts are available:

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

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

The code 'executive head teacher' is for a head teacher directly leading several schools in a federation or other arrangement. The school that holds the executive head's contract should return data on them. Other schools in the federation are not expected to report it.

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

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

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

'School Business Professional' should include staff with 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 in a teaching post, who is part of the school's Senior Leadership Team (SLT) or has other formal leadership responsibilities. This includes, but is not limited to, staff with school business responsibilities, for example, finance, operations, HR and other support staff formally recognised in leadership posts.

For someone in a temporary post within the same school, such as, a deputy head acting as head, we prefer the acting up post to be returned in SWC (the head teacher post). This means the contract for the substantive post would be closed and re-opened when the acting up role ends. In any case, post and salary must be consistent. See section 4.8.

The post of Educational Psychologist may be available in some MISs, but workforce level data is not required for them. Educational psychologists are less likely to be employed directly by schools, than be employed by local authorities, who will return the data.

7.2.6. Role identifier

At least one role per member of staff must be provided, but if someone has more than one role all must be provided. If the MIS does not allow more than one role per contract/service agreement, contact DfE for advice 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, maybe 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 is for a head teacher directly leading several schools in a federation or other arrangement. The school that holds the executive head's contract should return data on them. Other schools in the federation are not expected to report it.

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

- Executive Head Teacher,
- Head of House,
- Head Teacher,
- Head of Department,
- Deputy Head,
- SEN co-ordinator,
- Assistant Head,
- Language support,
- Classroom Teacher,
- Minority ethnic support,
- Head of Year,
- local authority supply pool

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

All mainstream schools must have an SEN co-ordinator and this must be reflected in the return. The requirements are laid out in the [SEND Code of Practice](#) section 6.84.

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

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

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

Role identifier	Job title
Other Premises Staff	Maintenance Staff

The role of Educational Psychologist may be available in some MISs, but workforce level data is not required for them. Educational psychologists are less likely to be employed directly by schools, than be employed by local authorities, who will return the data.

7.2.7. Origin

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

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

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

7.2.8. Reason for Leaving

This is separate from 'Destination' and 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 their leaving notice. If the reason is not 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 the 'Destination' is 'Not Applicable – Change of Contract', then the 'Reason for Leaving' should be the same.

This data *must* be provided for all contracted School Business Professionals, teachers or teaching assistants that left during the previous academic year (from 1 September 2025).

7.2.9. Destination

The destination of teachers, teaching assistants and School Business Professionals (SBPs) finishing their contract. Examples include; 'remaining in the same local authority –

primary school', 'move to another local authority – primary school', 'non-education employment – public sector'.

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

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

This data must be provided for all contracted School Business Professionals, teachers or teaching assistants that left during the previous academic year (from 1 September 2025).

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.

These 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 applicable to SBPs moving from one academy to another, which is not covered by teaching codes.

7.2.10. Daily Rate (yes/no)

This is for agency or service agreement teachers only. It shows if a third party, such as a supply agency or the local authority, is paid a daily rate for the teacher. If 'yes' is entered you need not provide any other information on how the agency pays the teacher, such as pay range, category of additional payment, additional payment amount, or base pay. It is not necessary to provide weeks per year, but hours worked per week and FTE hours per week must be provided.

7.2.11. Date of Last Pay Review

This is the date of the most recent determination of a teacher's pay. Maintained schools must carry these out annually and academies are expected to have similar processes.

The results of the annual review should apply from 1 September that year. However, the review may not have taken place by the time of the SWC.

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

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

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

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

7.2.12. Pay Range

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

If pay range is provided, you 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.

You must supply 'Base Pay' for staff not paid a daily rate, even if 'Pay Range' is provided.

Full advice available in the department's [School teachers' pay and conditions](#) document.

7.2.13. Leadership Pay Framework

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

Leadership teachers appointed after 1 September 2014 must be paid under the 2014 framework. Leadership teachers whose responsibilities changed significantly from that date should also be paid under the 2014 framework. One of the differences is that the 2014 pay framework mandates permanent allowances for leadership teachers be

included in their basic salary, with only temporary allowances being separate. Under the pre 2014 framework all allowances are separate from basic pay and 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 school leaders unchanged, then it is still paying under the pre 2014 framework.

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

7.2.14. Leadership Pay Range Minimum and Leadership Pay Range Maximum

Leadership teachers paid on the leadership pay scale have a basic salary range within which they should be paid while in the same post at the same school. This is determined individually for each leadership teacher. See paragraphs 9.1 to 9.4 of the [School Teachers Pay and Conditions Document](#) for details. This 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 reflect the annual salary of a member of staff in Census day. It should not include additional payments or allowances. 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 also be reflected in the base pay.

Base Pay should be the amount being paid at the time of the census. If the teacher has not yet had their annual pay review, ensure this is recorded by reporting the ‘Date of Last Pay Review’ 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 returned, examples include: special educational needs allowances, teaching and learning responsibility payments and London weightings.

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

Take care recording the categories as some schools appear to have recorded the additional payment categories incorrectly.

Benefits in kind should not be included.

Out of School Learning Activity (OSLA) payments must be treated as any other additional payment amounts, they should be included if the contract is active on census day 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 7/11/2025 to 5/11/2026).

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 full amount received. If two people share an allowance equally, then the amount for each person would be half of the allowance - what they actually received.

Take care when recording these. Incorrect payments have been returned and have substantially inflated the average teacher pay for a school.

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

7.2.18. Additional Payment Start Date and Additional Payment End Date

Start and end dates for TLR3 payments must be recorded. A classroom teacher may be awarded a TLR3 payment for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of this must be established at the start of the additional payment. It 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 of a teacher's salary is safeguarded. For information about 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 any one individual on census day is greater than 1.5. For technical reasons it is not possible to have this rule apply to contracts that closed before census day. So, schools and local authorities should take care that, where there are multiple contracts for a single staff member, these do not total more than 1.5 FTE except in exceptional circumstances.

All establishments must ensure that hours worked per week are accurate. The hours data required is the number of hours worked in a normal week. Staff who have been employed for more than 28 days should be recorded as working the number of hours worked in a normal week. Contracts have been returned with no hours worked per week and the DfE service desk has had to contact schools to check if these contracts should be removed from the return. Do not report staff contracts showing zero hours worked per week. This could include staff employed on flexible 'zero hours' arrangements where the hours worked cannot be determined. Where this applies to a teacher and they are in school on the day of the census they should be included in the occasional teacher count.

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

Record hours in decimal form, not as hours and minutes (27.5 is 27 and a half hours).

Hours worked per week may be recorded against post or role, but not both. If a member of staff has more than one role, and software allows the hours worked to be recorded against each role, then the hours should be assigned to the roles roughly according to

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, 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 is usually considered to work 32.5 directed hours per week. The weekly directed hours of part-time teachers should be calculated pro rata. So, a teacher working two days a week works 13 directed hours.
- the proportion of the school timetable week (STTW) worked. Typically, the full STTW will be about 25 hours for teachers. The weekly STTW hours worked for a part-time teacher should be calculated pro rata. So, a teacher working two days a week works 10 STTW hours.

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

FTE ratio	Directed hours per week	STTW hours per week
0.1	3.25	2.5
0.2	6.5	5
0.3	9.75	7.5
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, the hours worked per week are, typically, around 37 hours.

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

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

Hours worked per week and FTE hours per week must be entered on the same basis for a contract, as they are combined to calculate 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

Record hours in decimal form, not as hours and minutes (27.5 is 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 may be standard in each authority for particular posts or roles. If unsure how to record these, contact your local authority.

The important point is to record the hours worked per week and the FTE hours per week on the same basis for the same 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, each school must report this item, see Note on staff working in multiple schools in Section 7.

7.2.22. Weeks per year

This is the number of weeks per year for which staff are paid, including paid holiday. Even if payment is spread over the whole year, the contracted weeks must be entered. For example, for someone on a term-time only contract for 37 weeks per year who receives their pay in 12 monthly instalments, it is 37 weeks not 52 that should be entered.

This is important for calculating and analysing pro rata salaries.

If a teacher works in several schools, 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. It is optional for agency/service agreement teachers, leadership staff who are not teachers and for 'other support staff': you are not required to record this on your MIS,

but if recorded, it will be returned in the census. All data in this module should be recorded when absence occurs rather than waiting until the census.

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 a member of staff is contracted to work less than half a day, any absences should be recorded and if it is for sickness absence, the working days lost should be recorded as 0.5, if they are absent for more than half the contracted time. If they are absent for less than half of that the days lost can be recorded as zero.

Absence records are required for any periods of absence beginning or ending in the period from 1 September 2025 to 31 August 2026, except newly opened schools who should only report absences that occurred between the date the school opened and 31 August 2026. If teachers or teaching assistants left the school before the census day but had absences during the previous academic year, then these should be submitted. If the absence is ongoing when the return is made, the absence must have no end date.

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

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

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

In this table 'Cont Teach' means contracted teachers, 'Agency Teach' means teachers employed via a service agreement or through an agency, 'Cont TA' means contracted teaching assistants, 'SBP' means school business professionals, 'Lead non-Teach' means Leadership non-teachers, and 'Other cont supp staff' means contracted other support staff.

Absence data items

Absence	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Oth cont supp staff	Notes
First Day	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Last Day	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Working Days Lost	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.
Absence Category	Yes	Opt	Yes	Opt	Opt	Opt	Required for Contracted TAs even if they also are Agency/SA Teachers.

Yes Mandatory data item for this type of staff

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

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

Training is available in the absence category code set: schools and local authorities can record training as an absence if they wish. It is not required for SWC, but any training absences will be included in the collection and returned to DfE. The information will be used internally for research and statistics but not reported on or published.

A career break is unpaid authorised absence. So is a disciplinary suspension, paid or unpaid. A person making a phased return to work after long term sickness 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:

- 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 unpaid)
- disciplinary suspensions should be counted as OTH (if paid) or UNP (if unpaid)
- absence for pregnancy related medical appointments or sickness should be recorded as PRG (pregnancy related)
- absence on maternity leave should be recorded as MAT, not as PRG.

7.3.2. First Day

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

7.3.3. Last Day

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

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

If the absence is ongoing when the SWC is returned, the absence should have no end date. If the absence finishes in the period 1 September 2026 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 types of absence are recorded, they may be extracted from systems and submitted to the department in the SWC but will not be reported on.

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

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

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

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

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

If a teacher or teaching assistant is contracted to work less than half of a day, and is absent most of that day, the working days lost should be recorded as half a day. If they are absent for less than half the time they are contracted to work, the working days lost can be recorded as zero, as it will be less than a quarter of a day.

Good practice is that all of the information in 7.3.2 - 7.3.4 above be established and confirmed with the staff in a 'return to work' meeting.

If there are two absences for the same person on the same day, this can be reported as one absence.

7.4. Curriculum module

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

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

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

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

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

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

- local descriptions of subjects or subject groups must be mapped to the 'General Subject Code' code set used for SWC

- timetabling software supplier's guidance must be followed so that data in the timetable is matched to that in the main MIS.

In the run up to the collection you should:

- determine the period you will report on, normally the week of census day. If this week or cycle is unrepresentative of your normal timetable, use another week or cycle. If a school has a six day week, use the total for six days. If a school uses a timetable cycle covering two or more weeks, use an average over that period. If an average is not readily available, use a figure representing a typical week
- determine how to choose this week or cycle and how to report on it. This 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 needed for some timetabling systems and MIS combinations, for updates required to members of staff on the timetable. For example, a person on long term sickness being covered by someone on a contract or service agreement for 28 days or more would mean the person covering is in regular service). For some systems this change could be made in either the timetabling system or the MIS
- if your timetabling system rotates pupil-groups around various teaching resources (carousels), ensure that the teaching responsibilities of individual staff members can still be reported

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

In this table 'Cont Teach' means contracted teachers, 'Agency Teach' means teachers employed via a service agreement or through an agency, 'Cont TA' means contracted teaching assistants, 'SBP' means school business professionals, 'Lead non-Teach' means Leadership non-teachers, and 'Other cont supp staff' means contracted other support staff.

Curriculum data items

Curriculum	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Not required for centrally employed staff
Subject Code	Yes	Yes	Yes	X	X	X	-
Hours	Yes	Yes	Yes	X	X	X	-
NC Year Group	Yes	Yes	Yes	X	X	X	-

Yes Mandatory data item for this type of staff

X Data item not applicable for this type of staff

7.4.1. Subject Code

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

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

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

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

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 to two decimal places and must not be a mixture of hours and minutes. So, 45 minutes must be recorded as 0.75, rather than 0.45. One and a quarter hours must be recorded as 1.25, rather than 1.15.

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

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

If the timetable is structured so it is not easy to calculate an average figure, or the timetabling software does not facilitate it, use a figure representing a typical week.

7.4.3. Year Group

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

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

7.5. Qualification module

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

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

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

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

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

For Leadership – non teacher and SBP posts, report all relevant qualifications at level 4 or above. 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 qualification, such as PGCE, BEd, Certificate in Education
- for those with QTS (or QTLS or EYTS): level 4 and above qualifications gained prior to teacher training qualification
- for those without QTS (or QTLS or EYTS) or those trained overseas, all level 4 and above qualifications relevant to their engagement as a teacher
- any subsequent qualifications gained relevant to their job as a teacher

The Teaching Regulation Agency (TRA) has data on the first degree and initial teacher training qualification of some teachers and shares this with DfE. However, TRA does not have data on additional qualifications nor on qualifications of teachers who qualified some time ago. For a complete picture of qualifications held, DfE requires the gaps in TRA's data to be filled. Schools, or local authorities, will need to do one of the following:

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

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

In this table 'Cont Teach' means contracted teachers, 'Agency Teach' means teachers employed via a service agreement or through an agency, 'Cont TA' means contracted teaching assistants, 'SBP' means school business professionals, 'Lead non-Teach' means Leadership non-teachers, and 'Other cont supp staff' means contracted other support staff.

Qualification data items

Qualification	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Not required for centrally employed staff
Qualification code	Yes	Yes	Yes	Yes	Yes	Opt	-
Class of Degree	Yes	Opt	Opt	Opt	Opt	Opt	Mandatory where 'Date of Arrival' is equal to or greater than 1 August 2013

Qualification	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Other cont sup staff	Not required for centrally employed staff
Subject Code	Yes	Yes	Yes	Yes	Yes	Opt	-

Yes Mandatory data item for this type of staff

Opt Optional data item for this type of staff

7.5.1. Qualification code

The type of qualification awarded. Include relevant qualifications at level 4 or above (those higher than A level). The full code set for this item is listed below:

Code	Qualifications this must be used for
PGCE	Post-graduate Initial Teacher Training Qualification
MAST	Master's Degree, for example MSc, MEd or other level 7 qualifications such as postgraduate certificates and diplomas
DOCT	Doctorate, for example PhD, or other level 8 qualification
BEDO	BEd or other first degree combined with teacher qualifications
FRST	Other first degree (degrees other than BEd or other first degree combined with teacher qualifications) such as BA and BSc, or other level 6 qualification such as graduate certificates and diplomas. For school business professionals, this would include (but not be limited to) qualifications in Financial, Human Resources or Business subjects.
CTED	Certificate in Education or equivalent
NQF3	Any other qualification at level 3, for example level 3 NVQ, awards or certificates. Not intended for recording of A-Level, only for of SBP qualifications such as Level 3 Procurement & Supply Assistant or Level 3 School Administration Foundation Certificate
NQF4	Any other qualification at level 4 or 5, for example level 4 NVQ, diplomas of higher education and further education, foundation degrees and higher national diplomas, and certificates of higher education. For school business professionals, this would include (but not be limited to) qualifications in Financial, Human Resources or Business subjects.
NNUK	Non-UK teaching qualification

7.5.2. Subject Code

Each qualification must have one or two subject specialisms. Record these either:

- using the JACS (Joint Academic Coding System) codes which have tiered levels. Return either the level in the Subject Codes or the more detailed JACS codes.

- Or, using one of the extra codes beginning with a 'Z' which DfE has added for qualifications with no exact match on the JACS list. Staff who have 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 a School Business Professional qualification should use one of the codes listed under Non JACS Qualification Subjects below.

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

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

A subset of JACS codes is shown here. Q300 English Studies is the Subject Code. The detailed JACS codes associated with it follow below. A BA in English Language could be returned in SWC, as the detailed JACS code Q310 English Language, if systems allow this, if not the code Q300 English Studies can 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, 2 Subject Codes need to be filled in. 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. So, sometimes an exact match between a staff qualification and a 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) are in the code set for subjects commonly taught in schools. If a staff member has a qualification which does not match a JACS codes then these may be used if they provide a close match to the staff qualification.

Five SEN qualification areas are in the subject codes. Staff with qualifications relevant to teaching SEN pupils can use these codes to record that. Unless they have previously been a SENCO for more than a year as of 1 September 2009, SENCOs must achieve a 'National Award in Special Educational Needs Co-ordination' or 'National Professional Qualification for Special Educational Needs Co-ordinators' within three years of their appointment (see the [SEND Code of Practice](#) and the SENCO regulations⁵). Record this in SWC using 'Z201 – SEN - SENCO'. The SEN qualification areas are Z201 - SEN – SENCO; Z202 - SEN – Sensory impairments; Z203 - SEN – Severe Learning Difficulties; Z204 - SEN – Profound and Multiple Learning Difficulties; Z205 - SEN – other.

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

For staff with a School Business Professional qualification, 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 Master's Degree Apprenticeship.

Some qualifications have been renamed, and you should use their current name. These include:

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

⁵ The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

For more information see the [JACS codes](#) page of the HESA (Higher Education Statistics Agency) website.

7.5.3. Class of Degree

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

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

8. School level

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

8.1. Teacher vacancies module

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

- is not covered, or
- is covered temporarily by other staff in 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 (except if the incumbent is on long term absence such as sick leave, maternity leave, other paid leave, training or secondment).

A vacancy should be included where:

- the school has tried to fill the vacancy, but it is not filled on census day OR
- an appointment has been made but the appointee is 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 is one which, if it was in a local authority maintained school, would be filled by a teacher with QTS, QTLS or EYTS or by an Overseas Trained Teacher.

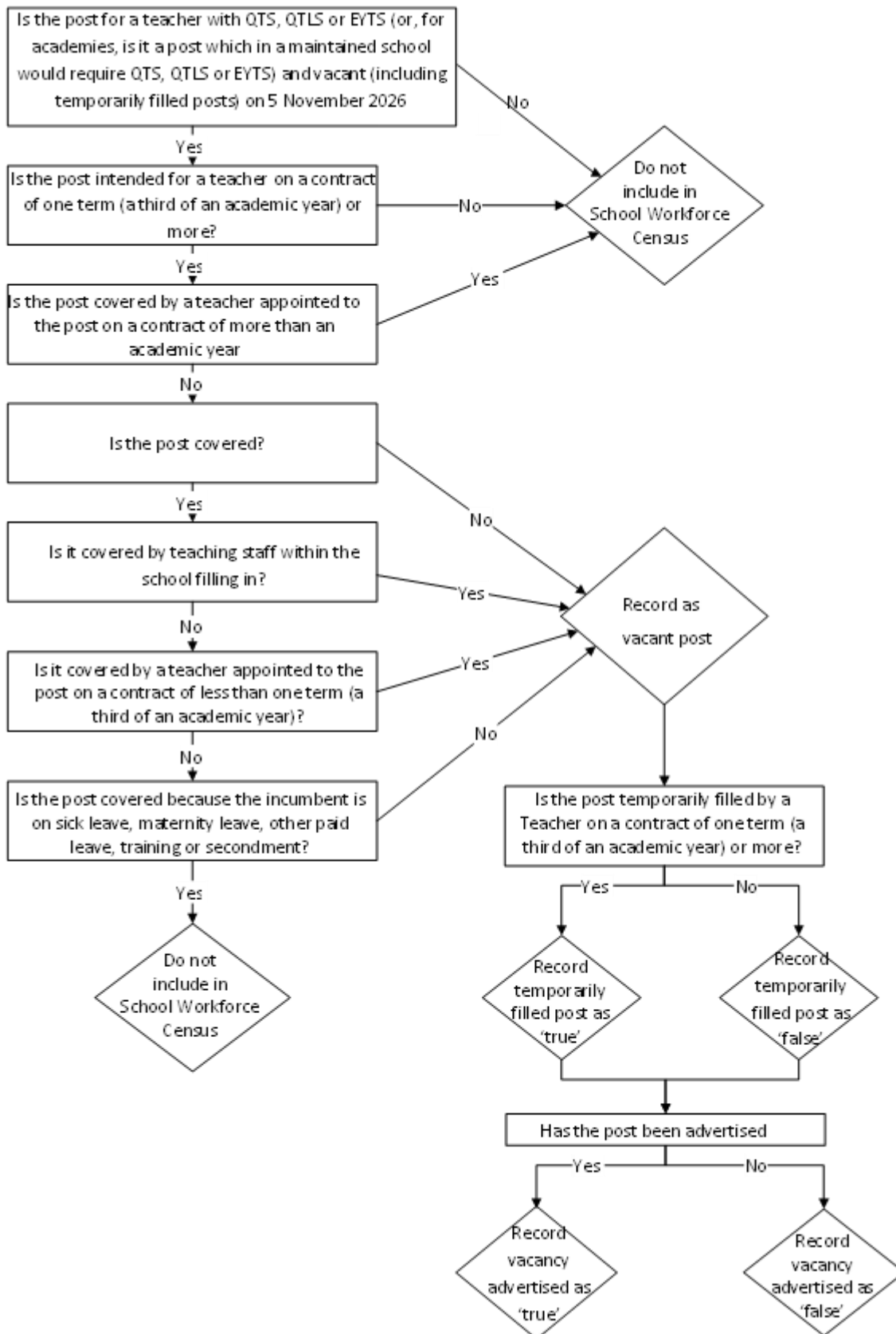
If a school has no vacancies, then no information need be recorded.

The flow diagram below will 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 SWC and four more to decide what data to record.

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

The flow diagram below summarises this section.

Flow diagram showing what information should be returned for different vacancies



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 posts. Information is only required 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, where relevant. For example, French or mathematics. For some posts, a subject code may not be relevant, in those cases:

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

8.1.3. Vacancy Tenure

Whether the vacant post is full or part time.

8.1.4. Vacancy Temporarily Filled (true/false)

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

8.1.5. Vacancy Advertised (true/false)

Whether the post has been advertised.

8.2. Staff information module

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

8.2.1. Qualified occasional teachers

A count of occasional teachers with QTS, QTLS or EYTS in school on census day. Occasional teachers are teachers with a contract or service agreement with the school

but not in regular service. In other words, the contract or service agreement is for less than 28 days. If census day is a school holiday, the next working day should be used.

8.2.2. Unqualified occasional teachers

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

8.2.3. Occasional teachers with unknown qualified status

A count of 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)

A count of the support staff (teaching assistants, non-teaching school leaders and other support staff) by role, not employed directly by the local authority or school, who are in school on census day, or the next working day. Examples include contract cleaners, outsourced nurses and IT technicians. The roles are defined in the role code set. Zero counts are not needed for roles with no third party support staff in school on census day.

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 you should not use them.



Department
for Education

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