



## **School workforce annual census (SWAC) Census day: 5 November 2024**

The collection of SWAC data for the 2024/2025 academic year

### **Technical completion notes Part 1: School data return**

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# School workforce annual census: 5 November 2024

- Audience** Headteachers, teachers and governing bodies of maintained schools, local authorities and national bodies with an interest in education.
- Overview** These technical completion notes are provided by the Welsh Government as guidance to support the above audience in complying with their statutory duties.
- Action required** Headteachers, teachers and governing bodies of maintained schools and local authorities must ensure that the requirements set out in this document are implemented in line with the dates specified.
- Further information** If you need further advice on the completion of any part of your SWAC return, please contact your local authority in the first instance.

Enquiries about this document should be directed to the below, but **do not include any individual level or personal data**:

Information Management Strategy  
Data Collections Team  
School Information and Improvement Branch  
The Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ  
Tel: 0300 062 5014  
e-mail: [IMS@gov.wales](mailto:IMS@gov.wales) / [SWAC.CBGY@gov.wales](mailto:SWAC.CBGY@gov.wales)



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This document is also available in Welsh.



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## 1. Overview

The notes in this document are for use by all maintained schools (nursery, primary, middle, secondary, and special), pupil referral units (PRUs) and local authorities in completing the **school** data return element of the School Workforce Annual Census (SWAC) in November 2024.

The document informs schools and local authorities of whom staff members should be included in the SWAC return, and defines the data items required for them as part of both phases. This should assist schools and local authorities to provide the required data items to the specified definitions.

The use of the term “school” when used generically throughout this document includes all the school types listed above.

The SWAC is split into two data returns: the **school** data return and the **pay, human resource (HR) and absence** data return.

This document covers the **school** data return element of the SWAC which must be returned by all maintained schools in Wales. A similar technical completion notes document for the **pay, HR and absence** data return element of the SWAC is available [here](#). All local authorities will be required to return this element for school staff on their payroll.

Schools which have **opted out** of service level agreements (SLA) for HR and/or payroll and do not provide information to their local authority **will have to provide both elements of the SWAC** to the Welsh Government, and therefore should read notes for both returns. Please discuss this arrangement with your local authority if there is any confusion as to whether they will submit the **pay, HR and absence** return for you.

This document should be used as a handbook for data entered into your schools’ Management Information Systems (MIS) throughout the year for school staff, rather than just as guidance for the collection itself.

These completion notes should be read in conjunction with any software specific SWAC user guide available through your local authority, and with the documentation provided by your software supplier.

### 1.1 Changes from last year

The following list shows the main changes since the previous SWAC collection:

- dates rolled forward by a year;
- the new ‘School Language Category’ data item was introduced in the school identifiers module for the 2023 SWAC collection to replace the ‘Welsh Medium Type’ data item which has been removed for this collection.

**School Language Category:** In December 2021, the Welsh Government published revised Guidance on school categories according to Welsh-medium provision. We have reduced the overall number of categories across primary and secondary schools to six, three in the primary and three in the secondary which

are English medium, Dual language and Welsh medium. There are also transitional categories for schools, who in consultation with their Local Authority are planning the increase in their Welsh medium provision in order to transition to the next category, in line with the Local Authority's Welsh in Education Strategic Plan.

Schools should refer to the categories within this guidance when reporting on the language category of the school. The new School Language data element corresponds to the new categories outlined in this guidance.

[Guidance on School categories according to Welsh-medium provision](#)

## 2. Future developments

For the supply data module in the SWAC 2025 collection schools will be required to record all supply, including supply provided via supply agencies and supply provided directly via the local authority supply pool. It is recommended that schools start recording supply on this basis from the beginning of the 2024/25 academic year in readiness for the SWAC 2025 collection.

### 3. Key dates

Schools should work to the following timetable to ensure a return clean of all errors and as accurate as possible is with the Welsh Government by **Wednesday 18 December 2024**. After this date no more data submissions will be admissible.

Date	Action
<b>1 September 2024</b>	School MIS providers will have functionality enabled for schools to record the required workforce level data in preparation for the census
<b>5 November 2024</b>	SWAC 2024 census day
<b>5 November to 18 December 2024</b>	The <a href="#">Data Exchange Wales initiative (DEWi)</a> website open for <b>SWAC School</b> and <b>SWAC Pay, HR and Absences</b> data return
Local authority defined	Return to local authority via <a href="#">DEWi</a> - each LA sets a deadline for submission of school returns to their LA. Please check with your LA the deadline for submission of your return to them.
<b>18 December 2024</b>	Deadline for submissions to the Welsh Government via <a href="#">DEWi</a>



## 4. Background and purpose

### 4.1 Background

The SWAC is needed to provide comprehensive information on:

- size of the workforce;
- staff demographics;
- staff recruitment and retention;
- use of supply cover;
- absences;
- capacity for Welsh medium teaching and subject specific teaching; and
- cost of teachers pay in Wales.

Information from the SWAC will be used to inform Welsh Government policy on issues relating to the school workforce in Wales, including pay and conditions, recruitment and retention, and in calculating costs of teachers pay bill for Wales and the impact of changes upon it.

The data will be utilised in workforce planning, including considering; potential training requirements, subjects taught, use of supply cover, and additional roles undertaken by staff. The data will be also be used to monitor equality and diversity of the school workforce.

The data will enable schools, regional consortia and Welsh Government to have a better understanding of the Welsh language skills of practitioners in order to plan professional learning to enable continued development of skills in accordance with the relevant Professional Standards. It will help the Welsh Government to deliver on the [Cymraeg 2050](#): Welsh language strategy through Welsh medium teaching.

Individual level data provides a far greater level of information than is possible with aggregated school and local authority level data. It will enable the complex analysis required to support better workforce planning, identify key issues affecting schools, and help develop, implement and monitor policies relating to the school workforce in Wales.

It will provide more robust and detailed information to enable better workforce and succession planning at a school, local authority and national level. It is necessary to better understand the characteristics and the make-up of the school workforce in Wales in terms of age profile, qualifications and diversity. It will help identify areas of concern across school settings and subject areas in terms of turnover and timing and ensure policies and workforce planning is developed to target the real issues.

Whilst schools will have to cope with the initial burden of populating their systems, the SWAC will help to reduce the resource required for on-going information management by replacing the large number of requests, often received at different times of the year using a variety of definitions and formats. Rationalising these collections (collecting standard items once and sharing appropriately) will reduce the impact of data collection on schools and local authorities and improve the quality, consistency and timeliness of data collected and reported.

Data is collected on the *collect once, use many times* principle and most of the data collected should be data that a well prepared school uses themselves for planning.

The accuracy of data is crucial and the overriding principle across all Welsh Government collections are that the data should be an accurate and correct record of the real situation.

## 4.2 Use of data

The information collected through SWAC are used in a variety of ways both within and outside the Welsh Government.

These statistics are used in a variety of ways. Some examples of these are:

- provide evidence to the Independent Wales Pay Review Body (IWPRB) inform discussions and considerations as part of the annual teachers' pay review;
- resource allocation in the Professional Learning Grant;
- forecast future national demand for newly qualified teachers in maintained settings and setting annual initial teacher education (ITE) allocations for ITE programme providers;
- providing advice to ministers;
- to inform the education policy decision-making process in Wales including school reorganisation, Welsh in Education Plan, Additional Learning Needs amongst other policy areas;
- educational research.

## 5. Structure and timing

### 5.1 'School' and 'Pay, HR and Absence' returns

The SWAC for staff working in schools is divided into two elements – a **school** data return and a **pay, HR and absence** data return. Each return comprises of modules of data which relate to a specific theme or topic. Both the **school** and **pay, HR and absence** returns contain a [workforce identifiers](#) module (also referred to as the *minimum data set* for the SWAC) which is required to link the information from the two returns and enable analysis of trends over time.

All maintained schools and PRUs **must** return the **school** element.

All local authorities are required to return the **pay, HR and absence** element of the SWAC.

Schools which have **opted out** of SLAs for HR and/or payroll and do not provide information to their local authority **will have to provide both elements of the SWAC** return to the Welsh Government, and therefore should read the technical completion notes for both returns.

The modules in each return, and the data items included in each module, are listed in [section 7](#).

### 5.2 Collection and submission dates

Data will be collected annually through the SWAC. The census date for this years' collection is **5 November 2024**. **Snapshot** data should be based on the collection date. In future the census date will be the first Tuesday of November, except when this would fall during half term, in which case it would be the first Tuesday after half term.

The deadline for returning the census to the Welsh Government is **18 December 2024**. Where a school is responsible for returning both the **school** and **pay, HR and absence** returns, a separate return for each **must** be submitted to the Welsh Government via [DEWi](#) by the **18 December 2024** to allow error correction, authorisation and credibility checking (see [section 8](#)) to take place before the collection closes. Local authorities may require their schools to submit files to them earlier than this and will advise their schools of their file return date.

### 5.3 Types of data collection – snapshot and historical data

The SWAC requires that individual staff records are provided, rather than aggregated totals, except in the supply module covering use of supply cover, for which aggregated figures should be provided.

Much of the data to be collected represents some characteristic or status of individuals of the school workforce at a given point in time, i.e. **snapshot** data. In addition, the collection also includes **historical** data items, which capture data from the previous academic year.

These may legitimately include data for staff that have left school prior to the census reference date.

Five data modules of the SWAC will capture data for the previous academic year and form the **historical** data items (and therefore introduced into [phase 2](#)):

- “**absences**” details (*in the **pay, HR and absence return***), which will include absences occurring wholly or partly in the academic year prior to the census reference date;
- “**recruitment**” and “**retention**” (*in the **school return***), which will include details of posts advertised during the calendar year, whether they were successfully filled or not, and details on teachers and teaching assistants who have left the school and their destination;
- “**pay and contract**” details (*in the **pay, HR and absence return***), which will include data on staff members who left, or whose contract ended, during the previous academic year; and
- aggregated level data covering the previous academic year will be captured for “**supply staff**” (*in the **school return***) which will include information on the number of days of teaching and learning support worker supply cover and its total cost.

Successive collections will provide a continuous picture of certain aspects of the school workforce and to enable longitudinal analysis on issue such as the recruitment and retention of teachers, and progression of teachers through their career.

**Snapshot** data, for example, [role](#), [qualified teacher status](#) or Welsh language ability, must be correct as at the census reference date. Which staff members are in scope will be based on the role recorded for the staff member (see [annex D](#)). Where schools and PRUs who do not have a MIS configured to automatically extract the required information, contingency spreadsheets are available to complete the return.

For the purposes of the SWAC, the academic year is defined as the period from 1 September to 31 August. Please note that, in general, the data in the **historical** and **snapshot** data do not overlap. There is a gap between the previous academic year’s data and the **snapshot** data, where staff may have left service or other changes may have occurred – these changes will be picked up in the following year’s **historical** data return. **Snapshot** data will give a full picture of the current workforce, whilst **historical** data shows the changes and activities that occurred over the previous academic year, so each provides different scope for monitoring and reporting.

The Welsh Government has engaged with MIS software suppliers for a few years and their software has been developed to extract the relevant **snapshot** and **historical** data of the SWAC. To enable this, it is important that information is kept up to date; for example, that contract end dates have been entered for all staff members that have left the school.

## 5.4 Phased implementation

The SWAC has been implemented on a [phased approach](#). The first census was undertaken in November 2019, and collected information for the **snapshot** data modules only as will this years’ collection. **Historical** data modules were collected

through the SWAC for the first time in the November 2021 (phase 2) collection and was the first full census collection where all data modules were collected.

As the **historical** modules in November 2024 will collect data from 1 September 2023 to 31 August 2024, it is vital that you read the notes for the **historical** data modules and start populating your systems in plenty of time. **It is best practice to maintain accurate records of your data on an ongoing basis as this will both ensure full compliance with the [General Data Protection Regulation \(GDPR\) 2018](#) and minimise the burden of compiling an error-free SWAC return.**

Return	Data module	Nature of data	Time period covered
School	<a href="#">Workforce identifiers</a>	Snapshot	Date of data extraction.
School	<a href="#">Curriculum</a>	Snapshot	The timetable for a typical 10 weekday period (or the equivalent of a 10 weekday period averaged over the schools timetable cycle).
School	<a href="#">Roles</a>	Snapshot	Details of roles undertaken by individual.
School	<a href="#">Recruitment</a>	Historical	Vacancies that opened or closed in the period 1 September 2023 to 31 August 2024 of the academic year prior to census date, including vacancies that were not filled.
School	<a href="#">Retention</a>	Historical	Individuals who left the profession or taken retirement (early or at normal age) in the period 1 September 2023 to 31 August 2024 of the academic year prior to census date.
School	<a href="#">Supply</a>	Historical	Aggregated level data for the period 1 September 2023 to 31 August 2024.
Pay, HR and Absence	Pay & contracts*	Snapshot	Contracts and service agreements that are in scope and are open on census date.
Pay, HR and Absence		Historical	Contracts and service agreements that ended in the period 1 September 2023 to 31 August 2024.
Pay, HR and Absence	Absences*	Historical	Absences that started or finished in the period 1 September 2023 to 31 August 2024, including for staff who left during this period.

\* These modules will only exist in the **pay, HR and absence** return submitted by the local authority or **opted out** schools.

### 5.5 Data entry, submission and validation process

The following explains the stages of the **school** data return for the SWAC:

- a. the **school** ensure that all relevant staff data has been correctly and accurately entered into their MIS, ensuring any missing data is completed as required;
- b. the **school** to generate the SWAC return from their MIS;

- c. the **school** to study validation reports and scrutinise the summaries closely, in particular for signs that some staff data may not have been entered, and resolve any errors or queries where possible;
- d. the **school** to obtain the headteacher's authorisation and send the return, via the online secure data transfer system [DEWi](#), and summary to their local authority;
- e. the **local authority's** IMS data officers to study submitted data return from each school and validate that the data is correct and accurate, working with schools to rectify any errors or queries as required;
- f. the **local authority**, once all possible errors and queries are resolved in liaison with the school (and the school having re-submitted corrected data if need be), to send the return, via the online secure data transfer system [DEWi](#), to the Welsh Government;
- g. the **Welsh Government** check the return and ensure that there are no errors or queries, or that they have justifiable explanations;
- h. the **Welsh Government** to download the data into Welsh Government system.

At no stage should any personal data be shared outside of the online secure data transfer system [DEWi](#), which is provided by Welsh Ministers to ensure data security as well as full [GDPR](#) and [Data Protection Act \(DPA\) 2018](#) compliance.

### Entering and checking data

These completion notes provide a full list of all the data items that must be entered into your system and submitted in your SWAC return. Please note that the data field references in this document reflect the data values and tags as contained in the data file that your software prepares for transmission to your local authority and the Welsh Government. Be aware that these values and tags may not always coincide with the way the software holds the data internally or presents it to you on the user interface screen.

The individual staff records for the **school** return will be generated automatically by the school's MIS, and parts of them may not be editable manually. **It is essential therefore for all relevant staff data to be entered into systems before the SWAC return is created.**

## 5.6 Data protection and data sharing

The [GDPR](#) and the [DPA](#) mandate certain safeguards regarding the use of personal data by organisations, including the Welsh Government, local authorities and schools. Both give rights to those (known as data subjects) about whom data is processed such as pupils, parents and teachers. This includes (amongst other information that we are obliged to provide):

- the right to know the types of data being held;
- why it is being held; and

- to whom it may be communicated.

For the purposes of data protection legislation, the terms 'process', 'processed' or 'processing' apply to any activity involving the personal data, such as (this list is not exhaustive):

- collecting;
- storing;
- sharing; and
- destroying.

It is vital as data processors and controllers in their own right, that schools process all data (not just that collected for the purposes of the census) in accordance with the full requirements of the [GDPR](#). Further information on the [GDPR](#) can be found in the [Information Commissioner's Office \(ICO\)](#) overview of the [GDPR](#).

Schools and local authorities have a legal duty under the [GDPR](#) and the [DPA](#) to ensure that any personal data they process is handled and stored securely.

Where personal data is not properly safeguarded, it could compromise the safety of individuals and damage reputations. Your responsibility as a data controller extends to those who have access to your data beyond your organisation where they are working on your behalf; for example, where external IT suppliers can remotely access your information.

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

- protecting personal data;
- being familiar with your security policy; and
- putting security procedures into practice.

As such, appropriate training **must** be given to all staff to ensure full compliance with [GDPR](#) and the [DPA](#).



## 6. Who supplies the data and what they supply?

### 6.1 Schools in and out of scope

Information on individuals working in the following types of maintained settings in Wales **must** be returned as part of the SWAC:

- nursery schools;
- primary schools;
- middle schools (through-age schools);
- secondary schools;
- special schools; and
- pupil referral units (PRUs).

As detailed in the Welsh Government's statutory [School Organisation Code](#), the categories of "maintained schools" in Wales are community, voluntary controlled, voluntary aided, foundation and community special.

Information should **not** be provided for individuals in:

- early years settings;
- privately funded independent schools;
- non-maintained special schools;
- sixth form colleges;
- further education establishments;
- service children's education schools; and
- other miscellaneous education establishments.

The submission of the SWAC return, including a set of individual staff records, is a statutory requirement on schools and local authorities by virtue of the [Education \(Supply of Information about the School Workforce\) \(Wales\) Regulations 2017](#). This means that:

- although schools and local authorities must meet their obligations to data subjects under the [DPA](#) (see [section 5.6](#)), they do not need to obtain consent for the provision of information from individual members of the workforce;
- schools and local authorities are protected from any legal challenge that they are breaching a duty of confidence to staff members; and
- schools and local authorities **must** complete a return.

### 6.2 Who supplies the data

Each school **must** submit a **school** return. Local authorities are responsible as the central collection point for data from maintained schools within the authority, prior to the data being sent to the Welsh Government. There will be a need for the local authority to have their IMS data staff to validate the educational elements of the **school** return and for HR and/or payroll staff to validate any HR and/or payroll elements of the **school** return. The HR/payroll validators will need the necessary privileges to be able to access the necessary data on the local authority's IT systems in order to validate information in the **school** return. These do **not** have to be someone from HR and/or payroll specifically and can be IMS data staff if the local authority delegates the privileges to



them to access the required information to enable validation to happen. From 2019, a new **DEWi** user account type was set up for the validators of the HR and/or payroll elements of the SWAC return.

## 6.3 Types of staff for which data are required

### School staff

School workforce (individual) level data is required for teachers and support staff that work for schools if they are in post on the census date. The following, if they are in post on the census date, are examples of those for whom school workforce level data **must** be in the **school** and **pay, HR and absences** return:

- teachers employed by the school, both with and without QTS;
- support staff employed by the school;
- teachers working at the school who have been supplied by an agency or a local authority where the local authority is acting like a supply agency;
- staff on paid or unpaid absence, whether long or short term;
- trainee teachers on teaching practice;
- teachers on the School Direct programme, the Overseas Trained Teacher Programme (OTTP) and the Teach First program; and
- qualified teachers who form a *pool* to service schools, if they regularly teach in a specified school or schools.

School workforce level data does **not** need to be returned in the **school** return for the following:

- temporary relief or supply staff covering short term absences;
- casual staff without contracts, employed on an ad hoc basis;
- staff working in extended school service provision, for example, breakfast and after school clubs, Flying Start and children's centres;
- staff employed by the local authority that provides support to schools on an ad-hoc basis for example, peripatetic music teachers who are at a specified school for part of a day, advisory teachers, educational psychologists, educational welfare officers (*information on these will be submitted by the local authority only*); teachers only engaged in one to one tuition outside of school settings (e.g. for personal tuition or addressing barriers to learning that are personal and particular to each child, and it can take place in a town centre location such as a library);
- governors and voluntary staff; and
- staff for whom there is no role identifier code that equates to the function they carry out, for example, clerk to governors, school crossing patrol staff

If a member of staff works at two establishments, one which is in scope for the SWAC and one which is not, then information should be returned only for their activity which falls within scope of the SWAC. For example, a nursery assistant might work at a Flying Start centre and a maintained nursery and individual level data would need to be returned only for the portion of time they are working in the maintained nursery.

If schools are unsure about which staff they should include in the SWAC they should check with their local authority in the first instance.

## Local authority based school staff

Where qualified teachers form a *pool* to service schools and teach in a specified school on a regular or routine basis (e.g. a peripatetic teachers who is at the school one day a week) as part of a formal or informal agreement, they **must** be recorded by the relevant school(s) as 'other teachers'.

Where a teacher is provided by a local authority acting as a supply agency on a long term basis, the individual **must** be recorded in the 'School' return as 'contracted supply teacher (non-agency)'.

Do **not** include individual level data for supply teachers which have been provided by an agency on a short-term or ad-hoc basis. Information on these **must** be included at an aggregated level as part of the [supply](#) module.

If local authorities are unsure about which staff they should include in the SWAC they should [contact](#) the Welsh Government.

## Support staff

The SWAC covers teachers and support staff employed both full-time and part-time<sup>1</sup> in the maintained settings in Wales.

"Support staff"<sup>2</sup> are comprised of:

- a) "Teaching assistants": Those support staff based in the classroom for learning and pupil support staff, for example, HLTAs, teaching assistants, special needs support staff, nursery officer/assistant, minority ethnic pupils support staff and bilingual assistants; and
- b) "Other support staff": Those support staff that are not classroom based for example, matrons/nurses/medical staff, librarians, IT technicians, technicians, administrative staff, bursars and other administration/clerical staff.

Further details on the staff members for whom data is to be collected can be found in [annex D](#).

## 6.4 Data required for each staff member

The following set of data items is required for each teacher or member of support staff for whom individual level data is required to be provided in both the **school** and **pay, HR and absence** returns. This data is the minimum required for matching purposes between data systems (i.e. HR, payroll and school MIS) and over time to enable analysis of trends and ensure the accuracy and consistency of information submitted and reported.

The [minimum data set](#) for the **school** and **pay, HR and absence** returns for matching purposes consists of:

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<sup>1</sup> Part-time staff who are normally present at the school, but work on days of the week other than the census reference date should be included.

<sup>2</sup> The full code set provided in Annex A and B identifies all support staff posts for which data is expected.

- Teacher Reference Number (TRN), except where not applicable to specific roles;
- [surname](#);
- [forename](#);
- [middle name\(s\)](#);
- [date of birth](#);
- [sex](#); and
- [National Insurance number](#).

Further data items are required for members of staff for which individual level data is required. [Annex A](#) details the data items required for different staff role type.

## 6.5 Multiple records for a single member of staff

Many members of the school workforce may have more than one contract with a single school, or work in a number of schools. There is no limit to the number of simultaneous contracts that can be provided as part of the SWAC.

More than one record for an individual member of the school workforce would be returned in the SWAC in the following instances:

- where the person works in more than one school at different times throughout the week. Examples include; a) a teaching assistant who works two days in one school and three in another, and b) a supply teacher who is working one day a week at one school and two at another on a contracted basis. In both cases each school will be responsible for completing a record that reflects the time spent by the staff member in that school;
- where a person ceases working at one school and begins working at another school during the same collection period. In this case each school will be responsible to return a record that reflects the time spent in that school. A [retention](#) record (from phase 2) will be required from the school the person ceased to work for, whilst a regular census record will be required to be submitted by the new school;
- in the majority of cases, information on an individual member of staff will be returned as part of the **school** return, and pay and contract information as part of the **pay, HR and absence** return;
- where a staff member has more than one current contract, or are engaged to work at the school under more than one service agreement in a school. For example they have one part-time contract with the school as a teacher and another part-time contract as a teaching assistant. The school should only return a single set of modules in the **school** return for a member of the school workforce, identifying each separate role undertaken and, where required, the total [hours worked per week](#) for each [role](#) by the individual. However, multiple contracts, service agreements and [roles](#) (as well as both old and current contracts) must be returned within the **pay, HR and absence** return; and
- when a staff member ended a contract in the previous academic year and has a new contract at the date of the census in the same school, in which case both an **historical** record and a **snapshot** record will be required to reflect the reality.

## 6.6 Staff acting up

Where a workforce member is acting up within the same school, for example a deputy headteacher to a headteacher **role**, then the individual should be recorded in the **school** data return in their acting up **role** (e.g. acting headteacher).

The contracts details returned as part of **pay, HR and absence** data return should reflect the substantive post the individual is contracted to along with any responsibility allowances they may be in receipt of.

## 7. Summary of data items to be returned in the school return

The sections below show what data items are in each module, and which school setting types and staff types they should be returned for. Each field name in the below tables are hyperlinked to more detailed information about the data item within [annex A](#).

In the below tables, the key to the school setting types is:

<b>NS</b>	Nursery schools
<b>PS</b>	Primary schools
<b>MS</b>	Middle schools
<b>SS</b>	Secondary schools
<b>SP</b>	Special schools
<b>PR</b>	Pupil referral units

### 7.1 Survey details

Data type: **Snapshot**

Included in: **School** and **pay, HR and absence** returns

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
<a href="#">Survey extraction type</a>	6	Alphanumeric	<Survey>	SWAC	✓	✓	✓	✓	✓	✓
<a href="#">Survey reference date</a>	10	Date	<ReferenceDate>	2024-11-05	✓	✓	✓	✓	✓	✓
<a href="#">Person completing survey</a>	2	Alphanumeric	<CompleterRole>	BM	✓	✓	✓	✓	✓	✓
<a href="#">Survey completion time</a>	3	Alphanumeric	<Hours>	005	✓	✓	✓	✓	✓	✓

### 7.2 School details

Data type: **Snapshot**

Included in: **School** and **pay, HR and absence** returns

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
<a href="#">LEA number</a>	3	Alphanumeric	<LEA>	660	✓	✓	✓	✓	✓	✓
<a href="#">School number</a>	4	Alphanumeric	<Estab>	4099	✓	✓	✓	✓	✓	✓
<a href="#">School name</a>	100	Alphanumeric	<Name>	Anglesey Comprehensive School	✓	✓	✓	✓	✓	✓
<a href="#">School phase</a>	2	Alphanumeric	<Phase>	SS	✓	✓	✓	✓	✓	✓
<a href="#">School Language Category type</a>	2	Alphanumeric	<SchoolLanguageCategory>	C3	✗	✓	✓	✓	✗	✗

### 7.3 Workforce identifiers (Minimum data set)

Data type: **Snapshot**

Included in: **School** and **pay, HR and absence** returns

All data in this module should be maintained as changes occur. This module will be collected for all staff meeting the criteria given in section 6. Note that this is likely to include some staff that left the school during the academic year prior to the collection, for which contract or absence information is being provided.

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
<a href="#">Teacher reference number</a>	7	Alphanumeric	<TeacherNumber>	5963274	✓	✓	✓	✓	✓	✓
<a href="#">Surname</a>	35	Alphanumeric	<Surname>	Jones	✓	✓	✓	✓	✓	✓
<a href="#">Forename</a>	35	Alphanumeric	<Forename>	Marc	✓	✓	✓	✓	✓	✓
<a href="#">Middle name(s)</a>	35	Alphanumeric	<MiddleNames>	Iwan Owen	✓	✓	✓	✓	✓	✓
<a href="#">Sex</a>	1	Alphanumeric	<Sex>	M	✓	✓	✓	✓	✓	✓
<a href="#">Date of birth</a>	10	Date	<DOB>	1990-03-31	✓	✓	✓	✓	✓	✓
<a href="#">National insurance number</a>	9	Alphanumeric	<NINumber>	JP235491D	✓	✓	✓	✓	✓	✓

## 7.4 Workforce Characteristics

Data Type: **Snapshot**

Included in: **School** return

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
<a href="#">Ethnic code</a>	4	Alphanumeric	<Ethnicity>	WBRI	✓	✓	✓	✓	✓	✓
<a href="#">Disability status</a>	4	Alphanumeric	<Disability>	NO	✓	✓	✓	✓	✓	✓
<a href="#">National identity</a>	3	Alphanumeric	<NationalIdentity>	BRI	✓	✓	✓	✓	✓	✓
<a href="#">Qualified teacher status (QTS)</a>	1	Boolean	<QTStatus>	1	✓	✓	✓	✓	✓	✓
<a href="#">QTS date</a>	10	Date	<QTSDate>	2017-07-30	✓	✓	✓	✓	✓	✓
<a href="#">QTS route</a>	4	Alphanumeric	<QTSRoute>	ITEU	✓	✓	✓	✓	✓	✓
<a href="#">Higher level teaching assistant (HLTA) status</a>	1	Boolean	<HLTAStatus>	0	✓	✓	✓	✓	✓	✓
<a href="#">National professional qualification for headship (NPQH) status</a>	1	Boolean	<NPQH>	1	✓	✓	✓	✓	✓	✓
<a href="#">NPQH date</a>	10	Date	<NPQHDate>	2013-04-30	✓	✓	✓	✓	✓	✓
<a href="#">Welsh ability</a>	2	Alphanumeric	<AbilityWelsh>	W1	✓	✓	✓	✓	✓	✓
<a href="#">Teach/work through the medium of Welsh</a>	2	Alphanumeric	<TeachWelsh>	T2	✓	✓	✓	✓	✓	✓
<a href="#">Status</a>	3	Alphanumeric	<Status>	MAT	✓	✓	✓	✓	✓	✓
<a href="#">Third party Staff</a>	1	Boolean	<ThirdParty>	0	✓	✓	✓	✓	✓	✓

## 7.5 Roles

Data Type: **Snapshot**

Included in: **School** return

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
Staff roles	2	Alphanumeric	<StaffRole>	HT	✓	✓	✓	✓	✓	✓
FTE	4	Alphanumeric	<FTE>	0.88	✓	✓	✓	✓	✓	✓

## 7.6 Curriculum

Data Type: **Snapshot**

Included in: **School** return

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
Subject	3	Alphanumeric	<Subject>	ART	X	X	✓	✓	X	X
Subject hours	5	Alphanumeric	<SubjectHours>	5.00	X	X	✓	✓	X	X
Subject year group	2	Alphanumeric	<YearGroup>	1-14	✓	✓	✓	✓	X	X
Lesson medium	1	Alphanumeric	<LessonMedium>	E	✓	✓	✓	✓	X	X

## 7.7 Recruitment

Data Type: **Historical**

Included in: **School** return

This covers all teacher vacancies in the previous academic year. Information must be provided for each teacher post that is permanent or a contract of one or more terms. If a school had no vacancies over the previous academic year then no information needs to be recorded. This information is used to identify potential areas of staff shortage in the teaching profession and to gauge the extent and effect of staff turnover.

For each unique post advertised between **1 September** and **31 August of the academic year preceding the census reference date** and for each teacher who left the profession or took early retirement please enter all the valid data items.

Schools will need to start capturing the required information from **1 September 2023** in readiness to submit the **school** return successfully in November 2024.

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
Vacancy reference number	2	Alphanumeric	<VacancyID>	1	✓	✓	✓	✓	✓	✓
Vacancy role	2	Alphanumeric	<StaffRole>	HT	✓	✓	✓	✓	✓	✓
Vacancy subject	3	Alphanumeric	<Subject>	ART	✓	✓	✓	✓	✓	✓
Vacancy year group(s)	2	Alphanumeric	<YearGroup>	N1	✓	✓	✓	✓	✓	✓
Welsh medium vacancy	1	Boolean	<WelshMediumVacancy>	0	✓	✓	✓	✓	✓	✓
Vacancy tenure	1	Alphanumeric	<Tenure>	F	✓	✓	✓	✓	✓	✓
Vacancy start date	10	Date	<VacancyStart>	2023-11-30	✓	✓	✓	✓	✓	✓
Vacancy end date	10	Date	<VacancyEnd>	2023-12-20	✓	✓	✓	✓	✓	✓
Number of applications for vacancy	3	Alphanumeric	<TotalNumberOfApplications>	0	✓	✓	✓	✓	✓	✓
Number of times vacancy advertised	2	Alphanumeric	<VacancyAdvertised>	2	✓	✓	✓	✓	✓	✓
Appointment made	1	Boolean	<AppointmentMade>	0	✓	✓	✓	✓	✓	✓
Unfilled vacancy covered by	2	Alphanumeric	<VacancyCover>	SM	✓	✓	✓	✓	✓	✓

## 7.8 Retention

Data Type: **Historical**

Included in: **School** return

This module covers members of staff who left their employment during the previous academic year (i.e. between 1 September 2023 and 31 August 2024). The information is used to identify potential areas of staff shortage in the teaching profession and to gauge the extent and effect of staff turnover.

For teacher retention include all teachers leaving their job, including voluntary or compulsory redundancy, early or normal age retirement, teachers' leaving the profession or leaving for another job in teaching or other roles in education. See code set in [annex D](#) for the full list. Do not include teachers who are on maternity leave, secondment or sickness absence.

Field Name	Field Length	Field Type	Xml Tag	Sample Data	NS	PS	MS	SS	SP	PR
Leaver identifier	2	Alphanumeric	<LeaverID>	1	✓	✓	✓	✓	✓	✓
Leaver role	2	Alphanumeric	<StaffRole>	QT	✓	✓	✓	✓	✓	✓



Leaver subject	3	Alphanumeric	<Subject>	ART	✓	✓	✓	✓	✓	✓
Leaver year group(s)	2	Alphanumeric	<YearGroup>	M	✓	✓	✓	✓	✓	✓
Destination of leaver	3	Alphanumeric	<LeaverDestination>	EDU	✓	✓	✓	✓	✓	✓
Teaching experience	2	Alphanumeric	<TeachingExperience>	8	✓	✓	✓	✓	✓	✓

## 7.9 Supply

Data Type: **Historical**

Included in: **School** return

This module contains aggregated data for the school for each supply type for the previous academic year (i.e. between **1 September 2023** and **31 August 2024**). One record should be in each **school** return for each combination of: supply category, supply planned and supply term.

Do **not** include:

- 'direct employed supply' who are supernumerary or floating teachers on a contract of a year or more with a school or lead school as part of a cluster; or
- teachers who are employed and deployed directly via a local authority supply pool list.

These should be included as 'contracted supply teacher (non-agency)' in the individual level data as part of the **school** data return.

Field name	Field length	Field type	XML tag	Sample data	NS	PS	MS	SS	SP	PR
Supply category	4	Alphanumeric	<SupplyCategory>	TCHR	✓	✓	✓	✓	✓	✓
Supply planned	1	Alphanumeric	<SupplyPlanned>	U	✓	✓	✓	✓	✓	✓
Supply term	1	Alphanumeric	<SupplyTerm>	S	✓	✓	✓	✓	✓	✓
Number of supply days	10	Alphanumeric	<SupplyDays>	100	✓	✓	✓	✓	✓	✓
Total cost of supply	10	Alphanumeric	<SupplyCost>	1000.00	✓	✓	✓	✓	✓	✓

## 8. Validation and error checking

Your software will provide a detailed report of validation errors and queries in your return. An **'error'** is the presence of an illegal character or value in a data item, or a logical inconsistency between data items or between different aspects of the return.

**'Queries'** are of two kinds, they may relate to an unusual feature of the data (for example that no headteacher role record has been included), which suggests, but does not prove, the presence of some inaccuracy or omission; or they may be used as a prompt in areas where there seems a particularly high risk of omissions occurring – for example no curriculum record included. Queries of any kind need to be investigated to establish whether or not there is an inaccuracy or omission, although the conclusion may be that the data are in fact correct.

It is essential for you to resolve as many errors as possible before submitting the return to your local authority, and ideally to resolve all of them. It is also essential to investigate all queries, and to amend the data where it transpires that they are incorrect.

**Returns which, on arrival to the Welsh Government, contain errors may be rejected and will have to be re-submitted once errors have been rectified.**

The school will be required to amend the errors in their MIS and upload the revised return file through [DEWi](#), the online, secure data transfer system.

**Returns will not be edited by the Welsh Government after being submitted via [DEWi](#). The Welsh Government will not be applying an error threshold but will evaluate each return on its own merits.**

Your local authority may be applying an error threshold to the return it receives from you, and you should check the details of that with them.

## 9. School summary

The school summary is generated automatically by the software. Its purpose is to allow the staff preparing the return, and the headteacher authorising it, to assess the likely accuracy and completeness of the return given that the return itself is too large readily to be viewed in its entirety.

The summary should be checked carefully, paying particular attention to those parts of it that might indicate that some individual school workforce data was not entered into your system prior to generating the return, such as:

- number (headcount and FTE) of staff by [sex](#) and main [role](#);
- number of staff by relevant [qualification](#);
- number of staff by [ethnic group](#);
- [disability status](#) of staff;
- number of staff by [Welsh language ability](#); and
- number of teachers and teaching assistants and teaching [hours](#) by [subjects/year group](#).

Finally the summary shows the total number of unresolved errors and queries in the return, providing some indication of whether the return is likely to be accepted by the Welsh Government.

Please note that the school summary varies according to school type and therefore not all of the examples listed will be relevant to your school.

## 10. Data file creation for submission

### 10.1 XML data extraction

The file extension will be XML.

The file name shall be constructed from the following components:

- (a) origin identifier (7 digits)<sup>3</sup>
- (b) survey extraction type (3 characters)<sup>4</sup>
- (c) destination identifier (7 characters)<sup>5</sup>
- (d) serial number (3 digits)<sup>6</sup>

The components should be separated by underscore characters (“\_”).

The file name will differ slightly dependent on the data components and the source of the file.

Schools which have **opted out** of SLAs with their local authority for HR and payroll will be required to return separate files for both the school data modules and local authority modules.

- a) An example of a **School Workforce Annual Census** file for a **school** return for the data modules completed by schools would be:

**6602050\_SWC\_660SC24\_001.XML**

- b) An example of a **School Workforce Annual Census** file for the **pay, HR and absence** return for the data modules completed by local authorities would be:

**6609100\_SWC\_660LA24\_001.XML**

- c) An example of a **School Workforce Annual Census** file for the **pay, HR and absence** return from a school which has **opted out** from a local authority HR/payroll SLA for the data modules completed by **opted out** schools would be:

**6602050\_SWC\_660LA24\_001.XML**

---

<sup>3</sup> The origin identifier is made up of the 3 digit **LEA number** and the 4 digit **establishment number**, in total making the 7 digit school/establishment number.

<sup>4</sup> For SWAC data the survey type in the file name will be “SWC”.

<sup>5</sup> For transfers from schools to local authorities as part of the **school** return, the destination identifier will be the LEA number of the receiving local authority followed by “SC” and then “24” where “24” is the last two digits of the academic year. For transfers from local authorities to the Welsh Government (examples (b) and (c) above) for the **pay, HR and absence** return, or from **opted out** schools, the destination identifier will be the LEA number of the submitting local authority/**opted out** school followed by “LA” and then “24”.

<sup>6</sup> The serial number is the 3 digit file version. The first file in the series shall be “001”, the second “002” etc. Each newly submitted file **must** have a higher serial number than previously uploaded versions.

where '24' are the last two digits of the year, and therefore appropriate to the annual school census with a census date of 05/11/2024.

The total file name length is 27 characters. For files not yet authorised by the school the file extension should be changed from XML to UNA.

## 11. Submitting the return via DEWi

Once the SWAC **school** return has been authorised by the headteacher it should be sent, via [DEWi](#), at the same time as the school summary to your local authority. The mechanics of the transmission process will vary from one authority to another, so please contact your local authority for details.

Schools which have **opted out** of SLAs with their local authority for HR and/or payroll will still be required to submit their **school** return through their local authority.

The deadline for submission of your SWAC return to the Welsh Government is **18 December 2024**. Each local authority sets a deadline for submission of school returns to the local authority. Please check with your local authority the deadline for submission of your return to them.

## 12. Further information

If you need further advice on the completion of any part of your SWAC return, please contact your local authority in the first instance.

If there are questions which cannot be resolved this way, then they or you should [contact](#) the Welsh Government.

Full guidance for completing the **pay, HR and absence** data return element of the SWAC is available [here](#).

## Annex A: School return code sets

The purpose of this annex is to provide full information on each SWAC data field in an easily digestible format.

In this annex, each field specified in the November 2024 SWAC collection are listed with the details regarding that field provided in a standard format. An explanation of what is included in each part of the field template is given below.

### Format for data fields in annex

Field name	Name of field as used in XML file submitted to the Welsh Government by your software	Field length	Length of field in terms of the number of characters
Field type	Type of field [Alphanumeric, Numeric, Boolean or Date]	Mandatory for	Which types of schools must complete this section
Reason required	Information on why this data is required and how it will be used.		
Valid entries	List of values, and their descriptions, which may be returned within the data field.  <b>Note:</b> these are the values required within the file submitted by your software system and they may differ to the way that the data is presented to you by your software.		
Notes	Sample data:	<b>Example</b>	
	Any miscellaneous notes and further details, as well as an example of valid data which may be returned in the field and where this can be found.		



## Survey details

---

Field name	<b>Survey extraction type</b>	Field length	<b>6</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Schools</b>

---

Reason required To identify which survey is being submitted to the Welsh Government.

Valid entries **SWAC**

---

Notes Sample data: **SWAC**

This data item identifies the survey to which the return belongs. The school's MIS should automatically default this field to **SWAC**.

---

## Survey details

---

Field name	<b>Survey reference date</b>	Field length	<b>10</b>
Field type	<b>Date</b>	Mandatory for	<b>All Schools</b>

---

Reason required To identify the date on which the survey was completed.

Valid entries The date of submission to the Welsh Government.

---

Notes Sample data: **2024-11-05**

The date on which the data was extracted in the format **CCYY-MM-DD**. This date should be defaulted to the **2024-11-05** (5 November 2024) by your school's MIS.

---

## Survey details

---

Field name	<b>Person completing survey</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Schools</b>

---

Reason required To identify who completed the survey.

Valid entries	<b>HT</b> Headteacher
	<b>AC</b> Acting headteachers
	<b>DH</b> Deputy headteacher
	<b>AS</b> Assistant headteachers
	<b>QT</b> Other qualified teacher
	<b>AO</b> Other administration staff
	<b>BM</b> School business manager or equivalent
	<b>ON</b> Other
	<b>LA</b> Local authority staff

---

Notes Sample data: **BM**

The Welsh Government is committed to minimising the impact of data collections on schools and local authorities. Information on who completed the survey and the time taken to complete the survey is used to regularly review the survey to ensure that the demand it places on schools and local authorities is kept to the minimum necessary to maintain the quality of its outputs. This information will be used to report to the [Office of National Statistics \(ONS\)](#) as part of its [Online List of Government Statistical Surveys \(OLGSS\)](#).

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## Survey details

---

Field name	<b>Survey completion time</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Schools</b>

---

Reason required To identify in hours how long it took to complete the survey by all the different groups of staff who contributed.

Valid entries The valid number of hours

---

Notes Sample data: **5**

The valid groups of staff are as listed above.

Under each appropriate heading enter the total time spent contributing to the SWAC return, rounding to the nearest whole hour.

---

## School identifiers

---

Field name	<b>LEA Number</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Schools</b>

---

Reason required To identify the local authority with which the returning school is associated.

Valid entries Consisting of three digits, in the range:

<b>660</b>	Isle of Anglesey
<b>661</b>	Gwynedd
<b>662</b>	Conwy
<b>663</b>	Denbighshire
<b>664</b>	Flintshire
<b>665</b>	Wrexham
<b>666</b>	Powys
<b>667</b>	Ceredigion
<b>668</b>	Pembrokeshire
<b>669</b>	Carmarthenshire
<b>670</b>	Swansea
<b>671</b>	Neath Port Talbot
<b>672</b>	Bridgend
<b>673</b>	Vale of Glamorgan
<b>674</b>	Rhondda Cynon Taf
<b>675</b>	Merthyr Tydfil
<b>676</b>	Caerphilly
<b>677</b>	Blaenau Gwent
<b>678</b>	Torfaen
<b>679</b>	Monmouthshire
<b>680</b>	Newport
<b>681</b>	Cardiff

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Notes Sample data: **660**

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## School identifiers

---

Field name	<b>School number</b>	Field length	<b>4</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Schools</b>

---

Reason required To identify the returning school.

Valid entries Consisting of four digits, in the ranges:

- 1000 – 1099** Nursery schools
- 1100 – 1199** Pupil Referral Units
- 1900 – 1999** EOTAS (used before 2010 - see 9000)
- 2000 – 2999** Community primary schools
- 3000 – 3299** Voluntary controlled primary schools
- 3300 – 3399** Voluntary aided primary schools
- 4000 – 4499** Community secondary schools
- 4500 – 4599** Voluntary Controlled secondary schools
- 4600 – 4699** Voluntary Aided secondary schools
- 5200 – 5299** Foundation primary schools
- 5400 – 5499** Foundation secondary schools
- 5500 – 5699** Community Middle Schools
- 5700 – 5799** Foundation Middle Schools
- 5800 – 5899** Voluntary Controlled Middle Schools
- 5900 – 5999** Voluntary Aided Middle Schools
- 6000 – 6999** Independent schools
- 7000 – 7999** Special schools
- 9000** EOTAS
- 9100** For Local Authorities completing the SWAC **pay, human resource (HR) and absence** data return only.

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Notes Sample data: **4099**

Consisting of four digits, in the appropriate ranges detailed above. It is essential for the LEA and school number to be correct and up to date. Any error (including the provision of an old value of either code) is likely to lead to the rejection of the return by the Welsh Government.

---

## School identifiers

---

Field name	<b>School name</b>	Field length	<b>100</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Schools</b>

---

Reason required To identify the correct school name for the returning school so as to maintain up-to-date records.

Valid entries The full name of the school

---

Notes Sample data: **Anglesey Comprehensive School**

Check here for the name of your school currently held by the Welsh Government [here](#).

---

## School identifiers

---

Field name	<b>School phase</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Schools</b>

---

Reason required To indicate the phase of education offered by mainstream schools.

Valid entries	<b>NS</b> Nursery school
	<b>PS</b> Primary school
	<b>SS</b> Secondary school
	<b>SP</b> Special school
	<b>MS</b> Middle school
	<b>PR</b> Pupil referral unit

---

Notes Sample data: **SS**

---



## School identifiers

Field name	<b>School language category</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>PS/SS/MS</b>

---

Reason required To describe the school's language category according to a defined set of values.

Valid entries

- C1** English medium school/provision
- T2** English medium school/provision or those with a high proportion of Welsh provision transitioning to being a dual language (Welsh and English) school/provision over time
- C2** Dual language (Welsh and English) school/provision
- T3** Dual language (Welsh and English) school/provision transitioning to being a Welsh medium school/provision over time
- C3** Welsh medium school/provision
- CP** Designated Welsh medium secondary school/provision

---

Notes Sample data: **C3**

Schools should refer to the Welsh Government's Guidance on school categories according to Welsh medium provision published in 2021 below to see the full description of provision for each category.

[Guidance on School categories according to Welsh-medium provision](#)

Most schools will fall into category 1 English-medium or category 3 Welsh-medium. Unless agreed otherwise with the Local Authority, English-medium and Welsh medium schools should record the corresponding category under the new arrangements.

Schools currently categorised as bilingual schools: 2A, 2B, 2C or 2D, or English with significant use of Welsh or Welsh with significant English use, could fall into category 2, 3 or into one of the transitional categories (T2 and T3) . As part of the Local Authority's Welsh in Education Strategic Plan, schools identified as having the potential to increase their provision of Welsh should already be in consultation with the Local Authority with regard to the school's language category.

Primary and middle schools are able to record more than one category to accurately reflect their provision eg current dual

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stream schools or newly amalgamated middle schools.

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## Workforce identifiers

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Field name	<b>Teacher reference number</b>	Field length	<b>7</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All qualified teaching staff</b>
Reason required	To record the unique teacher reference number (TRN) for all staff that have one.		
Valid entries	The valid 7 digit TRN for the member of staff.		
Notes	<p>Sample data: <b>5963274</b></p> <p>This is a unique TRN, also known as the EWC number. For members of staff who have one this is a unique identifier. All qualified teachers <b>must</b> have a TRN.</p> <p>This is the seven-digit TRN allocated to:</p> <ul style="list-style-type: none"><li>• all teachers with Qualified Teacher Status (QTS);</li><li>• people who enter their final or only year of teaching training;</li><li>• people working towards QTS on employment based training schemes; and</li><li>• those without QTS who participate in the Teachers' Pension Scheme.</li></ul> <p>The TRN will be 7 digits. Please ensure that only the correct seven digit number is supplied.</p> <p>If a member of staff has a Teacher Number from England or Wales then this should be provided. The following should <b>not</b> be provided:</p> <ul style="list-style-type: none"><li>• Scottish Teacher Numbers;</li><li>• Northern Irish Teacher Numbers;</li><li>• foreign or overseas teacher numbers; and</li><li>• made up numbers such as 0000001, temporary teacher numbers or 'TBC'.</li></ul> <p>If a number from England or Wales cannot be provided then the field should be left blank.</p> <p>Characters such as '/' must be removed and should <b>not</b> be included in the XML file and only numerical characters should be used. There should be no special characters, spaces or alpha characters included. The removal of any non-numerical values should be done automatically by your MIS software upon extracting the data.</p>		

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Where no number is supplied for an individual in a teaching role an error will be generated in [DEWi](#), and a note will need to be written against the query to explain why a TRN has not been submitted.

Schools must make every effort to ensure the accuracy of the TRNs provided. If an accurate number cannot be ascertained then the data item should be left blank. The TRN will be used in linking data from the **school** and **pay, HR and absence** returns.

Where a teacher is working in several schools, each school **must** report the TRN; see section 6 on multiple records for a single member of staff.

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## Workforce identifiers

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Field name	<b>Surname</b>	Field length	<b>35</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of Workforce</b>

---

Reason required To identify the correct surname for each staff member as to maintain up-to-date records.

Valid entries The full surname of the staff member as the school believes it to be.

---

Notes Sample data: **Jones**

This **must** be the full surname.

Employers should have verified the name of their staff as part of the checks with the Disclosure and Barring Service. If staff are provided by a third party, then their identity should have been checked. Do **not** include forenames or middle name(s) in this field.

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## Workforce identifiers

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Field name	<b>Forename</b>	Field length	<b>35</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of Workforce</b>
Reason required	To identify the correct forename for each staff member as to maintain up-to-date records.		
Valid entries	The full forename of the workforce member, not shortened or familiar versions.		
Notes	Sample data: <b>Marc</b>  The forename must not be shortened or familiar versions. Suppliers and users are welcome to use a 'known as' field locally, but the department is not collecting it because standardising on the legal name gives a firm basis for matching. Do <b>not</b> include middle name(s) or surnames in this field.		

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## Workforce identifiers

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Field name	<b>Middle name(s)</b>	Field length	<b>35</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of Workforce</b>

---

Reason required To identify the correct middle name(s) for each staff member as to maintain up-to-date records.

Valid entries The full middle name(s) of the staff member, not shortened or familiar versions.

---

Notes Sample data: **Iwan Owen**

The full middle name(s) of the member of staff.

The middle name(s) must **not** be shortened or familiar versions. More than one middle name can be entered for each staff member. Do **not** include forenames or surnames in this field.

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## Workforce identifiers

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Field name	<b>Sex</b>	Field length	<b>1</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify the correct sex for each workforce member as to maintain up-to-date records.		
Valid entries	<b>M</b> Male <b>F</b> Female		
Notes	Sample data: <b>M</b>  Identifies the sex of a person as recognised in law, such as that used on a birth certificate or on a gender recognition certificate (for individuals over 18 and have lived in their acquired gender for more than two years), using M or F as the available options.		

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## Workforce identifiers

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Field name	<b>Date of birth</b>	Field length	<b>10</b>
Field type	<b>Date</b>	Mandatory for	<b>All of Workforce</b>
Reason required	To identify the correct date of birth for each staff member as to maintain up-to-date records.		
Valid entries	Date in the format <b>CCYY-MM-DD</b> .		
Notes	Sample data: <b>1990-03-31</b>  This is the date of birth of the staff member using the format <b>CCYY-MM-DD</b> (for example, for 31 March 1990 = 1990-03-31). Schools <b>must</b> enter the correct date of birth for the staff member. Dates of birth are used in matching census data from the different information systems (i.e. school IMS, payroll and HR systems) and from different years so it is important that this data is correct across all systems.		

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## Workforce identifiers

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Field name	<b>National insurance number</b>	Field length	<b>9</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>

---

Reason required To record the national insurance (NI) numbers of the workforce.

Valid entries The valid 9 character NI number for the member of staff.

The NI number must meet the following requirements:

- first 2 characters must be letters;
  - characters 3 to 8 must be numeric;
  - final character must be A, B, C, D or space;
  - first character must not be D,F,I,Q,U; and
  - second character must not be D, F, I, O, Q, U or V.
- 

Notes

Sample data: **JP235491D**

NI numbers must be provided for all staff in the return. Schools should make every effort to ensure a NI number can be provided for each member of staff.

This field is used for matching purposes and for tracking individuals over time so that statistics can be produced on length of service, turnover etc. Leaving the field blank will generate an error and a note will need to be added to the return to explain why no NI number has been provided. Temporary NI numbers must not be returned.

If a teacher is working in several schools then each school must report this item, see section 6.5 on multiple records for a single member of staff.

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## Workforce characteristics

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Field name	<b>Ethnic code</b>	Field length	<b>4</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify the ethnic group with which the member of staff identifies themselves.		
Valid entries	Valid ethnic background code as detailed in <a href="#">annex B</a> of this document.		
Notes	<p>Sample data: <b>WBRI</b></p> <p>This is the ethnicity of the staff member using the code set in <a href="#">annex B</a>. This code set is the same as the set used in PLASC.</p> <p>Data on ethnicity needs to be handled sensitively. The key point is that ethnicity data should be supplied by the staff members themselves and if they wish they can refuse to provide it, though it <b>should</b> always be requested. There are therefore options in the code set for “information refused” and “information not obtained” and this data item <b>must</b> always be completed and returned for the SWAC.</p> <p>Information on ethnicity is collected to strengthen local and national ethnic monitoring and improving the quality and completeness of information available on the ethnic background of the workforce.</p>		

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## Workforce characteristics

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Field name	<b>Disability status</b>	Field length	<b>4</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>

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Reason required      To identify workforce with a disability.

Valid entries	<b>YES</b>	Yes
	<b>NO</b>	No
	<b>NOBT</b>	Information not yet obtained
	<b>REFU</b>	Refused

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Notes                      Sample data:      **NO**

It is for schools to decide how best to collect this information and for staff themselves to decide whether they want to declare that they have a physical or mental health conditions or illnesses lasting or expected to last 12 months or more.

It will be important to assure staff that the information they disclose will be handled sensitively and confidentially and used to improve opportunities and outcomes for them. 45,000 public bodies across the United Kingdom are covered by the [Equality Act 2010 \(Specific Duties\) Regulations 2011](#), more commonly known as the “public sector equality duty”, which came into force under the [Equality Act 2010](#). The duty is meant to ensure that all public bodies - such as central or local government, schools, health trusts or emergency services – pay ‘due regard’ to the advancement of equality of opportunity for disabled people in every area of their work. The [Equality and Human Rights Commission](#) produced a range of information on the public sector equality duty.

Disability information should be provided by the staff member themselves and they can refuse to provide it. There are therefore options in the code set for “refused” and “information not yet obtained”, though it **should** always be requested.

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## Workforce characteristics

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Field name	<b>National identity</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of Workforce</b>

---

Reason required To indicate the national group with which the workforce member identifies themselves.

Valid entries

- WAL** Welsh
- ENG** English
- SCO** Scottish
- IRE** Irish
- BRI** British
- OTH** Other
- REF** Refused
- NOS** Not Specified

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Notes Sample data: **BRI**

This field is to identify the national identity with which the member of staff identifies her/himself.

The code set for National Identity has options for “refused” and “not supplied”. The data subject can therefore be categorised as one of these but the data field **must** be returned populated with a valid value.

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## Workforce characteristics

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Field name	<b>Qualified teacher status (QTS)</b>	Field length	<b>1</b>
Field type	<b>Boolean</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify whether member of staff holds Qualified Teacher Status (QTS).		
Valid entries	<b>1</b> True <b>0</b> False		
Notes	Sample data: <b>1</b>  This data item is required for each member of staff in this return and indicates whether they have QTS or not. The fact that a person has a TRN does not necessarily mean that they have QTS. Teachers without QTS can still be members of the Teachers' Pension Scheme.		

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## Workforce characteristics

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Field name	<b>QTS date</b>	Field length	<b>10</b>
Field type	<b>Date</b>	Mandatory for	<b>All individuals with a QTS</b>
Reason required	To identify what date the individual obtained QTS.		
Valid entries	<b>CCYY-MM-DD</b>		
Notes	Sample data: <b>2017-07-30</b>  This is the date the person's QTS was awarded. This data item is only required for records which have returned a <b>1</b> (for true) for the QTS field.		

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## Workforce characteristics

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Field name	<b>QTS route</b>	Field length	<b>4</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All Qualified Teacher staff</b>
Reason required	To identify which route a person took to acquiring their QTS.		
Valid entries	<b>ITEU</b>	Initial Teacher Education – Undergraduate course	
	<b>ITEP</b>	Initial Teacher Education – Post graduate course	
	<b>OTTP</b>	Overseas Trained Teacher Programme	
	<b>RTPR</b>	Registered Teacher Programme	
	<b>GTPR</b>	Graduate Teacher Programme	
	<b>TFST</b>	Teach First Programme	
	<b>RECG</b>	Mutual Recognition from NI, Scotland or the EEA	
	<b>FLEX</b>	Flexible Routes	
	<b>OTTN</b>	Overseas Trained Teacher, not yet on programme	
	<b>SCD</b>	School Direct	
	<b>SCDS</b>	School Direct (Salaried)	
	<b>ACEG</b>	Annual College Exit – Graduate course	
	<b>ACEP</b>	Annual College Exit – Post graduate course	
Notes	Sample data:	<b>ITEU</b>	
	<p>This item indicates which route a person took to acquiring their QTS, as laid out in the code set in <a href="#">annex D</a>. This data item is only required for records which have returned a <b>1</b> (for true) for QTS.</p> <p>Teachers on the Overseas Trained Teacher Programme (OTTP) must be given the code <b>OTTP</b>. However, overseas trained teachers who have not yet signed up for the programme must be given the code <b>OTTN</b> (for Overseas Trained Teacher, not yet on Programme).</p>		

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## Workforce characteristics

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Field name	<b>Higher level teaching assistant (HLTA) status</b>	Field length	<b>1</b>
Field type	<b>Boolean</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify whether member of staff holds higher level teaching assistant (HLTA) status.		
Valid entries	<b>1</b> True <b>0</b> False		
Notes	<p>Sample Data: <b>0</b></p> <p>This indicates if a member of staff has acquired HLTA status or not.</p> <p>If a person has HLTA status but is not currently working as an HLTA, then the status should still be returned as <b>1</b> (for true). HLTA status refers to a person who has secured the HLTA accredited status rather than whether they are currently working as an HLTA. To achieve HLTA status an individual undergoes assessment to ensure they fulfil the HLTA standards.</p> <p>The HLTA status is required for all teachers and teaching assistants included in the return.</p>		

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## Workforce characteristics

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Field name	<b>National professional qualification for headship (NPQH) status</b>	Field length	<b>1</b>
Field type	<b>Boolean</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify whether member of staff holds a National Professional Qualification for Headship (NPQH).		
Valid entries	<b>1</b> True <b>0</b> False		
Notes	Sample Data: <b>0</b>  This indicates whether the staff member holds a National Professional Qualification for Headship (NPQH). This should be returned as <b>1</b> (for true) for all teachers, teaching assistants and other school employed staff who may hold an NPQH regardless of the role(s) they currently undertake.		

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## Workforce characteristics

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Field name	<b>NPQH date</b>	Field length	<b>10</b>
Field type	<b>Date</b>	Mandatory for	<b>All those with a NPQH</b>

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Reason required To identify what date the individual obtained NPQH.

Valid entries **CCYY-MM-DD**

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Notes Sample Data: **2013-04-30**

The date the person acquired their NPQH. Should be returned for every person for which a **1** (for true) value is returned for NPQH.

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## Workforce characteristics

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Field name	<b>Welsh ability</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify the Welsh language ability of each member of staff		
Valid entries	<b>W1</b> No Welsh language skills <b>W2</b> Entry Level <b>W3</b> Foundation Level <b>W4</b> Intermediate Level <b>W5</b> Advanced Level <b>W6</b> Proficient Level <b>W7</b> Information not yet obtained		

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Notes	<p>Sample data: <b>W1</b></p> <p>To identify the Welsh linguistic skills of the of the staff member, measured against the <a href="#">Welsh Language Competency Framework for education practitioners</a>.</p> <p>Each member of the workforce should self-assess their skills in line with the framework and agreed with their line manager.</p> <p>The data will enable schools, regional consortia and Welsh Government to have a better understanding of the Welsh language skills of practitioners in order to plan professional learning to enable continued development of skills in accordance with the relevant Professional Standards.</p>
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## Workforce characteristics

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Field name	<b>Teach or working through the medium of Welsh</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify whether each member of staff is currently teaching/working through the medium of Welsh		
Valid entries	<b>T1</b> Teaching/Working through the medium of Welsh in current post <b>T2</b> Able to teach/work through the medium of Welsh but not doing so in current post <b>T3</b> Not able to teach/work through the medium of Welsh <b>T4</b> Teaching Welsh as a subject only		
Note	Sample data: <b>T2</b>  To identify whether the individual uses the Welsh language in their day-to-day work in the context of the school.  This must be returned for all members of the school workforce including teaching assistants and other support staff.		

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## Workforce characteristics

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Field name	<b>Status</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify individuals who are on a long term absence from the school.		
Valid entries	<b>MPA</b> Maternity/Paternity/Adoption Leave <b>SEC</b> Secondment Out from school <b>SAB</b> Sabbatical leave <b>OTH</b> Other		

---

Note	Sample data: <b>MPA</b>
	<p>To identify whether the individual is on a (or expected to be) long-term absence from the school of greater than a term (e.g. maternity/paternity/adoption leave, secondment, sabbatical).</p> <p>Individuals who are absent from school for any other reason for a period of longer than a term (e.g. suspension, long-term sickness absence etc) should be recorded as 'OTH' (Other).</p> <p>The purpose of this data item is to avoid double-counting individuals when reporting and publishing headcount figures (i.e. including an individual on long-term absence and an individual employed to fill their post on a temporary basis) and to minimise the number of validation errors triggered in DEWi (e.g. missing curriculum records for a qualified teacher who is on maternity leave).</p>

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## Workforce characteristics

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Field name	<b>Third party staff</b>	Field length	<b>1</b>
Field type	<b>Boolean</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify individuals who are not employed through the local authority.		
Valid entries	<b>1</b> True <b>0</b> False		
Note	Sample data: <b>1</b>  To identify whether the individual is employed other than through the local authority (e.g. through a supply agency or another organisation providing support for schools).  The purpose of this field is to minimise the number errors triggered by the DEWi validation rules which compare records in the SWAC School return against the SWAC Pay, HR and Absences return.		

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## Roles

Field name	<b>Staff role</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify the role(s) performed by each member of staff.		
Valid entries	Please refer to <a href="#">annex D</a> .		
Notes	<p>Sample data: <b>HT</b></p> <p>At least one role must be returned per member of staff. Where a person has more than one role in a school all of these must be provided.</p> <p>The list of roles (see <a href="#">annex D</a>) include <b>main</b> roles (e.g. headteacher, qualified teacher, leading practitioner, HLTA) where at least one of these roles must be returned for each individual member of staff and the contracted hours per week must be provided.</p> <p>For each member of staff, any additional (<b>optional</b>) role (e.g. head of department, head of year, cover supervisor) that they may undertake as part of their main role should be entered. No hours are required to be returned for these roles.</p> <p>The role identifier of executive headteacher should be used for a headteacher who directly leads two or more schools in a federation or other partnership arrangement. Teachers of ethnic minorities should be assigned the role of 'minority ethnic support' and teachers of English as a foreign language should be assigned the role of 'language support'.</p> <p>The list of codes includes 2 separate codes for ALNCO's – one as a 'Main' role and a second as an 'Optional' role. The code 'SP' (ALN Co-ordinator (for individuals where it is their primary role)) should be selected the ALNCO is the individuals primary role within the school and the relevant 'FTE' value for the role should be entered.</p> <p>The code 'SC' (ALN Co-ordinator (as an additional role to main responsibilities)) should be selected where the ALNCO role is undertaken by an individual in addition to their main day-to-day role. For example, a headteacher who is also the schools' ALN co-ordinator. In this example, the role 'HT' would be selected as the individuals 'Main' role and the relevant FTE value entered, and an 'Additional' role of 'SC' recorded.</p> <p>For staff with roles not included in the code set the role that</p>		



reflects the function of the staff member most closely should be selected. For example, the role identifier of headteacher would be appropriate for the principal. If it is not possible to find an appropriate role it may be that such staff should not be included in the SWAC, for example, clerk to the governors, school crossing patrol staff and cleaners. Schools may wish to check with their local authority in the first instance about staff for whom they cannot find roles to check whether they should be included in the return.

Under [section 67](#) of the [Children and Families Act 2014](#), all mainstream schools are expected to have an ALN co-ordinator and this must be reflected in the return. A query will be raised in cases where a role of ALN co-ordinator is not included in a **school** return and a note will need to be added to the return to explain why there is no ALN co-ordinator role included.

---

## Roles

Field name	<b>FTE</b>	Field length	<b>5</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To reflect the hours worked per week as a proportion of FTE hours.		
Valid entries	A number in the format <b>9.99</b> .		
Notes	<p>Sample Data: <b>0.88</b></p> <p>For staff employed full time it is essential that the total aggregates to 1.00. If the hours worked per week are even slightly less than the FTE hours the staff member will be counted as part time. Where an individuals' hours worked per week exceed the FTE hours the FTE value should be recorded as 1.00.</p> <p>The FTE across all 'Main' roles should be split to reflect the distribution of their work in the school. How the FTE is derived for staff may vary depending on the type of role undertaken. For teachers this will generally be based on a full time week of 32.5 hours with a teachers' FTE calculated as their contracted hours divided by 32.5.</p> <p>For other specific staff roles where they may work on different contracted hours, their FTE should be calculated based on the hours worked as a percentage of the hours of a full time post for their role within a school week, and not based on the number of weeks per year they are contracted to work in a year.</p> <p>Where an individual works on a 2 week work pattern the FTE values should reflect their roles for the whole 2 week period. For example, if the individual works 2 days a week in week 1 and 3 days a week in week 2, the FTE should be recorded as 0.50 (2.5 days a week).</p> <p>If an individual is working in several schools then each school must report this item reflecting the amount of time the individual spends in each school, see Note on staff working in multiple schools.</p> <p>For this reason the total of an individuals' FTE across all roles within a 'School' return may differ from the FTE value recorded against their contract in the SWAC Pay, HR and Absences return. Therefore, there is no validation between the FTE values returned in the returns.</p>		

FTE ratio	For teachers: Contracted hours per week (full time = 32.5 hours)	Other specific roles
0.10	3.25	Equivalent to 0.5 days a week
0.20	6.5	Equivalent to 1 day a week
0.30	9.75	Equivalent to 1.5 days a week
0.40	13	Equivalent to 2 days a week
0.50	16.25	Equivalent to 2.5 days a week
0.60	19.5	Equivalent to 3 days a week
0.70	22.75	Equivalent to 3.5 days a week
0.80	26	Equivalent to 4 days a week
0.90	29.25	Equivalent to 4.5 days a week
1.00	32.5	Equivalent to 5 days a week

**Middy Supervisor roles and FTE** – where an individual is employed in a specific role on a full-time basis and has a separate contract to undertake a Middy Supervisor role, their full-time equivalence should be recorded as 1.0 against the their main role and the 'FTE' for the 'MS' - Middy Supervisor role calculated as the number of hours worked as a ratio of the full time hours in a school week for their main role in addition. In this case, the total of their FTE across all roles may be greater than 1.

Where an individual undertakes some midday supervisor duties as part of their main role (e.g. teachers on lunchtime yard duties) additional FTE should not be recorded against the 'MS' Middy Supervisor role.

*Some examples of how roles should be recorded:*

Example 1: a member of the workforce works full time as a headteacher. Role1 = HT (Headteacher); FTE = 1.0.

Example 2: a member of the workforce works 3 days a week

as a teacher and 2 days a week as a teaching assistant.  
Role1 = QT (Qualified teacher); FTE = 0.6. Role2 = TA (Teacher assistant); FTE = 0.4.

Example 3: a member of the workforce works full time as a classroom teacher and as part of their job undertake the duties of Head of Department and ALN co-ordinator in addition to their classroom teaching. Role1 = QT (Qualified teacher); FTE = 1.0. Role2 = HD (head of department). Role3 = SC (ALN co-ordinator (as an additional role to main responsibilities)). (No FTE should be returned for roles 2 and 3.

Example 4: a member of the workforce works full time and has Qualified Teacher Status. The individual's primary role is as a ALN co-ordinator and does not undertake any classroom teaching. Role1 = SP (ALN co-ordinator (for individuals where it is their primary role)); FTE = 1.0.

Example 5: a member of the workforce works 3 days a week as a Higher Level Teaching Assistant in school A and 2 days a week as a Higher Level Teaching Assistant in school B.

School A - Role1 = HL (Higher Level Teaching Assistant); FTE = 0.6.

School B - Role1 = HL (Higher Level Teaching Assistant); FTE = 0.4.

Example 5: a member of the workforce works full time 5 days a week as a Teaching Assistant totalling 30 hours. In addition, they also work 1 hour for each of the 5 days as a midday supervisor under a separate contract.

Role1 = TA (Teaching Assistant); FTE = 1.0. Role 2 = MS (Midday Supervisor); FTE = 5 hours / 30 hours (full time hours for their main role) = 0.17. Total FTE = 1.17.

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## Curriculum

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Field name	<b>Subject</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All teachers and teaching assistant with a timetable</b>

---

Reason required To identify the subject of taught or supports.

Valid entries Valid subject codes (see [annex C](#)).

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Notes Sample data: **ART**

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

The following codes from the general subject code set have restrictions on them with regards to their use in the curriculum module:

- modern foreign languages: please use the specific language subject codes (for example, French, or other language subject), rather than the general modern foreign languages code;
- science: please use the specific science subject codes (for example, biology, chemistry, physics or combined science), rather than the general science code. Science should however be used for Key Stage 3 (KS3) science; and
- design and technology: where possible please use the specific codes (for example, design and technology – electronics, design and technology - food technology, design and technology – graphics, design and technology), rather than the general design and technology code.

The Curriculum for Wales guidance framework does not recommend a timetable structure. Schools should work imaginatively to organise the school day, week and year in ways that will ensure breadth and progression in each young person's learning while avoiding the fragmentation that can arise from an exclusively subject-based timetable.

As explicitly set out in the guidance published in January 2020, the curriculum does not require schools to develop a timetable structured along the lines of the Areas of Learning and Experience or to organise staffing on that basis.

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## Curriculum

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Field name	<b>Subject hours</b>	Field length	<b>5</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All teachers and teaching assistant with a timetable</b>

---

Reason required To identify the number of hours over a typical 10 weekday period that the teacher or teaching assistant is timetabled to teach or support each subject to each NC year group in each lesson language medium.

Valid entries **99.99**

---

Notes Sample data: **5.00**

This indicates the number of hours in a typical week that the teacher or teaching assistant is timetabled to teach or support each subject to each year group in the each medium. Hours can be recorded to two decimal places and must not be written as a mixture of hours and minutes.

For example: 45 minutes, which must be recorded as three quarters of an hour - that is, 0.75, rather than 0.45; and one and a quarter hours, must be recorded as 1.25, rather than 1.15.

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

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

If the school timetable is structured so that it is not easy to calculate an average figure, or the timetabling software does not facilitate such calculations, then a figure to represent a typical week may be submitted.

---

## Curriculum

---

Field name	<b>Subject year group</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All teachers and teaching assistant with a timetable</b>

Reason required      To identify the year group(s) taught by each individual in each lesson language medium.

Valid entries

<b>N1</b>	Nursery first year
<b>N2</b>	Nursery second year
<b>R</b>	Reception
<b>1</b>	Year 1
<b>2</b>	Year 2
...	
<b>13</b>	Year 13
<b>14</b>	Year 14
<b>M</b>	Mixed Year Class
<b>X</b>	National Curriculum not followed – available only for Special Schools where pupils are not following a particular NC Year

Notes                      Sample Data:                      **7**

This indicates the national curriculum (NC) year group that each teacher or teaching assistant teaches/supports. If your system allows, this should reflect the NC year group to whom the lesson would normally be taught, not the age of the pupils in the class. For example, if a group of year 12 pupils is taking an additional GCSE as part of their AS year the NC year group value required is either 10 or 11, depending on the lesson, to reflect the content being taught.

Where a teacher or teaching assistant teaches/supports a lesson with a combination of reception, nursery and year group 1 to 6 pupils record the year group as **M** (for mixed).

## Curriculum

---

Field name	<b>Lesson medium</b>	Field length	<b>1</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All teachers and teaching assistant with a timetable</b>

---

Reason required To identify the language medium of each lesson the teacher or teaching assistant teaches and/or supports to each NC year group for each subject.

Valid entries **E** English  
**W** Welsh  
**B** Bilingual

---

Notes Sample Data: **E**

This is the language the lesson is taught in. It can be Welsh, English or bilingual. A bilingual lesson is defined as one that includes elements of teaching and learning through the medium of Welsh and English.

Examples:

Where a teacher uses both English and Welsh as the language of a particular lesson then lesson medium should be **B** (for bilingual); or

Where a group of learners are taught in Welsh in a particular lesson and a different group of learners are taught through the medium of English in the same lesson then lesson medium should be recorded as **B** (for bilingual).

---



## Recruitment

---

Field name	<b>Vacancy reference number</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify a unique number for each vacancy.

Valid entries A number in the range of 1-99.

---

Notes Sample Data: **1**

This is a unique number for each vacancy for the school starting from 1. Your software should automatically allocate this, but in cases where it does not please ensure that the number is unique.

Include vacancies advertised externally only. Vacancies advertised internally only should be excluded.

---

## Recruitment

---

Field name	<b>Vacancy role</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required      To indicate the post of the vacancy within the school.

Valid entries	<p><b>EH</b>    Executive headteacher</p> <p><b>HT</b>    Headteacher</p> <p><b>AC</b>    Acting headteacher</p> <p><b>DH</b>    Deputy headteacher</p> <p><b>AS</b>    Assistant headteacher</p> <p><b>QT</b>    Qualified teacher</p> <p><b>UQ</b>    Unqualified teacher</p> <p><b>LP</b>    Leading practitioner</p> <p><b>HL</b>    Higher level teaching assistant (HLTA)</p> <p><b>TA</b>    Teaching assistant/aides employed in the classroom</p> <p><b>FA</b>    Foreign language assistant/language support</p> <p><b>SN</b>    Special educational needs support staff</p> <p><b>SC</b>    ALN co-ordinator</p> <p><b>TD</b>    Teacher of the Deaf</p> <p><b>TV</b>    Teacher of the Visually Impaired</p>
---------------	--

---

Notes                      Sample Data:      **HT**

If a school has no vacancies then no information needs to be recorded. This should adhere to the appropriate 'Roles' subset codes which are valid for the recruitment module.

Note that support staff and advisory teacher are included in the 'Roles' code set but schools do not need to provide information about any vacancies for these posts. Information is only required for vacant teacher and teaching assistant posts in the code set above.

---

## Recruitment

---

Field name	<b>Vacancy subject</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	

---

Reason required To identify the subject to which the vacancy relates.

Valid entries Valid subject codes (See [annex C](#)).

---

Notes Sample Data: **ART**

This identifies the main subject of the vacant post where relevant, for example, French or mathematics. For some vacant posts, it may not be relevant to provide a subject code and the following advice should be followed:

- in nursery, primary or special schools and pupil referral units where the post is not for a specific subject select **NAP** (not applicable); and
  - for head, deputy head and assistant head posts select **NAP** (not applicable).
-

## Recruitment

---

Field name	<b>Vacancy year group(s)</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required      To identify the year group(s) of the vacancy.

Valid entries      **N1**      Nursery first year  
**N2**      Nursery second year  
**R**      Reception  
**1**      Year 1  
**2**      Year 2  
...  
**13**      Year 13  
**14**      Year 14  
**M**      Mixed Year Class  
**X**      National Curriculum not followed – for SWAC available for Special Schools where pupils are not following a particular NC Year; or available for some vacant posts where it may not be relevant to provide a year group (e.g. for headteacher roles)

---

Notes      Sample Data:      **N1**

Indicates which year group the vacancy would be teaching or working with. Where a vacancy is for a post covering a range of year groups select **M** (mixed). For some vacant posts it may not be relevant to provide a year group (e.g. for headteacher roles). In these circumstances 'X' should be used for this field should.

---

## Recruitment

---

Field name	<b>Welsh medium vacancy</b>	Field length	<b>1</b>
Field type	<b>Boolean</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify if the successful applicant of the vacancy would be required to teach/work through the medium of Welsh.

Valid entries **1** True  
**0** False

---

Notes Sample Data: **0**

This indicates whether the successful applicant of the vacancy would be required to teach through the medium of Welsh.

---

## Recruitment

---

Field name	<b>Vacancy tenure</b>	Field length	<b>1</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify whether vacancy is full time or part time.

Valid entries **F** Full time  
**P** Part time

---

Notes Sample Data: **F**  
Indicates whether the vacant post is full (F) or part time (P).

---

## Recruitment

---

Field name	<b>Vacancy start date</b>	Field length	<b>10</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify the date that the post became vacant.

Valid entries **CCYY-MM-DD**

---

Notes Sample Data: **2023-11-30**

This should reflect the date the post first became vacant.

---

## Recruitment

---

Field name	<b>Vacancy end date</b>	Field length	<b>10</b>
Field type	<b>Date</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify the date which the vacancy ended. Either through vacancy being filled or vacancy being closed.

Valid entries **CCYY-MM-DD**

---

Notes Sample Data: **2023-12-20**

---



## Recruitment

---

Field name	<b>Number of applications for vacancy</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify the total number of applications received for a post.

Valid entries Must be **greater than or equal to 0**

---

Notes Sample Data: **0**

The number of applications received for the vacancy. Where a vacancy has been advertised more than once, the total number of applications received should be recorded.

---

## Recruitment

---

Field name      **Number of times vacancy advertised**      Field length      **2**

Field type      **Alphanumeric**      Mandatory for      **All schools**

---

Reason required      To identify the number of times the post was advertised.

Valid entries      **1-99**

---

Notes      Sample Data:      **2**

---

## Recruitment

---

Field name	<b>Appointment made</b>	Field length	<b>1</b>
Field type	<b>Boolean</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify whether or not an appointment has been made.

Valid entries **1** True  
**0** False

---

Notes Sample Data: **0**

This indicates whether or not an appointment to fill the role was made.

---

## Recruitment

---

Field name	<b>Unfilled vacancy covered by</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To indicate how an unfilled vacancy was covered.

Valid entries

- ST** Supply teacher
- SM** Senior management
- NS** Non-specialist
- OT** Other

---

Notes Sample Data: **SM**

To identify how a vacancy was covered whilst it was unfilled.

---

## Retention

---

Field name	<b>Leaver identifier</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify a unique number for each leaver record.		
Valid entries	A number in the range of 1-99.		
Notes	Sample Data: <b>1</b>  This is a unique number for each leaver for the school starting from 1. Your software should automatically allocate this, but in cases where it does not please ensure that the number is unique.		

---

## Retention

---

Field name	<b>Leaver role</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To indicate the post of the leaver within the school.

Valid entries	<p><b>EH</b> Executive headteacher</p> <p><b>HT</b> Headteacher</p> <p><b>AC</b> Acting headteacher</p> <p><b>DH</b> Deputy headteacher</p> <p><b>AS</b> Assistant headteacher</p> <p><b>QT</b> Qualified teacher</p> <p><b>UQ</b> Unqualified teacher</p> <p><b>LP</b> Leading practitioner</p> <p><b>HL</b> Higher level teaching assistant (HLTA)</p> <p><b>TA</b> Teaching assistant/aides employed in the classroom</p> <p><b>FA</b> Foreign language assistant/language support</p> <p><b>SN</b> Special educational needs support staff</p> <p><b>SC</b> ALN co-ordinator</p> <p><b>TD</b> Teacher of the Deaf</p> <p><b>TV</b> Teacher of the Visually Impaired</p>
---------------	---

---

Notes Sample Data: **QT**

If a school has no vacancies then no information needs to be recorded. This should adhere to the appropriate 'Roles' subset codes which are valid for the retention module.

Note that certain support staff and advisory teacher are included in the 'Roles' code set but schools do not need to provide information about any leavers for these roles. Information is only required for teachers and teaching assistants in the code set above.

---

## Retention

---

Field name	<b>Leaver subject</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify the subject taught by the leaver.

Valid entries Valid subject codes (see [annex C](#)).

---

Notes Sample Data: **ART**

The main subject the leaver was teaching, from the Subject code set. This data items only needs to be supplied for secondary schools and for middle school staff that were teaching the secondary curriculum. For some vacant posts, it may not be relevant to provide a subject code and the following advice should be followed:

- in nursery, primary or special schools and pupil referral units **NAP** (not applicable); and
  - for head, deputy head and assistant head roles select **NAP** (not applicable).
-

## Retention

---

Field name	<b>Leaver year group(s)</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify the year group(s) taught by the leaver

Valid entries

- N1** Nursery first year
- N2** Nursery second year
- R** Reception
- 1** Year 1
- 2** Year 2
- ...
- 13** Year 13
- 14** Year 14
- M** Mixed Year Class
- X** National Curriculum not followed – for SWAC available for Special Schools where pupils are not following a particular NC Year; or available where it may not be relevant to provide a year group (e.g. for headteacher roles)

---

Notes Sample Data: **M**

The year group the leaver taught or worked with. Where a leaver covered a range of year groups select **M** (mixed). For some vacant posts it may not be relevant to provide a year group (e.g. for headteacher roles). In these circumstances 'X' should be used for this field.

---



## Retention

---

Field name	<b>Destination of leaver</b>	Field length	<b>3</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required      To identify the leavers intended destination after employment.

Valid entries      **EDU** Employed in a non-teaching capacity within the education system  
**OUT** Employed outside education  
**SCH** Employed at another school  
**RET** Early retirement  
**NOR** Retirement at normal retirement age  
**OTH** Other  
**UNK** Unknown

---

Notes      Sample Data:      **EDU**

---

## Retention

---

Field name	<b>Teaching experience</b>	Field length	<b>2</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify the number of years of teaching experience since QTS of the leaver.

Valid entries Approximate number of years' teaching experience

---

Notes Sample Data: **8**

How many years the teacher had been in teaching for before they left their post. For teaching assistant leaver records this field should be left blank.

---

## Supply

Field name	<b>Supply category</b>	Field length	<b>4</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All workforce</b>

---

Reason required To identify the category of supply used.

Valid entries **TCHR** Qualified Teacher  
**HLTA** Higher Level Teaching Assistant  
**LSWK** Teaching Assistant

---

Notes Sample Data: **TCHR**

This identifies the category of supply cover: qualified teacher; HLTA; or teaching assistant.

Supply cover for cover supervisor role should be recorded against the 'LSWK – Teaching Assistant' code.

---

## Supply

---

Field name	<b>Supply planned</b>	Field length	<b>1</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify whether supply cover was planned or unplanned.

Valid entries **P** Planned  
**U** Unplanned

---

Notes Sample Data: **U**

This indicates whether the supply cover was to cover planned or unplanned absences.

**Planned absences** are defined as all absences where the reason is known and planned for in advance. Examples include parental leave, carers leave, planned professional learning etc.

**Unplanned absences** usually mean short term absence of daily or weekly in length to cover sickness absence or emergency cover.

---

## Supply

---

Field name	<b>Supply term</b>	Field length	<b>1</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required To identify whether supply cover is short or long term.

Valid entries **S** Short term  
**L** Long term

---

Notes Sample Data: **S**

To identify whether the supply resource was to provide cover on a short-term or long-term basis.

**Short term** supply cover includes daily or weekly cover commissioned directly from commercial agencies where a school or local authority does not employ the individual. Short term supply includes cover for a maximum period of 12 weeks as stated in the [Agency Workers Regulations 2010](#).

**Long term** supply cover are contracts where the supply cover is paid via the school or local authority payroll, usually to cover planned absences (for example parental leave, carers leave, planned long-term sick, sabbaticals and secondments etc.).

---

## Supply

---

Field name	<b>Number of supply days</b>	Field length	<b>10</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All of workforce</b>
Reason required	To identify the total number of days of supply cover by category.		
Valid entries	<b>99999.9</b>		
Notes	Sample Data: <b>100</b>  The total number of days covered through supply. Supply cover for only a part of a day (i.e. morning or afternoon session) should be recorded as half a day.		

---

## Supply

---

Field name	<b>Total cost of supply</b>	Field length	<b>10</b>
Field type	<b>Alphanumeric</b>	Mandatory for	<b>All schools</b>

---

Reason required	To identify the total cost of supply cover by category.
Valid entries	<b>9999999.99</b>

---

Notes                      Sample Data:            **1000.00**

The total cost of supply for each supply category, planned and term. This should **include** the daily rate paid to agencies for agency employed staff, whether is through a Framework agency or not. For longer term contracts, this should reflect the amount paid for the individual in line with their pay point on the current School Teachers Pay and Conditions Document (STPCD) or Independent Welsh Pay Review Body pay scales.

Costs provided should **exclude** insurance premiums paid under local authority insurance arrangements.

---

## Annex B: Ethnicity

### Main codes

**WBRI** White - British

**WIRT** Traveller

**WRGG** Gypsy

**WRRR** Roma

**WOTH** Any other white background

### Extended codes

**WITH** Traveller of Irish Heritage

**WNAG** 'New' Traveller

**WOCC** Occupational Traveller

**WOTT** Other Traveller

**WSHP** Show Person

**WOBG** British Gypsy

**WOOG** Gypsy from Other Countries

**WOTG** Other Gypsy

**WOER** EU Roma

**WOOR** Roma from Other Countries

**WOTR** Other Roma

**WALB** Albanian

**WBOS** Bosnian-Herzegovinian

**WBUL** Bulgarian

**WCRO** Croatian

**WCZE** Czech

**WFRE** French

**WGER** German

**WGRE** Greek/Greek Cypriot

**WHUN** Hungarian

**WITA** Italian

**WKOS** Kosovan

**WLAT** Latvian

**WLIT** Lithuanian

**WMAL** Maltese

**WMON** Montenegrin

**WPOL** Polish

**WPOR** Portuguese

**WRMA** Romanian

**WRUS** Russian

**WSCA** Scandinavian

**WSER** Serbian

**WSVK** Slovakian

**WSVN** Slovenian

**WSPA** Spanish

**WTUR** Turkish/Turkish Cypriot

**WUKR** Ukrainian

**WEUR** White European Other

**WOTW** Other White



<b>MWBC</b>	White and Black Caribbean		
<b>MWBA</b>	White and Black African		
<b>MWAS</b>	White and Asian		
<b>MOTH</b>	Any Other Mixed Background	<b>MWCH</b>	White And Chinese
		<b>MWOE</b>	White And Any Other Ethnic Group
		<b>MABL</b>	Asian And Black
		<b>MACH</b>	Asian And Chinese
		<b>MAOE</b>	Asian And Any Other Ethnic Group
		<b>MBCH</b>	Black And Chinese
		<b>MBOE</b>	Black And Any Other Ethnic Group
		<b>MCOE</b>	Chinese And Any Other Ethnic Group
		<b>MOTM</b>	Other Mixed Background
<b>AIND</b>	Indian		
<b>APKN</b>	Pakistani	<b>AMPK</b>	Mirpuri Pakistani
		<b>AOPK</b>	Other Pakistani
<b>ABAN</b>	Bangladeshi		
<b>AOTH</b>	Any Other Asian Background	<b>AAFR</b>	African Asian
		<b>AKAS</b>	Kashmiri
		<b>ANEP</b>	Nepali
		<b>ASNL</b>	Sinhalese
		<b>ASLT</b>	Sri Lankan Tamil
		<b>AOTA</b>	Other Asian
<b>BCRB</b>	Caribbean		
<b>BAFR</b>	African	<b>BERI</b>	Eritrean
		<b>BGHA</b>	Ghanaian
		<b>BNGN</b>	Nigerian
		<b>BSLN</b>	Sierra Leonian
		<b>BSOM</b>	Somali
		<b>BSUD</b>	Sudanese
		<b>BAOF</b>	Other Black African
<b>BOTH</b>	Any other black background	<b>BEUR</b>	Black European
		<b>BNAM</b>	Black North American
		<b>BOTB</b>	Other Black

<b>CHNE</b>	Chinese or Chinese British	<b>CHKC</b>	Hong Kong Chinese
		<b>CMAL</b>	Malaysian Chinese
		<b>CSNG</b>	Singaporean Chinese
		<b>CTWN</b>	Taiwanese
		<b>COCH</b>	Other Chinese
<b>OOZH</b>	Any other ethnic background	<b>OAFG</b>	Afghan
		<b>OARA</b>	Arab
		<b>OEGY</b>	Egyptian
		<b>OFIL</b>	Filipino
		<b>OIRN</b>	Irani
		<b>OIRQ</b>	Iraqi
		<b>OJPN</b>	Japanese
		<b>OKOR</b>	Korean
		<b>OKRD</b>	Kurdish
		<b>OLAM</b>	Latin/South/Central American
		<b>OLIB</b>	Libyan
		<b>OLEB</b>	Lebanese
		<b>OMAL</b>	Malay
		<b>OMRC</b>	Moroccan
		<b>OPOL</b>	Polynesian
		<b>OSAU</b>	Saudi Arabian
		<b>OSYR</b>	Syrian
		<b>OTHA</b>	Thai
		<b>OVIE</b>	Vietnamese
		<b>OYEM</b>	Yemeni
		<b>OOEG</b>	Other Ethnic Group
<b>REFU</b>	Information refused		
<b>NOBT</b>	Information not obtained		

## Annex C: Subjects

<b>AEA</b>	AoLE: Expressive Arts	
<b>AHM</b>	AoLE: Humanities	
<b>AHW</b>	AoLE: Health and Wellbeing	
<b>ALC</b>	AoLE: Languages, Literacy and Communications	
<b>AMN</b>	AoLE: Mathematics and Numeracy	
<b>AST</b>	AoLE: Science and Technology	
<b>AAD</b>	Applied Art and Design	
<b>ABS</b>	Applied Business Studies	Applied Business
<b>ACC</b>	Accountancy and Finance	Accounting, Financial Education, Lessons in Financial Education, Personal Finance, Financial Capability and Careers Development
<b>ADM</b>	Administration	Administration Business Professional
<b>AGR</b>	Agriculture	
<b>AIT</b>	Applied Information and Communication Technology	Applied Information and Communication Technology, Applied ICT
<b>ANC</b>	Animal Care	
<b>ARA</b>	Arabic	
<b>ART</b>	Art and Design	
<b>ASC</b>	Applied Science	
<b>BEN</b>	Bengali	
<b>BIO</b>	Biological Sciences	Biology, Human Biology
<b>BUS</b>	Business Studies	Business Studies, Business, Business and Communication Systems
<b>CAC</b>	Communication and Culture	
<b>CAE</b>	Countryside and Environment	
<b>CAR</b>	Careers and Employment Education	Employability, Employability Skills, Careers and the World of Work, Personal Development and Employability Skills
<b>CBS</b>	Construction and Building Studies	Constructing and Maintaining the Built Environment, Constructing the Built Environment, Construction and Built Environment (Specialist Construction), Construction and the Built Environment, Introductory in Construction, Planning and Maintaining the Built Environment, Designing the Built Environment, Designing and Planning the Built Environment

<b>CHI</b>	Chinese	Chinese, Chinese (Mandarin), Chinese (Cantonese) Chinese (spoken Mandarin/spoken Cantonese)
<b>CHM</b>	Chemistry	
<b>CHS</b>	Child Studies	Child Care and Education, Children's Play, Learning and Development
<b>CLS</b>	Classics	Classics, Classical Civilisation, Ancient History
<b>CRW</b>	Creative Writing	
<b>CSI</b>	Computer Science	Computer Science, Computing
<b>CYM</b>	Cymraeg/Welsh First Language	
<b>DAT</b>	Design and Technology	
<b>DNC</b>	Dance	
<b>DRA</b>	Drama/ Theatre	Drama, Drama and Theatre, Drama and Theatre Studies
<b>DTF</b>	Design and Technology - Food Technology	Design and Technology (Food Technology), Food and Nutrition
<b>DTG</b>	Design and Technology - Graphics	Design and Technology (Graphic Products)
<b>DTP</b>	Design and Technology - Product Design	Design and Technology (Product Design), Design and Technology: Product Design (3-D Design)
<b>DTR</b>	Design and Technology - Resistant Materials	
<b>DTS</b>	Design and Technology - Systems and Control Technology	
<b>DTT</b>	Design and Technology - Textiles Technology	Design and Technology (Textiles Technology), Design and Technology: Product Design (Textiles)
<b>DUT</b>	Dutch	
<b>EBS</b>	Economics and Business	
<b>ECO</b>	Economics	
<b>ELA</b>	English Language	
<b>ELI</b>	English Literature	
<b>ELL</b>	English Language and Literature	
<b>ENG</b>	English	
<b>ENR</b>	Engineering	Engineering Specialist (Manufacturing Engineering), Engineering, Performing Engineering Operations
<b>ENV</b>	Environmental Science/Studies	Environmental Science, Environmental Studies
<b>EVO</b>	Event Operations	
<b>FRE</b>	French	
<b>GBC</b>	Global Business Communication	Global Business Communication (French), Global Business Communication (German), Global Business Communication (Spanish)

<b>GEN</b>	General Studies	
<b>GEO</b>	Geography	
<b>GER</b>	German	
<b>GLG</b>	Geology	
<b>GPL</b>	Government and Politics	
<b>GRC</b>	Greek (Classical)	Classical Greek
<b>GRE</b>	Greek (Modern)	Greek
<b>GUJ</b>	Gujerati	
<b>HAC</b>	Hospitality and Catering Studies	Hospitality and Catering, Cookery and Service for the Hospitality Industry, Hospitality
<b>HAR</b>	History of Art	
<b>HBB</b>	Hebrew (Biblical)	
<b>HBS</b>	Hair and Beauty Studies	An Introduction to the Hair and Beauty Sector, Hair and Beauty Studies, Hair Services, Hairdressing and Beauty
<b>HEB</b>	Hebrew (Modern)	
<b>HEC</b>	Home Economics	Home Economics (Child Development), Home Economics (Food, Nutrition and Health), Home Economics (Textiles), Understanding Nutrition and Health
<b>HIS</b>	History	
<b>HOR</b>	Horticulture	Practical Horticulture Skills, Horticulture
<b>HSC</b>	Health and Social Care	
<b>HUM</b>	Humanities/Mixed Humanities	
<b>ICT</b>	Information and Communication Technology	Information and Communication Technology, ICT
<b>ITA</b>	Italian	
<b>JAP</b>	Japanese	
<b>LAT</b>	Latin	Latin, Latin Language
<b>LAW</b>	Law	
<b>LTT</b>	Leisure, Travel and Tourism Studies	Leisure Studies, Leisure and Tourism, Travel and Tourism, Tourism
<b>MAT</b>	Mathematics	Mathematics, Mathematics (Numeracy)
<b>MED</b>	Media Studies	Media Studies, Creative and Media, Creative Digital Media Production, Creative Media, Media: Communication and Production, Film Studies
<b>MFL</b>	Other Modern Foreign Language	
<b>MUS</b>	Music	
<b>MUT</b>	Music Technology	

<b>MVS</b>	Motor Vehicle Studies	Vehicle Component Fitting, Vehicle Inspection, Vehicle Technology, Motor Vehicle and Road User Studies,
<b>NAP</b>	Not applicable	This code should only be an available option as a teacher vacancy subject when the <YearGroup> is N1, N2, R, 1, 2, 3, 4, 5, 6, M or X.
<b>OHU</b>	Other Humanities	Anthropology, Archaeology, Critical Thinking, Literature, Global Development
<b>OIT</b>	Other ICT	Digital Applications, Information and Creative Technology, IT User Skills, IT User Skills in Open Systems and Enterprise, IT Users, IT Application Skills
<b>OMA</b>	Other Mathematics	Additional Mathematics, Further Mathematics, Pure Mathematics, Quantitative Methods, Use of Mathematics
<b>OMU</b>	Other Music	Music for Practical Performance, Music Practitioners
<b>OSC</b>	Other Sciences	Astronomy, Physics in Context, Electronics, Science in Society, Science for Public Understanding
<b>OTH</b>	Other	Any other subject not listed
<b>OVO</b>	Other Vocational Subject	Introductory in Vocational Studies
<b>PAN</b>	Panjabi	
<b>PED</b>	Physical Education	Physical Education, PE, Skills and Activities for Sport and Active Leisure (Outdoor Education)
<b>PER</b>	Performing Arts	Performing Arts, Performance Studies
<b>PHL</b>	Philosophy	
<b>PHO</b>	Photography	
<b>PHY</b>	Physics	
<b>POL</b>	Polish	
<b>POR</b>	Portuguese	
<b>PRS</b>	Persian	
<b>PSE</b>	Personal and Social Education	Personal and Social Education, Personal and Social Development, Teamwork and Personal Development in the Community, Equality and Diversity, Personal Effectiveness
<b>PSY</b>	Psychology	
<b>PUB</b>	Public Services	
<b>REL</b>	Religious Education	Religious Education, Religious Studies
<b>RET</b>	Retail Business	
<b>RUS</b>	Russian	

<b>SCI</b>	Science	
<b>SOC</b>	Sociology	
<b>SPA</b>	Spanish	
<b>SPO</b>	Sport	
<b>SRE</b>	Sex and Relationship Education	
<b>STA</b>	Statistics	
<b>SUS</b>	Sustainability Studies	Sustainability Skills, Sustainable Development and Global Citizenship
<b>TUR</b>	Turkish	
<b>URD</b>	Urdu	
<b>WBC</b>	Welsh Baccalaureate	Foundation/National Skills Challenge Welsh Baccalaureate
<b>WEL</b>	Welsh	Welsh, Welsh Language
<b>WEW</b>	Wales, Europe and the World	
<b>WLI</b>	Welsh Literature	
<b>WSA</b>	Welsh Second Language Applied	
<b>WSL</b>	Welsh Second Language	

## Annex D: Staff roles

	Each member of workforce must have at least one of these roles recorded. Hours must be provided.
	Optional additional roles recorded if performed by member of workforce. Hours <b>not</b> required.

	Role*	Must have at least 1 of these present (i.e. main roles)	Category	Category code (see spec)	Used in Vacancy 'StaffRole' and Leaver 'StaffRole' data items
<b>EH</b>	Main Role - Executive headteacher	Y	Teacher	CT	Y
<b>HT</b>	Main Role - Headteachers	Y	Teacher	CT	Y
<b>AC</b>	Main Role - Acting headteachers	Y	Teacher	CT	Y
<b>DH</b>	Main Role - Deputy headteachers	Y	Teacher	CT	Y
<b>AS</b>	Main Role - Assistant head teachers	Y	Teacher	CT	Y
<b>QT</b>	Main Role - Qualified teachers	Y	Teacher	CT	Y
<b>UQ</b>	Main Role - Unqualified teacher	Y	Teacher	CT	Y
<b>TD</b>	Main Role - Teachers of the Deaf	Y	Teacher	CT	Y
<b>TV</b>	Main Role - Teachers of the Visually Impaired	Y	Teacher	CT	Y
<b>LP</b>	Main Role - Leading practitioner	Y	Teacher	CT	Y
<b>OT</b>	Main Role - Other teachers (not QTS status but not 'unqualified' i.e. those covered by Education Specified Work and Registration)	Y	Teacher	CT	N
<b>TT</b>	Main Role - Trainees on initial teacher training courses	Y	Teacher	CT	N
<b>SU</b>	Main Role - Permanent supply teacher (other than any entered in above categories) (nursery schools only)	Y	Teacher	CT	N
<b>LS</b>	Main Role - Contracted supply teacher (non-agency)	Y	Teacher	CT	N



<b>HL</b>	Main Role - Higher level teaching assistant (HLTA)	Y	Teaching assistant	TA	Y
<b>TA</b>	Main Role - Teacher assistants/aides employed in the classroom	Y	Teaching assistant	TA	Y
<b>FA</b>	Main Role - Foreign language assistants/language support)	Y	Teaching assistant	TA	Y
<b>SP</b>	Main Role - ALN Co-ordinator (for individuals where it is their primary role)	Y	Other	Oth	N
<b>SN</b>	Main Role - Additional Learning Needs support staff	Y	Other	Oth	Y
<b>ME</b>	Main Role - Matrons/nurses/medical staff (including NHS employees)	Y	Other	Oth	N
<b>PS</b>	Main Role - Pastoral support staff	Y	Other	Oth	N
<b>LI</b>	Main Role - Librarians and library assistants	Y	Other	Oth	N
<b>EO</b>	Main Role - Examinations officers/Invigilators	Y	Other	Oth	N
<b>AO</b>	Main Role - Administration staff	Y	Other	Oth	N
<b>BM</b>	Main Role - School business manager or equivalent	Y	Other	Oth	N
<b>MS</b>	Main Role - Midday Supervisors	Y	Other	Oth	N
<b>AD</b>	Main Role - Advisory Staff	Y	Other	Oth	N
<b>ST</b>	Main Role - Science and laboratory technicians	Y	Other	Oth	N
<b>IT</b>	Main Role - ICT staff	Y	Other	Oth	N
<b>OS</b>	Main Role - Other support staff	Y	Other	Oth	N
<b>HS</b>	Additional Role - Head of school	N	NA		N
<b>HD</b>	Additional Role - Head of department	N	NA		N
<b>HY</b>	Additional Role - Head of year	N	NA		N

<b>HK</b>	Additional Role - Head of key stage/phase	N	NA	N
<b>SC</b>	Additional Role - ALN Co-ordinator (as an additional role to main responsibilities)	N	NA	Y
<b>SR</b>	Additional Role - Sex and relationship education co-ordinator	N	NA	N
<b>WB</b>	Additional Role - Welsh baccalaureate co-ordinator	N	NA	N
<b>NC</b>	Additional Role - Numeracy co-ordinator	N	NA	N
<b>LC</b>	Additional Role - Literacy co-ordinator	N	NA	N
<b>CS</b>	Additional Role - Cover supervisor	N	NA	N
<b>WL</b>	Additional Role - Welsh language co-ordinator	N	NA	N
<b>IN</b>	Additional Role - Instructor (including sports coach)	N	NA	N
<b>ET</b>	Additional Role - Minority ethnic support	N	NA	N
<b>TS</b>	Additional Role - Traveller support	N	NA	N
<b>WE</b>	Additional Role - Welfare officer/assistant	N	NA	N
<b>DM</b>	Additional Role - Data manager/analyst	N	NA	N
<b>OR</b>	Additional Role - Other roles	N	NA	N