

EXPLANATORY NOTES AND DEFINITIONS

In 2006 the former Statistics of Education, School Workforce in England statistical volume was discontinued. As in 2006 information previously included in the volume have been published as additional tables within the Statistical First Release "School Workforce in England Revised 2007" initial publication date 27 September 2007. They are added as soon as practical after the data they are based on becomes available. Some of the categories covered below may not be currently available for the most recent year.

The following notes are applicable to all tables published with respect to school workforce in England.

SYMBOLS USED

1. The symbols used in the tables signify the following:

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

2. Totals in the text and in the tables may not always appear equal to the sum of their component parts because of rounding.

SOURCES AND COVERAGE

Sources

3. The statistics in school workforce tables are derived from the following sources. The sources used are provided below each table:

DCSF annual survey of teachers in service and teacher vacancies, (618G) and National Assembly for Wales stats3 surveys;
Database of Teacher Records (DTR);
School Census (ASC);
General Teaching Council for England (GTC);
TDA ITT Trainee Numbers Census;
2007 DCSF Secondary Schools Curriculum & Staffing Survey (SSCSS);
Pensioner Statistical System (PENSTATS).

4. The 618G survey is an annual Local Authority (LA) level collection of teacher numbers and vacant posts that records the position for January of each year. Teachers in occasional service, ie teachers engaged on a short term basis of less than one month, are included in the survey but shown separately in tables. The numbers of such teachers tend to vary from year to year as demand dictates, eg to cover for sickness absence. Because of this, the DCSF tends to exclude occasional teacher numbers from headline figures. The 618G survey is the standard DCSF source used for counting teachers in service. Teacher numbers from 618G are generally reported in terms of full-time equivalents.

5. The DTR is based mainly on data from teacher service records collected primarily for pension purposes. Data are for 31 March of each year. All DTR data for March 2005 and 2006 are provisional and data for earlier years are also subject to revision as a result of late or updated pension records. Part-time teachers are not always recorded on the DTR, eg where they are not contributing to the Teachers Pension Scheme, therefore DTR teacher numbers are generally used for full-time teachers only.

6. The School Census is the main DCSF source for support staff numbers. Figures are for January of each year. The full-time equivalent (FTE) of support staff is calculated using the proportion of a full working week. This denominator is taken to be 37 hours except for nursery assistants where 32.5 is used.

7. Teacher qualification information is provided by the General Teaching Council for England (GTC) for analysis alongside DTR data.

8. Information on the number of initial teacher training (ITT) places and numbers achieving qualified teacher status (QTS) are supplied by the Training and Development Agency (TDA) except on tables showing the numbers of newly qualified teachers entering service where the source is a combination of DTR and GTC.

9. The Secondary Schools Curriculum and Staffing Survey (SSCSS) is a periodic sample survey of maintained secondary schools in England. This survey is was repeated in early 2007 and a report is expected early in 2008.

10. PENSTATS is a retirement awards database. It holds the value and type of each award made by the Teachers' Pension Scheme. Previously published information from this source is subject to slight revision due to the addition of retrospective awards and suspension of benefits where teachers return to service.

Source changes

11. Up until the 2004 edition of the school workforce volume certain tables showed the total number of teachers in service from the DTR. These tables have been re-based on 618G totals in order to maintain consistency across tables and because of some data quality concerns with the DTR (see note 20 for further details). The DTR continues to be used to distribute 618G figures where the required detail is not available from that source, eg for age, sex and length of service. Table D2 is now provided as percentages only.

Coverage

12. Most tables cover LA maintained schools (including former grant maintained schools) and in a few instances other sectors are included. Table 1 of the SFR has been added this year showing the staffing levels in academies, CTCs together with those in local authority maintained schools to give total workforce figures for the publicly funded sector for the first time. The presentation of these figures may be amended in future. The precise coverage of each table is provided in the table heading. The separate types of school shown in some tables are explained below:

- a) Nursery schools provide education primarily for children below compulsory school age, ie under 5;
- b) Primary schools consist mainly of infant schools for children aged 5 to 7, junior schools for those aged 7 to 11 and junior and infant schools for both age groups. Some areas have first schools that cater for ages from 5 to 8, 9 or 10: these are the first stage of a three-tier (first, middle and secondary) school system. Many primary schools provide nursery classes for children under 5. A nursery class is one designated as such by the local authority;
- c) Middle schools take children from first schools and generally feed comprehensive upper schools. They cater for older junior and younger senior pupils. They cover varying age ranges e.g. 8 to 12, 9 to 12, 9 to 13, 10 to 13 and 10 to 14. Those for pupils aged 8 to 12 and 9 to 12 are deemed primary, those for ages 10 to 13 and 10 to 14 are deemed secondary and those for ages 9 to 13 may be deemed either primary or secondary. Middle schools are shown as primary or secondary as appropriate;

- d) The secondary schools shown are for the maintained sector. Independent schools and Academies are excluded. From 1 April 1993, sixth form colleges were reclassified as part of the further education sector and are thus excluded from secondary schools from that date onwards;
- e) Special schools, either day or boarding, provide education for children with special educational needs who cannot be educated satisfactorily in an ordinary school. Maintained special schools are run by LAs who pay all maintenance expenses. Staff in non-maintained special schools are now excluded from support staff tables;

BACKGROUND

Initial teacher training and teacher qualifications

13. Most teachers in maintained schools have QTS. This is usually obtained by successfully completing a course of ITT at an accredited institution whose provision meets the Secretary of State's criteria for ITT. Two popular routes to achieving qualified teacher status in England and Wales are by successful completion of an undergraduate course of initial teacher training or of a course leading to the postgraduate certificate in education (PGCE). Both types of course are run by higher education institutions. In 1993, a new system of school centred ITT (SCITT) was launched. This is mainly postgraduate training that is designed and delivered by groups of schools. There are also employment-based routes to teacher training. The Graduate Teacher and Registered Teacher programmes were launched in January 1998, replacing the licensed teacher scheme. The Overseas Trained Teacher programme commenced in April 2001. Teach First began in September 2003.

14. The main categories of teachers without QTS, which can be appointed to work without supervision in maintained schools, are as follows:

- a) Trained teachers from countries outside the EEA whose qualifications are recognised in the state schools sectors of those countries;
- b) Instructors - teachers not employed in a general capacity, but who possess specialist knowledge of a particular art or skill (e.g. music, sport) who are employed only where teachers with QTS in that art or skill are not available.
- c) Teachers on employment-based teacher training programmes.

Teacher flows

15. In tables showing teachers entering and leaving service in the maintained schools sector, teachers moving between full-time and part-time service are not counted as entrants or leavers. Users should note that entrant and leaver data marked as provisional are likely to be revised as updated teacher service details are received.

Vacancies

16. Vacancy information is taken from the 618G survey. The number of vacancies is counted on the survey date, the third Thursday in January of each year. Full (or part-time in the appropriate table), permanent posts, and those of a term or more, are counted as vacant if they have been advertised prior to the survey date and are vacant on the survey date. Vacant posts that are covered by a teacher on a contract of a term or more are excluded.

Teachers pay

17. Tables on teachers' pay are based on the data received from the DTR. These tables cover England and Wales because the DCSF remains responsible for pay in both countries. A proportion of classroom teachers have salaries that do not match to scale points, which probably reflects problems in the recording of allowances. Tables therefore record only those teachers whose salary falls directly on a scale point within the main pay scale distribution, with other teachers listed separately and those outside the range of scale points recorded as unknown. Most of these teachers will be on the main or upper pay scales but their scale point cannot be reliably identified.

18. From 1 September 2002, the Government introduced a new main 6 point pay scale for classroom teachers. A teacher's position on this scale is determined by the total number of points awarded. A relevant body (i.e. the school's governing body in the case of a school with a delegated budget) may award points based on the teachers' qualifications and experience. If a classroom teacher is not entitled to any points on the basis of their qualifications/experience, they will be paid at the minimum point on the main pay scale.

19. From 1 September 2000, the Government introduced what has since become 3 point upper pay scale for post-threshold classroom teachers. Teachers on this upper scale include: classroom teachers who were the highest point of the main pay scale who have passed the performance threshold; classroom teachers who at any prior time were employed as a head teacher, deputy head teacher, or assistant head teacher; classroom teachers who had occupied a post of advanced skills teacher or were on the highest point of the main pay scale and were eligible for appointment to an advanced skills teacher post but had not been appointed.

20. From 1 September 2000, the Government introduced a 41 point leadership group pay scale for head teachers, deputy head teachers, and assistant head teachers. **Analysis in 2005 indicated that there was a data quality issue that appears to have arisen as a result of the pay scale change. A proportion of leadership group teachers have not been categorised in the correct grade (head, deputy or assistant head teacher) by some local authorities. For this reason the 618G survey is now considered to be the most reliable source for teacher numbers by grade. Tables including such figures have used 618G data from the publication on the 2005 school workforce volume onwards. Further analysis has been carried out in 2006 and 2007 and this has confirmed that the mis-recording of leadership group teachers does not impact on the sex, age and length of service proportions from the DTR; these estimates are reliable for grades within the leadership group. Publication of these will be continued. Analysis has also confirmed that average salaries for the leadership group are sufficiently reliable to be published for head and deputy and assistant head teachers separately. Figures may not be sufficiently reliable split by age or length of service however and these have not been provided. For pay tables which show a percentage distribution across grades the leadership group remains combined as any grade split would not be reliable.**

21. Further information on teachers' pay scales can be found in the School Teachers' Pay and Conditions Document, published annually by this Department. The documents can be downloaded from the following URL:

<http://www.teachernet.gov.uk/management/payandperformance/pay/>

Retirements

22. Retirement benefits can be awarded on age grounds upon reaching age 60, on premature grounds, whether for reasons of the employer's efficiency or actuarially reduced, or infirmity grounds. All retirement data are for the year in which a pension was first paid, not the year of the last day of service. For example, if a person retires on 31 March, their pension will be paid in April for the first time so they are counted in a different financial year to the year in which they left work.

Subject Classifications

23. For tables D5-D6, the subjects were grouped according to the following classification:

Subject	Includes (for example)
Mathematics	Pure Maths, Applied Maths, Statistics
English	English Literature
Biology	Human Biology, Botany, Zoology
Chemistry	
Physics	
Combined/General Science	Integrated Science, Double Award Science, Single Award Science
Other Sciences	Geology, Environmental Science, Rural Science, Agricultural Science, Science in Society
French	
German	
Spanish	
Other Modern Languages	Italian, Russian, Modern Greek, Modern Hebrew, Asian Languages, Welsh
Design and Technology	Design and Realisation, Graphics, Graphic Communication, Craft, Metalwork, Woodwork, Food Technology
ICT	Computer Studies
Other Technology	For classes taken by pupils, Combined Technology (i.e. lessons covering both D&T and IT); for teachers' qualifications, other technology subjects (e.g. Engineering)
Home Economics	Food and Nutrition, Dress, Textiles, Child Development
Business Studies	
Classics	Ancient Greek, Latin, Classical Civilisation, Ancient Hebrew
History	
Religious Education	
Geography	
Other Social Studies	Economics, Sociology, Physiology, Area Studies, Archaeology, Law, Philosophy, Politics
Combined/Arts/Humanities/Social Studies	Modular Humanities, Integrated Humanities
Music	History of Music
Drama	Media Studies, Communication Studies, Expressive Arts
Art and Design	Creative Arts, Pottery, Jewellery, History of Art
Physical Education	Dance, Outdoor Education
Careers Education	
Personal, Social and Health Education	Preparation for Adult Life, Work Experience
General Studies	
Citizenship	
Other	Special Educational Needs, Vocational Studies

Regional analysis

24. The regions shown in the tables include the LAs shown below. Since 1 April 1996, a series of local government reorganisations have taken place in England and Wales, and these are reflected in some time series tables in this volume.

North East:

Gateshead, Newcastle-upon-Tyne, North Tyneside, South Tyneside, Sunderland, Hartlepool, Middlesbrough, Redcar & Cleveland, Stockton-on-Tees, Darlington, Durham, Northumberland.

North West:

Cumbria, Cheshire, Halton, Warrington, Bolton, Bury, Manchester, Oldham, Rochdale, Salford, Stockport, Tameside, Trafford, Wigan, Lancashire, Blackburn with Darwen, Blackpool, Knowsley, Liverpool, St Helens, Sefton, Wirral.

Yorkshire and the Humber:

City of Kingston-upon-Hull, East Riding of Yorkshire, North East Lincolnshire, North Lincolnshire, North Yorkshire, York, Barnsley, Doncaster, Rotherham, Sheffield, Bradford, Calderdale, Kirklees, Leeds, Wakefield.

East Midlands:

Derbyshire, Derby, Leicestershire, Leicester City, Rutland, Lincolnshire, Northamptonshire, Nottinghamshire, City of Nottingham.

West Midlands:

Herefordshire, Worcestershire, Shropshire, Telford and Wrekin, Staffordshire, Stoke, Warwickshire, Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall, Wolverhampton.

East of England:

Cambridgeshire, City of Peterborough, Norfolk, Suffolk, Bedfordshire, Luton, Essex, Southend, Thurrock, Hertfordshire.

London:

Barking and Dagenham, Barnet, Bexley, Brent, Bromley, Camden, City of London, Croydon, Ealing, Enfield, Greenwich, Hackney, Hammersmith & Fulham, Haringey, Harrow, Havering, Hillingdon, Hounslow, Islington, Kensington & Chelsea, Kingston-upon-Thames, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond-upon-Thames, Southwark, Sutton, Tower Hamlets, Waltham Forest, Wandsworth, Westminster.

South East:

Bracknell Forest, Windsor and Maidenhead, West Berkshire, Reading, Slough, Wokingham, Buckinghamshire, Milton Keynes, East Sussex, Brighton and Hove, Hampshire, Portsmouth, Southampton, Isle of Wight, Kent, Medway, Oxfordshire, Surrey, West Sussex.

South West:

Isles of Scilly, Bath & NE Somerset, City of Bristol, North Somerset, South Gloucestershire, Cornwall, Devon, City of Plymouth, Torbay, Dorset, Poole, Bournemouth, Gloucestershire, Somerset, Wiltshire, Swindon.

Wales:

Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire, Wrexham, Powys, Ceredigion, Pembrokeshire, Carmarthenshire, Swansea, Neath & Port Talbot, Bridgend, Vale of Glamorgan, Rhondda CT, Merthyr Tydfil, Caerphilly, Blaenau Gwent, Torfaen, Monmouthshire, Newport, Cardiff.