

# Appendices for the report 'Teacher well-being at work in schools and further education providers'

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These appendices should be read alongside the full report.

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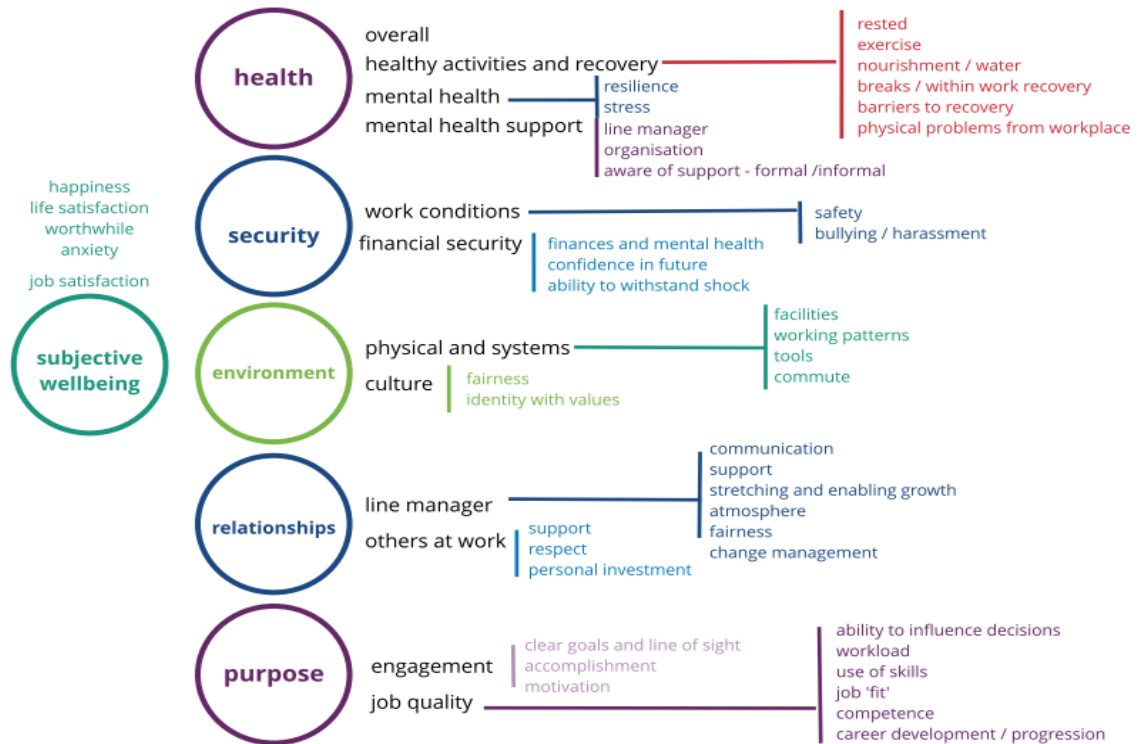
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# Appendix 1: Occupational well-being framework of What Works for Wellbeing Centre (the framework adopted in this study)



## Appendix 2: Sample in more detail

The link to the well-being questionnaire was sent to 1,000 schools and 250 further education and skills (FES) providers:

- 600 primary and 300 secondary schools, 50 special schools and 50 pupil referral units (PRUs)
- all 189 general further education colleges and 66 sixth-form colleges in the country.

After the questionnaire was circulated for the first time at the end of June 2018, 680 school staff from 121 schools and 213 staff from nine FES providers responded to it. Out of those, 19 schools and six FES providers were selected for focus group interviews and visited. They were chosen based on the reported levels of well-being at work, phase of education, type of institution and region (for the lists of visited schools and FES providers, see Table 1 and Table 2).

**Table 1: Schools that participated in our fieldwork**

School	Local authority
Altrincham Grammar School for Boys	Trafford
Ashley College	Brent
Buckingham School	Buckinghamshire
Education Links	Newham
Handsworth Grange Community Sports College	Sheffield
Hartsfield Junior Mixed and Infant School	Hertfordshire
Horbury Academy	Wakefield
Ivybridge Community College	West Sussex
Lansdowne Primary School	Kent
Lutterworth College	Leicestershire
Rugby High School	Warwickshire
Springhead School	North Yorkshire
The Birches School	Manchester
The Cottesloe School	Buckinghamshire
Thornton Primary School	Birmingham
Tor Bridge High	Plymouth
Trafford High School	Trafford
Venerable Bede Church of England Academy	Sunderland
Walwayne Court School	Wiltshire

**Table 2: FES providers that participated in our fieldwork**

<b>Provider</b>	<b>Local authority</b>
Abingdon and Witney College	Oxfordshire
Christ the King Sixth Form College	Lewisham
Hills Road Sixth Form College	Cambridgeshire
Joseph Chamberlain Sixth Form College	Birmingham
New College Stamford	Lincolnshire
New College Swindon	Swindon

The online questionnaires were re-circulated to the schools and FES providers in October 2018 and they closed in December 2018. This helped increase response rates. So, in the end, a wide spread of schools participated in this study (see Table 3). Every Ofsted region is represented, with the number of schools ranging between 30 and 58 per region. Most schools (173) were primary, given that they form a majority at the national level, too. They are followed by 85 secondary schools. PRUs and special schools are a minority, which also fits in with the picture at the national level.

In total, 2,293 staff from 290 schools responded to the Ofsted questionnaire on well-being at work. This is a 29% response rate, as the questionnaire was circulated to 1,000 schools. Even though more primary than secondary schools participated in the study, secondary school staff was the most numerous, forming 55% of all participants. This is because secondary schools in England are typically larger than primary schools and consist of more staff.

**Table 3: A breakdown of schools and respondents**

<b>Region</b>	<b>Number of schools</b>	<b>Primary</b>	<b>Secondary</b>	<b>Pupil referral units (PRU)</b>	<b>Special</b>	<b>Number of participants</b>
<b>East Midlands</b>	<b>30</b>	18 (54)	11 (97)	-	1 (17)	<b>168</b>
<b>East of England</b>	<b>34</b>	24 (90)	5 (62)	2 (18)	3 (12)	<b>182</b>
<b>London</b>	<b>31</b>	19 (71)	7 (46)	2 (21)	3 (24)	<b>162</b>
<b>North East, Yorkshire and the Humber</b>	<b>32</b>	17 (55)	12 (72)	1 (2)	2 (12)	<b>241</b>
<b>North West</b>	<b>35</b>	18 (91)	11 (199)	5 (27)	1 (7)	<b>324</b>
<b>South East</b>	<b>58</b>	34 (179)	17 (311)	2 (10)	5 (62)	<b>562</b>
<b>South West</b>	<b>31</b>	18 (106)	10 (196)	1 (3)	2 (35)	<b>340</b>
<b>West Midlands</b>	<b>39</b>	25 (109)	12 (188)	1 (1)	1 (16)	<b>314</b>
<b>Total</b>	<b>290</b>	<b>173 (755)</b>	<b>85 (1271)</b>	<b>14 (82)</b>	<b>18 (185)</b>	<b>2293</b>

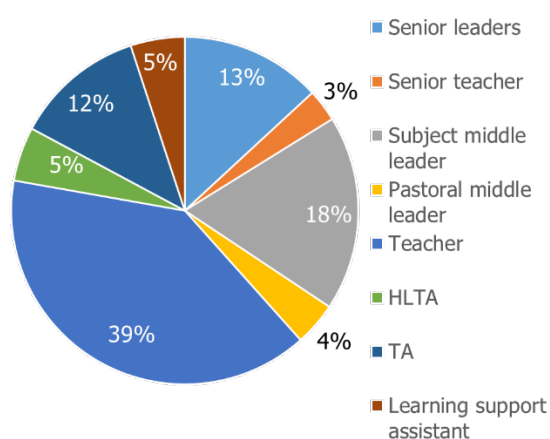
Table 4 shows FES providers and respondents. Every Ofsted region is represented, with the number of providers ranging between five and 12 per region. Most providers (47) were general further education colleges, while 20 were sixth form colleges. In total, 2,053 staff from 67 providers responded to the Ofsted questionnaire on well-being at work. This is a 26% response rate, as the questionnaire was circulated to all 255 providers in the country at the time.

**Table 4: A breakdown of FES providers and respondents**

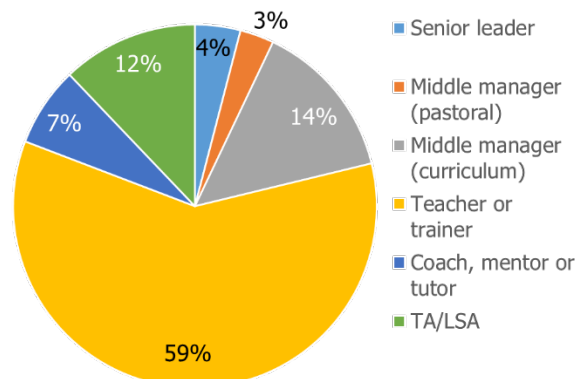
Region	Number of FES providers (number of participants)			
	Number of providers	General further education college	Sixth form college	Number of participants
East Midlands	7	5 (210)	2 (13)	223
East of England	8	5 (282)	3 (50)	332
London	9	5 (155)	4 (40)	195
North East, Yorkshire and the Humber	5	4 (175)	1 (27)	202
North West	12	9 (348)	3 (82)	430
South East	12	8 (275)	4 (91)	366
South West	7	6 (185)	1 (38)	223
West Midlands	7	5 (38)	2 (44)	82
<b>Total</b>	<b>67</b>	<b>47 (1668)</b>	<b>20 (385)</b>	<b>2053</b>

A breakdown of participants' job roles is provided in Figure 1 and Figure 2, for schools and FES providers, respectively.

**Figure 1: Fine-grained job roles of participants from schools**



**Figure 2: Fine-grained job roles of participants from FES providers**

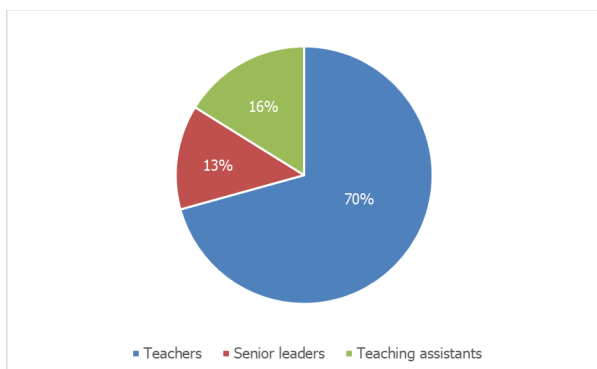


For the purposes of this study, all school staff with the following roles was merged into a single group named 'teachers': teachers, subject and pastoral middle leaders, senior teachers/lead practitioners, and higher-level teaching assistants (see Figure 3).

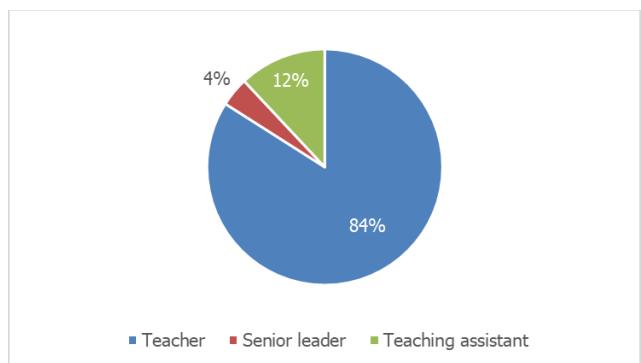
In FES providers, the teachers' group includes teachers, trainers, coaches, mentors, tutors and middle managers (see Figure 4). Senior leaders form another group, while teaching assistants and learning support assistants form the third group of respondents.

In either sector, teachers are the most numerous.

**Figure 3: Participants' merged job roles (schools)**



**Figure 4: Participants' merged job roles (FES)**



## Appendix 3: Analyses

We performed several types of analyses on the quantitative data (fixed-choice questionnaire responses) using SPSS software. Descriptive analyses were carried out to obtain raw counts and percentages for each response option in each question. Then, Kruskal-Wallis tests were run to determine if there are statistically significant differences in responses. This allowed us to determine if teachers', senior leaders' and teaching assistants' responses were similar or significantly different or to determine if levels of occupational well-being significantly differ across dimensions (e.g. job role, length of experience, overall effectiveness rating).

The next step was to determine which factors predict the level of well-being at work. To achieve this, we performed factor analyses and linear regression analyses. In factor analyses, all questionnaire statements and responses were analysed to determine which ones group together – in other words, which ones form part of the same construct. For example, our factor analysis showed that the following statements grouped together in a construct we named 'workload': Overall, I achieve a good balance between my work life and my private life; I have an acceptable workload.; My workload is appropriate for my skill set. This means that responses to these questions are consistent with each other. This information was then used to run linear regression analyses on the constructs derived from the factor analysis of the questionnaire statements. The dependent variable was the level of occupational well-being where responses ranged from 0 to 10 (the responses were associated with the following question: Subjective well-being at work refers to how you feel about your work at this school. How would you rate your overall sense of well-being in your current role at this school?). Regression analyses showed us which variables (or factors) are significant predictors of the level of occupational well-being.

We coded and analysed our qualitative data (open-ended questionnaire responses and notes of group discussions) in MaxQDA software. We developed a coding framework based on our questions and based on the What Works for Well-being Centre framework. The coding of the data allowed for main and recurrent themes to be identified.



## Appendix 4: Data collection instruments

### Senior leaders' group discussion questions

<p><b>Well-being and mental health (processes, support, stress, causes of stress)</b></p>
<ol style="list-style-type: none"> <li>1. How do you <b>consider the well-being</b> of your staff?</li> <li>2. How do you know if the above is effective?</li> <li>3. Is staff well-being <b>an area for development in your current plans</b> for improvement of the school/FES provider?</li> <li>4. Which <b>factors positively influence</b> your occupational well-being, as senior leaders? Please provide <b>up to three</b> and <b>explain</b>.</li> <li>5. Which <b>factors negatively influence</b> your occupational well-being, as senior leaders? Please provide <b>up to three</b> and <b>explain</b>.</li> <li>6. What are the top three causes of <b>undue stress at work</b> for <b>senior leadership</b> (if any)? <b>Please explain</b>.</li> <li>7. What word or phrase would you use to describe your <b>work-life balance</b>? Please explain.</li> <li>8. How would you describe <b>your workload</b> at this school/FES provider: appropriate for your job role, excessive or light?</li> </ol>
<p><b>Retention in the profession</b></p>
<ol style="list-style-type: none"> <li>1. What are the most important causes of teachers leaving the profession?</li> <li>2. Please give us up to three most important reasons that keep you in the profession. Explain.</li> <li>3. Please give us up to three most important reasons that would make you consider leaving this profession? Explain.</li> </ol>
<p><b>Suggestions for Department for Education and Ofsted</b></p>
<ol style="list-style-type: none"> <li>1. What actions could the government/Department for Education take to improve the well-being of staff? Why?</li> <li>2. What actions could Ofsted take to improve the well-being of staff? Why?</li> </ol>
<p><b>Sense of control/having a say/influence</b></p>
<ol style="list-style-type: none"> <li>1. How much control do you have over matters that are important for your work? Explain.</li> <li>2. How do you know whether your staff have a sufficient say or control over matters that are important for their work? Explain.</li> </ol>

## Middle leaders' and teachers' group discussion questions

<p><b>Well-being and mental health (processes, support, stress, causes of stress)</b></p>
<ol style="list-style-type: none"> <li>1. How do <b>leaders know about your well-being</b>?</li> <li>2. Is this effective?</li> <li>3. Is staff well-being <b>an area for development</b> in the current plans for improvement of the school/FES provider?</li> <li>4. Which <b>factors positively influence</b> your occupational well-being, as middle leaders and teachers [schools]/middle managers and teachers/trainers [FES providers]? Please provide <b>up to three</b> and <b>explain</b>.</li> <li>5. Which <b>factors negatively influence</b> your occupational well-being, as middle leaders and teachers [schools]/middle managers and teachers/trainers [FES providers]? Please provide <b>up to three</b> and <b>explain</b>.</li> <li>6. What are the top three causes of <b>undue stress at work</b> for you as middle leaders and teachers [schools]/middle managers and teachers/trainers [FES providers] (if any)? <b>Please explain</b>.</li> <li>7. What word or phrase would you use to describe your <b>work-life balance</b>? Please explain.</li> <li>8. How would you describe <b>your workload</b> at this school/FES provider: appropriate for your job role, excessive or light?</li> </ol>
<p><b>Retention in the profession</b></p>
<ol style="list-style-type: none"> <li>1. What are the most important causes of teachers leaving the profession?</li> <li>2. Please give us up to three most important reasons that keep you in the profession. Explain.</li> <li>3. Please give us up to three most important reasons that would make you consider leaving this profession. Explain.</li> </ol>
<p><b>Suggestions for Department for Education and Ofsted</b></p>
<ol style="list-style-type: none"> <li>1. What actions could the government/Department for Education take to improve the well-being of staff? Why?</li> <li>2. What actions could Ofsted take to improve the well-being of staff? Why?</li> </ol>
<p><b>Sense of control/having a say/influence</b></p>
<ol style="list-style-type: none"> <li>1. How much control do you have over matters that are important for your work? Explain.</li> <li>2. In cases when you do not have a sufficient say, what are the reasons for it?</li> <li>3. Is having a sufficient say/control over important matters at work important for your occupational well-being?</li> </ol>

## Teaching assistants' group discussion questions

<p><b>Well-being and mental health (processes, support, stress, causes of stress)</b></p>
<ol style="list-style-type: none"> <li>1. How do <b>leaders know about your well-being</b>?</li> <li>2. Is this effective?</li> <li>3. Is staff well-being <b>an area for development</b> in the current plans for improvement of the school/FES provider?</li> <li>4. Which <b>factors positively influence</b> your occupational well-being, as higher-level teaching assistants/teaching or learning support assistants? Please provide <b>up to three</b> and <b>explain</b>.</li> <li>5. Which <b>factors negatively influence</b> your occupational well-being, as higher-level teaching assistants/teaching or learning support assistants? Please provide <b>up to three</b> and <b>explain</b>.</li> <li>6. What are the top three causes of <b>undue stress at work</b> for you as higher-level teaching assistants/teaching or learning support assistants (if any)? <b>Please explain</b>.</li> <li>7. What word or phrase would you use to describe your <b>work-life balance</b>? Please explain.</li> <li>8. How would you describe <b>your workload</b> at this school/FES provider: appropriate for your job role, excessive or light?</li> </ol>
<p><b>Retention in the profession</b></p>
<ol style="list-style-type: none"> <li>1. What are the most important causes of teachers leaving the profession?</li> <li>2. Please give us up to three most important reasons that keep you in the profession. Explain.</li> <li>3. Please give us up to three most important reasons that would make you consider leaving this profession. Explain.</li> </ol>
<p><b>Suggestions for Department for Education and Ofsted</b></p>
<ol style="list-style-type: none"> <li>1. What actions could the government/Department for Education take to improve the well-being of staff? Why?</li> <li>2. What actions could Ofsted take to improve the well-being of staff? Why?</li> </ol>
<p><b>Sense of control/having a say/influence</b></p>
<ol style="list-style-type: none"> <li>1. How much control do you have over matters that are important for your work? Explain.</li> <li>2. In cases when you do not have a sufficient say, what are the reasons for it?</li> <li>3. Is having a sufficient say/control over important matters at work important for your occupational well-being?</li> </ol>

## Questionnaire questions for school staff

### About this survey

1. I consent to participating in this research project and to Ofsted using information given by me in this online questionnaire for the purpose of the well-being research.<sup>1</sup>

### About your school

2. What type of school are you currently working in?<sup>2</sup>
3. What is the name of the school you are currently working in? Please select your school from the drop-down menu below. This will allow us to explore similarities and differences across schools and regions.

### Personal and background information

4. What is your gender?<sup>3</sup>
5. What is your age?<sup>4</sup>
6. What is your highest level qualification?<sup>5</sup>
7. Do you have a teaching qualification?<sup>6</sup>
8. This academic year, have you taught any subjects in your school for which you do not have a degree qualification?<sup>7</sup>

### Your role

9. What is your role in this school? Please select the option that most closely represents your role.<sup>8</sup>

### Section for middle leaders, teachers and higher level teaching assistants

10. How long have you been teaching? Do not include any extended periods of leave such as maternity/paternity leave.<sup>9</sup>
  - In total
  - At this school
11. This academic year, I have worked at this school:<sup>10</sup>

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<sup>1</sup> Answer: Yes or No.

<sup>2</sup> Answer: Primary/middle deemed primary, Secondary/all through/middle deemed secondary, Pupil referral unit or Special.

<sup>3</sup> Answer: Male, female or Prefer not to say.

<sup>4</sup> Answer: Under 25, 25–29, 30–34, 35–39, 40–44, 45–49, 50–54, 55–59, 60 or more or Prefer not to say.

<sup>5</sup> Answer: Bachelor's degree, Postgraduate diploma or certificate, Master's degree, Doctorate or Other (please specify).

<sup>6</sup> Answer: Yes or No.

<sup>7</sup> Answer: Yes, No or Not applicable (e.g. because I do not teach at secondary school level).

<sup>8</sup> Answer: Senior leader, Senior teacher/lead practitioner, Pastoral middle leader, Subject middle leader, Teacher, Higher level teaching assistant, Teaching assistant or Learning support assistant.

<sup>9</sup> Answer: Less than 1 year, 1–2 years, 3–4 years, 5–10 years or 11 years or more.

<sup>10</sup> Answer: Full time (more than 90% of full-time hours) or Part time (up to 90% of full-time hours).

12. This academic year, I have taught at the following level(s): Please select all the options that apply.<sup>11</sup>

13. Is teaching your first-choice career?<sup>12</sup>

*Overall well-being*

14. Overall, how satisfied are you with your life nowadays?<sup>13</sup>

15. Overall, to what extent do you feel that things you do in your life are worthwhile?<sup>14</sup>

16. Overall, how happy did you feel yesterday?<sup>15</sup>

17. Overall, how anxious did you feel yesterday?<sup>16</sup>

18. Occupational well-being refers to how you feel about your work at this school. How would you rate your overall sense of well-being in your current role at this school?<sup>17</sup>

*General attitude to own profession and job*

19. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements?<sup>18</sup>

- The advantages of this profession clearly outweigh the disadvantages.
- I think the teaching profession is valued in society.
- I wonder whether it would have been better to choose another profession.
- I enjoy teaching.
- If I could decide again, I would still choose this job.
- I would like to move to another school if that were possible.
- I regret that I decided to take the current job.

20. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements?<sup>19</sup>

- I enjoy working at this school.
- I would recommend this school as a good place to work.
- I am satisfied with my performance in this school.
- I believe that my teaching is effective and helpful.
- I believe that I help my pupils to become well-equipped in terms of knowledge and skills for future academic and/or work-related needs.
- I have accomplished a lot in my current role at this school.

<sup>11</sup> Answer: Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7, Year 8, Year 9, Year 10, Year 11, Year 12 and Year 13

<sup>12</sup> Answer: Yes or No.

<sup>13</sup> Scaled answer: from 0 (not at all satisfied) to 10 (completely satisfied).

<sup>14</sup> Scaled answer: from 0 (not at all worthwhile) to 10 (completely worthwhile).

<sup>15</sup> Scaled answer: from 0 (not at all happy) to 10 (completely happy).

<sup>16</sup> Scaled answer: from 0 (not at all anxious) to 10 (completely anxious).

<sup>17</sup> Scaled answer: from 0 (minimum) to 10 (maximum).

<sup>18</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>19</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

- All in all, I am satisfied with my job.
21. How often do the following happen?<sup>20</sup>
- I know what is expected of me at work.
  - I do my best at work.
  - My job gives me the feeling of work well done.
  - I have enough time to get the job done.

*Experience and behaviours contributing to well-being at work*

*Culture*

22. To what extent do you agree or disagree with these statements as applied to the school where you work?<sup>21</sup>
- There is a collaborative school culture which is characterised by mutual support.
  - The school staff share a common set of beliefs about teaching and learning.
  - Staff in this school can rely on each other.
  - I feel like I belong at this school.
  - I feel like people at this school care about me.
  - My line manager respects me as a person.

23. How often do the following happen?<sup>22</sup>
- Rules for pupils' behaviour are enforced consistently throughout the school.
  - Staff in this school and pupils get on well with each other.
  - I get on well with the rest of the staff.
  - I am treated fairly at my workplace.
  - The work is distributed fairly.
  - Colleagues (e.g. line manager, other colleagues) help me to find a solution when my workload is too heavy.

*Management*

24. The senior leadership in this school supports staff by:<sup>23</sup>
- talking with teachers about their pupils' progress.
  - taking actions to support cooperation among teachers to develop new teaching practices.
  - collaborating with a teacher when it is necessary to solve discipline problems jointly.
  - observing instruction in the classroom.
  - providing feedback after each observation.
  - encouraging and supporting professional development of school staff.

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<sup>20</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>21</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>22</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>23</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

- taking actions to create a culture in which it is safe to challenge decisions.

25. How often do the following happen? My line manager ...<sup>24</sup>

- gives me praise and recognition when I do a good job.
- helps me resolve an issue when I need their help.
- provides useful feedback on my work.
- encourages and supports my development.

*Sense of control and ownership*

26. How often do the following happen in the provider where you work?<sup>25</sup>

- I make decisions that are important for my work.
- I influence decisions that are important for my work.
- I play an important role in setting objectives for my work.
- I apply my own ideas in my work.

*Perceptions of own ability*

27. To what extent do you agree or disagree?<sup>26</sup>

- I am able to recognise my strengths and achievements.
- I know which areas I want to develop.
- I can motivate pupils who show low interest in school work.
- I am good at helping pupils to learn new things.
- I can provide an adequate level of learning for all pupils.
- I can encourage an open and safe learning environment (e.g. where pupils are not afraid of asking questions).
- I can use a variety of assessment strategies.

*Training and development*

28. How often do the following happen?<sup>27</sup>

- I can access the right learning and development opportunities whenever I need to.
- What I learn during training and development, I can apply at my work.
- I have good opportunities at work to make the most of my knowledge and skills.
- In the last 12 months, I have had opportunities to learn and grow.
- My job at this provider offers challenges to advance my skills and knowledge.
- The feedback I get from my colleagues (e.g. other teachers, my line manager, senior leaders) on my progress/performance helps me become better at my job.
- I have a say in choosing my training and development activities.

29. In the last 12 months ...<sup>28</sup>

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<sup>24</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>25</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>26</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>27</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>28</sup> Answer: Yes or No.

- I have received training that is relevant to my job in this school.
- I have discussed my progress or performance with a colleague at my school.
- I have discussed my needs with my line manager.

*Resources*

30. Is your school's capacity to provide good quality instruction hindered by any of the following issues?<sup>29</sup>

- Shortage of qualified teachers
- Shortage of qualified teachers
- Shortage of support staff (e.g. teaching assistants)
- Shortage or inadequacy of instructional materials (e.g. textbooks)
- Shortage or inadequacy of computers for instruction
- Insufficient internet access
- Shortage or inadequacy of computer software for instruction
- Shortage or inadequacy of library materials
- Shortage or inadequacy of audio-visual resources

*Working hours and patterns*

31. To what extent do you agree or disagree?<sup>30</sup>

- Overall, I achieve a good balance between my work life and my private life.
- I have an acceptable workload.
- My workload is appropriate for my skill set.

32. In the past 12 months, how often have you worked in your free time to meet work demands?<sup>31</sup>

33. During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this school? Include time spent on teaching, planning lessons, marking, collaborating with teachers, participating in meetings, participating in professional development and other work tasks. Also include tasks that took place during evenings, weekends or other out of classroom hours. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.<sup>32</sup>

34. Of this total, how many hours did you spend on teaching/training at this provider during your most recent complete calendar week? (Remember that 'teaching/training' stands for 'coaching/mentoring/tutoring' if you are a coach/mentor/tutor.) Please only count actual contact time with

<sup>29</sup> Answer: A lot, To some extent, Very little, Not at all or Not sure.

<sup>30</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>31</sup> Answer: Daily, Several times a week, Several times a month, Several times a year or (Almost) Never.

<sup>32</sup> Answer: Total hours if you are in full-time employment and Total hours if you are in part-time employment.



students/apprentices. Do not include time spent on preparation, marking, etc. will be asked in the next question. Round to the nearest whole hour.<sup>33</sup>

35. Approximately how many hours did you spend on the following tasks during your most recent complete calendar week, in your job at his school? Also include tasks that took place during weekends, evenings or other out of classroom hours. Exclude all time spent teaching, as this was recorded in the previous question. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, select 0. Round to the nearest whole hour.<sup>34</sup>

- Individual planning or preparation of lessons either at school or out of school
- Team work and dialogue with colleagues within this school
- Marking and correcting of pupils' work
- Counselling pupils (including student supervision, mentoring, virtual counselling, career guidance and behaviour guidance)
- Participation in school management
- General administrative work (including communication, paperwork and other clerical duties)
- Communication and cooperation with parents or guardians
- Engaging in extra-curricular activities (e.g. sports and cultural activities after school)
- Other work tasks

36. Across the school year, is the amount of time you spend on the following activities too little, too much or about right?<sup>35</sup>

- Preparing pupils' progress data for an Ofsted inspection (collecting, inputting, monitoring and analysing the data)
- Preparing pupils' progress data for management (collecting, inputting, monitoring and analysing the data)
- Thinking about, and planning, the best ways to teach what is in the curriculum
- Thinking about, and planning, the best ways to teach pupils what they need to learn
- Planning, administering and reporting on pupils' assessments
- Preparing pupils for external assessment

37. To what extent do you agree or disagree?<sup>36</sup>

- Preparing pupils' progress data (collecting, inputting, monitoring and analysing them) provides me with a useful insight into the progress of an individual pupil.

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<sup>33</sup> Answer: Hours teaching, if you are in full-time employment and Hours teaching, if you are in part-time employment.

<sup>34</sup> Answer: Hours.

<sup>35</sup> Answer: Far too much, Too much, About right, Too little, Far too little or N/A.

<sup>36</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

### *Health*

38. To what extent do you agree or disagree?<sup>37</sup>
- The school provides good support for the health and well-being of the staff.
  - I have adequate facilities in my workplace that support my health and well-being.
39. In your experience at this school, how often do the following occur?<sup>38</sup>
- I experience stress in my work.
  - The stress I experience in my work is expected in my job.
  - My job negatively impacts my mental health.
  - My job positively impacts my mental health.
  - My job negatively impacts my physical health.
  - My job positively impacts my physical health.
  - I worry about work when I am not working.
  - My line manager helps and supports me with my well-being.
  - I actively look after, and take responsibility for, my well-being.
  - My line manager encourages me to look after my own well-being.
40. Please indicate which is the closest to how you have been feeling over the last two months at work.<sup>39</sup>
- I have felt cheerful and in good spirits.
  - I have felt calm and relaxed.
  - I have felt active and vigorous.
  - I have felt drained of energy at the end of the working day.
  - I have felt exhausted but positive at the end of the working day.
41. How is your health in general?<sup>40</sup>
42. Have you ever been absent from your current workplace due to health problems caused or made worse by your work (excluding accidents)?<sup>41</sup>
43. In the last 12 months, approximately how many days absence did you take at your current work due to health problems caused or made worse by your work (excluding accidents)?<sup>42</sup>
44. Do you think you will be able to do your current job or a similar one for the next five years?<sup>43</sup>
45. How long are you planning to stay in the profession?<sup>44</sup>

### *Work conditions*

46. Over the past 12 months, have the following occurred amongst your pupils in this school and how often?<sup>45</sup>

<sup>37</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>38</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>39</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>40</sup> Answer: Very good, Good, Fair, Bad or Very bad.

<sup>41</sup> Answer: Yes or No.

<sup>42</sup> Answer: Number of days.

<sup>43</sup> Answer: Yes, No or I don't know.

<sup>44</sup> Answer: Less than a year, 1–2 years, 3–4 Years, 5–10 years or 11 years or more.

<sup>45</sup> Answer: Daily, Weekly, Monthly, less than monthly, Never or Not sure.

- Arriving late at school
- Absenteeism (i.e. unjustified absences)
- Vandalism and theft
- Intimidation or verbal abuse among pupils (or other forms of non-physical bullying)
- Physical injury caused by violence among pupils
- Intimidation or verbal abuse of teachers or other staff
- Use/possession of drugs and/or alcohol
- A pupil or parent/guardian reports postings of hurtful information on the Internet about pupils
- A pupil or parent/guardian reports unwanted electronic contact among pupils (e.g. via texts, e-mails, online)
- Low-level disruption in the classroom (e.g. humming, fidgeting, whispering)

*Financial security*

47. To what extent do you agree or disagree with the following statements about your job?<sup>46</sup>

- I am satisfied with the salary I receive from my employer.
- My job offers good prospects for career advancement.

*Sources of undue stress*

48. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>47</sup>

- Government regulation and policy
- Rapid policy changes
- Lack of opportunities and support for my own professional development
- Lack of parent or guardian support
- High workload and level of responsibility in my job
- Having too much lesson planning and preparation
- Having too many teaching hours
- Having too much marking and assessment of pupils' work
- Having too much administrative work to do (e.g. filling out forms)
- Having extra duties due to absent teachers or insufficient numbers of staff
- Lack of access to the resources or equipment I need to do my job well

49. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>48</sup>

- Being held responsible for pupils' achievement of tests
- Being held responsible for pupils' progress
- Being held responsible for the retention of students/apprentices
- Pupils not achieving the required goals by the end of the year
- Not being able to motivate pupils

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<sup>46</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>47</sup> Answer: High, Moderate, Low, None or N/A.

<sup>48</sup> Answer: High, Moderate, Low, None or N/A.

- Not being able to provide adequate level of learning challenge for all pupils
  - Maintaining classroom discipline
  - Being intimidated or verbally abused by pupils
  - Being intimidated, verbally abused or discriminated against by school staff
  - Low-level disruption in the classroom/workshop (e.g. humming, fidgeting, whispering)
  - Addressing parent or guardian concerns
50. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>49</sup>
- Modifying lessons for pupils with special needs
  - Teaching pupils at different levels of ability
  - Teaching subjects for which I do not have a degree qualification
  - Formal appraisal at school
  - Having my lessons observed by the more senior staff
  - Not having sufficient say in what is important for my work
  - Not having sufficient say in decisions important for this school
  - Preparing pupils for external assessment
  - Preparing information for Ofsted inspections
  - Ofsted inspections
  - Ofsted ratings
  - School league tables
  - Lack of work-life balance
  - Insufficiently high salary
51. Please list up to three top factors that positively affect your well-being in your current job at this school:
52. Please list up to three top factors that negatively affect your well-being in your current job at this school:
53. To be directed to the thank you page and submit your responses, please click on 'Go to the thank you page' radio button below and then press the Next Page button.

### **Section for teaching assistants and learning support assistants**

54. How long have you been supporting teaching and learning? Do not include any extended periods of leave such as maternity/paternity leave.<sup>50</sup>
55. This academic year, I have worked at this school:<sup>51</sup>

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<sup>49</sup> Answer: High, Moderate, Low, None or N/A.

<sup>50</sup> Answer: in total, Less than 1 year, 1–2 years, 3–4 Years, 5–10 years and 11 years or more; and, at this provider, Less than 1 year, 1–2 years, 3–4 Years, 5–10 years or 11 years or more.

<sup>51</sup> Answer: Full time (more than 90% of full-time hours) or Part time (up to 90% of full time hours).

56. This academic year, I have worked with pupils at the following levels(s):  
Please select all options that apply.<sup>52</sup>

57. Is supporting teaching and learning your first choice career...<sup>53</sup>

*Overall well-being*

58. Overall, how satisfied are you with your life nowadays?<sup>54</sup>

59. Overall, to what extent do you feel that things you do in your life are worthwhile?<sup>55</sup>

60. Overall, how happy did you feel yesterday?<sup>56</sup>

61. Overall, how anxious did you feel yesterday?<sup>57</sup>

62. Occupational well-being refers to how you feel about your work at this school. How would you rate your overall sense of well-being in your current role at this school?<sup>58</sup>

*General attitude to own profession and the job*

63. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements:<sup>59</sup>

- The advantages of this profession clearly outweigh the disadvantages.
- I think the teaching profession is valued in society.
- I wonder whether it would have been better to choose another profession.
- I enjoy working with pupils
- If I could decide again, I would still choose this job.
- I would like to move to another provider if that were possible.
- I regret that I decided to take the current job.

64. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements:<sup>60</sup>

- I enjoy working at this school.
- I would recommend this school as a good place to work.
- I am satisfied with my performance in this school.
- I believe that the teaching/learning I provide is effective and helpful.
- I believe that I help my pupils to become well-equipped in terms of knowledge and skills for future academic and/or work-related needs.
- I have accomplished a lot in my current role at this school.

<sup>52</sup> Answer: Students aged 14–16, Students aged 16–18, Adult learners (19+), Apprentices or Other (please specify).

<sup>53</sup> Answer: Yes or No

<sup>54</sup> Scaled answer: from 0 (not at all satisfied) to 10 (completely satisfied).

<sup>55</sup> Scaled answer: from 0 (not at all worthwhile) to 10 (completely worthwhile).

<sup>56</sup> Scaled answer: from 0 (not at all happy) to 10 (completely happy).

<sup>57</sup> Scaled answer: from 0 (not at all anxious) to 10 (completely anxious).

<sup>58</sup> Scaled answer: from 0 (not at all minimum) to 10 (maximum).

<sup>59</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>60</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

- All in all, I am satisfied with my job.
65. How often do the following happen?<sup>61</sup>
- I know what is expected of me at work.
  - I do my best at work.
  - My job gives me the feeling of work well done.
  - I have enough time to get the job done.

### ***Experiences and behaviour contributing to well-being at work***

#### *Culture*

66. To what extent do you agree or disagree with these statements as applied to the school where you work?<sup>62</sup>
- There is a collaborative school culture which is characterised by mutual support.
  - The school staff share a common set of beliefs about teaching and learning.
  - Staff in this school can rely on each other.
  - I feel like I belong at this school.
  - I feel like people working at this school care about me.
  - My line manager respects me as a person.

67. How often do the following happen in the provider where you work?<sup>63</sup>
- Rules for pupils' behaviour are enforced consistently throughout the school.
  - Staff in this school and pupils get on well with each other.
  - I get on well with pupils.
  - I get on well with the rest of the staff.
  - I am treated fairly at my workplace.
  - The work is distributed fairly.
  - Colleagues (e.g. line manager, other colleagues) help me to find a solution when my workload is too heavy.

#### *Management*

68. The senior leadership in this school supports staff by:<sup>64</sup>
- talking with teachers about their pupils' progress.
  - taking actions to support cooperation among teachers to develop new teaching practices.
  - collaborating with a teacher when it is necessary to solve classroom discipline problems jointly.
  - observing instruction in the classroom.
  - Providing feedback after each observation.
  - encouraging and supporting professional development of school staff.

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<sup>61</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>62</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>63</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>64</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

- taking actions to create a culture in which it is safe to challenge decisions.

69. How often do the following happen in the provider where you work? My line manager...<sup>65</sup>

- gives me praise and recognition when I do a good job.
- helps me resolve an issue when I need their help.
- provides useful feedback on my work.
- encourages and supports my development.

*Sense of control and ownership*

70. How often do the following happen?<sup>66</sup>

- I make decisions that are important for my work.
- I influence decisions that are important for my work.
- I play an important role in setting objectives for my work.
- I apply my own ideas in my work.

*Perception of own ability*

71. To what extent do you agree or disagree?<sup>67</sup>

- I am able to recognise my strengths and achievements.
- I know which areas I want to develop.
- I can motivate pupils who show low interest in school work.
- I am good at helping pupils to learn new things.
- I can provide an adequate level of learning challenge for all pupils.
- I can encourage an open and safe learning environment (e.g. where pupils are not afraid of asking questions).

*Training and development*

72. How often do the following happen?<sup>68</sup>

- I can access the right learning and development opportunities whenever I need to.
- What I learn during training and development, I can apply at my work.
- I have good opportunities at work to make the most of my knowledge and skills.
- In the last 12 months, I have had opportunities to learn and grow.
- My job at this provider offers challenges to advance my skills and knowledge.
- The feedback I get from my colleagues (e.g. teachers, other teaching assistants, my line manager) on my progress/performance helps me become better at my job.
- I have a say in choosing my training and development activities.

73. In the last 12 months...<sup>69</sup>

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<sup>65</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>66</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>67</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>68</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>69</sup> Answer: Yes or No.

- I have received training that is relevant to my job in this school.
- I have discussed my progress or performance with a colleague at my school.
- I have discussed my training needs with my line manager.

*Resources*

74. Is your school's capacity to provide good quality instruction hindered by any of the following issues?<sup>70</sup>

- Shortage of qualified teachers
- Shortage of well-performing teachers
- Shortage of support staff (e.g. teaching/learning support assistants)
- Shortage or inadequacy of instructional materials (e.g. textbooks)
- Shortage or inadequacy of computers for instruction
- Insufficient internet access
- Shortage or inadequacy of computer software for instruction
- Shortage or inadequacy of library materials
- Shortage or inadequacy of audio-visual resources

*Working hours and patterns*

75. To what extent do you agree or disagree?<sup>71</sup>

- Overall, I achieve a good balance between my work life and my private life.
- I have an acceptable workload.
- My workload is appropriate for my skill set.

76. In the past 12 months, how often have you worked in your free time to meet work demands?<sup>72</sup>

77. During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this school? Include time spent on any work-related tasks (e.g. planning, supporting teaching/learning, marking (if applicable), collaborating with teachers, participating in staff meetings, participating in professional development, participating in meetings, participating in professional development and other work tasks). Also include tasks that took place during evenings, weekends or other out of classroom hours. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.<sup>73</sup>

78. Of this total, how many hours did you spend on supporting teaching or learning in a classroom at this school during your most recent complete calendar week? Please only count actual teaching time. Do not include time

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<sup>70</sup> Answer: A lot, To some extent, Very little, Not at all or Not sure.

<sup>71</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>72</sup> Answer: Daily, Several times a week, Several times a month, Several times a year or (Almost) Never

<sup>73</sup> Answer: Total hours if in full-time employment or Total hours if in part-time employment.



spent on preparation, marking, professional development etc. as this will be asked in the next question. Round to the nearest whole hour.<sup>74</sup>

79. Approximately, how many hours did you spend on the following tasks during your most recent complete calendar week, in your job at this school? Also include tasks that took place during weekends, evenings or other out of classroom hours. Exclude all time spent supporting teaching or learning in a classroom, as this was recorded in your previous question. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, select 0 (zero). Round to the nearest whole hour.<sup>75</sup>

- Individual planning or preparation of lessons either at school or out of school
- Team work and dialogue with colleagues within this school
- Marking and correcting of pupils' work
- Counselling pupils (including pupil supervision, mentoring, virtual counselling, careers guidance and behaviour guidance)
- Participation in school management
- General administrative work (including communication, paperwork and other clerical duties)
- Communication and cooperation with parents and guardians
- Engaging in extracurricular activities (e.g. sports and cultural activities after school)
- Other work tasks

80. Across the school year, is the amount of time you spend on the following activities too little, too much or about right?<sup>76</sup>

- Preparing pupils' progress data for an Ofsted inspection (collecting, inputting, monitoring and analysing the data)
- Preparing pupils' progress data for school management (collecting, inputting, monitoring and analysing the data)
- Thinking about, and planning, the best ways to teach what is in the curriculum
- Thinking about, and planning, the best ways to teach pupils what they need to learn
- Planning, administering and reporting on pupils' assessments
- Preparing pupils for external assessment

81. To what extent do you agree or disagree?<sup>77</sup>

- Preparing pupils' progress data (collecting, inputting, monitoring and analysing them) provides me with a useful insight into the progress of an individual pupil.

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<sup>74</sup> Answer: Hours if in full-time employment or Hours if in part-time employment.

<sup>75</sup> Answer: Hours spent on each activity.

<sup>76</sup> Answer: Far too much, Too much, About right, Too little, Far too little or N/A.

<sup>77</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

## Health

82. To what extent do you agree or disagree?<sup>78</sup>
- This school provides good support for the health and well-being of the staff.
  - I have adequate facilities in my workplace which supports my health and well-being.
83. In your experience of working at this provider, how often do the following occur?<sup>79</sup>
- I experience stress in my work.
  - The stress I experience in my work is expected in my job.
  - My job negatively impacts my mental health.
  - My job positively impacts my mental health.
  - My job negatively impacts my physical health.
  - My job positively impacts my physical health.
  - I worry about work when I am not working.
  - My line manager helps and supports me with my well-being.
  - I actively look after, and take responsibility for, my well-being.
  - My line manager encourages me to look after my own well-being.
84. Please indicate which is the closest to how you have been feeling over the last two months at work.<sup>80</sup>
- I have felt cheerful and in good spirits.
  - I have felt calm and relaxed.
  - I have felt active and vigorous.
  - I have felt drained of energy at the end of the working day.
  - I have felt exhausted but positive at the end of the working day.
85. How is your health in general? Would you say it is...<sup>81</sup>
86. Have you ever been absent from your current workplace due to health problems caused or made worse by your work (excluding accidents)?<sup>82</sup>
87. In the last 12 months, approximately how many days of absence did you take at your current work due to health problems caused or made by your work (excluding accidents)?<sup>83</sup>
88. Do you think you will be able to do your current job or a similar one for the next five years?<sup>84</sup>
89. How long are you planning to stay in the profession?<sup>85</sup>

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<sup>78</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>79</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>80</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>81</sup> Answer: Very good, Good, Fair, Bad or Very bad.

<sup>82</sup> Answer: Yes or No.

<sup>83</sup> Answer: Number of days.

<sup>84</sup> Answer: Yes, No or I'm not sure.

<sup>85</sup> Answer: Less than a year, 1–2 years, 2–4 years, 3–4 years, 5–10 years or 11 years or more.

*Work conditions*

90. Over the past 12 months, have the following occurred amongst your pupils in this school and how often?<sup>86</sup>

- Arriving late at school
- Absenteeism (i.e. unjustified absences)
- Vandalism and theft
- Intimidation or verbal abuse among pupils (or other forms of non-physical bullying)
- Physical injury caused by violence among pupils
- Intimidation or verbal abuse of teachers or other staff
- Use/possession of drugs and/or alcohol
- A pupil or parent/guardian reports postings of hurtful information on the internet about pupils
- A pupil or parent/guardian reports unwanted electronic contact among pupils (e.g. via texts, emails, online)
- Low-level disruption in the classroom (e.g. humming, fidgeting, whispering)

*Financial security*

91. To what extent do you agree or disagree with the following statements about your job?<sup>87</sup>

- I am satisfied with the salary I receive from my employer.
- My job offers good prospects for career advancement.

***Sources of undue stress***

92. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>88</sup>

- Government regulation and policy
- Rapid policy changes
- Lack of opportunities and support for my own professional development
- Lack of parent or guardian support
- High workload and level of responsibility in my job
- Having too much lesson planning and preparation
- Having too many contact hours
- Having too much marking and assessment of pupils' work
- Having too much administrative work to do (e.g. filling out forms)
- Having extra duties due to absent teachers or insufficient numbers of staff
- Lack of access to the resources or equipment I need to do my job well

93. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>89</sup>

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<sup>86</sup> Answer: Daily, Weekly, Monthly, Less than monthly, Never or Not sure.

<sup>87</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>88</sup> Answer: High, Moderate, Low, None or N/A.

<sup>89</sup> Answer: High, Moderate, Low, None or N/A.

- Being held responsible for pupils' achievement on tests
  - Being held responsible for pupils' progress
  - Pupils not achieving the required goals by the end of the year
  - Not being able to motivate pupils
  - Not being able to provide adequate level of learning challenge for all pupils
  - Maintaining classroom discipline
  - Being intimidated or verbally abused by pupils
  - Being intimidated, verbally abused or discriminated against by school staff
  - Low-level disruption in the classroom (e.g. humming, fidgeting, whispering)
  - Addressing parent or guardian concerns
94. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>90</sup>
- Modifying lessons for pupils with special needs
  - Teaching pupils of different levels of ability
  - Formal teacher appraisal at school
  - Having my lessons observed by the more senior staff
  - Not having sufficient say in what is important for my work
  - Not having sufficient say in decisions important for this school
  - Preparing pupils for external assessment
  - Preparing information for Ofsted inspections
  - Ofsted inspections
  - Ofsted ratings
  - School league tables
  - Lack of work-life balance
  - Insufficiently high salary
95. Please list up to three top factors that positively affect your well-being in your current job at this school:
96. Please list up to three top factors that negatively affect your well-being in your current job at this provider:
97. To be directed to the thank you page and submit your responses, please click on 'Go to the thank you page' radio button below and then press the Next Page button.

### Section for senior leaders

98. How many years of experience do you have?<sup>91</sup>
- Working in a senior leadership position at this school
  - Working in a senior leadership position in total
  - Working as a teacher in this school

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<sup>90</sup> Answer: High, Moderate, Low, None or N/A.

<sup>91</sup> Answer: Less than a year, 1–2 years, 2–4 years, 3–4 years, 5–10 years or 11 years or more.

- Working as a teacher in total
99. What is your current employment status as a senior leader, in terms of working hours?<sup>92</sup>
100. This academic year, I have taught at the following level(s): Please select all the options that apply.<sup>93</sup>

### ***Overall well-being***

101. Overall, how satisfied are you with your life nowadays?<sup>94</sup>
102. Overall, to what extent do you feel that things you do in your life are worthwhile?<sup>95</sup>
103. Overall, how happy did you feel yesterday?<sup>96</sup>
104. Overall, how anxious did you feel yesterday?<sup>97</sup>
105. Occupational well-being refers to how you feel about your work at this school. How would you rate your overall sense of well-being in your current role at this school?<sup>98</sup>
106. How would you rate the overall well-being of the staff in this school?<sup>99</sup>
- Senior leaders
  - Middle leaders
  - Teachers
  - Higher level teaching assistants
  - Teaching/learning support assistants

### ***General attitude to own profession and the job***

107. We would like to know how you generally feel about your profession and your job. To what extent do you agree or disagree with the following statements?<sup>100</sup>
- The advantages of this profession clearly outweigh the disadvantages.
  - I think that the teaching profession is valued in society.
  - I wonder whether it would have been better to choose another profession.
  - I enjoy teaching.
  - If I could decide again, I would still choose this job.
  - I would like to move to another school if that were possible
  - I regret that I decided to take the current job

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<sup>92</sup> Answer: Full time (more than 90% of full-time hours) without teaching obligation, Full time (more than 90% of full-time hours) with teaching obligation, Part time (up to 90% of full-time hours) without teaching obligation or Part time (up to 90% of full-time hours) with teaching obligation.

<sup>93</sup> Answer: Not applicable, Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7, Year 8, Year 9, Year 10, Year 11, Year 12 and Year 13.

<sup>94</sup> Scaled answer: from 0 (not at all satisfied) to 10 (completely satisfied).

<sup>95</sup> Scaled answer: from 0 (not at all worthwhile) to 10 (completely worthwhile).

<sup>96</sup> Scaled answer: from 0 (not at all happy) to 10 (completely happy).

<sup>97</sup> Scaled answer: from 0 (not at all anxious) to 10 (completely anxious).

<sup>98</sup> Scaled answer: from 0 (not at all minimum) to 10 (maximum).

<sup>99</sup> Scaled answer: from 0 (minimum) to 10 (maximum) or Not sure

<sup>100</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

108. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements?<sup>101</sup>

- I enjoy working at this school.
- I would recommend this provider as a good place to work.
- I am satisfied with my performance in this school.
- I believe that my teaching is effective and helpful.
- I believe that I help my pupils become well equipped in terms of knowledge and skills for future academic and/or work-related needs.
- I have accomplished a lot in my current role at this school.
- All in all, I am satisfied with my job.

109. How often do the following happen?<sup>102</sup>

- I know what is expected of me at work.
- I do my best at work.
- My job gives me the feeling of work well done.
- I have enough time to get the job done.

### *Experiences and behaviour contributing to well-being at work*

#### *Culture*

110. To what extent do you agree or disagree with these statements as applied to the school where you work?<sup>103</sup>

- There is a collaborative culture which is characterised by mutual support.
- The school staff share a common set of beliefs about teaching and learning.
- Staff in this school can rely on each other.
- I feel like I belong at this school.
- I feel like people at this school care about me.
- I trust the teaching and teaching/learning support staff at this school.

111. How often do the following happen?<sup>104</sup>

- Rules for pupils' behaviour are enforced consistently throughout the school.
- Staff in this school and pupils get on well with each other.
- I get on well with the rest of the staff.
- The school staff is treated fairly.
- The work is distributed fairly.

#### *Management*

112. As a senior leader in this provider, I support staff by...<sup>105</sup>

- talking with teachers about their pupils' progress.

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<sup>101</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>102</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>103</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>104</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>105</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

- taking actions to support cooperation among teachers to develop new practices.
- collaborating with a teacher when it is necessary to solve classroom discipline problems jointly.
- observing instruction in the classroom.
- providing feedback after each observation
- encouraging and supporting professional development of the school staff.
- taking actions to create a culture in which it is safe to challenge decisions.

*Sense of control and ownership*

113. How often do the following happen?<sup>106</sup>

- This school provides staff with opportunities to actively participate in school decisions.
- I trust the school staff to do their work well.
- I make the important decisions on my own.
- I make decisions that are important for my work.
- Staff in this school make decisions that are important for their work.
- Staff in this school influence decisions that are important for their work.
- Staff in this school play an important role in setting objectives for their work.
- Staff in this school apply their own ideas in their work.
- I apply my own ideas in my work.

*Perception of own ability*

114. To what extent do you agree or disagree?<sup>107</sup>

- I am able to recognise my strengths and achievements.
- I know which areas I want to develop.
- I can manage my staff well.
- I can help the teaching staff resolve issues.
- I can provide useful feedback to my staff on their progress and performance.
- I can motivate pupils who show low interest in school work.
- I am good at helping pupils to learn new things.
- I can provide an adequate level of learning challenge for all pupils.
- I can encourage an open and safe learning environment (e.g. where pupils are not afraid of asking questions).
- I can use a variety of assessment strategies.

*Training and development*

115. How often do the following happen?<sup>108</sup>

- I can access the right learning and development opportunities when I need to.

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<sup>106</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>107</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>108</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

- What I learn during training and development, I can apply at my work.
  - I have good opportunities at work to make the most of my knowledge and skills.
  - In the last 12 months, I have had opportunities to learn and grow.
  - My job at this school offers challenges to advance my skills and knowledge.
  - The feedback I get from my colleagues on my progress/performance helps me become better at my job.
116. In the last 12 months...<sup>109</sup>
- I have received training that is relevant to my job in this school.
  - I have discussed my progress or performance with a colleague at my school.
  - I have thought about my training needs.

#### *Resources*

117. Is your provider's capacity to provide good quality instruction hindered by any of the following issues?<sup>110</sup>
- Shortage of qualified teachers
  - Shortage of well-performing teachers
  - Shortage of support staff (e.g. teaching assistants)
  - Shortage or inadequacy of instructional materials (e.g. textbooks)
  - Shortage or inadequacy of computers for instruction
  - Insufficient internet access
  - Shortage or inadequacy of computer software for instruction
  - Shortage or inadequacy of library materials
  - Shortage or inadequacy of audio-visual resources

#### *Working hours and patterns*

118. To what extent do you agree or disagree?<sup>111</sup>
- Overall, I achieve a good balance between my work life and my private life.
  - I have an acceptable workload.
  - My workload is appropriate for my skills set.
119. In the past 12 months, how often have you worked in your free time to meet work demands?<sup>112</sup>
120. During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this school? Include time spent on teaching, planning lessons and marking (if applicable), collaborating with teachers, participating in staff meetings, participating in professional development and other work tasks. Also include

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<sup>109</sup> Answer: Yes or No.

<sup>110</sup> Answer: A lot, To some extent, Very little, Not at all or Not sure.

<sup>111</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>112</sup> Answer: Daily, Several times a week, Several times a month, several times a year or (Almost) Never.



tasks that took place during evenings, weekends or other out of classroom hours. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.<sup>113</sup>

121. On average throughout the school year, what percentage of time in your role as a senior leader do you spend on the following tasks in this school? Rough estimates are sufficient. Please write a number in each row. Select 0 (zero) if none. Please ensure that responses add up to 100%.<sup>114</sup>

- Administrative tasks and meetings including regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, regional, state or national education officials
- Leadership tasks and meetings including strategic planning, leadership and management activities such as developing school improvement plans, and human resource and personnel issues such as hiring staff
- Curriculum and teaching-related tasks and meetings including developing curriculum, teaching, classroom observations, pupil evaluation, mentoring teachers, teacher professional development
- Pupil interactions including counselling and conversations outside structured learning activities, discipline
- Parent or guardian interactions including formal and informal interactions
- Interactions with local and regional community, business and industry
- Teaching
- Lesson planning and preparation; marking and correcting pupils' work

122. Across the school year, is the amount of time you spend on the following activities too little, too much or just right?<sup>115</sup>

- Preparing pupils' progress data for an Ofsted inspection (collecting, inputting, monitoring and analysing the data)
- Preparing pupils' progress data for school management (collecting, inputting, monitoring and analysing the data)
- Thinking about, and planning, the best ways to teach what is in the curriculum
- Thinking about, and planning, the best ways to teach pupils what they need to learn
- Planning, administering and reporting on pupils' assessments
- Preparing pupils for external assessment

123. Pupils' progress data provide me with a useful insight into the progress of an individual pupil.<sup>116</sup>

#### *Health*

124. To what extent do you agree or disagree?<sup>117</sup>

- This school provides good support for staff's health and well-being.

<sup>113</sup> Answer: Hours.

<sup>114</sup> Answer: Hours.

<sup>115</sup> Answer: Far too much, Too much, About right, Too little, Far too little or N/A.

<sup>116</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>117</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

- I have adequate facilities in my workplace which support my health and well-being.
125. In your experience of working at this school, how often do the following occur?<sup>118</sup>
- I experience stress in my work.
  - The stress I experience in my work is expected in my job.
  - My job negatively impacts my mental health.
  - My job positively impacts my mental health.
  - My job negatively impacts my physical health.
  - My job positively impacts my physical health.
  - I worry about work when I am not working.
  - I actively look after, and take responsibility for, my well-being.
126. Please indicate which is the closest to how you have been feeling over the last two months at work.<sup>119</sup>
- I have felt cheerful and in good spirits.
  - I have felt calm and relaxed.
  - I have felt active and vigorous.
  - I have felt drained of energy at the end of the working day.
  - I have felt exhausted but positive at the end of the working day.
127. How is your health in general? Would you say it is...<sup>120</sup>
128. Have you been absent from your current workplace due to health problems caused or made worse by your work (excluding accidents)?<sup>121</sup>
129. In the last 12 months, approximately how many days of absence did you take at your current work due to health problems caused or made worse by your work (excluding accidents)?<sup>122</sup>
130. Do you think you will be able to do your current job or a similar one for the next five years?<sup>123</sup>
131. How long are you planning to stay in the profession?<sup>124</sup>
- Work conditions*
132. Over the past 12 months, have the following occurred amongst pupils in this provider and how often?<sup>125</sup>
- Arriving late at school
  - Absenteeism (i.e. unjustified absences)
  - Vandalism and theft
  - Intimidation or verbal abuse (or other forms of non-physical bullying)
  - Physical injury caused by violence among pupils

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<sup>118</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>119</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>120</sup> Answer: Very good, Good, Fair, Bad and Very Bad.

<sup>121</sup> Answer: Yes or No.

<sup>122</sup> Answer: Days.

<sup>123</sup> Answer: Yes, No or I don't know.

<sup>124</sup> Answer: Less than a year, 1–2 years, 2–4 years, 3–4 years, 5–10 years or 11 years or more.

<sup>125</sup> Answer: Daily, Weekly, Monthly, Less than monthly, Never or Not sure.

- Intimidation or verbal abuse of teachers or other staff
  - Use/possession of drugs and/or alcohol
  - A pupil or parent/guardian reports postings of hurtful information on the Internet about pupils
  - A pupil or parent/guardian reports unwanted electronic contact among pupils (e.g. via texts, emails, online)
  - Low-level disruption in the classroom (e.g. humming, fidgeting, whispering)
133. Over the last 12 months have the following occurred amongst the staff in this school and how often?<sup>126</sup>
- Arriving late at school
  - Absenteeism (i.e. unjustified absences)
  - Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.)
  - Intimidation or verbal abuse
  - Bullying or any kind of harassment
  - Humiliating behaviours

*Financial security*

134. To what extent do you agree or disagree with the following statements about your job?<sup>127</sup>
- I am satisfied with the salary I receive from my employer.
  - My job offers good prospects for career advancement.

***Sources of undue stress***

135. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>128</sup>
- Inadequate budget and resources
  - Government regulation and policy
  - Rapid policy changes
  - Lack of opportunities and support for my own professional development
  - Lack of opportunities and support for teachers' professional development
  - Lack of shared leadership with other school staff members
  - Lack of parent or guardian support
  - High workload and level of responsibility in my job
  - Having too much lesson planning and preparation
  - Having too many teaching hours
  - Having too much marking and correction of pupils' work
  - Having too much administrative work to do (e.g. filling out forms)
136. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>129</sup>
- Having extra duties due to absent teachers or insufficient number of staff

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<sup>126</sup> Answer: Daily, Weekly, Monthly, Less than monthly, Never or Not sure.

<sup>127</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>128</sup> Answer: High, Moderate, Low, None or N/A.

<sup>129</sup> Answer: High, Moderate, Low, None or N/A.

- Being held responsible for pupils' achievement on tests
  - Being held responsible for pupils' progress
  - Pupils not achieving the required goals by the end of the year
  - Not being able to motivate pupils
  - Not being able to provide adequate level of learning challenge for all pupils
  - Maintaining classroom discipline
  - Being intimidated or verbally abused by pupils
  - Being intimidated, verbally abused or discriminated against by school staff
  - Low-level disruption in the classroom (e.g. humming, fidgeting, whispering)
  - Addressing parent or guardian concerns
137. Thinking about your job at this school, do the following cause you undue stress and at what level of intensity?<sup>130</sup>
- Modifying lessons for pupils with special educational needs
  - Teaching pupils at different levels of ability
  - Teaching subjects for which I do not have a degree qualification
  - Formally appraising my staff
  - Not having sufficient say in what is important for my work
  - Preparing pupils for external assessment
  - Preparing information for Ofsted inspections
  - Ofsted inspections
  - Ofsted ratings
  - School league tables
  - Lack of work-life balance
  - Insufficiently high salary
138. Please list up to three top factors that positively affect your well-being in your current job at this school:
139. Please list up to three top factors that negatively affect your well-being in your current job at this school:

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<sup>130</sup> Answer: High, Moderate, Low, None or N/A.

## Questionnaire questions for staff in FES providers

### About this survey

1. I consent to participating in this research project and to Ofsted using information given by me in this online questionnaire for the purpose of the well-being research.<sup>131</sup>

### About your provider

2. What type of provider are you currently working in?<sup>132</sup>
3. What is the name of the college you are currently working in? Please select your provider from the drop-down menu below. This will allow us to explore similarities and differences across providers and regions.

### Personal background information

4. What is your gender?<sup>133</sup>
5. What is your age?<sup>134</sup>

### Section for middle managers, teachers, trainers, coaches, mentors and tutors

6. What is your highest-level qualification?<sup>135</sup>
7. Do you have a teaching qualification?<sup>136</sup>
8. This academic year, have you taught any subjects in your provision for which you do not have a degree qualification?<sup>137</sup>

### Your role

9. Please select the option that most clearly represents your role:<sup>138</sup>

### *Middle managers, teachers, trainers, coaches, mentors and tutors*

10. How long have you been teaching/training/coaching/tutoring or mentoring?<sup>139</sup>
11. This academic year, I have worked at this provider:<sup>140</sup>

<sup>131</sup> Answer: Yes or No.

<sup>132</sup> Answer: General further education college or Sixth form college.

<sup>133</sup> Answer: Male, Female or Prefer not to say.

<sup>134</sup> Answer: Under 25, 25–29, 30–34, 35–39, 40–44, 45–49, 50–54, 55–59, 60 or more or Prefer not to say.

<sup>135</sup> Answer: Bachelor's degree, Postgraduate diploma or certificate, Master's degree, Doctorate or Other (please specify).

<sup>136</sup> Answer: Yes or No.

<sup>137</sup> Answer: Yes or No.

<sup>138</sup> Answer: Senior leader, Middle manager (curriculum), Middle manager (pastoral), Teacher or Trainer, Coach, mentor or tutor or Teaching assistant or learning support assistant.

<sup>139</sup> Answer: in total, Less than 1 year, 1–2 years, 3–4 Years, 5–10 years and 11 years or more; and, at this provider, Less than 1 year, 1–2 years, 3–4 Years, 5–10 years or 11 years or more.

<sup>140</sup> Answer: Full time (more than 90% of full-time hours) or Part time (up to 90% of full time hours).

12. This academic year, I have taught the following level(s) (please select all the options that apply):<sup>141</sup>

13. Is teacher/training...

- your first-choice career?<sup>142</sup>
- in the further education and skills sector your first-choice career?<sup>143</sup>

### ***Overall well-being***

14. Overall, how satisfied are you with your life nowadays?<sup>144</sup>

15. Overall, to what extent do you feel that things you do in your life are worthwhile?<sup>145</sup>

16. Overall, how happy did you feel yesterday?<sup>146</sup>

17. Overall, how anxious did you feel yesterday?<sup>147</sup>

18. Occupational well-being refers to how well you feel about your work at this provider? How would you rate your overall sense of well-being in your current role at this provider?<sup>148</sup>

### ***General attitude to own profession and the job***

19. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements?<sup>149</sup>

- The advantages of this profession clearly outweigh the disadvantages.
- I think the teaching profession is valued in society.
- I wonder whether it would have been better to choose another profession.
- I enjoy teaching/training.
- If I could decide again, I would still choose this job.
- I would like to move to another provider if that were possible.
- I regret that I decided to take the current job.

20. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements?<sup>150</sup>

- I enjoy working at this provider.
- I would recommend this provider as a good place to work.
- I am satisfied with my performance in this provider.
- I believe that my teaching/the training I deliver is effective and helpful.

<sup>141</sup> Answer: 14–16, 16-18, Adult learners (19+), Apprentices or Other (please specify).

<sup>142</sup> Answer: Yes or No.

<sup>143</sup> Answer: Yes or No.

<sup>144</sup> Scaled answer: from 0 (not at all satisfied) to 10 (completely satisfied).

<sup>145</sup> Scaled answer: from 0 (not at all worthwhile) to 10 (completely worthwhile).

<sup>146</sup> Scaled answer: from 0 (not at all happy) to 10 (completely happy).

<sup>147</sup> Scaled answer: from 0 (not at all anxious) to 10 (completely anxious).

<sup>148</sup> Scaled answer: from 0 (minimum) to 10 (maximum).

<sup>149</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>150</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

- I believe that I help my students/apprentices to become well-equipped in terms of knowledge and skills for future academic and/or work-related needs.
- I have accomplished a lot in my current role at this provider.
- All in all, I am satisfied with my job.

21. How often do the following happen?<sup>151</sup>

- I know what is expected of me at work.
- I do my best at work.
- My job gives me the feeling of work well done.
- I have enough time to get the job done.

### ***Experiences and behaviour contributing to well-being at work***

#### *Culture*

22. To what extent do you agree or disagree with these statements as applied to the provider where you work?<sup>152</sup>

- There is a collaborative culture which is characterised by mutual support.
- The staff share a common set of beliefs about teaching and learning.
- Staff in this provider can rely on each other.
- I feel like I belong at this workplace.
- I feel like people working in this provider care about me.
- My manager respects me as a person.

23. How often do the following happen in the provider where you work?<sup>153</sup>

- The rules for student/apprentice behaviour are enforced consistently throughout the provider.
- Staff in this provider and students/apprentices get on well with each other.
- I get on well with the rest of the staff.
- I am treated fairly at my workplace.
- The work is distributed fairly.
- Colleagues (e.g. line manager or other colleagues) help me to find a solution when my workload is heavy.

#### *Management*

24. The senior leadership in this provider supports staff by:<sup>154</sup>

- talking with staff about their students'/apprentices' progress.
- taking actions to support cooperation among staff to develop new practices (e.g. teaching, training, coaching ...)
- collaborating with staff when it is necessary to solve discipline problems jointly.
- observing teaching/training in the classroom, workshop or workplace.

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<sup>151</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>152</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>153</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>154</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

- providing feedback after each observation.
- encouraging and supporting professional development of the staff.
- taking actions to create a culture in which it is safe to challenge decisions.

25. How often do the following happen in the provider where you work? My line manager ...<sup>155</sup>

- gives me praise and recognition when I do a good job.
- helps me resolve an issue when I need their help.
- provides useful feedback on my work.
- encourages and supports my development.

*Sense of control and ownership*

26. How often do the following happen in the provider where you work?<sup>156</sup>

- I make decisions that are important for my work.
- I influence decisions that are important for my work.
- I play an important role in setting objectives for my work.
- I apply my own ideas in my work.

*Perceptions of own ability*

27. To what extent do you agree or disagree?<sup>157</sup>

- I am able to recognise my strengths and achievements.
- I know which areas I want to develop.
- I can motivate students/apprentices who show low interest in learning.
- I am good at helping students/apprentices to learn new things.
- I can provide an adequate level of learning for all students/apprentices.
- I can encourage an open and safe learning environment (e.g. where students/apprentices are not afraid of asking questions).
- I can use a variety of assessment strategies.

*Training and development*

28. How often do the following happen in the provider where you work?<sup>158</sup>

- I can access the right learning and development opportunities when I need to.
- What I learn during training and development, I can apply at my work.
- I have good opportunities at work to make the most of my knowledge and skills.
- In the last 12 months, I have had opportunities to learn and grow.
- My job at this provider offers challenges to advance my skills and knowledge.

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<sup>155</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>156</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>157</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>158</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.



- The feedback I get from my colleagues (e.g. other teachers/trainers, line manager, senior management) on my progress/performance helps me become better at my job.
  - I have a say in choosing my training and development activities.
29. In the last 12 months ...<sup>159</sup>
- I have received training that is relevant to my job in this provider.
  - I have discussed my progress or performance with a colleague (e.g. other teachers, line manager, senior leaders) at my provider.
  - I have discussed my needs with my line manager.

*Resources*

30. Is your provider's capacity to provide good quality teaching/training hindered by any of the following issues?<sup>160</sup>
- Shortage of qualified teachers/trainers
  - Shortage of qualified coaches/tutors/mentors
  - Shortage of well-performing coaches/tutors/mentors.
  - Shortage of support staff (e.g. teaching assistants)
  - Shortage or inadequacy of learning resources (e.g. specialist materials, equipment)
  - Shortage or inadequacy of computers for teaching and learning
  - Insufficient internet access
  - Shortage or inadequacy of computer software for teaching and learning
  - Shortage or inadequacy of library materials
  - Shortage or inadequacy of audio-visual resources

*Working hours and patterns*

31. To what extent do you agree or disagree?<sup>161</sup>
- Overall, I achieve a good balance between my work life and my private life.
  - I have an acceptable workload.
  - My workload is appropriate for my skill set.
32. In the past 12 months, how often have you worked in your free time to meet work demands?<sup>162</sup>
33. During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this provider? Include time spent on teaching/training, planning lessons, marking/assessing or carrying out progress reviews (if relevant), collaborating with teacher/trainers, participating in meetings, participating in professional development and other work tasks. Also include tasks that took place during weekends or other times when you were not contracted to

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<sup>159</sup> Answer: Yes or No.

<sup>160</sup> Answer: A lot, To some extent, Very little, Not at all or Not sure.

<sup>161</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>162</sup> Answer: Daily, Several times a week, Several times a month, Several times a year or (Almost) Never.

work. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.<sup>163</sup>

34. Of this total, how many hours did you spend on teaching/training at this provider during your most recent complete calendar week? (Remember that 'teaching/training' stands for 'coaching/mentoring/tutoring' if you are a coach/mentor/tutor.) Please only count actual contact time with students/apprentices. Do not include time spent on preparation, marking, etc. will be asked in the next question. Round to the nearest whole hour.<sup>164</sup>

35. Approximately how many hours did you spend on the following tasks during your most recent complete calendar week, in your job at his provider? Also include tasks that took place during weekends or other out of contract hours. Exclude all time spent teaching/training, as this was recorded in the previous question. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, select 0. Round to the nearest whole hour.<sup>165</sup>

- Individual planning or preparation of lessons/training
- Team work and dialogue with colleagues within the provider
- Marking/correcting of student/apprentice work
- Counselling students/apprentices (including student supervision, mentoring, virtual counselling, careers guidance and behaviour guidance)
- Participation in management tasks
- General administrative work (including communication, paperwork and other clerical duties)
- Communication and cooperation with parents, guardians or employers
- Engaging in extra-curricular activities (e.g. sports and cultural activities not covered by your contract)
- Other work tasks

36. Across the school year, is the amount of time you spend on the following activities too little, too much or about right?<sup>166</sup>

- Preparing students'/apprentices' progress data for management purposes (collecting, imputting, monitoring and analysing the data)
- Thinking about, and planning, the best ways to teach what is in the curriculum/required by the apprenticeship framework or standard.
- Thinking about, and planning, the best ways to teach students/apprentices what they need to learn
- Planning, administering and reporting on students'/apprentices' assessments
- Preparing students/apprentices for external assessment

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<sup>163</sup> Answer: Total hours if you are in full-time employment and Total hours if you are in part-time employment.

<sup>164</sup> Answer: Hours teaching/training, if you are in full-time employment and Hours teaching/training, if you are in part-time employment.

<sup>165</sup> Answer: Hours.

<sup>166</sup> Answer: Far too much, Too much, About right, Too little, Far too little or N/A.

37. To what extent do you agree or disagree?<sup>167</sup>

- Preparing students' progress data (collecting, inputting, monitoring and analysing them) provides me with a useful insight into the progress of an individual student/apprentice.

### *Health*

38. To what extent do you agree or disagree?<sup>168</sup>

- In this provider, there is good support for staff's health and well-being.
- I have adequate facilities in my workplace that support my health and well-being.

39. How often do the following happen in the provider where you work?<sup>169</sup>

- I experience stress in my work.
- The stress I experience in my work is expected in my job.
- My job negatively impacts my mental health.
- My job positively impacts my mental health.
- My job negatively impacts my physical health.
- My job positively impacts my physical health.
- I worry about work when I am not working.
- My line manager helps and supports me with my well-being.
- I actively look after, and take responsibility for, my well-being.
- My line manager encourages me to look after my own well-being.

40. Please indicate which is the closest to how you have been feeling over the last two months at work.<sup>170</sup>

- I have felt cheerful and in good spirits.
- I have felt calm and relaxed.
- I have felt active and vigorous.
- I have felt drained of energy at the end of the working day.
- I have felt exhausted but positive at the end of the working day.

41. How is your health in general?<sup>171</sup>

42. Have you ever been absent from your current workplace due to health problems caused or made worse by your work (excluding accidents)?<sup>172</sup>

43. In the last 12 months, approximately how many days absence did you take at your current work due to health problems caused or made worse by your work (excluding accidents)?<sup>173</sup>

44. Do you think you will be able to do your current job or a similar one for the next five years?<sup>174</sup>

45. How long are you planning to stay in the profession?<sup>175</sup>

<sup>167</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>168</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>169</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>170</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>171</sup> Answer: Very good, Good, Fair, Bad or Very bad.

<sup>172</sup> Answer: Yes or No.

<sup>173</sup> Answer: Number of days.

<sup>174</sup> Answer: Yes, No or I don't know.

<sup>175</sup> Answer: Less than a year, 1–2 years, 3–4 Years, 5–10 years or 11 years or more.

### *Work conditions*

46. Over the past 12 months, have the following occurred amongst your students/apprentices at this provider and, if so, how often?<sup>176</sup>

- Arriving late to lessons/training
- Absenteeism (i.e. unjustified absences)
- Vandalism and theft
- Intimidation or verbal abuse among students/apprentices (or other forms of non-physical bullying)
- Physical injury caused by violence among students/apprentices
- Intimidation or verbal abuse of staff
- Use/possession of drugs and/or alcohol
- A student/apprentice or parent/guardian reports postings of hurtful information on the Internet about students
- A student/apprentice or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, online)
- Low-level disruption in the classroom (e.g. chattering, inappropriate mobile phone use)

### *Financial security*

47. To what extent do you agree or disagree with the following statements about your job?<sup>177</sup>

- I am satisfied with the salary I receive from my employer.
- My job offers good prospects for career advancement.

### ***Sources of undue stress***

48. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>178</sup>

- Government regulation and policy
- Rapid policy changes
- Lack of opportunities and support for my own professional development
- Lack of parent or guardian support
- High workload and level of responsibility in my job
- Having too much lesson preparation
- Having too many teaching/contact hours
- Having too much marking and correction of students'/apprentices' work
- Having too much administrative work to do (e.g. filling out forms)
- Having extra duties due to absent teachers or insufficient numbers of staff
- Lack of access to the resources or equipment I need to do my job well

49. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>179</sup>

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<sup>176</sup> Answer: Daily, Weekly, Monthly, less than monthly, Never or Not sure.

<sup>177</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>178</sup> Answer: High, Moderate, Low, None or N/A.

<sup>179</sup> Answer: High, Moderate, Low, None or N/A.

- Being held responsible for students'/apprentices' achievement of qualifications
  - Being held responsible for students'/apprentices' progress
  - Being held responsible for the retention of students/apprentices
  - Students/apprentices not achieving the required goals by the end of the year
  - Students/apprentices leaving their courses before course completion (i.e. low retention)
  - Not being able to motivate students/apprentices
  - Not being able to provide adequate level of learning challenge for all students/apprentices
  - Maintaining classroom/workshop discipline
  - Being intimidated or verbally abused by students/apprentices
  - Being intimidated, verbally abused or discriminated against by staff in this provider
  - Low-level disruption in the classroom/workshop (e.g. chattering, inappropriate mobile phone use)
  - Addressing parent or guardian concerns
50. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>180</sup>
- Modifying lessons for students/apprentices with special needs
  - Teaching students/apprentices of different levels of ability
  - Teaching subjects for which I do not have a degree qualification
  - Formal appraisal at the provider
  - Having my lessons observed by managers
  - Not having sufficient say in what is important in my work
  - Not having sufficient say in decisions important for this provider
  - Preparing students/apprentices for external assessment
  - Preparing information for Ofsted inspections
  - Ofsted inspections
  - Ofsted ratings
  - Lack of work-life balance
  - Insufficiently high salary
51. Please list up to three top factors that positively affect your well-being in your current job at this provider.
52. Please list up to three top factors that negatively affect your well-being in your current job at this provider.
53. To be directed to the thank you page and submit your responses, please click on 'Go to the thank you page' radio button below and then press the Next page button.

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<sup>180</sup> Answer: High, Moderate, Low, None or N/A.

## Section for teaching assistants and learning support assistants

54. How long have you been supporting teaching and learning?<sup>181</sup>
55. This academic year, I have worked at this provider:<sup>182</sup>
56. This academic year, I have worked with the following groups:<sup>183</sup>
57. Is supporting teaching and learning...
- your first-choice career<sup>184</sup>
  - in the further education and skills sector your first-choice career?<sup>185</sup>

### *Overall well-being*

58. Overall, how satisfied are you with your life nowadays?<sup>186</sup>
59. Overall, to what extent do you feel that things you do in your life are worthwhile?<sup>187</sup>
60. Overall, how happy did you feel yesterday?<sup>188</sup>
61. Overall, how anxious did you feel yesterday?<sup>189</sup>
62. How would you rate your overall sense of well-being in your current role at this provider?<sup>190</sup>

### *General attitude to own profession and the job*

63. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements:<sup>191</sup>
- The advantages of this profession clearly outweigh the disadvantages.
  - I think the teaching profession is valued in society.
  - I wonder whether it would have been better to choose another profession.
  - I enjoy working with students/apprentices
  - If I could decide again, I would still choose this job.
  - I would like to move to another provider if that were possible.
  - I regret that I decided to take the current job.
64. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements:<sup>192</sup>

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<sup>181</sup> Answer: in total, Less than 1 year, 1–2 years, 3–4 Years, 5–10 years and 11 years or more; and, at this provider, Less than 1 year, 1–2 years, 3–4 Years, 5–10 years or 11 years or more.

<sup>182</sup> Answer: Full time (more than 90% of full-time hours) or Part time (up to 90% of full time hours).

<sup>183</sup> Answer: Students aged 14–16, Students aged 16–18, Adult learners (19+), Apprentices or Other (please specify).

<sup>184</sup> Answer: Yes or No.

<sup>185</sup> Answer: Yes or No.

<sup>186</sup> Scaled answer: from 0 (not at all satisfied) to 10 (completely satisfied).

<sup>187</sup> Scaled answer: from 0 (not at all worthwhile) to 10 (completely worthwhile).

<sup>188</sup> Scaled answer: from 0 (not at all happy) to 10 (completely happy).

<sup>189</sup> Scaled answer: from 0 (not at all anxious) to 10 (completely anxious).

<sup>190</sup> Scaled answer: from 0 (not at all minimum) to 10 (maximum).

<sup>191</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>192</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

- I enjoy working at this provider.
- I would recommend this provider as a good place to work.
- I am satisfied with my performance in this provider.
- I believe that the teaching/learning I provide is effective and helpful.
- I believe that I help my students/apprentices to become well-equipped in terms of knowledge and skills for future academic and/or work-related needs.
- I have accomplished a lot in my current role at this provider.
- All in all, I am satisfied with my job.

65. How often do the following happen?<sup>193</sup>

- I know what is expected of me at work.
- I do my best at work.
- My job gives me the feeling of work well done.
- I have enough time to get the job done.

### ***Experiences and behaviours contributing to well-being at work***

#### *Culture*

66. To what extent do you agree or disagree with these statements as applied to the provider where you work?<sup>194</sup>

- There is a collaborative culture which is characterised by mutual support.
- The staff share a common set of beliefs about teaching and learning.
- Staff in this provider can rely on each other.
- I feel like I belong at this provider.
- I feel like people working in this provider care about me.
- My line manager respects me as a person.

67. How often do the following happen in the provider where you work?<sup>195</sup>

- The rules for student/apprentice behaviour are enforced consistently throughout the provider.
- Staff in this provider and students/apprentices get on well with each other.
- I get on well with students/apprentices.
- I get on well with the rest of the staff.
- I am treated fairly at my workplace.
- The work is distributed fairly.
- Colleagues (e.g. line manager or other colleagues) help me to find a solution when my workload is heavy.

#### *Management*

68. The senior leadership in this provider supports staff by:<sup>196</sup>

- talking with staff about their students'/apprentices' progress.

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<sup>193</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>194</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>195</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>196</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

- taking actions to support cooperation among staff to develop new practices (e.g. teaching, training, coaching practices).
- collaborating with staff when it is necessary to solve discipline problems jointly.
- observing teaching/training in the classroom, workshop or workplace.
- providing feedback after each observation.
- encouraging and supporting professional development of the staff.
- taking actions to create a culture in which it is safe to challenge decisions.

69. How often do the following happen in the provider where you work? My line manager...<sup>197</sup>

- gives me praise and recognition when I do a good job.
- helps me resolve an issue when I need their help.
- provides useful feedback on my work.
- encourages and supports my development.

*Sense of control and ownership*

70. How often do the following happen in the provider where you work?<sup>198</sup>

- I make decisions that are important for my work.
- I influence decisions that are important for my work.
- I play an important role in setting objectives for my work.
- I apply my own ideas in my work.

*Perceptions of own ability*

71. To what extent do you agree or disagree?<sup>199</sup>

- I am able to recognise my strengths and achievements.
- I know which areas I want to develop.
- I can motivate students/apprentices who show low interest in learning.
- I am good at helping students/apprentices to learn new things.
- I can provide an adequate level of learning challenge for all students/apprentices.
- I can encourage an open and safe learning environment (e.g. where students/apprentices are not afraid of asking questions).

*Training and development*

72. How often do the following happen in the provider where you work?<sup>200</sup>

- I can access the right learning and development opportunities when I need to.
- What I learn during training and development, I can apply at my work.
- I have good opportunities at work to make the most of my knowledge and skills.
- In the last 12 months, I have had opportunities to learn and grow.

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<sup>197</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>198</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>199</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>200</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.



- My job at this provider offers challenges to advance my skills and knowledge.
  - The feedback I get from my colleagues (e.g. other teachers/trainers, line manager, senior management) on my progress/performance helps me become better at my job.
  - I have a say in choosing my training and development activities.
73. In the last 12 months...<sup>201</sup>
- I have received training that is relevant to my job in this provider.
  - I have discussed my progress or performance with a colleague (e.g. a teacher, my line manager, a senior leader) at my provider.
  - I have discussed my needs with my line manager.

#### *Resources*

74. Is your provider's capacity to provide good quality teaching/training hindered by any of the following issues?<sup>202</sup>
- Shortage of qualified teachers/trainers
  - Shortage of well-performing teachers/trainers
  - Shortage of qualified coaches/tutors/mentors
  - Shortage of well-performing coaches/tutors/mentors
  - Shortage of teaching/learning support assistants
  - Shortage or inadequacy of learning resources (e.g. specialist materials, equipment)
  - Shortage or inadequacy of computers for teaching and learning
  - Insufficient internet access
  - Shortage or inadequacy of computer software for teaching and learning
  - Shortage or inadequacy of library materials
  - Shortage or inadequacy of audio-visual resources

#### *Working hours and patterns*

75. To what extent do you agree/disagree?<sup>203</sup>
- Overall, I achieve a good balance between my work life and my private life.
  - I have an acceptable workload.
  - My workload is appropriate for my skill set.
76. In the past 12 months, how often have you worked in your free time to meet work demands?<sup>204</sup>
77. During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this provider? Include time spent on any work-related tasks (e.g. planning, supporting teaching/learning, marking (if applicable), collaborating with teachers or

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<sup>201</sup> Answer: Yes or No.

<sup>202</sup> Answer: A lot, To some extent, Very little, Not at all or Not sure.

<sup>203</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>204</sup> Answer: Daily, Several times a week, Several times a month, Several times a year or (Almost) Never

other teaching/learning support assistants, participating in meetings, participating in professional development and other work tasks). Also include tasks that took place during weekends or other times when you were not contracted to work. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.<sup>205</sup>

78. Of this total, how many hours did you spend on supporting teaching or learning at this provider during your most recent complete calendar week? Please only count actual contact time. Do not include time spent on preparation, marking etc. because this will be asked in the next question. Round to the nearest whole hour.<sup>206</sup>

79. Approximately, how many hours did you spend on the following tasks during your most recent complete calendar week, in your job at this provider? Also include tasks that took place during weekends or other out of contract hours. Exclude all time spent supporting teaching or learning, as this was recorded in your previous question. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, select 0 (zero). Round to the nearest whole hour.<sup>207</sup>

- Individual planning or preparation of lessons/training
- Team work and dialogue with colleagues within this provider
- Marking/correcting of student/apprentice work
- Counselling students/apprentices (including student supervision, mentoring, virtual counselling, careers guidance and behaviour guidance)
- Participation in management tasks
- General administrative work (including communication, paperwork and other clerical duties)
- Communication and cooperation with parents, guardians or employers
- Engaging in extra-curricular activities (e.g. sports and cultural activities not covered by your contract)
- Other work tasks

80. Across the school year, is the amount of time you spend on the following activities too little, too much or about right?<sup>208</sup>

- Preparing students'/apprentices' progress data for management purposes (collecting, inputting, monitoring and analysing the data)
- Thinking about, and planning, the best ways to teach what is in the curriculum/required by the apprenticeship framework or standard
- Thinking about, and planning, the best ways to teach students/apprentices what they need to learn
- Planning, administering and reporting on students'/apprentices' assessments
- Preparing students/apprentices for external assessment

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<sup>205</sup> Answer: Total hours if in full-time employment or Total hours if in part-time employment.

<sup>206</sup> Answer: Hours if in full-time employment or Hours if in part-time employment.

<sup>207</sup> Answer: Hours spent on each activity.

<sup>208</sup> Answer: Far too much, Too much, About right, Too little, Far too little or N/A.

81. To what extent do you agree or disagree?<sup>209</sup>

- Preparing students'/apprentices' progress data (collecting, inputting, monitoring and analysing them) provides me with a useful insight into the progress of an individual student or apprentice.

*Health*

82. To what extent do you agree or disagree?<sup>210</sup>

- In this provider, there is good support for staff's health and well-being
- I have adequate facilities in my workplace that support my health and well-being

83. In your experience of working at this provider, how often do the following occur?<sup>211</sup>

- I experience stress in my work
- The stress I experience in my work is expected in my job
- My job negatively impacts my mental health
- My job positively impacts my mental health
- My job negatively impacts my physical health
- My job positively impacts my physical health
- I worry about work when I am not working
- My line manager helps and supports me with my well-being
- I actively look after, and take responsibility for, my well-being
- My line manager encourages me to look after my own well-being

84. Please indicate which is the closest to how you have been feeling over the last two months at work.<sup>212</sup>

- I have felt cheerful and in good spirits
- I have felt calm and relaxed
- I have felt active and vigorous
- I have felt drained of energy at the end of the working day
- I have felt exhausted but positive at the end of the working day

85. How is your health in general? Would you say it is...<sup>213</sup>

86. Have you ever been absent from your current workplace due to health problems caused or made worse by your work (excluding accidents)?<sup>214</sup>

87. In the last 12 months, approximately how many days of absence did you take at your current work due to health problems caused or made by your work (excluding accidents)?<sup>215</sup>

88. Do you think you will be able to do your current job or a similar one for the next five years?<sup>216</sup>

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<sup>209</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>210</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>211</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>212</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>213</sup> Answer: Very good, Good, Fair, Bad or Very bad.

<sup>214</sup> Answer: Yes or No.

<sup>215</sup> Answer: Number of days.

<sup>216</sup> Answer: Yes, No or I'm not sure.

89. How long are you planning to stay in the profession?<sup>217</sup>

*Work conditions*

90. Over the last 12 months, have the following occurred amongst your students/apprentices at your provider and, if so, how often?<sup>218</sup>

- Arriving late to lessons/training
- Absenteeism (i.e. unjustified absences)
- Vandalism and theft
- Intimidation or verbal abuse among students/apprentices (or other forms of non-physical bullying)
- Physical injuries caused by violence among students/apprentices
- Intimidation or verbal abuse of staff
- Use/possession of drugs and/or alcohol
- A student/apprentice or parent/guardian reports postings of hurtful information on the internet about students
- A student/apprentice or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, online)
- Low-level disruption in the classroom (e.g. chattering inappropriate mobile phone use)

*Financial security*

91. To what extent do you agree or disagree with the following statements about your job?

- I am satisfied with the salary I receive from my employer<sup>219</sup>
- My job offers good prospects for career advancement

*Sources of undue stress*

92. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>220</sup>

- Government regulation and policy
- Rapid policy changes
- Lack of opportunities and support for my own professional development
- Lack of parent/guardian support
- High workload and level of responsibility in my job
- Having too much lesson planning and preparation
- Having too many contact hours with students/apprenticeships
- Having too much marking and correction of students'/apprenticeships' work
- Having too much administration work to do (e.g. filling out forms)
- Having extra duties due to absent teachers or insufficient numbers of staff

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<sup>217</sup> Answer: Less than a year, 1–2 years, 2–4 years, 3–4 years, 5–10 years or 11 years or more.

<sup>218</sup> Answer: Daily, Weekly, Monthly, Less than monthly, Never or Not sure.

<sup>219</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>220</sup> Answer: High, Moderate, Low, None or N/A.

- Lack of access to the resources or equipment I need to do my job well
93. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>221</sup>
- Being held responsible for students'/apprentices' achievement of qualifications
  - Being held responsible for students'/apprentices' progress
  - Being held for the retention of students/apprentices
  - Students/apprentices not achieving the required goals by the end of the year
  - Students/apprentices leaving their courses before course completion (i.e. low retention)
  - Not being able to motivate students/apprentices
  - Not being able to provide adequate level of learning challenge for all students/apprentices
  - Maintaining classroom/workshop discipline
  - Being intimidated or verbally abused by students/apprentices
  - Being intimidated, verbally abused or discriminated against by staff in this provider
  - Low-level disruption in the classroom/workshop (e.g. chattering, inappropriate mobile phone use)
  - Addressing parent or guardian concerns
94. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>222</sup>
- Modifying lessons for students/apprentices with special needs
  - Teaching students/apprentices of different levels of ability
  - Formal appraisal at the provider
  - Having my lessons observed by managers
  - Not having sufficient say in what is important for my work
  - Not having sufficient say in decisions for this provider
  - Preparing students/apprentices for external assessment
  - Preparing information for Ofsted inspections
  - Ofsted inspections
  - Ofsted ratings
  - Lack of work-life balance
  - Insufficiently high salary
95. Please list up to three top factors that positively affect your well-being in your current job at this provider:
96. Please list up to three top factors that negatively affect your well-being in your current job at this provider:
97. To be directed to the thank you page and submit your responses, please click on 'Go to the thank you page' radio button below and then press the Next page button.

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<sup>221</sup> Answer: High, Moderate, Low, None or N/A.

<sup>222</sup> Answer: High, Moderate, Low, None or N/A.

## Section for senior leaders

98. How many years of experience do you have?<sup>223</sup>

- Years working in a senior leadership position at this provider
- Years working in a senior leadership position in total
- Years working as a teacher/trainer in this provider
- Years working as a teacher/trainer in total

99. What is your current employment status as a senior leader, in terms of working hours?<sup>224</sup>

### *Overall well-being*

100. Overall, how satisfied are you with your life nowadays?<sup>225</sup>

101. Overall, to what extent do you feel that things you do in your life are worthwhile?<sup>226</sup>

102. Overall, how happy did you feel yesterday?<sup>227</sup>

103. Overall, how anxious did you feel yesterday?<sup>228</sup>

104. Occupational well-being refers to how you feel about your work at this provider. How would you rate your overall sense of well-being in your current role at this provider?<sup>229</sup>

105. How would you rate the overall well-being of the staff in this provider?<sup>230</sup>

- Senior leaders
- Middle managers
- Teachers and trainers
- Coaches, mentors and tutors
- Teaching/learning support assistants

### *General attitude to own profession and the job*

106. We would like to know how you generally feel about your profession and your job.

- To what extent do you agree or disagree with the following statements?<sup>231</sup>
- The advantages of this profession clearly outweigh the disadvantages
- I think that the teaching profession is valued in society
- I wonder whether it would have been better to choose another profession
- If I could decide again, I would still choose this job

<sup>223</sup> Answer: Less than a year, 1–2 years, 2–4 years, 3–4 years, 5–10 years or 11 years or more.

<sup>224</sup> Answer: Full-time (more than 90% of full-time hours) or Part-time (up to 90% of full-time hours)

<sup>225</sup> Scaled answer: from 0 (not at all satisfied) to 10 (completely satisfied).

<sup>226</sup> Scaled answer: from 0 (not at all worthwhile) to 10 (completely worthwhile).

<sup>227</sup> Scaled answer: from 0 (not at all happy) to 10 (completely happy).

<sup>228</sup> Scaled answer: from 0 (not at all anxious) to 10 (completely anxious).

<sup>229</sup> Scaled answer: from 0 (not at all minimum) to 10 (maximum).

<sup>230</sup> Scaled answer: from 0 (minimum) to 10 (maximum) or Not sure

<sup>231</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

- I would like to move to another provider if that were possible
  - I regret that I decided to take the current job
107. We would like to know how you generally feel about your profession and job. To what extent do you agree or disagree with the following statements?<sup>232</sup>
- I enjoy working at this provider
  - I would recommend this provider as a good place to work
  - I am satisfied with my performance in this provider
  - I believe that my work is effective and helpful
  - I believe that I help my students/apprentices to become well-equipped in terms of knowledge and skills for future academic and/or work-related needs
  - I have accomplished a lot in my current role at this school
  - All in all, I am satisfied with my job
108. How often do the following happen?<sup>233</sup>
- I know what is expected of me at work
  - I do my best at work
  - My job gives me the feeling of work well done
  - I have enough time to get the job done

### ***Experiences and behaviours contributing to well-being at work***

#### *Culture*

109. To what extent do you agree or disagree with these statements as applied to the provider where you work?<sup>234</sup>
- There is a collaborative culture which is characterised by mutual support
  - The staff share a common set of beliefs about teaching and learning
  - Staff in this provider can rely on each other
  - I feel like I belong at this provider
  - I feel like people at this provider care about me
  - I trust the staff at this provider

#### *Management*

110. How often do the following happen?<sup>235</sup>
- Rules for student/apprentice behaviour are enforced consistently throughout the provider
  - Staff in this provider and students/apprentices get on well with each other
  - I get on well with the rest of the staff
  - The staff in this provider is treated fairly
  - The work is distributed fairly

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<sup>232</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>233</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>234</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>235</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

111. As a senior leader in this provider, I support staff by...<sup>236</sup>
- talking with them about their students'/apprentices' progress
  - taking actions to support cooperation among staff to develop new practices (e.g. in teaching, training, coaching)
  - collaborating with staff when it is necessary to solve behavioural problems jointly
  - observing teaching/training in the classroom, workshop or workplace
  - providing feedback after each observation
  - encouraging and supporting professional development of the staff
  - taking action to create a culture in which it is safe to challenge decisions

*Sense of control and ownership*

112. How often do the following happen?<sup>237</sup>
- Staff are provided with opportunities to actively participate in decision making in this provider
  - I trust the staff to do their work well
  - I make the important decisions on my own.
  - I make decisions that are important for my work
  - The staff at this provider make decisions that are important for their work
  - The staff at this provider influence decisions that are important for their work
  - The staff at this provider play an important role in setting objectives for their work
  - The staff at this provider apply their own ideas in their work
  - I apply my own ideas in my work

*Perceptions of own ability*

113. To what extent do you agree or disagree?<sup>238</sup>
- I am able to recognise my strengths and achievements
  - I know which areas I want to develop
  - I can manage my staff well
  - I can help staff resolve issues
  - I can provide useful feedback to my staff on their progress and performance

*Training and development*

114. How often do the following happen in the provider where you work?<sup>239</sup>
- I can access the right learning and development opportunities when I need to
  - What I learn during training and development, I can apply at my work

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<sup>236</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>237</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>238</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>239</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.



- I have good opportunities at work to make the most of my knowledge and skills
  - In the last 12 months, I have had opportunities to learn and grow
  - My job at this provider offers challenges to advance my skills and knowledge
  - The feedback I get from my colleagues on my progress/performance helps me become better at my job
115. In the last 12 months...<sup>240</sup>
- I have received training that is relevant to my job in this provider
  - I have discussed my progress or performance with a colleague at my provider
  - I have thought about my training needs

#### *Resources*

116. Is your provider's capacity to provide good quality teaching/training hindered by any of the following issues?<sup>241</sup>
- Shortage of qualified teachers/trainers
  - Shortage of well-performing teachers/trainers
  - Shortage of qualified coaches/tutors/mentors
  - Shortage of teaching/learning support assistants
  - Shortage or inadequacy of learning resources (e.g. specialist materials, equipment)
  - Shortage or inadequacy of computers for teaching and learning
  - Insufficient internet access
  - Shortage or inadequacy of computer software for teaching and learning
  - Shortage or inadequacy of library materials
  - Shortage or inadequacy of audio-visual resources

#### *Working hours and patterns*

117. To what extent do you agree or disagree?<sup>242</sup>
- Overall, I achieve a good balance between my work life and my private life
  - I have an acceptable workload
  - My workload is appropriate for my skills set
118. In the past 12 months, how often have you worked in your free time to meet work demands?<sup>243</sup>
119. During your most recent complete calendar week, approximately how many hours did you spend in total on tasks related to your job at this provider? Include time spent on all work-related tasks that took place during your normal working hours and also during weekends or other times when

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<sup>240</sup> Answer: Yes or No.

<sup>241</sup> Answer: A lot, To some extent, Very little, Not at all or Not sure.

<sup>242</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>243</sup> Answer: Daily, Several times a week, Several times a month, several times a year or (Almost) Never.

you were not contracted for work. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.<sup>244</sup>

120. On average throughout the academic year, what percentage of time in your role as a senior leader do you spend on the following tasks in this provider? Rough estimates are sufficient. Please write a number in each row. Select 0 (zero) if none. Please ensure that responses add up to 100%.<sup>245</sup>

- Administrative tasks and meetings including regulations, reports, provider budget, preparing timetables and class composition, responding to requests from district, regional, state or national education officials
- Leadership tasks and meetings including strategic planning, leadership and management activities such as developing improvement plans, and human resources and personnell issues such as hiring staff
- Curriculum and teaching-related tasks and meetings including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers/trainers, teacher professional development
- Student/apprentice interactions including counselling and conversations outside structured learning activities, discipline
- Parent or guardian interactions including formal and informal interactions
- Interactions with local and regional community, business and industry
- Teaching
- Lesson planning and preparation; marking and correcting students'/apprentices' work

121. Across the school year, is the amount of time you spend on the following activities too little, too much or just right?<sup>246</sup>

- Preparing students'/apprentices' progress data for management purposes (collecting, imputing, monitoring and analysing the data)
- Thinking about, and planning, the best ways to teach what is in the curriculum/required by the apprenticeship framework or standard
- Thinking about, and planning, the best ways to teach students/apprentices what they need to learn
- Planning, administering and reporting on students'/apprentices' assessments
- Preparing students/apprentices for external assessment

122. Students'/apprentices progress data provide me with a useful insight into the progress of an individual student/apprentice.<sup>247</sup>

### *Health*

123. To what extent do you agree or disagree?<sup>248</sup>

- In this provider, there is good support for staff's health and well-being

<sup>244</sup> Answer: Hours.

<sup>245</sup> Answer: Hours.

<sup>246</sup> Answer: Far too much, Too much, About right, Too little, Far too little or N/A.

<sup>247</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>248</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

- I have adequate facilities in my workplace that support me health and well-being
124. In your experience of working at this provider, how often do the following occur?<sup>249</sup>
- I experience stress in my work
  - The stress I experience in my work is expected in my job
  - My job negatively impacts my mental health
  - My job positively impacts my mental health
  - My job negatively impacts my physical health
  - My job positively impacts my physical health
  - I worry about work when I am not working
  - I actively look after, and take responsibility for, my well-being
125. Please indicate which is the closest to how you have been feeling over the last two months at work.<sup>250</sup>
- I have felt cheerful and in good spirits.
  - I have felt calm and relaxed.
  - I have felt active and vigorous.
  - I have felt drained of energy at the end of the working day.
  - I have felt exhausted but positive at the end of the working day.
126. How is your health in general? Would you say it is...<sup>251</sup>
127. Have you been absent from your current workplace due to health problems caused or made worse by your work (excluding accidents)?<sup>252</sup>
128. In the last 12 months, approximately how many days of absence did you take at your current work due to health problems caused or made worse by your work (excluding accidents)?<sup>253</sup>
129. Do you think your will be able to do your current job or a similar one for the next five years?<sup>254</sup>
130. How long are you planning to stay in the profession?<sup>255</sup>

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<sup>249</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>250</sup> Answer: Always, Often, Sometimes, Rarely, Never or Not sure.

<sup>251</sup> Answer: Very good, Good, Fair, Bad and Very Bad.

<sup>252</sup> Answer: Yes or No.

<sup>253</sup> Answer: Days.

<sup>254</sup> Answer: Yes, No or I don't know.

<sup>255</sup> Answer: Less than a year, 1–2 years, 2–4 years, 3–4 years, 5–10 years or 11 years or more.

### *Work conditions*

131. Over the past 12 months have the following occurred amongst students/apprentices in this provider and how often?<sup>256</sup>
- Arriving late to lessons/training
  - Absenteeism (i.e. unjustified absences)
  - Vandalism and theft
  - Intimidation or verbal abuse among students/apprentices (or other forms of non-physical bullying)
  - Physical injury caused by violence among students/apprentices
  - Intimidation or verbal abuse of staff
  - Use/possession of drugs and/or alcohol
  - A student/apprentice or parent/guardian reports postings of hurtful information on the internet about students
  - A student/apprentice or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, online)
  - Low-level disruption in the classroom (e.g. chattering, inappropriate mobile phone use)
132. Over the last 12 months have the following occurred amongst the provider staff and how often?<sup>257</sup>
- Arriving late to work
  - Absenteeism (i.e. unjustified absences)
  - Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.)
  - Intimidation or verbal abuse
  - Bullying or any kind of harassment
  - Humiliating behaviours

### *Financial security*

133. To what extent do you agree or disagree with the following statements about your job?<sup>258</sup>
- I am satisfied with the salary I receive from my work.
  - My job offers good prospects for career advancement.

### *Sources of undue stress*

134. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>259</sup>
- Inadequate budget and resources
  - Government regulation and policy
  - Rapid policy changes
  - Lack of opportunities and support for my own professional development

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<sup>256</sup> Answer: Daily, Weekly, Monthly, Less than monthly, Never or Not sure.

<sup>257</sup> Answer: Daily, Weekly, Monthly, Less than monthly, Never or Not sure.

<sup>258</sup> Answer: Strongly agree, Agree, Disagree, Strongly disagree or Not sure.

<sup>259</sup> Answer: High, Moderate, Low, None or N/A.

- Lack of opportunities and support for the professional development of the staff in this provider
  - Lack of shared leadership with other provider staff
  - Lack of parent or guardian support
  - High workload and level of responsibility in my job
  - Having too much administrative work to do (e.g. filling out forms)
135. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>260</sup>
- Having extra duties due to absent teachers/trainers or insufficient number of staff
  - Being held responsible for students'/apprentices' achievement of qualifications
  - Being held responsible for students'/apprentices' progress
  - Being held responsible for the retention of students/apprentices
  - Students/apprentices not achieving the required goals by the end of the year
  - Students/apprentices leaving their courses before course completion (i.e. low retention)
  - Being intimidated or verbally abused by students/apprentices
  - Being intimidated, verbally abused or discriminated against by provider staff
  - Addressing parent or guardian concerns
136. Thinking about your job at this provider, do the following cause you undue stress and at what level of intensity?<sup>261</sup>
- Organising the teaching of students/apprentices at different levels of ability
  - Formally appraising my staff
  - Not having sufficient say in what is important for my work
  - Preparing information for Ofsted inspections
  - Ofsted inspections
  - Ofsted ratings
  - Lack of work-life balance
  - Insufficiently high salary
137. Please list up to three top factors that positively affect your well-being in your current job at this provider:
138. Please list up to three top factors that negatively affect your well-being in your current job at this provider:

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<sup>260</sup> Answer: High, Moderate, Low, None or N/A.

<sup>261</sup> Answer: High, Moderate, Low, None or N/A.



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