

# ***EXPLANATORY NOTES AND DEFINITIONS***

## **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 this volume are derived from the following sources, details are provided below each table:

DfES 618G and National Assembly for Wales stats3 surveys;  
Database of Teacher Records (DTR);  
General Teaching Council for England (GTC);  
TDA ITT Trainee Numbers Census;  
Annual School Census (ASC);  
2002 DfES Secondary Schools Curriculum & Staffing Survey (SSCSS);  
Pensioner Statistical System (PENSTATS).

4. 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 2003 and 2004 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.

5. The 618G survey is an annual Local Authority (LA) level collection of teacher numbers and vacant posts that records the position as at 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 DfES tends to exclude occasional teacher numbers from headline figures. The 618G survey is the standard DfES source used for counting teachers in service. Teacher numbers from 618G are generally reported in terms of full-time equivalents.

6. The ASC is the main DfES source for support staff numbers. Figures are as at 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 has been used.

7. The Secondary Schools Curriculum and Staffing Survey (SSCSS) is a periodic sample survey of maintained secondary schools in England that was last conducted by DfES in November 2002.

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. Teacher qualification information is provided by the GTC for analysis alongside DTR data.

10. PENSTATS is a retirement awards database. It holds the value and type of each award made by the Teachers' Pension Scheme.

### Source changes

11. In previous editions of this 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 D4 is now provided as percentages only.

### Coverage

12. From 2001 onwards, the coverage of many of the tables has changed slightly from previous editions. Many of the tables which use data from the DTR previously covered teachers in maintained nursery, primary and secondary schools, but now cover all teachers in the maintained schools sector (ie including special schools and pupil referral units.) Similarly, many of these tables previously included small numbers of teachers without QTS, but now include teachers with QTS only.

13. The tables mainly cover LA maintained schools (including former grant maintained schools). The precise coverage is provided in each 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;
- f) Non-maintained special schools are run by voluntary bodies; they may apply for a grant from the DfES for capital work and for equipment but their current expenditure is met primarily from the fees charged to the LAs for pupils sent to the schools. Staff in such schools are included in the support staff tables.

## **BACKGROUND**

### **Initial teacher training and teacher qualifications**

14. 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 and is currently restricted to secondary schools in London. A small number of teachers were granted QTS either on the basis of service as uncertificated teachers (or equivalent) prior to 1 April 1945 or under the Schools (Amendment) Regulations 1968.

15. 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**

16. 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**

17. 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-time 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**

18. Tables on teachers' pay are based on the data received from the DTR. 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.

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 on point 9 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. **Recent analysis has highlighted a data quality issue that appears to have arisen as a result of the pay scale change. A number of teachers have not been categorised as being either head teachers, deputy heads or assistant heads and some members of the leadership group may have been incorrectly categorised within that group. For this reason the 618G survey is now considered to be the most reliable source for teacher numbers by grade. Tables including such figures now use 618G data but where this is not feasible (mainly in the teachers pay section) heads, deputy heads and assistant heads from the DTR have been combined into a single leadership group. Table D3 provides the new time series of teachers by grade. Certain tables, such as promotions, have not been published as they rely on accurate grading within the leadership group. These tables may be reinstated when further work has been completed, similarly published tables may be revised. Full details of the changes are shown in the attached annex.** More detailed information on teachers pay scales can be found in the School Teachers Pay and Conditions Document, published annually by this Department.

21. 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.

### **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 D7-D8, the subjects were grouped according to the following classification:

<b>Subject</b>	<b>Includes (for example)</b>
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.

## **FURTHER INFORMATION**

### **LA level tables**

25. The local authority data found in previous editions of this volume have been published alongside the Statistical First Release 41/2005, on the DfES Research and Statistics Gateway.

## **ANNEX**

### **Details of the table changes made for the interim publication released on 26 January 2006.**

As explained in note 20, a problem with the way teacher grade has been reported on the DTR has come to light. Initial analysis indicates that since 2001 some head teachers have been incorrectly recorded as either assistant heads or deputy heads. As a result various changes have had to be made to some volume tables.

Data from the annual survey of teachers in service (618G) are now considered to be the most appropriate source of data on teacher numbers by grade for current and future publications. The DTR continues to provide useful detailed information for those teachers correctly identified as head teachers.

D4 (previously Table 19): This table now shows percentages only, from the DTR – previously published tables included teacher numbers by grade from the DTR. The DTR recording problems are not likely to substantially affect the percentage breakdowns.

D3: This new table was added in order to provide a basic count of teachers by grade (not now available in D4). Source: 618G

D6 and D7 (previously Tables 22 and 23): These tables are now based on teacher numbers, by grade and phase, from 618G and age, sex and teaching experience distributions from the DTR. Deputy heads and assistant heads have been merged. Previously all data were from the DTR. The DTR recording problems are not likely to substantially affect the percentage breakdowns.

G1 and G4 (previously Tables 32 and 37): These tables are now based on teacher numbers, by grade and phase, from 618G and age, sex, spine point and teaching experience from the DTR. Heads, deputy heads and assistant heads have been merged into a single Leadership group. Previously all data were from the DTR.

H2 (previously Tables 41 and 42): Heads, deputy heads and assistant heads have been merged into a single Leadership group.

Tables previously numbered 35, 36, 38 and 39 have been excluded from the January interim version. Further analysis is being carried out to explore how or whether these tables can be provided to the necessary standard for future publication.