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for Education

Statistical First Release



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SCHOOL WORKFORCE IN ENGLAND: NOVEMBER 2012

In November 2012 there were 899,000 full-time equivalent (FTE) school workforce employees (teachers, teaching assistants, other school support staff and auxiliary staff) working in publicly funded schools in England, 2.6 per cent more than in November 2011. This increase was driven by increasing numbers of teaching assistants and school support staff whilst the number of school teachers remained relatively stable.

The average gross salary for all full-time qualified teachers working in publicly funded schools was £37,600.

The majority of teachers (96 per cent) hold qualifications at degree level or higher. 76.9 per cent of teachers of mathematics to secondary school pupils held a relevant post-A level qualification, compared to 79.9 per cent for English and 91.6 per cent for combined/general science.

The teacher vacancy rate has remained stable, whilst teacher sickness absence has fallen slightly.

BACKGROUND

This statistical first release (SFR) contains the latest information on the size (and characteristics) of the school workforce employed in local authority maintained schools and academy schools in England. The SFR is based on data collected from schools and local authorities in November 2012 as part of the third annual School Workforce Census.

The census collects detailed information on teachers, teaching assistants and other non-classroom based school support staff. The SFR includes statistics showing the time series of school staff numbers by grade/role and by school phase. It also provides detailed characteristics data on school staff e.g. their age, gender, ethnicity and whether they work full or part-time.

The SFR also includes statistics on teachers' salaries, qualifications and sickness absence levels. Plus, for a sample of secondary school teachers, statistics are published on the curriculum subject taught, whether teachers have qualifications in the subjects they teach and the hours spent teaching by subject.

In addition the SFR includes statistics on the number of teaching vacancies (and by subject) and the number of teaching posts that are filled on a temporary basis.

The layout of the majority of the statistical tables has been slightly revised, with no loss of content, to better represent the staffing data in academy schools within each phase. All differences have been calculated on unrounded data therefore some figures may not add up in this text.

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KEY STATISTICS

School workforce numbers (Tables 1-3)

In November 2012 there were 899,000 full-time equivalent (FTE) school workforce employees (teachers, teaching assistants, other school support staff and auxiliary staff) working in publicly funded schools in England. This is an increase of 23,200 thousand FTE employees compared with the previous year (875,900).

The latest statistics continue the trend of previous years where increases in the size of the school workforce are driven by increasing numbers of teaching assistants and school support staff whilst the number of school teachers remains relatively stable. This trend is demonstrated in Table 1.

Table 1: The number of full-time equivalent school staff in local authority (LA) maintained schools and academy schools in England: 2000 and 2007-2012.

(Thousands)

	Spring 2000	Spring 2007	Spring 2009	November 2010	November 2011	November 2012
Teachers	405.8	439.3	442.6	448.1	438.0	442.0
Teaching assistants	79.0	163.8	183.7	213.9	219.8	232.3
Non-classroom based school support staff	83.0	144.4	162.2	..	133.9	137.8
Auxiliary staff	84.2	86.9
Total	567.8	747.5	788.5	..	875.9	899.0

Between spring 2000 and November 2012 the numbers of full-time equivalent teachers in service has increased by 36,300 from 405,800 to 442,000. This represents an increase of 8.9 per cent. However, over the most recent years, the teacher numbers have remained relatively flat – at around 440,000.

In comparison, the numbers of FTE teaching assistants has increased threefold from 79,000 in spring 2000 to 232,300 in November 2012 with the rate of growth slowing in more recent years. Between November 2011 and 2012 FTE teaching assistant numbers have increased by 12,500 (5.7 per cent).

Similarly, the numbers of other school support staff have increased by over 55,000 (from 83,000 to 137,800) between spring 2000 and November 2012. Between November 2011 and 2012 FTE school support staff numbers have increased by 3,900 (2.9 per cent).

There has also been a small increase in the numbers of FTE school auxiliary staff (school maintenance and premises staff and dinner ladies etc.) from 84,200 FTE in November 2011 to 86,900 in November 2012. This information is not available for earlier years.

In addition to the 899,000 FTE employees, schools also employ a further 56,800 people (headcount rather than FTE). This figure includes 12,900 (headcount) occasional teachers (those with a contract of less than 28 days) and 44,000 (headcount) school support staff employed through an agency/third party.

The total number of teachers and other school staff working in academy schools continues to increase, reflecting the progression of the academy school programme. In November 2012 there were 2,551 academy schools compared with 1,449 in November 2011 and 345 in November 2010.

- The FTE number of teachers in service in Local Authority (LA) maintained schools has

decreased by 10.6 per cent, from 358,700 in November 2011 to 320,800 in November 2012. The number reported in November 2010 was 425,200. This reflects the number of schools that have left the sector and have become academy schools.

- The FTE number of teachers in service in academy schools has increased by 52.8 per cent, from 79,300 in November 2011 to 121,200 in November 2012. In November 2010 the number reported was 22,800.

School Workforce Characteristics (Tables 4-6)

The size of the schools' workforce is such that the distribution of the characteristics of its employees (gender, age, ethnicity etc.) changes very little between consecutive years. The latest information for staff working in all publicly funded schools, as at November 2012, is as follows:

Gender

- 73.3 per cent of the FTE number of full and part-time regular teachers were female.
- 65.1 per cent of the FTE number of full and part-time head teachers were female.
- 92.0 per cent of the FTE number of full and part-time teaching assistants were female.
- 81.5 per cent of the FTE number of full and part-time other support staff were female.
- In contrast the limited data available for earlier years shows that in 2003 (for example) 69 per cent of full-time qualified teachers were female and 57 per cent of full-time qualified head teachers were female.

Age

- 23.6 per cent of the FTE number of full and part-time regular teachers were aged under 30.
- 21.2 per cent of the FTE number of full and part-time regular teachers were aged 50 or over.
- 51.9 per cent of the FTE number of full and part-time head teachers were aged 50 or over.
- In contrast the limited data available in 2003 shows that 20 per cent of full-time qualified teachers were aged under 30, 51 per cent were aged between 30 and 49, and 29 per cent were aged 50 or over.

Ethnicity

- 88.4 per cent of teachers in service were recorded as being 'White-British'.
- Of the remaining 11.6 per cent of teachers from the other ethnic groups, the largest groups were teachers with 'Other White Background' (3.3 per cent), teachers with a 'White-Irish' background (1.6 per cent) and teachers with an 'Indian' background (1.3 per cent).
- In contrast, 94.4 per cent of head teachers in service were recorded as being from a 'White-British' background.
- 87.9 per cent of teaching assistants were recorded as being 'White-British' and 88.1 per cent of all non-teaching staff were recorded as being 'White-British'.
- In contrast the limited data available for earlier years shows that in 2003, 90.5 per cent of teachers were reported to be 'White British'. However, ethnicity details were only reported for 78 per cent of teachers.

Teachers' Pay (Tables 7-10)

Tables 9 and 10 provide detailed information on teacher pay. In November 2012, the average gross salary for all full-time qualified teachers working in publicly funded schools was £37,600. The corresponding figure recorded in November 2011 was £37,900¹. The average salary for a classroom teacher and a school leadership group teacher was £34,200 and £55,700 respectively.

The pay of school teachers varies by school phase. In general teachers in secondary schools have a higher gross salary than those in primary schools. For example, in November 2012:

- The average salary for classroom teachers working in LA maintained nursery/primary schools was £32,200; for leadership group teachers it was £51,900.
- The average salary for classroom teachers working in primary academy schools was £31,100; for leadership group teachers it was £53,600.
- The average salary for classroom teachers working in LA maintained secondary schools was £36,100; for leadership group teachers it was £60,900.
- The average salary for classroom teachers working in secondary academy schools was £35,200; for leadership group teachers it was £61,900.

In November 2011 academy schools were predominantly secondary schools with a higher concentration (than maintained schools) in areas with higher pay rates (e.g. London and areas close to London); as a result the pay statistics suggested teachers were paid more in academy schools. As the number of academy schools has grown the geographical distribution of academy schools has changed. However comparisons of average salaries between maintained schools and academy schools, using figures reported in this SFR, may be misleading as they do not account for the differing geographical distributions of these school types (see paragraphs 40-43 of the technical notes for further information).

Teacher Qualifications and Curriculum (Tables 11-14)

The School Workforce Census (SWF) collects qualifications data for all teachers; specifically all relevant post A level qualifications. These qualifications are then ranked for each teacher to produce the highest level of qualification held for each teacher. Table 11 shows the highest level of qualification held by teachers by school phase.

For secondary school teachers the details of their highest qualification are used to map to a 'qualification subject' using Joint Academic Coding System (JACS) codes (see paragraphs 44-49 of the technical notes). The subject categories used are those collected by the curriculum module within the School Workforce Census. The curriculum module is only required from secondary schools and only from those secondary schools that use electronic timetabling software compatible with the Department's collection tool.

- The majority of teachers, 96.1 per cent, hold qualifications at degree level or higher – this includes those with Bachelor of Education degrees and those with a Post Graduate Certificate of Education. Head teachers were more likely to hold a Bachelor of Education degree than classroom teachers.
- Over half (55.6 per cent) of the time spent teaching the curriculum in secondary schools

¹ A data quality issue subsequently discovered with SWF 2011 means that a robust comparison cannot be made with SWF 2012 (see technical notes paragraph 43).

was in English Baccalaureate subjects; English, mathematics, history, geography, the sciences and languages.

- 76.9 per cent of teachers of mathematics to year groups 7-13 held a relevant post A level qualification (up from 73 per cent from last year). Similarly, 79.9 per cent of English teachers (up from 78 per cent) and 91.6 per cent of teachers of combined/general science held a relevant post A level qualification (91 per cent the previous year).
- 82.1 per cent of the total hours taught of mathematics to year groups 7-13 were by a teacher who held a relevant post A level qualification (a reduction compared with last year where the figure was 84 per cent). The equivalent figures for English and combined/general science are 84.7 and 90.7 per cent respectively. These are both lower than the figures for the previous year which were 88 per cent and 94 per cent respectively.

Teacher Vacancies (Tables 15-16)

In November 2012 there were 440 teacher vacancies reported for full-time permanent teachers in publicly funded schools, a rate of 0.1 per cent. This rate is the same as for both the previous two years, and does not differ between primary and secondary schools (or by academy schools).

In addition to the reported vacancies a further 1,950 full-time posts were being temporarily filled by a teacher on a contract of at least one term but less than one year. In 2011 there were 1,450.

Pupil to Teacher and Pupil to Adult Ratios (Table 17)

The information on pupil teacher and pupil adult ratios combines pupil counts from the January 2013 School Census with the teacher data from the School Workforce Census.

- a. Across all publicly funded schools the average pupil teacher ratio in November 2012 was 17.7 which is a very small decrease from 17.8 in November 2011 (and 17.8 in November 2010).
- b. The pupil teacher ratio varies by school type. In November 2012, the PTR for maintained primary schools was 20.9 (compared with 21.0 in the previous year) and is very similar to the PTR in primary academy schools, 21.4 (21.9 in 2011). In November 2012, the PTR for maintained secondary schools was 15.4 (compared with 15.5 in the previous year) and is very similar to the PTR in secondary academy schools, 15.5 (15.6 in 2011).
- c. The average pupil adult ratio across all publicly funded schools for November 2012 was 10.3 and is a very small decrease compared with the previous year, 10.5.

Teacher Sickness Absence (Table 18)

In the 2011-12 academic year 55 per cent of teachers in service at any time during the year had at least one period of sickness absence compared with 56 per cent in 2010-11. For those teachers taking sickness absence the average number of days lost was 8.1. This is a small reduction from the average number of days lost in the previous academic year – which was 8.2 days.

In 2011-12 a total of 2.2 million days were lost to teachers' sickness absence. This equates to an average of 4.5 days lost per teacher – a reduction compared with the previous year (4.6 days).

LIST OF TABLES

The following tables are available within this document or separately (in excel format) on the Department's statistics website at the following link:

<https://www.gov.uk/government/organisations/department-for-education/series/statistics-school->

[workforce](#)

There has been a small but important change to the layout of many of the tables. The content remains the same as the previous year, but the way statistics for academy schools is presented has changed. Where appropriate the number of employees working in academy schools can now be seen by school phase rather than presented as one homogeneous group.

Table 1	Full-time equivalent (FTE) number of teachers and support staff in publicly funded schools, 2000, 2005 to 2012.
Table 2	Full-time equivalent (FTE) number of teachers, teaching assistants and other support staff in publicly funded schools by sector and grade or post, 2002, and 2005 to 2012.
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Table 7a	Full-time regular qualified classroom teachers in publicly funded schools: Percentage distribution of teachers on the classroom teachers' pay scales by sector, 2012.
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Table 8	Full-time regular qualified teachers in publicly funded schools by gender, pay scale point, sector and age, 2012.
Table 9a	Full-time regular qualified classroom teachers in publicly funded schools by salary bands, average salary, sector, gender and age, 2012.
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Table 11	Head count of regular teachers in all publicly funded schools by phase, grade and highest level of post A level qualification, 2012.
Table 12	Head count of teachers and number of hours taught by subject and Key Stage to year groups 7-13 in all publicly funded secondary schools, 2012.
Table 13	Highest post A level qualifications held by publicly funded secondary school teachers (head count) in the subjects they taught to year groups 7-13, 2012.
Table 14	Hours taught in a typical week in 2012 to pupils in year groups 7-13 by highest post

A level qualifications of the teacher teaching the lesson.

- Table 15 Full-time vacancies and temporarily filled posts with rates in publicly funded schools by sector and grade, 2000 and 2005 to 2012.
- Table 16 Full-time classroom teacher vacancies and temporary filled number of posts and rates in publicly funded secondary schools and academy schools by subject, 2010 to 2012.
- Table 17 Pupil teacher ratios in local authority maintained nursery, primary, secondary and special schools and publicly funded academy schools, 2000 and 2005 to 2012.
- Table 18 Full and part-time teacher sickness absence in publicly funded schools, calendar years 2000 and 2005 to 2009 and academic years 2009-10 to 2011-12.

SCHOOL, LOCAL AUTHORITY AND REGIONAL DATA

In addition to the national figures published in this statistical release a broad range of school level data (using the November 2012 school workforce census) will be published in July 2013 as part of the Department's transparency commitment to publish the underlying data used to create its statistical publications. The school level school workforce statistical release will also include both local authority and regional level figures. The data will become available (in an accompanying file) on the same webpage as this release. Previously published school level data will still remain available through the appropriate SFR links. The following link contains the latest data available: <https://www.gov.uk/government/publications/school-workforce-in-england-november-2011>

A subset of the November 2012 school level school workforce data will also be published as part of the 2013 School Performance Tables. The November 2012 school workforce data are used in the 2013 Performance Tables to be consistent with the reference periods of the other data presented e.g. the spend per pupil data for 2012-13, the pupil count data from January 2013 and the Key Stage 2, 4 (GCSE) and 5 (A levels) attainment data for those pupils.

This will be the third time that school level school workforce data will have been included in the School Performance Tables. The current set of School Performance Tables can be found at the following link: <http://www.education.gov.uk/schools/performance/>

RELATED PUBLICATIONS

School Workforce in England, November 2011
<https://www.gov.uk/government/publications/school-workforce-in-england-november-2011>

The School Workforce Census only collects information from schools in England. For information about schools and school teachers (and other staff) in Wales, Scotland and Northern Ireland please contact the individual education departments using the email addresses provided or access their latest statistics at the links below:

Wales: school.stats@wales.gsi.gov.uk or
<http://wales.gov.uk/topics/statistics/theme/schools/?lang=en>

Scotland: school.stats@scotland.gsi.gov.uk or
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Northern Ireland: statistics@deni.gov.uk or
<http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics.htm>

CONFIDENTIALITY

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

Cell counts and totals below 50 have been suppressed to avoid any potential disclosure. Therefore the totals in the text and in the tables may not always equal the sum of their component parts because of rounding. Similarly, differences quoted in the text may not always be the same as the differences shown in the tables because of rounding. Symbols are used in the tables as follows:

- . not applicable
- .. not available
- nil or negligible

This suppression is consistent with the Departmental statistical policy which can be found at www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf.

TECHNICAL NOTES

Data source and coverage

1. The School Workforce Census (SWF) was introduced in November 2010 and this SFR contains the results of the third collection which took place in November 2012. The SWF collects information on school staff from all publicly funded schools in England; including local authority (LA) maintained schools, academy schools (including Free Schools) and City Technology Colleges. It also collects information from LAs on their centrally employed teachers, including those working in Pupil Referral Units (PRU), and centrally employed education support staff who spend the majority of their time in schools. The SWF also has a count of educational psychologists in service in each local authority. The SWF does not collect data from sixth form and other further education colleges.
2. The SWF was introduced to replace the various school workforce data collections that existed prior to 2010; collections that often had different purposes, coverage, completeness and reference periods. The aim of the SWF was to reduce the number of data collection exercises (and the data supply burden on schools and local authorities) by collecting all key data items in one single, consistent exercise. This helped improve the quality and consistency of some key school workforce statistics (see paragraph 8) that are vital for monitoring and evaluating the school workforce.
3. The SWF collects a broad range of characteristics data, such as gender, age, ethnicity and disability, for all school staff. It also collects contract information such as grade, post or role, qualifications data and (for teachers) pay scale and salary data. It also collects contract information on the weekly hours worked and pay details of those whose individual level data is collected. The hours worked, together with the full-time weekly hours, are used to calculate the full-time equivalent ratio for each staff member. This calculation takes into account where school staff members have more than one open contract. A ratio of one indicates a full-time staff member.
4. The SWF collects data at the individual level for all types of staff in schools. In particular, for school teachers, it collects individual level data on teachers in regular employment i.e. those with a contract of 28 days or longer. This includes contracts that were open on the census date and also those that were open but ended during the previous academic year. School teachers that did not have an open contract on the census date are not included in the SFR but their information is collected as it is essential for the calculation of teacher mobility indicators (such as turnover) and teacher absence rates. Teachers that were employed in schools during the

census period that do not have a contract of employment that lasts/will last 28 days or longer are included in an aggregate headcount of occasional teachers.

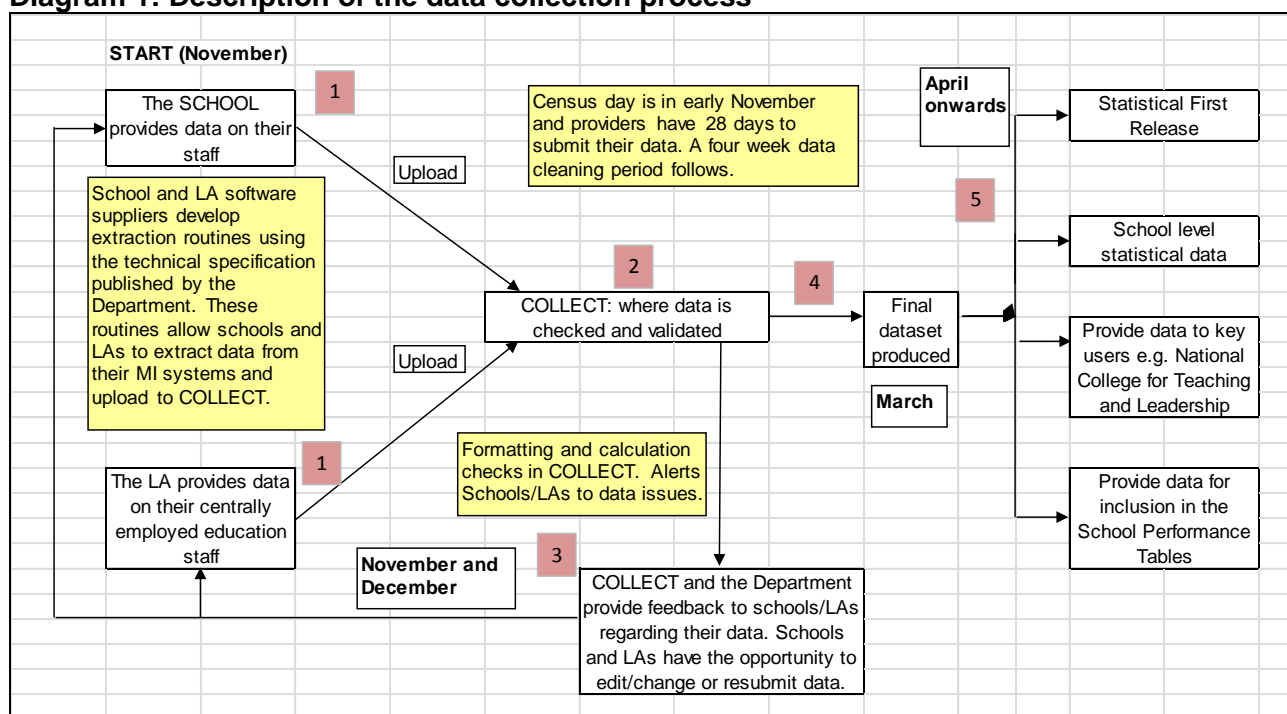
5. Individual sickness absence records are also collected for all teachers in service during the academic year prior to the census date. These records are linked to construct the number of incidences of sickness absence and estimate the total number of days lost to teacher sickness absence.
6. In addition, for a sample of secondary schools (including academy schools), the census collects information on the curriculum taught by teachers to pupils in years 7-13. At present the curriculum data is only available for around 85 per cent of schools that have the necessary management information systems in place to supply it. The curriculum data is combined with the qualifications data to estimate the proportion of lessons in a subject that are delivered by a teacher qualified in that subject.
7. The SWF also collects school level aggregate counts of teacher vacancies, occasional teachers and support staff employed through an Agency/third party service provider.
8. By introducing the SWF, and collecting all the important school workforce information in one single data source, the Department is able to produce reliable and consistent statistics that were previously challenging. For example, prior to the introduction of the SWF, statistics on the number of teachers by post broken down by pay band, age and gender could only be produced by combining data from the Database of Teacher Records (DTR) and Form 618g. Form 618g was an annual local authority return providing local authority aggregate counts of teacher numbers by post (it did not contain data on age and pay). The DTR is an individual level teacher database, which contains data on age, gender and pay, and is a by-product of the administration of the Teachers' Pension Scheme. The DTR could not provide an accurate total number of teachers because it does not have a record for those teachers that opted out of the pension scheme. Therefore, at national level, estimates could be produced by using age, gender, and pay data from DTR which were grossed up to teacher totals from Form 618g. Whilst this was generally reliable at national level it was difficult to produce similar statistics at regional or local authority level. The teacher characteristics data on the DTR were not always complete enough to produce local level statistics as certain data items, i.e. those not required for pensions purposes, were not mandatory. Furthermore the DTR was not as timely as the statutory statistical collection 'Form 618g' – usually being around 18 months behind – which did not support the production of timely data.
9. By introducing the SWF, and collecting all the important school workforce information in one single data source, the Department was able to overcome the issues described in paragraph 8. The SWF now enables production of consistent and timely statistics with greater reliability and accuracy meeting the needs of data users. However, whilst the SWF uses the same definitions as the main previous data collections, it is possible that the earlier statistics are not wholly comparable with those from the new census due to the different methods of data collection (described from paragraph 12 onwards).
10. SFR Tables 1, 2, 15 and 18 show time series for the numbers of school workforce employees and the numbers of teaching vacancies. The statistics presented come from the various data sources that were in existence at the time. By changing the data collection methodology and the time of the year the collection is run (from January to the preceding November) it is possible that the data have been provided in a different way. For example, the SWF includes a broader range of staff than Form 618g/DTR e.g. counts of auxiliary staff and Agency staff that may have previously been included in the school support staff counts.
11. The vacancy information from the SWF contained in Tables 15 and 16 is not comparable with that from earlier years due to the change in the survey date. Previously the Form 618g survey collected vacancies that were available towards the beginning of the spring term. As the SWF

is now collected earlier in the academic year - in the autumn term - it is felt this is likely to reduce the number of reported vacancies as schools will have successfully filled or temporarily filled vacancies that were available at the beginning of the new school year. For further information on the data collections that the SWF replaced please consult the notes to editors in the November 2010 edition of this SFR which is available at the following link: <https://www.gov.uk/government/publications/school-workforce-in-england-including-pupil-to-teacher-ratios-and-pupil-to-adult-ratios-january-2010>

Data collection process and data validation

12. Diagram 1 is a process map that shows how the school workforce data flows from schools and local authorities to the Department. It describes the five stages that the data go through and how the Department supports schools and local authorities in their task of providing high quality data. The first four stages are all internal processes and the SWF data is not used publicly until the final, fifth stage when it is formally published within the school workforce census SFR.
13. The school workforce data required from both schools and local authorities is determined in advance of the census in such a way that schools and LAs can engage the suppliers of their management information systems (MIS) with sufficient time to incorporate any new data items (or changes to existing data items) into their local systems. The software suppliers build data extraction routines based on the data requirements set out in the technical specification published by the Department. Typically a near final version of the technical specification is shared with software suppliers around a year before the next census date. This allows software suppliers the opportunity to see and comment on the data requirement and any changes from the previous year. Their comments and views are taken into account to ensure the Department is asking for data in a way that is straightforward to deliver. A final version of the technical specification is then published, after review, in February prior to the collection for local authorities and software suppliers to see and use. The November 2012 technical specification can be found at the following link: <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/docsandtools>
14. **Stage 1:** By census day (November 6th 2012 for the 2012 School Workforce Census) schools and local authorities should have ensured their management information systems hold accurate details for all their staff in scope of the census. They would then ensure that the information required by the Department (as set out in the published School Workforce Census data requirement) is extracted and uploaded to the Department's COLLECT system. Schools and LAs will have had the opportunity to test out the quality of their data and the data extraction routines provided by their software suppliers by using the familiarisation version of the Department's data collection system, COLLECT. The full list of data items collected by the SWF can be found in the guidance documents provided to schools at the following link: <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/a0063745/academy-and-school-info>
15. **Stage 2:** Once schools and local authorities have successfully loaded their data onto COLLECT they can review and inspect their data. The COLLECT system has a range of checks that it runs on the data: e.g. simple formatting checks, arithmetic checks and validations rules that specific data items must meet. The checks made within COLLECT are published in advance at the link in paragraph 14.
16. Software suppliers often build these checks into their data extraction routines and/or MIS system upgrades. The checks within COLLECT will flag up where the data provided has either failed (an error) to meet the standards required or doesn't conform (a warning) to what was expected. For example, an error would result if no pay scale information was provided and a warning would result if the date of birth placed the teacher's age as less than 21 or over 90.

Diagram 1: Description of the data collection process



17. Software suppliers often build these checks into their data extraction routines and/or MIS system upgrades. The checks within COLLECT will flag up where the data provided has either failed (an error) to meet the standards required or doesn't conform (a warning) to what was expected. For example, an error would result if no pay scale information was provided and a warning would result if the date of birth placed the teacher's age as less than 21 or over 90.
18. Schools and local authorities then check their data - especially the errors and warnings - to ensure the data is correct and accurately reflects the staffing levels at their school at the time of the census. Changes and/or corrections to the data provided can either be done on-line in COLLECT or within the local MIS system (preferred). If the changes are done locally then the data has to be resubmitted to the Department. Once schools and local authorities have resolved their errors and warnings they approve their data – which signals to the Department that the data can move to the next stage.
19. **Stage 3:** Once the data has been approved for use by schools and local authorities the Department runs a further set of checks on the data. These checks look within the data to spot any problem areas, for example, where schools have provided substantial numbers of records that are missing particular data items e.g. staff with no contract information and staff whose pay rate is not credible. The results of these checks are provided as feedback to local authorities to help them work with their schools to ensure a complete set of data exists for all schools in their area.
20. Throughout the first three stages of the collection the Department operates a helpdesk which staff at schools and local authorities can contact if they are unsure about any aspect of the School Workforce Census. This is the primary route that academy schools use to discuss their queries regarding the data they are submitting. The helpdesk operated throughout the census period, November to December, and throughout the period immediately afterwards when the majority of the data cleaning takes place – typically December into January. When this process is completed and schools and LAs are happy with their data (i.e. after they have resolved all the issues raised in the feedback) they authorise the data.
21. **Stage 4:** Once all the school and local authority data has been authorised a database is

created which allows the Department's statisticians to prepare the data for publication.

22. **Stage 5:** The SFR "School Workforce in England" is the first part of the dissemination strategy where national (England) aggregate statistics are published covering all the main data areas collected in the census. The publication of this SFR signals the availability of the data for use by the Department e.g. in briefing officials on the size and characteristics of the schools' workforce and in responses to official correspondence such as Parliamentary Questions (PQs) and Freedom of Information (Fol) requests.
23. The second main output produced from the latest data is a large set of school level data which is released as part of the Department's commitment to release the underlying data used to create all national statistics. In July after the SFR is published the Department releases school level school workforce statistics showing teacher and support staff numbers, staff characteristics, teacher pay and sickness absence and the numbers of vacant posts. The school data also includes school type and phase and various geographical data e.g. LA, ward and constituency.
24. In addition, a subset of the school level school workforce data is included in the School Performance Tables. Publishing data at school level allows the general public to see the numbers and types of staff schools choose to employ. By including school workforce data alongside pupil data, pupil attainment data and finance data the public can see the wider picture of school spending and performance. The latest School Performance Tables can be found at the following link:
<http://www.education.gov.uk/schools/performance/>

Data uses

25. The school workforce census data are used in many ways within the Department for Education and its agencies. The main uses are as follows:
 - a) Production of statistical briefing and analysis on:
 - a. The deployment and qualifications of teachers in schools;
 - b. Analysis of the proportions of lessons taught by teachers with relevant qualifications;
 - c. Analysis of teaching vacancies by subject and region;
 - d. Assessment of the numbers of teachers without qualified teacher status - including overseas trained teachers to inform the Migratory Advisory Committee.
 - b) Teacher Demand Modelling to estimate demand arising from:
 - a. Demographic pressures and churn in the workforce;
 - b. Impact of policy development on the workforce e.g. curriculum, qualifications etc.;
 - c. Also used to inform annual target setting for initial teacher training places via Teacher Supply Modelling to ensure a sufficient supply of teachers to schools.
 - c) Modelling the supply of school leadership teachers:
 - a. Age of current head teachers;
 - b. Do we have a supply of deputy/assistant heads ready to take their place when heads retire?
 - d) Analysis of Teacher Pay Costs:
 - a. Provides evidence to support the independent pay review body recommendations;
 - b. Assess impact of proposals for pay and estimate future costs.
 - e) Transparency through publication:
 - a. Through the publication of the annual Statistical First Releases and school level data and through the School Performance Tables;

- b. The data is used to reply to a substantial volume of official correspondence, including PQs, Fol requests etc.
26. Data from the SWF is shared with external researchers (under strict controls) many of whom are undertaking work on behalf of the Department. For example, some research projects have looked at/are looking into:
- a. Teacher supply and teacher shortages by subject and location.
 - b. The training, recruitment and retention of Science, Technology, Engineering and Mathematics (STEM) graduates.
 - c. Supporting International Studies such as TALIS (Teaching and Learning International Study) which will contain detailed analyses that compares the teacher workforce in England with those of other developed countries.
 - d. Supporting broader research projects such as investigations into school spending decisions.

Data quality (general information and specific information for each SFR table)

27. The information contained in this statistical release is deemed to be final data and no further data is expected to be received from schools and local authorities.
28. The staffing data from all the returns provided by schools and local authorities is used to populate Tables 1-3.
29. The SWF has a small amount of missing data, where schools did not provide a return or where a local authority did not supply a central return.
- a. 18,467 out of 18,902 local authority maintained schools provided an authorised return (97.7 per cent of all the local authority maintained schools expected to make a return in November 2012). This compares to 98.3 per cent in the previous year. However, in each year a number of schools do not authorise their returns – these are checked by the Department and authorised on their behalf where the data is deemed to be of a high enough standard.
 - b. 2,517 out of 2,543 academy schools provided a return, 99.0 per cent of all academy schools open at the start of the 2012/13 academic year. In the previous year 1,400 out of 1,449 academy schools provided a return, 96.6 per cent. These figures also include schools that did not authorise their return.
 - c. Six local authorities were unable to supply a return for their centrally employed staff compared with ten from the previous year. A further two local authorities confirmed they did not employ centrally employed staff.
 - d. In addition, SWF data for six schools were submitted as part of two returns for federated schools i.e. the federation could not split the data into individual school returns.
30. In summary the total number of schools for which a usable return was not received was 179, which represents 0.7 per cent of the total number of publicly funded schools. This compares with 406 schools (1.9 per cent) in November 2011.
31. To avoid publishing incomplete data in Tables 1-3 and therefore undercounting the total number of teachers etc. the numbers of missing staff from the missing schools are estimated using data provided in the previous year's census (where available). These estimates are used in Tables 1-3 (to ensure the time series of staff numbers by type are as meaningful as possible) and in Table 18 (to provide robust time series data on teachers' sickness absence). This method provides estimates for 80 out of the 179 missing schools.

32. As the number of employees in the missing schools is a very small proportion of the total number of school employees no adjustments are made for the remaining tables. The characteristics of the staff in the missing schools (from November 2012) are very unlikely to display a significantly different distribution that could alter the national level characteristics statistics (e.g. on gender and ethnicity of teachers) or reverse any trends.
33. The following table shows, for the 80 schools that provided SWF data in November 2011 but not in November 2012, the FTE numbers of teachers, teaching assistants and other support staff. These figures have been included in Tables 1-3.

	Number of Missing Schools	Number of (FTE) teachers present in 2011	Number of (FTE) teaching assistants present in 2011	Number of (FTE) support staff present in 2011
LA maintained nursery/primary	62	731.73	550.47	373.83
Primary academy schools	2	30.87	12.39	30.6
LA maintained secondary	7	486.64	116.96	292.37
Secondary academy schools	5	370.89	43.17	294.65
All special schools	4	55.5	21.18	130.61
Total for all schools	80	1,675.65	744.17	1,122.05

34. In a very small number of cases - 99 schools (which represents 0.4 per cent of the total number of expected schools) - data has not been submitted to either the November 2011 or the November 2012 SWF. Using the November 2011 school level data the following table provides an estimate of the number of missing staff due to these non-returns.

	Number of Schools with no data in either of the last 2 censuses (a)	Average number of teachers for schools of this type (b)	Estimated total number of missing teachers (a*b)	Estimated impact on the headline FTE teacher figures (from Table 1)
LA maintained nursery/primary	37	11.55	427.5	0.2% of 191,600
Primary academy schools	16	12.65	202.5	1.6% of 12,500
LA maintained secondary	14	61.86	866.0	0.8% of 105,300
Secondary academy schools	151	67.49	1,012.4	0.9% of 107,700
Maintained special and academy special schools	13/4	14.46	188.0	1.3% of 14,600
		16.79	67.2	6.7% of 1,000
Total for all schools	99		2,763.6	0.6% of 442,000

35. This analysis of the missing schools suggests teacher numbers are likely to be underestimated by around 2,800 teachers (0.6 per cent of the national total).
36. Table 4 which shows the age, gender and grade of teachers by school phase is the first table where estimates for missing schools are not included. It is recorded in the footnotes of Table 4 that the teacher totals are different to those in Tables 1-3. Estimates of age, gender and grade of teachers are not produced for the missing schools to avoid using inaccurate data. As the overall proportion of staff missing is very small, the missing characteristics data should not affect the distributions presented in Table 4 and later tables.
37. Tables 5 and 6 provide statistics based on the headcount of staff. For Table 5 where teachers have more than one post in a school, they are counted once under their highest graded post. The post of head teacher is ranked highest and classroom teacher lowest. If the teacher has more than one post at the same grade then only one is counted. There is no natural hierarchy of posts for school support staff and therefore where staff have more than one post they are counted once under each post. Around 10 per cent of support staff have more than one role. The headcount figures provided in Tables 5 and 6 should not be used as a measure of the overall size of the school workforce, the full-time equivalent figures provided in Tables 1 and 2 should be used instead.
38. Local authority centrally employed staff are included as a separate entry in the tables. Prior to the introduction of the SWF, teachers in this category were generally proportioned between the nursery/primary and secondary phases. FTE figures for nursery/primary and secondary schools and centrally employed totals from the SWF cannot therefore be directly compared with the earlier years' data presented in Tables 1 and 2.
39. The staff breakdown by type of post, including the grade of teacher, is taken from the information in the post description provided in the contract and not the additional role information which provides greater detail. The further information available in the role has not been used to decide the post held except for teaching assistants where they were recorded as support staff in the 'Post description' field in error. The further breakdown of the role for teaching assistants and support staff provided in Table 2 is provided by the first role descriptor supplied for the contract. The ethnicity categories are based on those used in the 2001 national population census. A more detailed breakdown is not available.
40. Tables 7a, 7b and 8 include data on the numbers of teachers and where they are on their pay scale. This will only include teachers whose post description agrees with the pay scale given – where it has been provided. Where a contract pay band does not agree with the post then they are placed in the 'Other' or 'Unknown' categories as appropriate. For example where a teacher has a post of 'classroom teacher' but is recorded on the leadership pay scale. Academy schools do not have to place their teachers on the pay scales agreed under the School Teachers Pay and Conditions Document (STPCD). Teachers to whom this applies will also be placed in the 'Other' category. The STPCD is available at the following web link:
- <http://www.education.gov.uk/schools/careers/payandpensions/a0064179/school-teachers-pay-and-conditions-document-2011>
41. Tables 9 and 10 give average pay information for teachers. The gross pay for teachers with a contract that provides STPCD information is calculated from the pay spine and area pay band provided plus any additional allowances recorded. Any teachers whose salary lies below the lower limit of the lowest point on the relevant pay scale are shown as misreported. This category also includes teachers with missing salary details.
42. Additional allowances have been included in the gross salary and noted once for each contract for each type of allowance. Where two or more allowances of the same type are noted then the higher amount is taken as the allowance in payment on the census date and included in the

gross salary. The only exception is unspecified allowances where the sum of all these is included as representing the amount included in the salary over the course of a year as these are likely to be one-off rather than continuous monthly payments.

43. The analysis of mean total pay by phase and by pay bands (pay bands that would have been applied had academy schools been maintained schools) is shown in the following tables². These comparisons do not take account of other factors that would affect teacher pay such as age and size of school.

Classroom teachers				
	Inner London	Outer London	London Fringe	Rest of England
LA Maintained Nursery and Primary	£36,600	£34,400	£31,200	£31,500
Primary Academy schools	£34,900	£33,400	£31,000	£30,700
LA Maintained Secondary	£41,000	£37,500	£35,700	£35,300
Secondary Academy schools	£39,200	£37,500	£35,400	£34,600
Leadership group teachers				
	Inner London	Outer London	London Fringe	Rest of England
LA Maintained Nursery and Primary	£62,100	£58,300	£52,100	£50,500
Primary Academy schools	£65,100	£58,800	£56,100	£52,500
LA Maintained Secondary	£70,000	£66,100	£61,500	£59,300
Secondary Academy schools	£69,400	£66,300	£63,700	£60,600

44. In addition an issue has recently come to light with the November 2011 SWF data that requires further investigation. It is possible that not all schools provided the most up to date pay data that took account of the pay award due at the start of the 2011/12 academic year. If a teacher is entitled to move up a spine point this is usually from the 1st September, however the pay reviews should take place by 31st October for teachers and 31st December for head teachers (other leadership teachers are included in the 31st October group) and be backdated. This timetable is very close to the SWF census collection period and an investigation is taking place to check whether some schools have provided data prior to their management information systems being updated.
45. Table 11 provides information on teachers' highest level of post A level qualification. Qualifications information was received for 93.7 per cent of teachers. The percentage of teachers holding a particular level of qualification was derived using a baseline of the total teachers for whom qualifications information was provided. Where a teacher was reported as holding more than one post A level qualification, the qualification level was determined by the highest level, from degree or higher to other qualification at National Qualifications Framework (NQF) level 4 and non-UK qualifications for which an equivalent NQF level was not provided.
46. Curriculum information was requested from all secondary, middle deemed secondary and all-through schools including relevant academy schools, with timetabling software that interfaces with their Management Information System. A total of 2,814 secondary schools provided this information, therefore Table 12 is based on a large sample of teachers (around 75 per cent) teaching secondary school aged pupils. As not all teachers in the schools providing curriculum information had qualifications information as well, the percentage of teachers included in the sample for Tables 13 and 14 is reduced somewhat to around 71 per cent of teachers. The data

² Excludes records with an unexpected regional pay spine

have been weighted and grossed so that all totals presented in the tables provide a representative, national picture. Investigations have revealed that there is some bias in the sample when the average pay of the schools providing data is analysed and some regions provide a higher proportion of their schools to the sample than others. These differences may be caused by the different characteristics of schools that can provide information compared with those that can't.

47. Tables 13 and 14 provide information on the percentage of teachers, and of hours taught by teachers, holding relevant post A level qualifications by subject taught. The tables record the highest qualification gained in each subject taught, rather than each qualification. A teacher's qualification was deemed as 'relevant' to the subject taught if the subject of their qualification, reported using the Joint Academic Coding System (JACS), appeared in the list of JACS codes in the Department's subject mapping. The full mapping used is available on the same web page as this statistical release.
48. The subject of a qualification was not received for all the qualifications data submitted and in a small number of other cases the information was incomplete or incorrect. Overall, useable qualifications data was received from 96 per cent of teachers in schools submitting curriculum returns, and this was consistent across subjects. Confidence intervals have been calculated around the percentages to show the statistical accuracy of the data, and give a range within which we can be reasonably sure (95 per cent certain) that the true value actually lies.
49. A change was made, after the November 2011 collection, to the methodology that creates the proportion of qualifications by subject in Tables 13 and 14. This change applies to tables using the November 2012 data and for future tables. Where a teacher is recorded as having a PGCE they must also have a first degree recorded as well to be included in the table as their record of qualifications is not complete without both records. This change might slightly raise the proportion of teachers with a degree in the subject.
50. In Tables 15 and 16 the vacancies recorded are only from schools that made a vacancy return. Many schools will not have a vacancy under the definitions provided in the tables and therefore will not make a return. It is not possible to estimate how many schools neglected to include a figure in their return. No estimates were made for schools that did not make a School Workforce Census return at all in November 2012. The small number of these means this will not have a significant impact.
51. The pupil numbers used to calculate the Pupil Teacher Ratio (PTR) and Pupil Adult Ratio (PAR) are from the January 2013 Pupil Census. It is not thought that the difference in the timing of the two censuses affects the accuracy of the PTR data. Only those schools that provided both pupil and workforce information are included in the figures. The pupil numbers used in the calculation of the PTR statistics now include dual registered pupils. Previously only sole registered pupils were included. Dual registered pupils are registered in more than one school.
52. The overall PTR is based on the total FTE number of pupils on roll in local authority maintained nursery, primary and secondary schools and the FTE of all teachers in these schools (including: centrally employed; occasional teachers; those on employment based routes to QTS; others without QTS, those on paid absence and any replacements). Special schools are excluded. Prior to 2010 the teacher numbers are from the Form 618g survey. The overall PAR also includes support staff excluding administrative, clerical and auxiliary staff.
53. Teacher sickness absence information was received for around 98 per cent of local authority maintained schools. A local authority was deemed to have made a full return where 95 per cent of schools or more had supplied sickness absence information because small schools may not have had any sickness absence to report. Nine local authorities had less than the required 95 per cent return rate and in these cases estimates based on the national rate were added (to the

statistics in Table 18) to account for the schools with missing information. Missing sickness absence data for teachers in schools that did not have a usable return was estimated as the average sickness absence days lost per teacher for schools that made a return.

54. 44 per cent of academy schools did not have a complete teacher sickness absence return because they were not open as an academy school for the full academic year. Teacher sickness absence statistics are based on the absences taken by teachers in the 12 months up to the census date. It did not prove possible to accurately estimate the teacher sickness absences missing for these schools. An estimate based on the average sickness days taken for all schools where a return was made including local authority schools where information for an academy school was not available.

General notes and definitions

55. The tables in this SFR generally show school staff in five groups, teachers, teaching assistants, school support staff, school auxiliary staff and local authority centrally employed staff. The definitions used with the SWF data published in this SFR are described here.
- a. Statistics for teachers include all full and part-time, qualified and unqualified, classroom teachers and school leadership group teachers (Head teachers, Deputy and Assistant Head teachers) unless specified within the tables.
 - b. Statistics for teaching assistants include higher level teaching assistants (HLTA), special needs and minority ethnic pupils support staff and other staff with pupil support roles.
 - c. Statistics for school support staff refer to non-classroom based school staff such as school secretaries and other clerical staff, bursars, technicians and childcare staff (e.g. a school nurse).
 - d. Statistics for auxiliary staff (roles which were not collected by the Department prior to November 2010) include catering and school maintenance staff.
 - e. Full-time and part-time school staff are defined by the proportion of the full-time hours upon which they are employed.
 - f. The main count of individual level records of school workforce staff is based on all those staff with a contract of 28 days or more in service on the census date in November.
 - g. Teachers in occasional service are those with a contract of less than one month, 28 days for SWF, and are employed on census day.
 - h. Third party support staff are not directly employed by the school and are in service on the census date.
 - i. Teachers provided by teacher employment agencies are included in the main count or as in occasional service depending on the length of their contract.
 - j. Centrally employed staff are those employed by the local authority and include the following types of employee: peripatetic teachers; home tutors; and teachers who are employed by education authorities to provide education in institutions other than schools (e.g. hospitals, home tuition, assessment centres and pupil referral units). Advisory teachers were previously counted as teachers within the old Form 618g collection but have since been re-classified as other education support staff.
 - k. A teacher vacancy refers to a full-time or part-time appointment of at least one term's duration that, on the census date, had been advertised but not filled. Vacancies include those filled on a temporary basis unless filled by someone with a fixed term contract of one term or more.
 - l. A temporarily filled post is one where a permanent vacancy is available but it is being

filled by a teacher with a contract of at least a term but less than one year's duration. This is irrespective of whether the post has been advertised.

- m. The teacher vacancy rate is the number of vacancies expressed as a percentage of qualified teachers in post e.g. full (or head count number of part-time) regular teachers in (or on secondment from) the relevant sector.
- n. To calculate the secondary school vacancy rates by subject, the percentage of the secondary school curriculum that each subject taught contributes is calculated from the information provided in Table 12. The total number of full-time qualified classroom teachers in service is multiplied by this percentage to find the total number of teachers in post teaching each subject.
- o. Middle schools are classed as deemed, i.e. as either primary or secondary.
- p. City Technology Colleges and Free Schools are included with academy schools.
- q. Sickness absence periods, and days taken, include all periods of sickness absence leave taken in the academic year (1 September 2011 to 31 August 2012). They include any that were ongoing on the 1 September 2011 and exclude any that were ongoing after the 31 August 2012.

Teacher status

56. Qualified teachers are those who have been awarded qualified teacher status (QTS) either by successfully completing a course of initial teacher training (ITT) or through other approved routes.

57. Teachers are comprised of the following:

- a. Teachers with QTS or with the equivalent gained elsewhere in the European Economic Area (EEA);
- b. Teachers with QTLS (Qualified Teacher Learning and Skills) who previously worked in the further education sector and are recognised as being qualified to teach in schools – this change was introduced for the November 2012 collection.
- c. Teachers without QTS, but with a professional qualification gained outside the EEA who have been in service for less than the 4 years (beyond which full QTS status gained in the UK is required);
- d. Instructors without QTS, but with special qualifications in, or experience of, a particular subject.

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