Department for Education

School workforce census 2026

Guide for centrally employed staff

October 2026

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1. Introduction

1.1. Purpose of this document

This document gives guidance for local authority (LA) children's services to prepare for and complete the 2026 school workforce census (SWC) for centrally employed staff.

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

A similar document for staff employed by schools ("school employed staff") will enable schools or LAs, depending on how LAs are supplying the data, to make returns for these staff. To make a complete SWC return, LAs need to provide data for both school employed and centrally employed members of the school workforce. LAs will therefore need to refer to the school guidance which is also published on the department's website.

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

1.2. Main changes since school workforce census 2025

There are no significant changes to the guidance for centrally employed staff, dates have been rolled over, with the date of the next census set for 5 November 2026.

2. Rationale behind the school workforce census

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

- staff pay bills
- staff turnover

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

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

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

3. Structure and timing of the school workforce census (SWC)

3.1. School workforce and school levels

The SWC for staff employed by local authorities is divided into two levels – workforce level and LA level. Each level comprises modules of data items that relate to a single theme or topic. The modules, and the data 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 return for every local authority must be submitted by 4 December to allow error correction, authorisation and credibility checking (see section 5.3) to take place before the collection closes.

Our service desk will assess returns after approval and inform you of any issues. For each local authority this will be once the vast majority of 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.

3.3. Historical and snapshot data

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

3.3.1 Snapshot data

Snapshot data is contained in the

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

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

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

The software should include all staff in scope and currently employed by the LA by looking at contracts where there is a start date and no end date, or the end date is after the census date.

It should also generate the Staff Details module and appropriate contract data for staff that left during the previous academic year.

If the software does not automatically extract relevant staff, they may need to be selected manually by, for example, ticking a check box for inclusion in the census.

3.3.2 Historical data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- protecting personal data

- being familiar with your security policy
- putting security procedures into practice

As such, you should provide appropriate initial and refresher training for your staff.

4. Who supplies the data and what do they supply

4.1. Centrally employed staff to be included

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

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

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

'Non-Teacher School Leaders' are non-teaching school leaders not included in the definition of School Business Professional. Members of the Senior Leadership Team should have the SLT flag (see section 7.1.14) set to true. This will ensure that their leadership role is still recorded.

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

Section 4.2’s diagram may help LAs decide which centrally employed staff to include in the SWC and whether individual or headcount data is required. More detail about these levels is in the following section.

4.2. Staff that school workforce level data is required for

For definition of Workforce level data and Local Authority level data, see section 6.

Workforce level data (that is, data on individual members of staff) is required for all centrally employed teachers and advisory teachers. It is also required for those centrally employed support staff that spend most of their time in schools. Most of their time means they spend more than half the time they work (more than 50%), in schools. Only those in regular service should be included. Staff are in regular service if they have completed service of 28 days or are expected to before their contract ends.

These are examples of those for whom school workforce level data must be returned:

- teachers. This includes:
    - peripatetic teachers - teachers who normally cover several schools a week on a regular timetable, usually because they have specialist knowledge;
    - teachers working in non-school education, for example teachers providing SEN education under Section 319 of the Education Act 1996, teachers in

institutions other than schools and PRUs, such as teachers in hospitals, centres run by social services or those providing home tuition; and,
    - if the LA acts like a supply agency providing teachers to schools on a fixed term or temporary basis, then the LA should submit records for those that have been in regular service during the previous academic year.
- advisory teachers - often qualified teachers that carry out a range of duties including training staff or helping develop school policy. For SWC, advisory teachers should be treated as support staff rather than teachers, in terms of the data items provided. This is regardless of whether they are employed on Teachers' Pay and Conditions. Note, however, that the post of Advisory Teacher should be used rather than 'Other Support Staff'.
- support staff - including teaching assistants - who spend most of their time in schools and whose role is listed in the role code set. Staff in extended school service provision should be excluded. Staff engaged in normal running of the school, such as cleaners, should be included regardless of when they work, such as before, after or during the normal school day.

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

Individual level data is not required for:

- educational psychologists. Headcount information will be collected on these – see Section 4.3 below.
- staff paid according to Teachers' Pay and Conditions but not falling in any of the categories above. That someone is paid according to Teachers' Pay and Conditions does not automatically mean they should be included in the SWC. An example might be a former teacher now working as a senior manager with the LA.

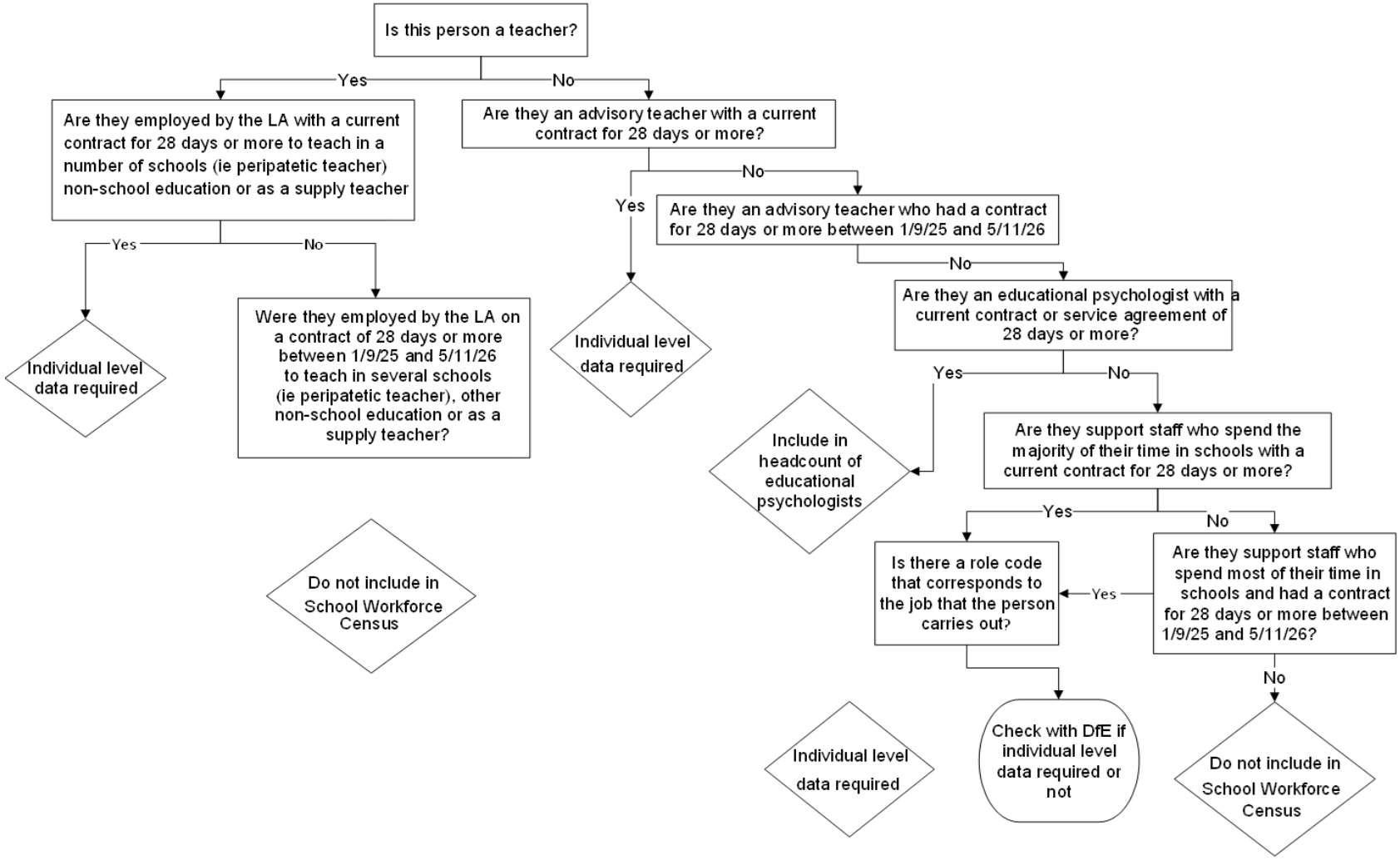
To be included in the SWC, there should also be a role code equivalent to the individual's job.

If LAs are unsure about which staff to include in the SWC they should check with the service request form.

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

The following flow diagram summarises the requirements laid out above.

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



4.3. Staff that LA level data is required for

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

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

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

4.4. Staff for whom no data is required

Data does not need to be returned for the following:

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

4.5. Multiple records

More than one contract could be returned for a single member of staff. A staff member might have two roles for which separate contracts are provided. For example, a member of support staff might be directly supporting several pupils and be issued a separate contract for each pupil. In that case, return both contracts.

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 the local authority information system up to date
- create the census extract for centrally employed staff, and where necessary school employed staff, (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 system and reload the data
- once you are happy with the return 'Submit' it
- the LA may do more processing and may need to run 'Matching and Reconciliation'
- once you are happy with the data, 'Approve' the return.
- DfE will examine returns before 'Authorising' them. This is normally the final stage in accepting a return, though credibility checks may happen later.

5.1. Update systems with current data

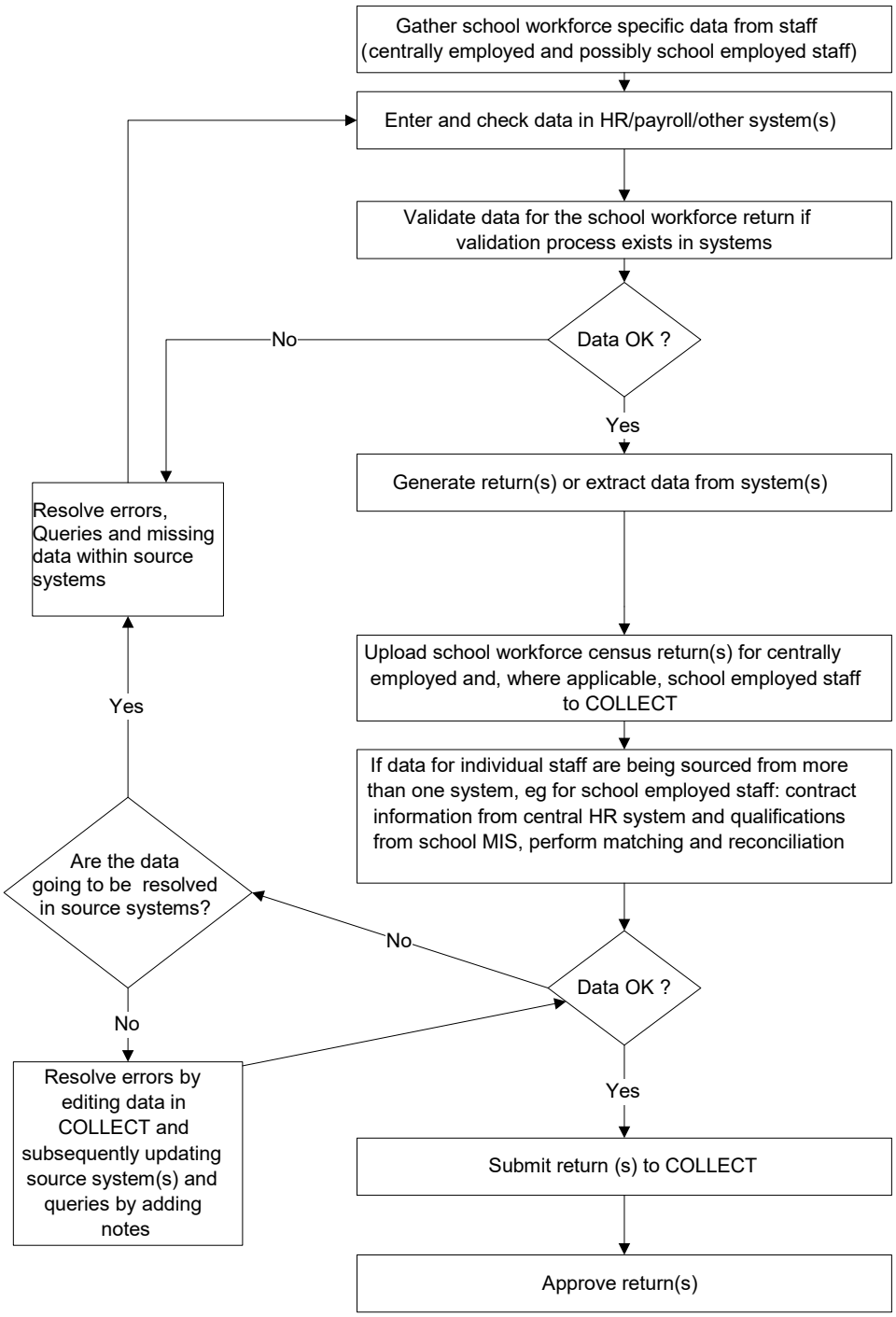
HR/payroll systems will extract individual records for the SWC. Data may be validated in the software, but some incorrect or missing data may not trigger any validation. Therefore, data must be complete and up to date in systems before the return is created.

5.2. Process diagram

The diagram below shows the steps that are needed to produce, check and send returns from systems:

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. Validation and credibility checks

COLLECT and some LA software systems use validation rules to improve data quality. There are two types, errors and queries, see section 5.3.1. COLLECT also runs credibility reports after data has been loaded, see section 5.3.3.

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 local authority.

5.3.1. 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 a validation error cannot be corrected, please contact your software support provider.

DfE expect no errors on the return. However, if a software bug causes an error that cannot be fixed then inform 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, 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 are agreeing that the queries have been checked and that the information is correct or there is a valid reason why it is not available.

In COLLECT notes must be at ‘Return level’ not against individual queries. A resubmission does not overwrite Return level notes, see the COLLECT guides.

5.3.2. Validation in LA systems

HR/Payroll software should report validation checks that must be investigated. DfE will challenge queries so you must investigate, and change or annotate data as necessary.

HR/payroll systems should 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 significant differences between the numbers of errors reported in LA systems and in COLLECT. This may be because:

- Some validation checks are only produced in COLLECT so an LA may see an “error on load” even though nothing is shown when validated in your own system. DfE tries to keep these differences to a minimum but cannot guarantee that there will be none as short notice fixes may be needed.
- Data for an LA’s schools may be sent to DfE from several sources. LA systems will not always check for the presence of data items, instead checking that the data that is present meets appropriate conditions. This may mean more errors are reported in COLLECT than in the LA system.

- COLLECT reports the number of errors for a whole return, rather for an individual file. If a school loads a file to COLLECT after a local authority file has been loaded the total errors reported in COLLECT may be considerably higher than in the LA system.

5.3.3. Credibility reports and checks

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

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

- Duplication checks:
  - There are no duplicate records, in other words the same staff member / contract appearing more than once in a single return.
- There is at least one valid contract for each staff member listed.
- Where Base Pay is provided for full-time teachers, it is within the 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.)

5.4. Generating the school workforce census return and data checks

The software may contain a series of “data checks” which help identify and correct errors and inconsistencies before creating the return. Please go through this process carefully as it will reduce the number of errors and the work needed to resolve these.

5.5. Submitting the school workforce census return

LAs will, at the least, need to submit data for centrally employed staff. Depending on where the data are sourced, the LA may also need to submit data for school employed staff (see School workforce Guide – School return).

For the centrally employed staff, LAs will need to upload the file directly to COLLECT.

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

If your LA has decided that schools should transfer the data for school employed staff to the LA via the authority's data transfer facilities, then you will need to upload these to COLLECT on schools' behalf.

For information on submitting returns see Part 1 of the COLLECT manual on our website.

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

- Matching (running): identifies potential matched records (potentially the same person), using a defined set of rules.
- Matching (resolving): allows the potential matches in a return to be viewed so you can decide whether the records should be matched.
- Reconciliation (running): produces one record for each staff member which can be automatically reconciled and identifies others (un-reconciled records) which have to be manual reconciled.
- Reconciliation (resolving): allows you to view the un-reconciled records and decide which records should be copied across into the 'Master' return.

After matching and reconciliation is completed, one master source record containing the definitive set of data for the return will be produced.

Once matching and reconciliation is finished, the complete return must be revalidated.

If an uploaded file contains the same source organisation details, either for a school or LA, as one previously submitted, and the software code is the same, COLLECT will treat it as a resubmission and overwrite the previous submission. Any matching and reconciliation updates will be overwritten and will need to be reapplied. So, if only minor changes need to be made after matching and reconciliation, you may wish to make the changes within COLLECT, and if necessary, request the changes are also made in the source MIS. This may be preferable to generating a full fille from the source MIS, uploading it and then reapplying matching and reconciliation updates

For information on performing matching and reconciliation, see the COLLECT manual.

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

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 the DfE Sign-in user details and are not editable in COLLECT. To change the DfE Sign-in user details, see the DfE Sign-in web page.

5.6. Approval of the return by the local authority

Once the data for centrally employed staff are complete, the LA will mark it approved on COLLECT and the data will be available to DfE.

The LA is also responsible for approving the data for school employed staff. Once the data has been submitted to COLLECT, the LA may do more processing and validation. If data comes from more than one source for these staff, for example contract data from a central HR/payroll systems and curriculum data from school MIS, then the LA will need to do matching and reconciliation – see above. LAs may use other sign-off methods, such as printing and signing a data summary. These procedures will be defined locally.

For information on approving returns see Part 1 of the COLLECT manual.

5.7. 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.

Please use the reports available to check your returns are complete and correct.

5.8. Further information

For further information about the SWC, please visit the department's guide to submitting data.

For further advice on the completion of any part of the SWC return, please contact the service desk for using the service request form.

6. Preparation: data items required

This guidance section provides information on the data required for centrally employed staff in the SWC.

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

Check the data to be collected in SWC in advance to ensure it is correct in your software. Software suppliers include validation on data entry so, often, it will not be possible to enter data that does not fit the code set or is in the wrong format.

Code sets are available in the Common Basic Data Set on the department's website.

6.1. School workforce level data required

Different data is required for the four categories of staff required for central returns: 1) teachers, 2) teaching assistants 3) leadership-non teacher staff and 4) other support staff. Local authorities may record all the data items for all categories of staff, but these may be returned to the DfE in the census.

For contracts that finished during the period 1 September 2025 to 5 November 2026 only a subset of the data items is required:

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

6.1.1. Non pay data items in the contract

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

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

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

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

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 were 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 hold the optional items on their MIS. This should be automatically filtered out from the return when it is generated. This may not always happen, and in that case, the data may be sent to DfE and used for research and statistics.

LA HR/Payroll systems should automatically generate the Staff Details for staff that left in the previous academic year or whose old contract information is being reported. You may need to manually select staff by, for example, ticking a check box. Software suppliers will be able to advise how this is done.

This table applies to 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	-

Staff Details	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
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 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 also.
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	-
Pay Review Date	Yes	Yes	X	X	X	X	Only applies to teachers
Pay Range	Yes	Yes	Yes	Yes	Yes	Yes	Not mandatory but DfE desires it if is available.
Pay Framework	Yes	Yes	X	X	X	X	Only applies to Leadership teachers
Pay Range Minimum And Maximum	Yes	Yes	X	X	X	X	Only applies to Leadership teachers
Base Pay	Yes	Yes	Yes	Yes	Yes	Yes	Mandatory for open contracts only
Safeguarded Salary	Yes	X	X	X	X	X	-
Reason for Leaving	Yes	Opt	Yes	Yes	Opt	Opt	-
Destination	Yes	Opt	Yes	Yes	Opt	Opt	-
Origin	Yes	Opt	Yes	Opt	Opt	Opt	Mandatory for contracts starting from 1/9/2009.
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	-

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	-
Additional Payment Amount	Yes	Yes	Yes	Yes	Yes	X	-
Pay Start Date	Yes	Yes	X	X	X	X	Only required for Category 'TL3'.
Pay End Date	Yes	Yes	X	X	X	X	Only required for Category 'TL3'.

3. Qualification data items

Qualification	Cont Teach	Agency teach	Cont TA	SBP	Lead Non-Teach	Oth 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 after 1 August 2013
Subject Code	Yes	Yes	Yes	Yes	Yes	Opt	-

Pay and hours data are mandatory for staff in regular service. That is: pay range, base pay, pay range minimum and maximum, safeguarded salary, additional payment type, additional payment amount, hours worked per week, FTE Hours per week and weeks per year. Sometimes, these data items may be irrelevant, 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. Local authority level data required

LA level data (headcount) is required on educational psychologists employed by the LA on the census day, via a contract or service agreement with another LA or an agency.

Headcounts of full-time and part-time educational psychologists are required, together with the total FTE of all part-time educational psychologists.

7. School workforce level

7.1. Staff details module

Data in this module should be maintained as changes happen. This module is collected for all LA staff meeting the criteria in section 4.2. This is likely to include staff that left during the previous academic, for whom contract 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
QTLS	Yes	Yes	Yes	Opt	Opt	Opt	Also required for Advisory Teachers
EYTS	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
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 (TRN) 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 a number from England or Wales cannot be provided, then leave the field blank.

Characters such as '/' should not be included.

If no number is supplied a query is generated in COLLECT, and a note will need to be written against the query to explain why. 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 TRN, this should be provided. For example, they will have a TRN if they are part of the teachers' pension scheme. Otherwise, this field should be left blank.

Local authorities must make every effort to provide accurate Teacher Numbers. If correct numbers cannot be found, the field should be left blank. Without TRNs, we cannot match qualification information from other sources with information in the SWC. So, if the TRN cannot be given, please ensure the qualification module for that teacher is completed.

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

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

7.1.4. Former family name

Provide as many former family names as you are aware of for teachers and teaching assistants. Former family names are not required for other support staff. LAs can record former family names for these staff, but these may be returned to DfE if they do so.

7.1.5. National Insurance number

National Insurance (NI) numbers must be provided for all staff in regular service. Local authorities try hard to provide one. If one is not available, the field should be left blank.

Leaving the field blank will generate a query and a note will need to be added to explain why. Do not return temporary NI numbers.

7.1.6. Sex

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

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

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

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

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.

Local authorities can choose to use 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 their 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 to[1]:

- 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. With accurate data, DfE can better understand the effect its policies are having on different groups, identify potential challenges and direct future work.

Improved reporting on disability will enable the DfE, 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 referred to below. We hope this guidance helps to address some of these barriers and for Local Authorities, Schools and Trusts to consider how they can accurately report on the various characteristics of their workforce.

Reporting Responsibilities

It is for local authorities to decide how best to collect and submit disability information and for staff themselves to decide whether they want to share that they are disabled[2].

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

Local Authorities, Schools and Trusts are bound by the Public Sector Equality Duty, in 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.

All Local Authorities, Schools and Trusts should aim for complete data[3] 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

[1] Voluntary Reporting on Disability, Mental Health and Wellbeing (publishing.service.gov.uk)

[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.

[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')

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 data 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 data[4] on disability in the workforce. These included, but were not limited to:

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

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

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

Further information

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

- The Advisory, Conciliation and Arbitration Service (ACAS) has published guidance on how employers can support disabled people at work.

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

- The Disability Confident employer scheme supports employers to make the most of the talents disabled people can bring to the workplace. It provides employers with the knowledge, skills, resources, and confidence they need to attract, recruit, retain and develop disabled people in the workplace.
- Disability Confident and CIPD: guide for line managers on employing people with a disability or health condition

Guidance on employing disabled people and people with health conditions

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

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

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

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

QTLS

QTLS is awarded by ETF, of which SET is a part. For more information on QTLS, see the SET website. If an individual has been awarded QTLS and is a professional member of EFT (which SET is a part of), then they are a qualified teacher. If their membership of these lapses, their status as a qualified teacher lapses. QTLS and QTS must be recorded separately in the census.

EYTS

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

7.1.11. HLTA Status (true/false)

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

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

7.1.12. QTS Route

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

Staff on an employment based QTS route must be given the code of the route they are on. This is not required for trainees on fee funded routes. Overseas Trained Teachers who have not yet gained QTS must be given the code OTTN - Overseas Trained Teacher, not yet on Programme.

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

7.1.13. Newly Qualified Teacher

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

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 the employer to determine whether staff are in the first or second year of induction.

7.1.14. Senior Leadership Team (SLT)

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

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

7.2. Contract / service agreement module

All data in this module should be maintained as changes occur. It provides details of either contracts or service agreements as defined in section 4.2.

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

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

Contracts/Service Agreements not open on census day must be included if they ended in the period from 1 September of the previous year to 4 November 2026). Contracts that close on census day are open for the purposes of SWC.

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

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	-
Pay Review Date	Yes	Yes	X	X	X	X	Applies only to teachers

Contract / Service Agreement	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Pay Range	Yes	Yes	Yes	Yes	Yes	Yes	This data item is not mandatory but the DfE desires it if available.
Pay Framework	Yes	Yes	X	X	X	X	Applies only to Leadership teachers
Pay Range Minimum And Maximum	Yes	Yes	X	X	X	X	Applies only to Leadership teachers
Base Pay	Yes	Yes	Yes	Yes	Yes	Yes	Mandatory for open contracts only
Safeguarded Salary	Yes	X	X	X	X	X	-
Reason for Leaving	Yes	Opt	Yes	Yes	Opt	Opt	-
Destination	Yes	Opt	Yes	Yes	Opt	Opt	-
Origin	Yes	Opt	Yes	Opt	Opt	Opt	Mandatory for contracts starting from 1/9/2009.
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	-
Category of Additional Payment	Yes	Yes	Yes	Yes	Yes	X	-
Additional Payment Amount	Yes	Yes	Yes	Yes	Yes	X	-
Pay Start Date	Yes	Yes	X	X	X	X	Only required for Category ‘TL3’.

Contract / Service Agreement	Cont Teach	Agency Teach	Cont TA	SBP	Lead Non-Teach	Other cont supp staff	Notes
Pay End Date	Yes	Yes	X	X	X	X	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

Information is only collected on centrally employed staff who are, or were, employed directly by the LA. Information is not required on those employed via a service agreement. Staff contracts must be permanent, fixed term, or temporary. Fixed term is for contracts with an agreed length and a fixed end date. Temporary is for non-permanent contracts, for example cover, without a fixed end date.

Fixed term contracts must have an end date.

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

7.2.2. Start date

The date the contract started must be provided.

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

7.2.3. End date

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

7.2.4. Post

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

For teachers the following posts are available:

- executive head teacher,
- head teacher,

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

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

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

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

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

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

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

7.2.5. Role identifier

At least one role per staff member must be provided but if someone has more than one role in an LA all of these must be provided. If the software does not allow more than one role per contract/service agreement, contact DfE using the service request form.

For staff with roles not in the code set, choose the one that best reflects their function. If this is not possible, it may be that the staff should not be included in the SWC, for example clerk to the governors or school crossing patrol staff. LAs can check with the DfE about staff they cannot find roles for, to check whether they should be included.

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

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

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

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

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

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

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

Role identifier	Job title
Other School Admin	Clerical Assistant
Other School Admin	Director of Technology
Other School Admin	Senior Admin Officer
Other School Admin	SENCO Assistant
Other Technician	Art Technician
Other Technician	Creative and Media Technician
Other Technician	Display Assistant
Other Technician	Music Technician
Other Technician	Performing Arts Technician
Other Premises Staff	Ground Staff
Other Premises Staff	Maintenance Staff

“Educational Psychologist” may be available in some systems, but workforce level data is not required for them. Headcount data will be collected on them, see section 8.

7.2.6. Origin

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

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

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

7.2.7 Reason for Leaving

This is separate from Destination and is the reason a School Business Professional, teacher or teaching assistant left employment with the 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, use 'Not known'. For a change of contract within the LA – 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.

Reason for leaving is needed for all contracted school business professionals, teachers and teaching assistants who left in the previous academic year (from 1 September 2025).

7.2.8. 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 LA, such as a promotion, use ‘Not Applicable – Change of Contract’. If the 'Reason for Leaving' is 'Not Applicable – Change of Contract', then 'Destination' should be the same.

There are different codes to distinguish SBPs leaving education to work in roles which may use the management or financial experience gained in schools (i.e., ‘Private sector (management or finance roles)’) from those going to other roles, (i.e., ‘Private sector’). We use this to get a deeper understanding of the reasons staff leave education, broadly whether this is to apply similar skills, knowledge or experience in a different context, or to work in a different type of role. This helps DfE analyse the turnover of SBPs.

Destination is needed for all contracted teachers, teaching assistants and School Business Professional that left in 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.

7.2.9. Date of Last Pay Review

The date of the most recent determination of a teacher’s pay. Maintained schools must carry these out annually (see Managing Teachers Pay on DfE website). 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 this year's review has not yet taken place, then the date of the previous review should be entered.

7.2.10. Pay Range

For all staff in regular service the relevant pay range must be selected. For non-teachers this will be either 'National Joint Council (Local Government Services)' or 'Other'. For teachers this will depend on their post and whether they have crossed the threshold to the upper pay range.

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 all staff not paid a daily rate, even if Pay Range is also provided.

Advice on teachers' pay and conditions is available from the department's website.

7.2.11. Leadership Pay Framework

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

Leadership teachers appointed after 1 September 2014 must be paid under the "2014 framework". Leadership teachers whose responsibilities changed significantly from that date should also be paid under the 2014 framework. One of the differences is that the 2014 framework mandates that 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 leaders unchanged, then it is still paying under the pre 2014 framework.

7.2.12. Leadership Pay Range Minimum and Leadership Pay Range Maximum

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

Only applies to teachers on the leadership pay scale.

7.2.13. Base Pay

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

Base pay must be the annual salary of a staff member on 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 be reflected in the base pay.

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

Base Pay should be the amount being paid at the time of 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.

7.2.14. Category of Additional Payment

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

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

Take care recording the categories as some authorities have recorded these incorrectly.

Benefits in kind should not be included.

Out of School Learning Activity (OSLA) payments must be treated as any other additional payment amounts, 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'.

7.2.15. 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.

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

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

7.2.16. Additional Payment Start Date and Additional Payment End Date

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

7.2.17. Safeguarded Salary (true/false)

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

7.2.18. Hours worked per week

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

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

NB: Hours worked per week must be recorded accurately. The hours required are the hours worked in a normal week. Staff employed for more than 28 days should be recorded working the number of hours worked in a normal week. Do not report contracts showing zero hours worked per week. When these contracts are returned the department's service desk has to contact data suppliers to check if the contracts should be removed. These could include staff employed on flexible 'zero hours' arrangements where the hours worked cannot be determined. Where this applies to a teacher in school on census day, they should be included in the occasional teacher count.

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

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

- directed hours worked per week. Directed hours are the average hours per week a classroom teacher is required to attend school. This includes assembly but not lunch breaks. A full-time teacher usually has 32.5 directed hours per week, and the directed hours of part-time teachers should be calculated pro rata. So, a teacher working two days a week would work 13 directed hours per week

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

For teachers, you may find 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, typically, the hours worked per week will be around 37 hours.

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

7.2.19. FTE hours per week

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.

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

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

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

7.2.20. Weeks per year

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

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

7.3. Qualification module

Information is required on the type and subject of qualifications, at level 4 or higher, held by all teachers, teaching assistants, school business professionals and non-teaching school leaders in regular service. In addition, certain level 3 qualifications held by school business professionals are requested see section 7.3.2. Please take care to record these 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.

Qualifications are not required for 'Other Support Staff' but some systems may return this data if it is present.

Qualifications in England, Wales and Northern Ireland are grouped into levels from entry level to level 8. All qualifications at level 4 or above (those higher than A-level, see what qualifications mean) should be included, as well as the SBP specific qualifications listed in 7.5.2.

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 before their 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. Local authorities will need to do one of the following:

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

(b) Or record all the qualification information on their teachers and submit it to DfE.

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

7.3.1. 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 (PGCE)
MAST	Master's Degree, for example MSc, Med or other level 7 qualifications such as postgraduate certificates and diplomas
DOCT	Doctorate, for example PhD, or other level 8 qualification
BEDO	BEd or other first degree combined with teacher qualifications
FRST	Other first degree (that is not 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
CTED	Certificate in Education or equivalent
NQF3	Any other qualification at level 3, for example level 3 NVQ, awards or certificates. Not intended for recording of A-Level. Only intended for recording of SBP qualifications such as Level 3 Procurement & Supply Assistant or Level 3 School Administration Foundation Certificate
NQF4	Any other qualification at level 4 or 5, for example level 4 NVQ, diplomas of higher education and further education, foundation degrees and higher national diplomas, and certificates of higher education.
NNUK	Non-UK teaching qualification

7.3.2. 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 of them is published on the JACS page of the HESA website. You can use this document to identify appropriate 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 are needed. In this example G100 (Mathematics) would be recorded for one subject code and G300 (Statistics) for the second subject.

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

Staff with qualifications for teaching SEN pupils can use five qualifications in the code set. Unless a SENCO for more than a year as of 1 September 2009, SENCOs must gain a 'National Award in Special Educational Needs Co-ordination' or 'National Professional Qualification for Special Educational Needs Co-ordinators' within three years of appointment (see the SEND Code of Practice and SENCO regulations[5]). Record this in the census using 'Z201 – SEN - SENCO'. The SEN qualification areas are Z201 - SEN – SENCO, Z202 - SEN – Sensory impairments, Z203 - SEN – Severe Learning Difficulties, Z204 - SEN – Profound and Multiple Learning Difficulties, Z205 - SEN – other.

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 Masters Degree Apprenticeship.

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

- Staff holding the Level 4 Certificate School Business Management (SBM), should be recorded as holding the Level 4 Diploma School Business Management (SBM)

- Staff holding the Level 6 Advanced School Business Management, should be recorded as holding the Level 6 Chartered Manager Degree Apprenticeship.

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

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

7.3.3. Class of Degree

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

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

8. Local authority level

LA Level information is in one module – Educational Psychologists. This may not be generated by software in LAs and needs to reflect the position on census day. So, local authorities may need to collect it on 5 November and enter it into their systems.

8.1. Educational psychologists module

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

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

8.1.1. Number of full time educational psychologists

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

8.1.2. Number of part time educational psychologists

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

8.1.3. FTE of part-time educational psychologists

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

For example, if there are 3 part-time educational psychologists with FTEs of 0.2, 0.3 and 0.4, then the FTE of part-time educational psychologists would be 0.2 + 0.3 + 0.4 = 0.9.

Department for Education

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