**School Workforce Annual Census (SWAC) Collection Specification Version 0.1**

**November 2019 collection**

**Contents**

**Queries**

Queries should be directed on email to

🖂 **IMS@gov.wales**

For urgent matters contact **03000 625014**

**Issues Log**

**Version 0.1** Released 27/09/2016

|  |  |
| --- | --- |
| **Issue 1** | *Specification needed for November 2019 collection.* |
|  |  |
| **Issue 2** |  |
|  |  |
| **Issue 3** |  |
|  |  |
| **Issue 4** |  |
|  |  |

#

1. **Introduction**

This specification describes the content of the SWAC for Wales for November 2019. It applies to all maintained schools and local authorities required to provide the Welsh Government (WG) with individual school workforce level data.

SWAC is mandatory for all sectors (Nursery, Primary, Middle**,** Secondary, Special and PRU’s) **and all** teachers and support staff that are in regular service on census date or were in regular service at any point during the period 1 September 2018 to 31 August 2019.

Census date for 2019 is XX November 2019.

This specification follows the principles set out below: suppliers are asked to note the document in its entirety and provide early feedback on issues and queries during the specification review period.

* 1. **Key principles:**
* Electronic school workforce level data collections from schools and local authorities, including the SWAC, are carried out in line with the principles set out in the Welsh Government’s Information Management Strategy.
* SWAC collects individual school staff level and school level data items.
* All data items are as defined in the relevant Common Basic Data Set (CBDS) documentation for Wales.
* Data are grouped into modules.
* School staff level items will be collected as whole modules.
* Clear derogation of responsibility as to who should provide all data items (i.e. schools or local authorities).

Items for collection have been previously notified to software suppliers by separate notification and agreement with the Software Development Forum.

* 1. **Xml tools:**

As agreed and in order to reduce burdens on software suppliers and enhance consistency of validation application across suppliers and Welsh Government systems, the Welsh Government will provide a number of XML tools for optional use by suppliers. Please see the xslt design specification for requirements for, and further details on, implementing the xslt in Management Information System software.

* + 1. **xsd (schemas)**

xsd files will be provided for each return type, which will define the content of the xml return.

* + 1. **xslt validation**

A set of xslt applications will be provided to validate the census return files; these will replicate the validation rules specified for this collection. Section 8of this specification lists the validation CBDS document to refer to. The xslt will produce html and xml error reports.

* + 1. **summary reporting**

A further set of xslt applications will be provided to process the xml data return and produce a school summary report. This will replicate the reports as set out in section 10 of this specification.

* + 1. **Production of xsd and xslt**

xml tools for this collection are scheduled to be released in xxxx 2019.

* 1. **Purpose of the collection:**

The School Workforce Annual Census (SWAC) will capture data at an individual member of the school workforce level. The census will be collected on the school workforce at a point in time in November 2019 as well as collecting information on recruitment and retention and absences for the preceding 2018/19 academic year.

The main purposes of this census is to:

* To provide a greater level of detail, providing an invaluable research base to better inform educational policy and practice in Wales based on robust and accurate evidence.
* Ensure a consistent approach to the collection, reporting and publication of data and based on the principle of ‘collect once, use many times’.
* enhance the evidence base available to inform policy making, particularly around the recruitment, retention and turnover of the workforce, equality and diversity, workforce qualifications and the deployment of specialist teachers.
* To enable more effective and efficient workforce and succession planning both at a local and national level.
* Provide more detailed demographic and pay information of the education workforce would support the Welsh Government’s Strategic Equality Plan objective to work with partners to identify and address the causes of the gender, ethnicity and disability pay and employment differences within the education sector.
* Help streamline the collection process in schools and local authorities, as well as providing significant improvements in the quality, timeliness and utility of school workforce statistics. This data collection also supports the aim to reduce bureaucracy in schools.
* Reduce the need to undertake ad-hoc data collections and surveys on the school workforce to inform policy development or monitor progress against objectives.
	1. **New items added**

This specification relates to the implementation of the first SWAC and all items are ‘new’.

* 1. **Changes to existing items**

None.

* 1. **Items removed**

Not applicable.

* 1. **Use of National Insurance number and Teacher Reference number in reporting in MIS software**

When suppliers are designing reports for use by schools they should note that schools are advised that the NI number or Teacher Reference number should not appear in printed format. However, in the event that this does happen then the printed document should be kept securely and shredded immediately to prevent inappropriate use or a breach of security.

**2.4 Validations**

Validation will be facilitated through provision of xslt files for SWAC 2019.

As the xslt for this collection will be part of the summer release (xxxxx), it is due for release in Autumn 2019.

**2.5 Summary Reporting**

A further set of xslt files will be provided to process the xml data and produce a school summary report.

1. **Guidance section: scope, timing and the minimum data set**
	1. **Scope**

The Welsh government expects that the majority of the data required at individual level will be generated directly from computer systems within schools and local authorities, rather than entered on purpose-built data entry screens.

The scope is described in detail below.

To find out what data they need to return a school or local authority will need to consider:

* which types of schools are in or out of scope
* who has the responsibility to ensure that data are returned
* how many records should be returned for each member of the workforce
* for which types of staff data items are required
	1. **Schools in and out of scope**

The 2019 SWAC covers maintained school settings in Wales. The following types of settings must return the School Workforce Annual Census:

* maintained nursery schools
* maintained primary schools
* maintained middle schools (through age schools)
* maintained secondary schools
* maintained special schools
* pupil referral units

The following types of settings are not required to return the School Workforce Annual Census:

* early years settings
* privately funded independent schools
* non-maintained special schools
* sixth form colleges
* other alternative provision providers
* FE establishments
* service children’s education schools
* miscellaneous establishments
	1. **Who supplies the data**

The information to be collected resides across schools and local authorities. The guidance at section X.X sets out which data items should be provided by whom.

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. Local authorities are expected to scrutinise the data for validity, completeness and credibility. Software suppliers should also be making a school summary report available for schools.

Schools which have opted-out of local authority service level agreements for the management of their HR or payroll elements may submit their files directly to xxxxxxxxxx. However, they are free to enter into data sharing arrangements with their local authority who can provide the information on their behalf.

* 1. **How many records should be returned for each member of the workforce**

Details relating to an individual member of the school workforce will be held on more than one system. This may happen in several different situations.

* Where the person works in more than one school at different time 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. In both cases each school will be responsible for 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 for a record that reflects the time spent in that school. A ‘Leaver’ module record will require to be submitted by the school the person ceases to work whilst a ‘Census’ record will be required to be submitted by the new school.
* Where information on an individual member of staff is held on different systems for example, qualifications on a school MIS, and contract information on a local authority HR or payroll system.
* Any one school should only return a single set of modules for a member of the school workforce per collection. However the same person can have more than one role in the school, or can have more than one simultaneous contract with the same school, and to allow for this multiple contracts or service agreements or roles (as well as both old and current contracts) can be returned within the contract or service agreement module.

* 1. **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 regular service. Each member of the school workforce for whom school workforce level data is required should be engaged to work within a school under arrangements that must be recordable as either a contract or a service agreement.

The following, if they are in regular service, are examples of those for whom school workforce level data should be returned:

* 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 if the local authority is acting like a supply agency
* staff on paid or unpaid absence, whether long or short term
* teachers on the School Direct programme, the Overseas Trained Teacher Programme (OTTP) and the Teach First programme

School workforce level data does not need to be returned for the following:

* temporary staff with service of less than 28 days
* casual staff without contracts, employed on an ad hoc basis
* trainee teachers on teaching practice
* trainee teachers on a School-Centred Initial Teacher Training (SCITT) programme
* staff working in extended school service provision, for example, breakfast and after school clubs, Sure Start and children’s centres. Note that staff engaged in the normal running of the school, such as cleaners, should be included regardless of when they work, for example, before, after or during the normal school day
* staff employed by the local authority that provides support to schools for example, peripatetic music teachers, advisory teachers, educational psychologists, educational welfare officers (information on these will be submitted by the local authority)
* teachers only engaged in one to one tuition
* governors and voluntary staff
* 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 school workforce census and one which is not, then information should be returned only for their activity which falls within scope of the school workforce census. For example, a nursery assistant might work at a Sure 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 school workforce census they should check first with their local authority.

#### **Local authority staff**

Individual level data is required from local authorities for all centrally employed teachers and advisory teachers, and for those centrally employed support staff that spend the majority of their time in schools. The majority of their time means they spend more than half the time they work (that is, more than 50%) in schools. Only those in regular service should be included.

Each member of staff employed by the local authority for whom school workforce level data is required should be engaged to work for the local authority under a contract. Service agreement records are not required for centrally employed staff. For information on contracts and service agreements see section 5.3.

Specifically, the following staff employed directly by the local authority should be included:

* For teachers, this includes
	+ peripatetic teachers - teachers who normally cover a number of schools each week on a regular timetable, usually because they possess some specialist knowledge or skill.
	+ teachers working in non-school education, for example teachers providing education by reason of SEN under section 319 of the Education Act 1996, staff employed as teachers in institutions other than schools and PRUs, for example, teachers in hospitals or centres run by social services, or those providing home tuition.
	+ if the local authority acts like a supply agency providing teachers to schools on a fixed term or temporary basis, then the local authority should submit contract records for those teachers that have been in regular service during the previous academic year.
* advisory teachers - often qualified teachers that carry out a range of duties including training staff, helping develop and implement school policy and classroom support. For the purposes of the school workforce census, advisory teachers should be treated as support staff rather than teachers in terms of the data items that need to be provided. This is regardless of whether or not they are on Teacher’s Pay and Conditions.
* support staff, including teaching assistants, who spend the majority of their time in schools and whose role is one of those listed in the role code set, for example, cleaners, catering staff, ICT technicians and education psychologists. Staff working in extended school service provision should be excluded from the school workforce census.
* educational psychologists – as educational psychologists do not spend the majority of their time in schools and do not provide or support the provision of education directly the department does not collect individual level data on them. Headcount information will be collected instead.

Individual level data is not required for:

* teachers only engaged in one to one tuition. This complements classroom teaching by addressing barriers to learning that are personal and particular to each child, and it can take place at the child’s school or in a town centre location such as a library.
* staff paid according to teachers’ pay and conditions but not falling in any of the categories above. The fact that someone is paid according to Teacher’s Pay and Conditions does not automatically mean they should be included in the school workforce census. An example might be a former teacher now working as a senior manager with the local authority.

If local authorities are unsure about which staff they should include in the school workforce census they should contact xxxxxxxxxxxxx

**Regular Service**

Teachers and support staff should be included in the census if they are in regular service on census reference day, or were in regular service at any point during the period 1 September 2017 to 31 August 2018. This is defined as continuous service of twenty eight days or more, already undertaken or planned, either under a specific contract or under a service agreement

.

Validation rules check the length of service by subtracting the contract start date from the end date (or census reference date) and incrementing the result by one [for example, a contract that starts on 1 October and ends on 28 October has lasted 28 days: end date minus start date incremented by one yields (28/11 – 1/11) + 1 equivalent to 27+1=28].

Where the continuous service has not yet reached twenty eight days, planned service should only be counted where 1) it is indicated by contract end dates that the service will be of twenty eight days or more, or 2) the contract type is ‘permanent’ in which case it can be assumed that the contract will last 28 days.

#### **Support Staff**

The census covers teachers and support staff employed both full-time and part-time[[1]](#footnote-2) in the maintained settings in Wales.

“Support staff”[[2]](#footnote-3) are comprised of:

1. “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;
2. “Other support staff”: Those support staff that are not classroom based for example, matrons/nurses/medical staff, librarians, IT technicians, technicians, administrative officers/secretaries, bursars and other administration/clerical staff, premises and catering staff; and,
3. “Advisory teachers”: These are often qualified teachers that carry out a range of duties including training staff, helping develop and implement school policy and classroom support.

School workforce level data is not required for support staff, including teaching assistants, who work in schools but whose contract is with another organisation. School level data is required for these support staff if they are in the school on census day.

Further details on the staff members for whom data is to be collected can be found in annex xx.

* 1. **The minimum data set for matching purposes**

The following set of data items for each teacher or member of support staff for whom individual level data is required to be provided from both the school and local authority. This data is the minimum required for matching purposes and ensure the accuracy and consistency of information submitted and reported.

The minimum data set for matching purposes consists of:

* Teacher reference number, required, where available, for all members of workforce who have QT status, and to be supplied for others where available
* Family name
* Given names - where applicable
* Former family names - where applicable
* Date of birth
* National Insurance number, except where not available.

* 1. **Census data and continuous data**

Much of the data to be collected represents some characteristic or status of individuals of the school workforce at a given point in time (“census data”). The collection also includes continuous data items, which are those which capture data for the previous academic year; examples of these are absence, leavers and recruitment records.

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

Three modules of the School Workforce Annual Census show data over a span of time:

* absence details (provided by local authorities), which will include absences occurring wholly or partly in the academic year prior to the census reference date. (School workforce census absence is recorded differently from pupil absence)
* recruitment and retention (provided by schools), which will include details of posts advertised during the calendar year, whether they were successfully filled or not, and details teachers who have left the school and their destination, contract details (provided by local authorities), which will include data on staff members who left, or whose contract ended, during the previous academic year;

Successive collections will thus build up a continuous picture of certain aspects of the school workforce.

All “census data” items will be collected in November 2019.

“Continuous data” will not be collected until the November 2020 collection and will relate to the previous 2019/20 academic year.

1. **Summary of data fields**

Note that this is representative of the modular groupings and order as per the School/Workforce CBDS for 1920. The latest versions available at time of release are: NAW Modular CBDS\_Workforce\_xxxxxx.xls.

Key:

School setting type:

NS = maintained nursery schools

PS = maintained primary schools

MS = maintained middle schools (through age schools)

SS = maintained secondary schools

SpS = maintained special schools

PRU = pupil referral units

School staff type:

CT = Contracted teachers

TAs = Teaching Assistants and Higher Level Teaching Assistants

OthSch = Other school based staff

LA = Local Authority school staff

* 1. **School Level Data Modules**
		1. **School Identifiers (Schools)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| LEA Number | 3 | Alphanumeric | 660 | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| School Number | 4 | Alphanumeric | 4099 | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| School Name | 100 | Alphanumeric | Anglesey Comprehensive School | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| Phase | 2 | Alphanumeric | MS | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| UKPRN | 8 | Alphanumeric | 11000000 | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |

* + 1. **Local Authority Identifiers (Local authorities)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| LEA Number | 3 | Alphanumeric | 667 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| LEA Name | 100 | Alphanumeric | Ceredigion | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

* + 1. **Survey Details (Schools and local authorities)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| Survey/Data Extraction Type | 5 | Alphanumeric | SWAC | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Survey Reference Date | 10 | Date | 2018-11-10 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Person Completing Survey | 2 | Alphanumeric | HT | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Survey Completion Time | 3 | Alphanumeric | 005 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

* 1. **Individual school workforce level data**
		1. **School Workforce Staff Details (Schools and local authorities – census snapshot data)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| TRN (Teacher Reference Number) | 7 | Alphanumeric | 1900000 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| National Insurance Number | 9 | Alphanumeric | AA012345A | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Surname | 35 | Alphanumeric | Jones | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Forename | 35 | Alphanumeric | Marc | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Middle Name(s) | 35 | Alphanumeric | Iwan Owen | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Date of Birth | 10 | Date | 1992-03-31  | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Gender | 1 | Alphanumeric | M | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

* + 1. **School Workforce Staff Characteristics (Schools – census snapshot data)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| Ethnic Code | 4 | Alphanumeric | WOTH | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| Disability | 4 | Alphanumeric | YES | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| National Identity | 3 | Alphanumeric | WAL | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| Qualified Teacher Status (QTS) | 5 | True/False | 1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| Higher Level Teaching Assistant status (HLTA) | 5 | True/False | 1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| QTS route | 4 | Alphanumeric | GTP | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |
| SEN co-ordinator | 5 | True/False | 1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | X |

* + 1. **School Workforce Curriculum (Schools – census snapshot data)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| Subject code | 3 | Alphanumeric | MAT | X | X | √ | √ |  |  | √ | √ | X | X |
| Year Group | 2 | Alphanumeric | N2 | X | X | √ | √ |  |  | √ | √ | X | X |
| Contact hours | 5 | Alphanumeric | 2.00 | X | X | √ | √ |  |  | √ | √ | X | X |
| Medium of teaching | 3 | Alphanumeric | ENG | X | X | √ | √ |  |  | √ | √ | X | X |

* + 1. **School Workforce Welsh Language (Schools)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| Teach Welsh | 2 | Alphanumeric | TW | √ | √ | √ | √ | √ | √ | √ | √ | X | X |
| Welsh Skills | 1 | Alphanumeric | 2 | √ | √ | √ | √ | √ | √ | √ | √ | X | X |

* + 1. **School Workforce Recruitment (Schools – continuous data)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| Vacancy reference number | 2 | Alphanumeric | 1 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Subject of vacancy | 3 | Alphanumeric | ART | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Year Group | 2 | Alphanumeric | 6 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Vacancy role | 2 | Alphanumeric | HT | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Welsh medium vacancy | 5 | True/False | 1 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| vVacancy Tenure | 1 | Alphanumeric | F | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Applications for Vacancy | 3 | Alphanumeric | 6 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Date first advertised | 10 | Date | 2018-02-15 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Date vacancy closed | 10 | Date | 2018-03-20 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Appointment made | 5 | True/False | 1 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Cover for unfilled vacancies | 2 | Alphanumeric | ST | √ | √ | √ | √ | √ | √ | √ | X | X | X |

* + 1. **School Workforce Retention (Schools – continuous data)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| Leaver reference number | 2 | Alphanumeric | 1 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Subject code | 3 | Alphanumeric | HIS | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Year Group | 2 | Alphanumeric | 2 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Teaching experience of leaver | 2 | Alphanumeric | 8 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Destination of leaver | 3 | Alphanumeric | EDU | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Vacancy role | 2 | Alphanumeric | DH | √ | √ | √ | √ | √ | √ | √ | X | X | X |

* + 1. **Supply Teaching (Schools - aggregated)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* + 1. **School Workforce Pay / Contract (Local authorities)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| Contract / Agreement Type | 3 | Alphanumeric | PRM | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Start Date | 10 | Date | 2012-04-01 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| End Date | 10 | Date | 2019-02-02 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Destination | 2 | Alphanumeric | VR | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| School Number | 4 | Alphanumeric | 4099 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| School Name | 100 | Alphanumeric | Anglesey Comprehensive School | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Post | 3 | Alphanumeric | TAS | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Role identifier | 2 | Alphanumeric | BM | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Hours worked per week | 5 | Alphanumeric | 32.5 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| FTE hours per week | 5 | Alphanumeric | 37 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| FTE | 4 | Alphanumeric | 0.88 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Pay range | 2 | Alphanumeric | TU | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Base pay | 10 | Alphanumeric | 35000.00 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Pay range minimum / maximum | 3 | Alphanumeric | MIN | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Category of Additional Payment | 3 | Alphanumeric | TLR3 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Additional Payment Amount | 10 | Alphanumeric | 2500.00 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Additional Payment Start Date | 10 | Date | 2019-10-12 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Additional Payment End Date | 10 | Date | 2020-01-31 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Daily Rate |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Safeguarded Salary |  |  |  |  |  |  |  |  |  |  |  |  |  |

* + 1. **School Workforce Absences (Local authorities)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Field Name** | **Field Length** | **Field Type** | **Sample Data** | **School Setting type** | **School Staff type** |
| **NS** | **PS** | **MS** | **SS** | **SpS** | **PRU** | **CT** | **TAs** | **OthSch** | **LA** |
| First day of absence | 10 | Date | 2019-12-01 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Last day of absence | 10 | Date | 2019-12-08 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Working days lost | 5 | Alphanumeric | 40.5 | √ | √ | √ | √ | √ | √ | √ | X | X | X |
| Absence category | 3 | Alphanumeric | SIC | √ | √ | √ | √ | √ | √ | √ | X | X | X |

* 1. **Coverage and timing**

The following table details the rules relating to when the various workforce level modules, or individual data items, are to be collected. Most data will be snapshot data (ie, collected as at census reference date); but some data will be from the previous academic year, to provide a picture over time (that is, continuous data).

|  | Data provider | Snapshot (Census date) | Continuous (previous academic year) |
| --- | --- | --- | --- |
| Staff Details module | **School** | **All items**[[3]](#footnote-4) forAll staff in regular service at schools on census reference date. | N/A |
| **Local authority** | **All items**[[4]](#footnote-5) forAll staff in regular service at schools or local authority on census reference date.Any additional staff in schools and local authorities, who had been in regular service and whose contract/service agreement finished in the period from 1 September of the previous academic year to 31August of the previous academic year. |
| Staff Characteristics Module | **School** | **All items**[[5]](#footnote-6) forAll staff in regular service at schools on census reference date. | N/A |
| **Local Authority** | N/A |
| Curriculum Module | **School** | **All items** for all records for all teachers and teaching assistants in regular service for whom data is supplied by the timetable system. | N/A |
| **Local Authority** | N/A |
| Welsh Language Module | **School** | **All items** for all records for all teachers and teaching assistants in regular service | N/A |
| **Local Authority** | N/A |
| Recruitment Module | **School** | N/A | **All items** for all teaching posts advertised, or where an appointment was made, in the period from 1 September to 31August of the previous academic year. |
| **Local Authority** | N/A |
| Retention Module | **School** | N/A | **All items** for all contracted teachers who left the profession in the period from 1 September to 31August of the previous academic year. |
| **Local Authority** | N/A |
| Contract/Service Agreement module | Contract and pay data should be returned by local authorities except in circumstances where a school has opted out of a service level agreement with their local authority to provide HR and / or payroll services and do not provide the data to the local authority. In such circumstance the school should provide the required data. |
| **School** | **All items** for all current contract/service agreement records for all members of staff in regular service on census reference date. | **Non-pay items**[[6]](#footnote-7) for any further contract/service agreement records with an end date in the period 1 September of the previous academic year. |
| **Local Authority** | **All items** for all current contract/service agreement records for all members of staff in regular service on census reference date. | **Non-pay items**[[7]](#footnote-8) for any further contract/service agreement records with an end date in the period 1 September of the previous academic year. |
| Absence module | Contract and pay data should be returned by local authorities except in circumstances where a school has opted out of a service level agreement with their local authority to provide HR and / or payroll services and do not provide the data to the local authority. In such circumstance the school should provide the required data. |
| School | N/A | Any absence records where the first day or last day of absence falls in the period 1 September to 31 August (inclusive) of the previous academic year. This could include absences on-going on census day. |
| Local Authority | N/A | Any absence records where the first day or last day of absence falls in the period 1 September to 31 August (inclusive) of the previous academic year. This could include absences on-going on census day. |

1. **SWAC Data Collection Key Dates**

**2019 census**

The

* Data on the school workforce is required for the previous academic year (2017/18)
* xxxx opens for SWAC submission on **xx November 2019**
* Deadline for data submission is **xx xxxxxxxxx 2019**

**4.1 October 2018**

Data is required for pupils with an enrolment status of ‘C – Current’ or ‘M – Main’ who are:

* on roll at any time in the previous academic year i.e. between 1 September 2017 and 31 August 2018.

Data is required for Programmes of Study and Learning Activities that are:

* being undertaken any time in the previous academic year i.e. between 1 September 2017 and 31 August 2018.
1. **User Requirements**

A number of default values, auto and block fill requirements are requested in order to minimise bureaucratic and administrative burdens in the process of producing an accurate School Workforce Annual Census return.

**5.1 Mandatory / Optional Items**

Items marked as ‘M’ (mandatory) in the [xml structure](#XML_Message_Structure) are required data items. Schema checks will fail if these items are not present; valid data is required for each mandatory field.

Items marked as ‘O’ (optional) in the xml example file may be missing. If no data is present ‘no data, no tag’ rule applies.

Where modules are optional, data items within may be marked as mandatory as they are required **if** the module is present.

#  6. File Naming Convention

**XML data extraction – file naming convention**

* Long file names will be used.
* The file extension will be XML.
* The file name shall be constructed from the following components:

(a) Origin Identifier (7 digits)1

(b) Survey/Data Extraction Type (3 characters)2

(c) Destination Identifier (7 characters)3

(d) Serial Number (3 digits)4

* The components should be separated by underscore characters (“\_”)
* An example of a **School Workforce Annual Census** file from a school to an LA would be:

**6602050\_WAC\_660XX19\_001.XML**

where ’18’ are the last two digits of the calendar year, and therefore appropriate to the return dated 17/11/2019.

The total file name length = 27 characters

* For files not yet authorised by the school the file extension should be changed from ‘XML’ to ‘UNA’.

1 For transfers from schools, the first 3 characters of the origin identifier will be the LEA code of the sending school and the final 4 characters will be the NAW school number of the sending school.

2 For School Workforce Annual Census November data the survey type will be “WAC”.

3 For transfers from schools to LAs, the destination identifier will be the LEA code of the receiving LA followed by “XX” and then “19” where “19” is the last two digits of the calendar year.

4 The first file in the series shall be “001”, the second “002” etc.

1. **XML MESSAGE STRUCTURE**

# Validation Rules

For validations for this collection please refer to **NAW Validation CBDS V1819.x ‘x’**=Latest version available via xxxx**.**

* Wherever possible, software should indicate to the user which school workforce individual’s record is causing the error message. We suggest listing at least <TRN>, <Forename>, <Surname>, and <DOB> for this purpose. However, please note that the TRN should not be printed out.
* The Validation CBDS contains filters to help during development. Users of the spreadsheet can filter on the collection.

**10. School Summary**

1. 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. [↑](#footnote-ref-2)
2. The full code set provided in CBDS identifies all support staff posts for which data is expected. [↑](#footnote-ref-3)
3. “All Items” that is, all items that are required for the type of person, as specified in section 3.2. [↑](#footnote-ref-4)
4. “All Items” that is, all items that are required for the type of person, as specified in section 3.2. [↑](#footnote-ref-5)
5. “All Items” that is, all items that are required for the type of person, as specified in section 3.2. [↑](#footnote-ref-6)
6. Non-pay items required from the contract/service agreement module are contract/service agreement type, start date, end date, post, date of arrival in school, reason for leaving, destination and origin, role identifier, hours per week, fte hours and weeks per year. No additional payments items are required. [↑](#footnote-ref-7)
7. Non-pay items required from the contract/service agreement module are contract/service agreement type, start date, end date, post, date of arrival in school, reason for leaving, destination and origin, role identifier, hours per week, fte hours and weeks per year. No additional payments items are required. [↑](#footnote-ref-8)