Teacher Workload Survey 2016

Research report

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Background

The Workload Challenge undertaken by the Department for Education from 22 October to 21 November 2014 asked teachers to share their experiences, ideas and solutions on how to tackle unnecessary and unproductive workload. In response, the Government set out a programme of action to address unnecessary workload (DfE, 2015). One of these actions was a commitment to undertake a large scale and robust survey of teacher workload in English schools in the spring term every two years. This report describes the findings of the first, baseline study in this series, which was designed to survey teachers in a large sample of schools, and yield data comparable (as far as possible) with the Organisation for Economic Co-operation and Development's (OECD's) Teaching and Learning International Survey (TALIS) subset of questions relating to working time and attitudes to workload.

Survey method

An online survey was disseminated to a sample of schools across England. A sampling method of randomly selecting schools based on probability proportionate to size (PPS) was used (see Section 1.7 and Annex 2 of the accompanying technical report for more detail). In total 900 schools were selected and approached. One selected school had closed giving a final survey sample of 899. Of these schools, 245 agreed to take part in the survey and distributed the survey link to all teachers representing a total of 10,410 teachers. At least one completed survey was received from 218 of these schools and, in total, 3,186 teachers completed the survey. This represents a 34% response rate at the teacher level. Overall, the majority of characteristics (including demographic and school characteristics) for teachers responding to the survey were similar to the average for the overall teaching population as described by the School Workforce Census[1] (see Section 2.1 / Annex 2 in the technical report for more detail). To address any differences, the data has been weighted to reflect the national population of teachers from the School Workforce Census.

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[1] The DfE microsite for the school workforce census is:
https://www.gov.uk/government/collections/statistics-school-workforce

Comparing the Teacher Workload Survey and TALIS[2]

Whilst the Teacher Workload Survey was designed to be as comparable as possible to TALIS, there are some methodological differences that need to be taken into account. These key differences are:

- The Teacher Workload Survey collected data from primary and secondary schools, whilst England participated in the TALIS 2013 survey of Key Stage 3 secondary school teachers and headteachers only. Comparisons in this report are therefore restricted to secondary schools only; and,

- The Teacher Workload Survey collected information from classroom teachers and, teachers who self-identified themselves as middle leaders or senior leaders, whilst TALIS collects data from teachers and headteachers, and does not distinguish or identify middle leaders. In order to provide the most robust comparison possible, data from secondary school classroom teachers and middle leaders in the Teacher Workload Survey were combined and compared with teachers, but not headteachers, in the TALIS 2013 survey.

Key findings

Working hours

- The average total, self-reported working hours in the reference week[3] for all classroom teachers and middle leaders was 54.4 hours. As per prior workload studies, primary classroom teachers and middle leaders self-reported higher total working hours (a mean of 55.5 hours) than teachers in secondary schools (53.5 hours)[4].

- Secondary school senior leaders reported longer total working hours than those in primary schools (62.1 hours compared to 59.8). Across all schools, senior leaders reported an average total of 60.0 hours in the reference week.

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[2] Further details on TALIS 2013 can be found in the main report.
[3] The full working week including the weekend prior to the interview. Fieldwork took place 1-21 March 2016.
[4] For definition of primary and secondary schools, see Phase definition in the Glossary.

- Almost a third of part-time teachers reported that 40% of their total hours were worked outside of school hours (i.e. in the evening, early mornings and weekends) in the reference period, compared to almost a quarter of full-time teachers.

- Primary teachers with less than six years' experience reported working a total of 18.8 hours per week outside of school hours. This was two hours more than their more experienced primary colleagues, and an hour and a half more than secondary teachers with the same level of experience.

- Further analysis showed that teacher-level factors, including perceptions of performance evaluation by management and school-level factors such as phase and the size of the school, had an impact on the total number of hours reported by teachers in the reference week. The largest source of variation in workload was attributable to factors which acted on individual teachers (for example, their level of experience or how their performance is evaluated) rather than those that impacted on the school. The implication is that effective interventions to reduce workload would need to target teachers across the population of schools.

Working hours: Comparisons with TALIS

- When comparing figures with teachers who taught Key Stage 3 in TALIS 2013, Table E1 below shows that the mean self-reported working hours in the reference week was 45.9 in TALIS, compared to 53.5 for secondary school classroom teachers and middle leaders in the current research[5].

- The self-reported mean time spent on most non-teaching tasks was higher in the Teacher Workload Survey 2016 compared to TALIS 2013. For example, Key Stage 3 teachers in TALIS 2013 reported spending an average of 6.1 hours on *marking/correcting pupil work*, compared to 8.0 hours for secondary school classroom teachers and middle leaders.

- One difference to note in the comparisons in Table E1 is around pupil counselling. TALIS 2013 included one question on *pupil counselling, tuition and discipline*, which, following cognitive testing, was separated out for the purposes of the current research[6]. Comparisons show that when these items are separated out, secondary

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[5] The mean self-reported working hours in the reference week for secondary school classroom teachers only was 52.6, compared with 45.9 for Key Stage 3 teachers in TALIS 2013.
[6] Respondents were first asked to provide an overall figure of working hours in the reference week followed by questions about time taken on specific tasks.

school classroom teachers and middle leaders in the Teacher Workload Survey report spending more time on these than on the one aggregated measure in TALIS 2013.

Table E1: Comparing TALIS 2013 with the Teacher Workload Survey

Question	TALIS 2013[7]	Teacher Workload Survey 2016 (Secondary teachers)[8]	
	All Key Stage 3 teachers	Classroom teachers and middle leaders[9]	Classroom teachers only
Mean self-reported working hours in the reference week – All teachers	45.9	53.5	52.6
Mean self-reported working hours in the reference week – full time teachers only	48[10]	55.3	54.9
Mean hours spent teaching in the reference week	19.6	20.3	20.7
Base for total figures	*2,496*	*2,107*	*1,444*
Mean time spent on non-teaching tasks, all[11]			
Individual planning or preparation of lessons either at school or out-of-school	7.8	8.4	8.8
Team work and dialogue with colleagues within this school	3.3	2.8	2.6
Marking/correcting of pupils work	6.1	8.0	8.1
Pupil counselling		1.6	1.4
Pupil supervision and tuition	1.7	3.8	3.8
Pupil discipline including detentions		1.6	1.5
Participation in school management	2.2	2.6	2.2
General administrative work	4.0	4.6	4.1
Communication and co-operation with parents or guardians	1.6	1.9	1.7
Engaging in extracurricular activities	2.2	3.0	2.9

[7] OECD (2014), TALIS 2013 Results. Database Table 6.12. p.162.

[8] DfE figures show approximately 88% of all secondary school teachers teach at Key Stage 3. See table 11 in DfE (2016) School Workforce in England: November 2015.

[9] Note that figures for classroom teachers and middle leaders in the Teacher Workload Survey were combined to provide as robust a comparison as possible with TALIS 2013.

[10] From Micklewright *et al*, 2014. No equivalent figure to one decimal place in the TALIS Database Tables.

[11] Note that time spent on individual tasks cannot be summed to equate to the overall working hours. These questions were asked separately (as in TALIS).

Activities undertaken

- In total, classroom teachers and middle leaders spent an average of 21.6 hours teaching, or 40% of the self-reported total hours spent working in the reference week. Primary teachers spent nearly three hours more teaching than secondary teachers. Classroom teachers spent nearly two hours more teaching than middle leaders.

- Classroom teachers and middle leaders in both primary and secondary schools spent an average of 33 hours on non-teaching tasks. About half of this time was spent on two activities: *Individual planning or preparation of lessons either at school or out-of-school*; and *marking/correcting of pupils' work*. Furthermore, most teachers said they generally spent too long on each of these activities, as well as spending too much time on *general administrative work*.

- Differences in working practices between phases were reflected in the proportion of primary and secondary teachers who undertook the listed professional activities. For example, primary teachers were more likely to say they *undertook communication and co-operation with parents or guardians* and were much less likely to undertake *pupil supervision and tuition* and *pupil discipline including detentions* compared to secondary teachers. In addition, secondary teachers were three times as likely to have *undertaken non-regular teaching cover for absent colleagues within their school's timetabled day* during the reference period.

Attitudes towards workload

- The majority (93%) of respondents stated that workload in their school was at least a *fairly serious problem*; just over half of those surveyed (52%) cited workload as a *very serious problem*. This group worked an average of 57 hours in the reference week with 19 hours out-of-school time compared to 53 hours and 13 hours respectively for others.

- Over three-quarters of staff were dissatisfied with the number of hours they usually worked. Most staff disagreed that *they can complete their workload in their contracted hours*, *have an acceptable workload* and that *they can achieve a good balance between their work and private life*. Those who strongly disagreed with these statements again reported longer total hours, more hours working out of the regular school day and more additional hours beyond their contract.

- Senior leaders said they used different strategies to try to manage and plan professional time. The most common mechanisms were statutory *protected blocks of*

non-teaching time, *working collaboratively with other staff to plan work* and *using existing schemes of work and associated lesson plans which can be adapted by teaching staff*. Over one in five (22%) senior leaders in schools rated as Outstanding by Ofsted reported the existence of a committee to monitor teachers' workload. The proportion in other schools is 9%.

- Overall, over half of all teachers agreed that their school working environment allows them to collaborate effectively and that teaching assistants are effectively deployed. Senior leaders were much more likely than middle leaders or classroom teachers to agree to these statements, as were primary teachers when compared to secondary.

Glossary of terms

A number of technical phrases and short-hand abbreviated terms are used in this report and the technical report. The table below describes their meaning.

Term	Description
Classroom teacher	Five broad groupings of teachers' roles were identified in the survey questionnaire. Classroom teacher indicates those who said their role was primarily classroom based.
Mean	The mean statistic is presented in some instances. It is a product of dividing the sum of all values by the number of values provided and is used in tests of statistical significance. In some cases, achieved base sizes are large enough that differences less than 1 between mean scores are statistically significant. For this reason, means are shown to one decimal place.
Median	The median figure is also used in the report if it provides more explanatory detail about the mean. The median is the central value across a frequency distribution; the value at which half the responses are smaller and half larger. To calculate it, if 100 cases are present in a question response, the median will be the average of the 50th and 51st value when the list is sorted in order. The median can be useful because, unlike the mean, it is less influenced by skewed data, or extremely large or small numbers of responses.
Middle leader	Five broad classifications of teachers' roles were identified in the survey questionnaire. Middle leaders indicates those who said their role was either Head of Department, Head of Year or another non-senior management post.
Part-time / Full-time teachers	Where possible, data was matched from the School Workforce Census (SWC) to identify if a teacher worked part or full-time. However, due to a relatively low proportion of teachers agreeing to data matching with the SWC, responses to a survey question were used where necessary. Teachers were asked to state their contracted hours using this question: "*Please provide the number of hours per week for which you are contracted to work at [REFERENCE SCHOOL]? If your contract is variable and/or term-time only, please write in the typical hours you work per school week*." Values of contracts greater than 40 hours per week were excluded from analysis, as shown in the technical report, because there is a natural cut-off point in the distribution of responses at 40 hours.

Term	Description
	After data-matching and cleaning, the 40 hour cut-off value resulted in 36 observations of contracted hours being removed from the data. The School Workforce Census (SWC) records the Full-time Equivalent (FTE) status of teachers as a fractional figure ranging from 0.1 up to 1 which is based on a 30 hour working week. For sub-group reporting in this study, a two-category cross-break for full-time / part-time was made at the 0.8 FTE mark: teachers whose fractional hours were listed on the SWC as 0.8 and above were labelled full-time and all others labelled part-time. For those teachers who did not give permission to match to SWC, a figure of 28 contracted hours was set. There is some variance in the way full-time and part-time is defined between the data collected in the questionnaire (less than 28 hours), the SWC (less than 30 hours) and the definition in TALIS (a self-reported question asking if the teacher works below 0.9 hours full-time equivalence).
Phase	This describes whether the school was a primary or secondary / other school. Some of the comparative analysis looks at the relative position between phase i.e. primary compared to secondary / other. In this case, "other" refers to eligible schools which do not fit neatly into either the primary or secondary category, for example special schools and all-through schools. There were too few of these schools in the sample to form their own category and, as pupils at these schools were predominantly of secondary age, they were classed with secondary schools for the purpose of reporting and analysis.
Reference week	A number of the survey questions asked respondents to identify time spent on tasks in their "most recent full working week". The definition of full working week was given as the "last working week covering Monday to Sunday that was not shortened by illness, religious breaks or public holidays." The report uses the term "reference week" within the text. The fieldwork dates were between 1st and 21st March 2016 hence the reference weeks fell between 22nd February and 20th March 2016. For 2016, these weeks were the middle of the pre-Easter half-term.
Senior leader	Five broad groupings of teachers' roles were identified in the survey questionnaire. Senior leader indicates those who said they were a headteacher, deputy or assistant headteacher or other senior leader (i.e. executive or federated headteachers).

Term	Description

School Workforce Census	As outlined in DfE's description[12], the SWC is a statutory data collection that takes place each autumn. The census collects data on all teaching and support staff in regular employment, including those working for:
	
	• local authorities on central contracts
	• local-authority maintained schools
	• academies
	• free schools, including:
	    o studio schools
	    o university technical colleges
	• pupil referral units

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[12] See https://www.gov.uk/guidance/school-workforce-census

1   Introduction

1.1   The Teacher Workload Survey 2016

The Workload Challenge undertaken by the Department for Education (DfE) from 22 October to 21 November 2014 asked teachers to share their experiences, ideas and solutions on how to tackle unnecessary and unproductive workload. In response to the findings, the Government set out a programme of action to address unnecessary workload (DfE, 2015). One of these actions was a commitment to undertake a large scale and robust survey of teacher workload in English schools in the spring term every two years.

The 2016 survey was conducted by CFE Research and Warwick University's Institute for Employment Research, advised by a Steering Group drawn from the DfE and teaching unions. The aim was to survey teachers in a large sample of schools and to yield data comparable (as far as possible) with the OECD's Teaching and Learning International Survey (TALIS). TALIS was conducted in England for the first time in 2013, with the next round planned for 2018. Data comparable with TALIS 2013 would enable time series analysis of workload patterns and the exploration of causal factors that might impact on workload. The survey was designed to use a representative, robust sample of teachers and school leaders from primary, secondary and special schools, encompassing maintained schools, academies and free schools.

The survey was designed to address the following broad research questions:

- How do the workloads of teachers differ by role (classroom teachers, middle leaders, senior leaders)?
- How do these workloads differ by time in post and level of teaching experience?
- What characteristics and drivers are associated with differing levels of workload?
- How does the workload differ between teachers with and without protected characteristics[13]? (The present survey is able to provide robust information concerning age and, where relevant, gender[14])

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[13] Characteristics that are protected by the public sector equality duty under the Equality Act 2010. See DfE (2014) The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities. May 2014. DfE. London.
[14] Due to limited matching possible to the School Workforce Census only a small subset of respondents provided information on other Protected Characteristics. It is not possible to robustly characterise issues related to Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Religion and belief or Sexual orientation.

This report is concerned with the design, implementation and findings from the first of the biennial teacher workload surveys, undertaken in March 2016. The next section briefly reviews the previous surveys of teacher workload including TALIS, diary surveys and the Workload Challenge. The chapter then goes on to describe the design of the 2016 survey. The findings of the 2016 survey are presented in chapters 2 to 6.

A technical report accompanies this document. This provides more detail on the overall methodology of the primary research and subsequent analysis.

1.2 The Teaching and Learning International Survey (TALIS)

England participated in the OECD's Teaching and Learning International Survey (TALIS) for the first time in 2013 (Micklewright *et al*, 2014). TALIS will next take place in 2018, providing new information on the views and practices of lower secondary teachers and their headteachers. Primary teachers will also be involved in 2018. The 2013 survey included questions about working hours and teacher attitudes towards their workload.

TALIS 2013 aimed to obtain a representative sample of Key Stage 3 teachers (ISCED level 2; school children aged 11-14[15]; DfE, 2016). It adopted a two-stage design, first identifying a target of 200 schools selected with probability proportional to the number of Key Stage 3 teachers (and stratified by type of school and region) and then randomly sampling 20 teachers of Key Stage 3 pupils in each school. Surveys were completed using either a paper questionnaire or online and the administration of TALIS included a large technical and delivery support infrastructure for all participating schools. This was provided by OECD and the agencies responsible for delivering fieldwork. The survey included maintained, academy and independent schools, but those catering only to pupils with special educational needs and disability (SEND) were excluded, as were teachers teaching only SEND pupils or not teaching Key Stage 3 pupils. The survey achieved a school response rate of 75% after replacement, and thus achieved the minimum response rate necessary for the results for England to be included in international reports without the need for further investigation. Within the selected schools, the teacher response rate was 83.4% (circa 2,500 teachers).

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[15] Around 88% of all secondary school teachers teach Key Stage 3 – see table 11 in DfE (2016)

Workload was not the sole focus of TALIS[16]. It found that overall 82% of teachers were satisfied with their job and while they felt their pay was lower than for other professions, they tended to feel that it was fair. However, teachers who worked longer hours were less satisfied with their pay.

The evidence presented in Micklewright *et al* (2014) shows that "average face-to-face teaching time in England is not high by international standards – at just under 20 hours it is only a little above the median for [high performing countries] 19 hours." (p.50). The report also says that just over half of teachers (51%) felt that their workload was unmanageable and 85% reported that the accountability system (e.g. school inspection and performance tables) added significantly to the pressure of their jobs. The survey found that less time is spent on administration and on keeping order by teachers in schools rated as 'outstanding' or 'good' by Ofsted, in schools with high Key Stage 4 test scores, and in independent schools.

Further analysis of TALIS 2013 data on workload was recently completed (Sellen, 2016). The report examined teachers' working hours, pay, and experience in secondary schools and provided detailed comparison of the opinions, practices, and professional development of teachers in England with those of 35 other jurisdictions surveyed and specifically explores teacher workload in England. One of the conclusions from the analysis is professional development activities for teachers in England are restricted as a result of longer working hours compared to other OECD countries.

1.3   Prior diary surveys of workload

DfE previously surveyed teacher workload in 1994, 1996, 2000, annually from 2003 to 2010 and in 2013. These previous approaches to the surveys of teacher workload utilised a paper-based diary format, apart from 2010 which was delivered online. However, the large amount of time and intrusiveness required of teachers in maintaining a diary meant they were burdensome, resulting in low response rates. This raised questions about the impact of that response format on the validity of the workload estimates. The previous surveys of teacher workload all took place in the Spring term. The methodology for the workload surveys varied from survey to survey.

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[16] Data is collected on a variety of aspects of teaching such as pedagogical practice, teachers' prior education, management practices, etc.

Figure 1.1 presents the average weekly hours worked by type of teacher from the Teacher Workload Surveys of 1994-2013. The findings of these surveys have been broadly consistent. The average number of hours worked per week is highest for secondary headteachers followed by primary headteachers. Primary teachers (classroom and middle leaders) have consistently reported working slightly longer hours than secondary classroom teachers throughout the history of diary surveys.

Figure 1.1:   Average weekly hours worked by type of teacher, 1994-2013
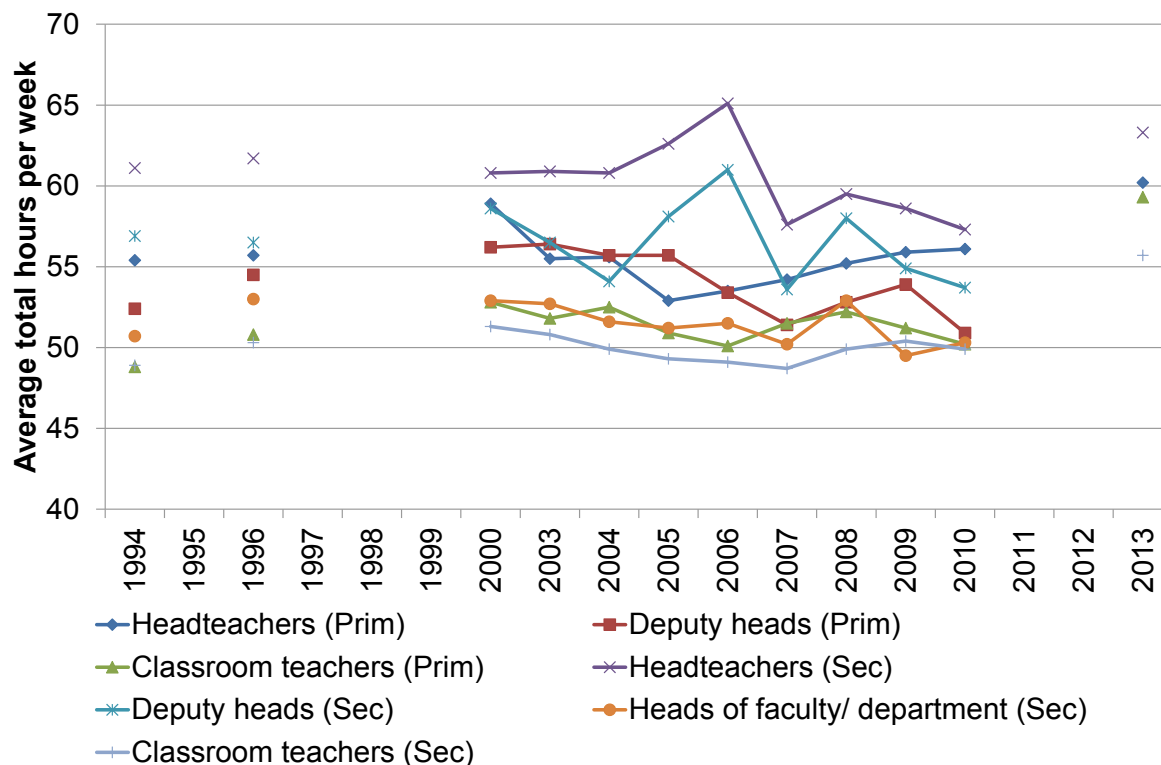
The 2013 diary survey *suggested* a marked increase in average hours worked relative to 2010 for all categories of teacher. However, there was a major change in the methodology adopted:

- The 2010 workload diary survey (Deakin *et al*, 2010) covered a single week in March. It used an online format that can be considered the closest in format to that used in the present survey. A random sample of 662 maintained schools were contacted and 164 (25%) cooperated. Of the 2,179 teachers sampled and invited by email to complete an online diary (up to 14 in each school), 1,244 (57%) completed a usable diary survey. Time use data was collected for every day in the selected week. The survey found that average hours worked per week were above 50 hours for most types of teacher, with only secondary school and special school classroom teachers working, on average, slightly less than 50 hours per week. It also found that full-time

teachers in both primary and secondary schools were working more than a fifth of their total average hours before school, after 6pm and/or on weekends. The survey found the items which teachers would like to spend less time on included i) administrative and clerical tasks and ii) some elements of planning and preparation, e.g. marking and finding resources. However, teachers also indicated that they would like to spend more time planning with pupils and preparing resources for lessons. A reduction in tasks related to planning, preparation and assessment were found to have had the greatest positive impact on teachers' perceptions of their working hours.

- The 2013 workload diary survey (TNS-BMRB, 2014) used a random probability sample of all qualified teachers in England selected from the School Workforce Census (SWC). The random sample of teachers were sent a paper diary booklet (similar to that used in pre-2010 surveys) and time use data was collected for only two days in a single week; allocating every teacher a random set of two days (in order to decrease respondent burden and non-response). In total, 6,753 teachers were sampled, yielding 1,004 usable diary survey responses (a relatively low response rate of 15%). The results of the 2013 diary survey are presented here for completeness, but because of the change in survey design they cannot be considered comparable with earlier surveys. For example, the report on the survey noted that the sample design meant that there was a greater degree of self-selection among participants than in previous years (TNS-BRMB, 2014, p.9).

The 2013 workload diary survey found the average number of hours worked per week was 63.3 for secondary headteachers, 59.3 for primary classroom teachers and 55.7 for secondary classroom teachers (no data is available for primary headteachers due to the low returned sample size). On average, classroom teachers taught for 19-20 hours per week, representing about a third of their working time. Work undertaken outside normal school hours represented 23.8% of the total for primary teachers, 21.5% for secondary headteachers and 21.4% for secondary classroom teachers. Administration accounted for the largest component of work outside school hours for headteachers while 'planning, preparation and assessment' was the largest component for classroom teachers. The majority of respondents felt that only 'a little' or 'some' of their time was spent on unnecessary or bureaucratic tasks, although over a third of headteachers and deputy headteachers thought such tasks had increased during the previous year. For headteachers, Ofsted changes, preparation for an Ofsted inspection, Departmental policy changes and record keeping were the main reasons quoted, with deputy headteachers and classroom

teachers also citing preparation for an Ofsted inspection and an increase in forms
and paperwork as major reasons, with data collection and record keeping being
secondary sources of unnecessary and bureaucratic tasks. The excessive detail
required for data collection, marking and reporting was a particular cause of
unnecessary workload for classroom teachers.

1.4   The Workload Challenge

The DfE undertook the "Workload Challenge" exercise during October and November 2014.
It asked three open-ended questions about unnecessary and unproductive tasks and how
these could be reduced. Of the 43,832 responses received, 20,533 respondents answered
one question and 16,820 respondents answered all three. A sample of 10% of the full
responses (1,685), broadly representative of the type of institution and type of job role of the
whole survey cohort, was selected for detailed analysis (Gibson, Oliver and Dennison,
2015). Many respondents recognised that these tasks were often essential parts of working
within a school, but 63% felt the excessive level of detail required made the tasks
burdensome, while 45% noted that duplication increased their workload and 41% said that
the over-bureaucratic nature of the work made it problematic. The three tasks cited as
causing the most unnecessary workload were data collection (56%), marking (53%) and
planning and preparation (38%). The burden of these tasks was increased by accountability
measures and perceived pressures of Ofsted (53%) and the tasks set by local management
(51%). Working to policies set at local/school level (35%) and policy changes at national
level (34%) were also cited as significant drivers for teacher workload. Common solutions
proposed for reducing the burden included modifying marking arrangements, reducing the
need for data inputting and analysis and increasing the time available for planning,
preparation and assessment.

1.5   Design of the Teacher Workload Survey 2016 and its relationship with previous studies

The Teacher Workload Survey 2016 (TWS) was designed to be as comparable as possible
with TALIS 2013. However, as only a subset of the TALIS questions are concerned with
working time or attitudes to workload, the TWS steering group decided that further questions
were necessary to allow for more detailed, robust findings. The main areas of comparison
were in satisfaction with employment and the way in which the school is managed.
Furthermore, the TWS covers all primary and secondary schools, and does not identify
whether teachers are involved in Key Stage 3 teaching. Therefore, any comparison of the

results of the two surveys could only be undertaken for teachers working in schools teaching pupils of early secondary school age. Chapter 3 presents the comparison with the TALIS results for the closest subset of teachers in the present survey.

1.6   Matching with the School Workforce Census

One aspiration for the survey was to reduce the burden on teachers by linking with the School Workforce Census (SWC) to obtain information on teacher characteristics. Question 21 of the questionnaire asked "*Do you give permission for the research contractors to match your survey answers to your personal information held on DfE's School Workforce Census for this statistical analysis only*"? Overall, 43% of respondents agreed, and 39% of respondents could be traced in the SWC and their data linked. There was little variation by age group in the percentage of respondents giving permission.

The main impact of the low match rate[17] was that it placed a limitation on the extent to which it was possible to match teachers to obtain information for characteristics held on the SWC that were not collected as part of the present survey[18]. This was further complicated by the fact that there was a differential consent rate to matching by some teacher characteristics (i.e. younger age groups have a higher match rate than others).

1.7   Response rate and sampling issues

It is not practicable to sample individual teachers directly because existing sample frames do not include email addresses or telephone numbers for individual teachers. Instead, it is necessary to reach teachers through their schools. To do this, schools were sampled as the primary sampling units. After this, all teachers within a selected school were sent a personalised online survey link that was unique to the school. In this way, responses by each school could be tracked and interventions applied where a low response rate was evident.

A probability proportionate to size (PPS) method was used to randomly select schools. This means that larger schools have a chance of selection that is increased if they have more teachers. This is an important consideration as the size of a school varies greatly between schools in England, especially between phases. The sampling frame was also stratified on

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[17] The match rate refers to the percentage of teachers who consented to the data linkage who could be traced in the SWC.
[18] Examples include ethnicity, contract status and salary.

key variables including phase, region, gender and type of school to ensure a good spread of schools with different characteristics were included in the sample (for full details on the sampling methodology used please see Annex 2 of the technical report). To ensure enough primary school teachers were included, the sample was boosted towards primary schools. In total, 900 schools were selected, all of which were approached. One had closed giving a final sample of 899. A total of 38,365 teachers were identified as working in all the schools selected by the 2015 School Workforce Census. Of these schools, 245 agreed to distribute the survey link to all teachers representing a total of 10,410 teachers. During the fieldwork period 218 schools took part, representing 9,481 teachers. In total 3,186 teachers completed the survey across the 218 schools representing a 34% response rate at the teacher level.

Overall, the majority of characteristics (including demographic and school characteristics) for teachers responding to the survey were similar to the average for the overall teaching population. However, composition of respondents by phase of education and number of teachers in a school was less similar to the overall teacher population. Primary school teachers and those from schools with 100 or more teachers were underrepresented, this was as a result of designing the sample to ensure there were sufficient teachers present in each phase and school size category. To adjust for this sampling approach, the data has been weighted to more accurately reflect the national population (for full details on the sample characteristics in comparison to national figures please see Annex 2 of the technical report). This weighting ensures that the final results are representative of the population of teachers and ensures that summary measures, such as average workload and attitude measures, generalise from the sample to all corresponding teachers. The use of a true probability sampling approach in the survey is much more expensive than quota sampling used in opinion polls, but provides the gold standard for validity in survey methods. Throughout the report it is clearly highlighted where the figures used are weighted or unweighted. More detail on the weighting methodology used can be found in Annex 2 of the technical report.

1.8   Statistical significance and reporting data

The purpose of surveying larger sample sizes is to increase the confidence in what the data reports (particularly for smaller subsets of the data). Statistically significant findings are those that can be theorised to be caused by something other than random chance. Statistical testing is used to determine whether the differences between averages (means) obtained for particular subsets of the data (e.g. when comparing means for types of teacher with the mean for all teachers) are statistically significant.

In this case, the survey looked at a range of different measures of teachers' working hours and patterns. In many cases, the number of observations by a given sub-group was large enough to test whether a given finding was different enough to be caused by something other than random chance.

There are two general concepts used in statistical testing. The confidence level describes how sensitive the test being used is. In most research in social science, a confidence level of 95% is used. This means that if a test was repeated twenty times, a "significant" i.e. large enough difference between two statistics would be found nineteen times, were it present.

The second is the error margin and this is the size of the difference required between two values for that difference to be statistically significant. The size of the required difference decreases as the number of observations tested by sub-group increases.

Table 1.1 below provides some examples of error margins required for percentage values based on some of the base sizes in this report.

The report shows statistics derived from low base sizes between 50 and 99 but does not use this data for significance testing or sub-group comparison. Statistics associated with cell base sizes smaller than 50 have been redacted using a * symbol.

Base sizes reported in tables refer to the number of teachers responding to a specific question and hence do not always total to the reported population / sub-group.

Table 1.1: Impact on significance testing of example sub-groups sample sizes and comparisons

Size of samples compared	Differences required for significance at/near these percentages (95% confidence level)		
	Percentage value of		
	10% or 90%	30% or 70%	50%
2,113 respondents (i.e. classroom teachers)	±1.3%	±2.0%	±2.1%
724 respondents (i.e. middle leaders)	±2.2%	±3.3%	±3.6%
167 respondents (i.e. primary senior leaders)	±4.6%	±7.0%	±7.6%
Comparison 2,113 v 724 respondents	±2.5%	±3.9%	±4.2%
Comparison 167 v 180 respondents	±6.3%	±9.7%	±10.6%

In some cases, percentage and base figures for aggregated groupings are shown in the text in reference to data in charts. Aggregated data has been recalculated on a revised base. What this means is that the data in the text will not always sum to the individual percentages presented in charts.

2   Characteristics of Teachers and Schools

This chapter categorises the background of teachers that responded to the survey. These characteristics are presented in the context of the types of schools in which respondents worked.

2.1   Key characteristics of the survey respondents

Demographic and professional characteristics

The survey data was weighted to be representative of the population. Non-response weights are required when there is a notable difference in the profile of the final survey sample compared to the overall population, and when the sample frame is designed to boost responses from certain groups. In this case, the achieved sample of 3,186 respondents was not too dissimilar to the population distribution (Table 2.1), as it broadly mirrored the population by gender, age and job grade. However, weighting was used to adjust the disproportionate distribution by phase and size of school. Table 2.1 shows the comparative difference in the returned sample compared to the overall teacher population described in the School Workforce Census. The weighting methodology is provided in Annex 7 of the Technical Report.

Table 2.1: Characteristics of respondents

	Survey respondents		Responses post weighting	
	Base (n)	Base (%)*	Frequency (n)	Frequency (%)*
Gender				
Women	2,147	67	2,274	71
Men	895	28	768	24
Prefer not to say	144	5	144	5
Age group				
Under 25	198	6	206	7
25 to 29	592	19	561	18
30 to 34	525	17	500	16
35 to 39	470	15	451	14
40 to 44	438	14	491	15
45 to 49	361	11	364	11
50 to 54	312	10	302	10
55 to 59	172	5	182	6
60 or older	55	2	65	2
Prefer not to say/missing	56	2	56	2
Job grade				
Classroom Teacher	2,115	66	2,124	66

	Survey respondents		Responses post weighting	
	Base (n)	Base (%)*	Frequency (n)	Frequency (%)*
Middle leaders[19]	724	23	594	19
(of which Head of Department)	(547)	(17)	(425)	(13)
(of which Head of Year)	(168)	(5)	(154)	(5)
Senior leaders[20]	347	11	468	15
(of which headteachers)	(236)	(7)	(291)	(9)
(of which deputy / assistants)	(111)	(4)	(177)	(6)
Years in teaching				
0-5	881	28	873	27
6-10	750	24	711	22
11+	1,550	49	1,597	50
Unknown	5	*	5	*
Phase of school				
Primary	899	28	1,569	49
Secondary / other	2,287	72	1,617	51
(of which other)	(134)	(4)	(191)	(5)
Work in Academy or Maintained School				
Academy	1,939	61	1,442	45
Maintained	1,215	38	1,722	54
Other	32	1	22	1
Contract Status				
Full-time (0.8 FTE[21] or more)	2,445	77	2,420	76
Part-time (less than 0.8 FTE)	459	14	484	15
Unknown	282	9	282	9
Total	*3,186*		*3,186*	

* Percentages may not sum to 100 due to rounding

Size of school

Table 2.2 shows the unweighted number of teachers completing the survey by size of school within phase and their distribution post-weighting. The three size bands allocated to each phase were derived by looking at the distribution of schools within the population and allocating a size band as close as possible into a lower, middle and upper third.

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[19] Typically Heads of Year or Department, see Glossary
[20] Typically headteachers and deputy/assistant headteachers, see Glossary
[21] FTE refers to Full Time Equivalent, see Glossary

Table 2.2: Number of teachers by phase and school size

School phase and size (based on the number of teachers)	Base (n, unweighted)	Percent	Frequency (weighted)	Percent
Primary, 1 to 13 teachers	172	5	495	16
Primary, 14 to 21 teachers	339	11	449	14
Primary, 22 or more teachers	388	12	624	20
Secondary, 1 to 62 teachers	347	11	503	16
Secondary, 63 to 88 teachers	684	22	503	16
Secondary, 89 or more teachers	1,256	39	611	19

Regional breakdown

The region in which the largest number of respondents were located was the South East, with Yorkshire and the Humber, the South West, London and the East of England the next largest regions; this was in-line with the population. Only 4% of respondents were from North East England, which was again broadly representative.

Table 2.3: Regional distribution of respondents

Region	Base (n, unweighted)	Percent	Frequency (weighted)	Percent
East Midlands	323	10	259	8
East of England	358	11	395	12
London	308	10	363	11
North East	114	4	105	3
North West	258	8	267	8
South East	688	22	603	19
South West	342	11	391	12
West Midlands	293	9	296	9
Yorkshire and the Humber	492	15	494	16
Unknown	10	*	12	*
Total	3,186	100	3,186	100

Subjects taught by secondary school teachers

Secondary school teachers were asked which subjects they taught as shown in Figure 2.1. The survey was completed by teachers from a large number of disciplines. As the response was multicode (i.e. teachers could teach more than one subject) it was not possible to use this data for the purpose of showing representation of response.

Figure 2.1: Subjects taught by secondary school teachers
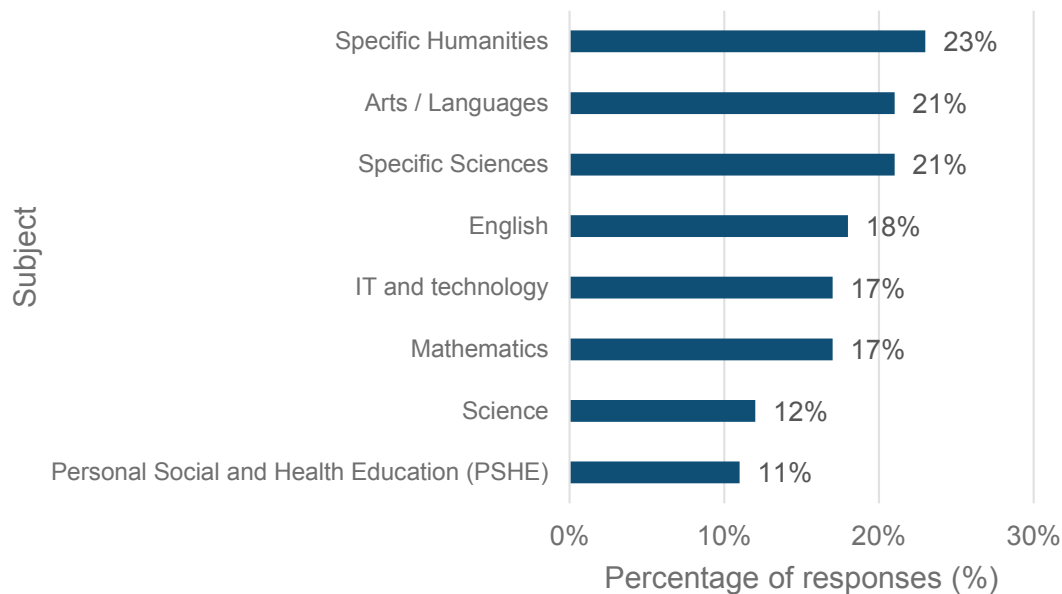
Base: (2,289). Totals sum to more than 100% as more than one subject could be selected.

Time in profession

Classroom teachers had spent on average half the length of time in the teaching profession as senior leaders (Table 2.4). Senior leaders in both phases had been in teaching for around 20 years, middle leaders 14 years and teachers had a mean of 10 years in the profession. The only statistically significant difference between secondary and primary was the length of time at their current school. Secondary senior leaders had been at their current school around 2 years longer than primary senior leaders and secondary classroom teachers had been in their role half a year longer than those in primary schools.

Table 2.4: Mean number of years in teaching

	Primary schools			Secondary schools		
	Classroom teacher	Middle leader	Senior leader	Classroom teacher	Middle leader	Senior leader
In the teaching profession	10.5	13.2	19.8	10.5	14.1	20.3
At your current school	6.4	8.6	8.5	5.8	9.2	10.6
In your current role	4.3	3.2	4.8	4.4	5.3	4.4
Base (n)	649	83	167	1,463	639	180

Ethnicity

It was hoped SWC linking would provide information in relation to ethnicity, however due to lower than anticipated consent rates ethnicity data could only be collected for 39% of the sample.

Of the 1,233 teachers for whom an ethnic group could be identified by matching, 1,142 (93%) were white and 39 (3%) were from Black and Minority Ethnic Groups, 21 of whom were South Asian, 11 of mixed parentage and 3 from Black ethnic groups. However, for 54 of those matched (4%) there was either no information recorded or the ethnic group category in the SWC was 'refused'. With such a small number of respondents coded to a minority ethnic group, ethnic group is, therefore, not used as an analytical category in this report.

3   Working hours and workload

3.1   An overview of working hours

The main focus of the study is teachers' working hours. The survey questions were aligned as closely to the TALIS questionnaire as possible and asked teachers to provide an estimate for working hours and the time spent on individual professional tasks for their "most recent working week". The shorthand "reference week" (see Glossary) is used within the report to denote the time period to which respondents were referring. As per TALIS, the survey metrics were self-reported and data cleaning has been necessary to account for erroneous entries. For example, instances of self-reported contracted hours over 40 per week that could not be checked against School Workforce Census records have been removed from the data (36 records in total, see the Glossary for more detail). A full breakdown of the questions for which data has been cleaned and the parameters used for decision-making is presented in the technical report (Annex 6).

Table 3.1 summarises reported working hours for all teachers and middle leaders in each phase of education. Significant differences in self-reported total working hours by phase of education were present in the data. Teachers in primary schools report statistically significant longer total working hours than secondary teachers (although there was no significant difference between-phase in reported contracted hours).

Table 3.1: Mean hours worked in the reference week; all classroom teachers / middle leaders

	Phase	*Base*	Mean
Total self-reported hours in the reference week[22]	Primary	732	55.5
	Secondary	2,104	53.5
Self-reported hours spent working weekends, evenings or other out-of-school hours[23]	Primary	730	17.5
	Secondary	2,081	16.9

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[22] Question wording: *In your most recent full working week, approximately how many hours did you spend in total on teaching, planning lessons, marking, covering for absence, interacting with other teachers, participating in staff meetings, pastoral care and other activities related to your job?*

[23] Question wording: *How many of those hours were spent working during weekends, evenings or other out-of-school hours?*

Mean out-of-school hours worked was reported as around 17 hours in both phases of education (i.e. is not statistically significantly different). Median out-of-school hours worked were around 15, indicating the impact on the mean of a number of teachers reporting unusually long hours.

Senior leaders tended to work longer hours than other teachers (Table 3.2), but differences by phase shown below are not statistically significant.

Table 3.2: Mean hours worked in the reference week; senior leaders by phase of education

	Phase	Base	Mean
Total self-reported hours in the reference week[24]	Primary	166	59.8
	Secondary	178	62.1
Self-reported hours spent working weekends, evenings or other out-of-school hours[25]	Primary	164	17.6
	Secondary	176	17.7

3.2   Total recorded hours

To match as closely as possible with TALIS 2013, a question about self-reported working hours was included at the start of the survey (the wording used is provided in footnotes below). Whilst the exact wording of the equivalent TALIS question was deemed inappropriate for this study (see Annex 3 on cognitive testing in the Technical Report), the design of this question was kept as similar as possible.

Furthermore, TALIS was only administered to secondary teachers at the Key Stage 3 level with no distinction made between classroom teachers and middle leaders. As a result, the closest equivalent data for comparison is the combined classroom teacher / middle leader figure in secondary schools, shown in Table 3.1 as 53.5 hours, in comparison with the mean figure in TALIS of 45.9 hours per week for all teachers (OECD, 2014). The difference between these results can be considered statistically significant.[26]

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[24] Question wording: In your most recent full working week, approximately how many hours did you spend in total on teaching, planning lessons, marking, covering for absence, interacting with other teachers, participating in staff meetings, pastoral care and other activities related to your job?

[25] Question wording: How many of those hours were spent working during weekends, evenings or other out-of-school hours?

[26] As outlined in Section 1.5 and the accompanying Technical Report, there are some differences between TALIS 2013 and TWS 2016, however the confidence intervals for these two surveys do not overlap and the difference between the overall mean results for hours worked per week is statistically significant.

Micklewright (2014) also looked separately at full-time teachers and reported a mean of 48[27] hours for this group. Later in the report, Table 3.4 shows that full-time secondary classroom teachers/middle leaders in the TWS reported a total of 55.3 hours in the reference week.

Table E1 in the Executive Summary collates all of the data featured in this report that can be compared to TALIS in one place.

Table 3.3 also shows that total recorded hours varied significantly by other factors. Aside from the differences by phase noted earlier, and the obvious difference between full-time and part-time teachers, Table 3.3 also shows middle leaders worked an hour more in the reference week than classroom teachers. Mean hours also vary significantly by experience as teachers with less than six years in the profession worked 57.5 hours in the reference week, just under four hours more than those with six to ten years' experience and five hours more than those with eleven or more years as a teacher.

Table 3.3: Mean total hours working in the reference week by sub-groups

Total hours spent working in the reference week – all classroom teachers and middle leaders			
Sub group		**Base**	**Mean**
Phase	Primary	732	55.5
	Secondary	2,104	53.5
Role	Classroom teacher	2,112	55.0
	Middle leader	724	56.1
Contract	Part-time	444	42.0
	Full-time	2,184	56.7
Years of professional experience	Less than six years	878	57.5
	Six to ten years	710	53.9
	Eleven years or more	1,243	52.5
Gender	Women	1,934	53.8
	Men	762	56.2
School type	Academy	1,779	54.4
	Maintained	1,028	54.5
All		2,836	54.4

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[27] Micklewright *et al* report without a decimal place.

Table 3.4 looks at the mean differences in total recorded hours by phase and selected sub-groups. Statistically, primary classroom teachers and those that are full-time worked longer hours than their equivalents in secondary schools. Similarly, some differences by level of experience between primary schools and secondary schools were statistically significant; the least experienced primary teachers' worked over four hours more than their equivalents in secondary schools in the reference week. Similarly, the two-hour difference found between primary and secondary teachers with six to ten years' experience is also statistically significant.

Table 3.4: Mean total hours spent working in the reference week by phase and other characteristics

Subgroup	Primary		Secondary	
	Base (n)	Mean hours	Base (n)	Mean hours
Classroom teacher	649	55.2	1,463	52.6
Middle leader	83*	57.7	641	55.6
Part-time	141	42.2	303	41.8
Full-time	480	58.5	1,704	55.3
Less than six years	271	59.5	607	55.2
Six to ten years	161	55.2	549	53.0
Eleven or more years	300	52.0	943	52.8

* Low base size – treat with caution. No sub-group comparison should be made using this data (see section 1.8).

3.3   Distribution of total working hours

The distribution of total hours worked for classroom teachers and middle leaders is presented by role (Figure 3.1). The data by phase (Figure 3.2) and professional experience (Figure 3.3) combine the data for classroom teachers and middle leaders.

Total working hours by role and phase

Figure 3.1 shows that senior leaders were almost twice as likely as other roles to report working hours of 60 hours or more in the reference week. Nearly half of senior leaders said they worked more than 60 hours a week. More than three quarters (77%[28]) of classroom teachers and nearly nine in ten (88%) middle leaders reported working more than 45 hours in the reference week.

Figure 3.1: Distribution of hours worked in reference week by Teacher role

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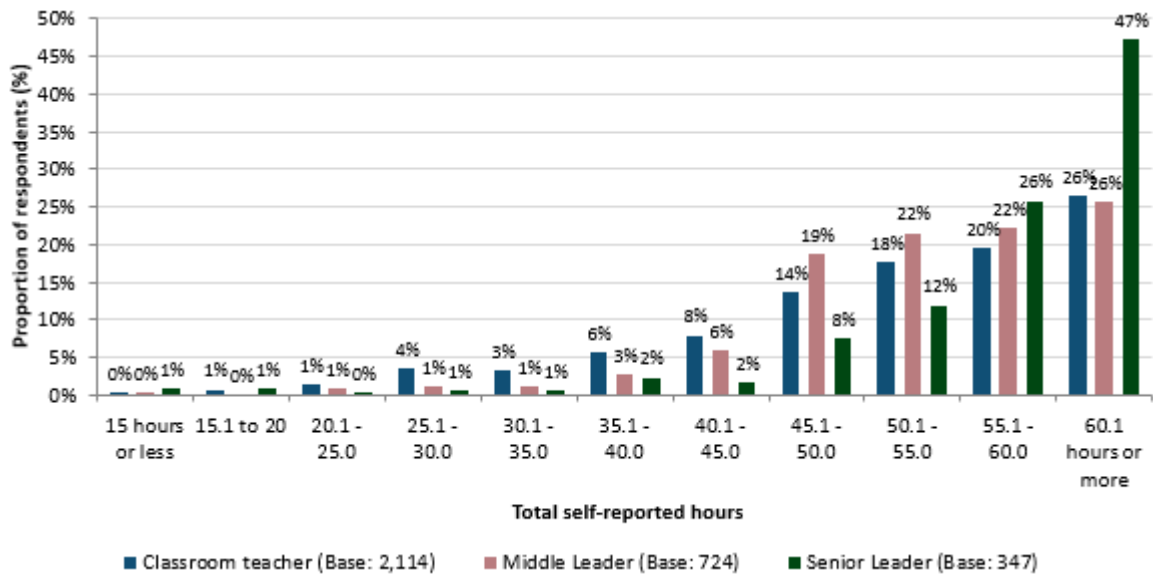
[28] The end of section 1.8 states that percentages for aggregated figures do not always sum to individual percentages shown in charts because they have been rebased. This is one example of such an occurrence.

The story by phase for classroom teachers and middle leaders (Figure 3.2) shows more than a third of all primary teachers worked over 60 hours in the reference week compared to a quarter of those in secondary schools. The finding that primary teachers work longer hours is common to previous teacher workload studies. Secondary teachers were statistically more likely to say they worked between 40.1 and 50 hours compared to their primary contemporaries.

Figure 3.2: Distribution of hours worked by classroom teachers / middle leaders in reference week by school phase
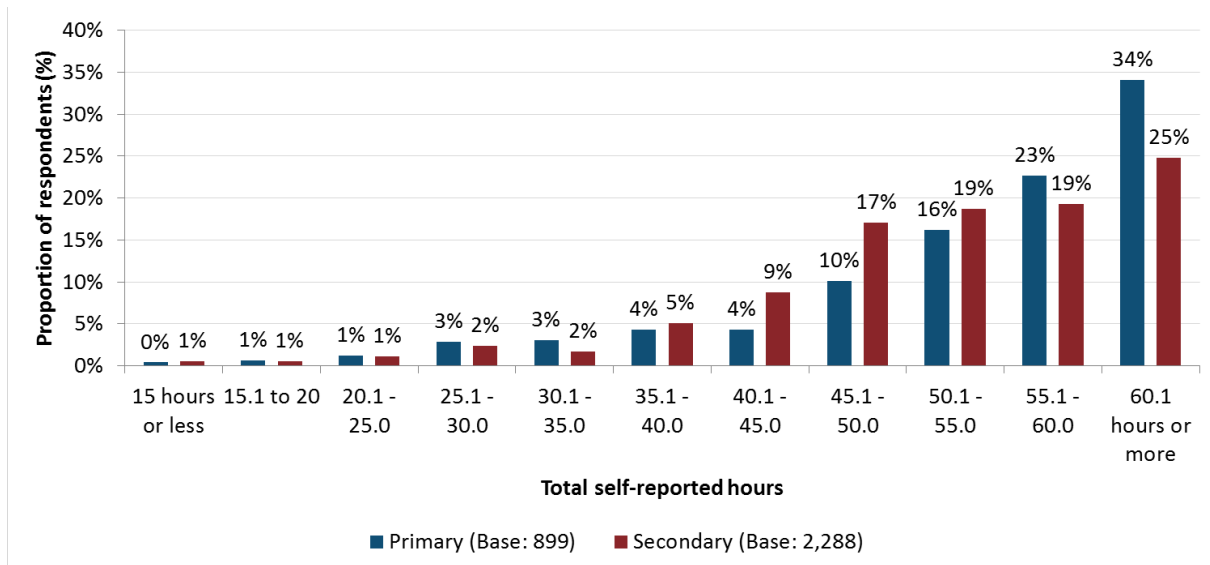
Total hours worked by other factors

Again looking at classroom teachers and middle leaders, a third of teachers with less than six years' professional experience worked more than 60 hours in the reference week. This compared to a quarter of teachers with six to ten years' experience and three in ten who have been in the profession for more than 10 years (Figure 3.3).

This difference arises due to the larger proportion of primary teachers (who worked longer hours, Figure 3.3) who were present in the *less than six years' experience* category.

Figure 3.3: Distribution of hours worked by classroom teachers / middle leaders in reference week by professional experience
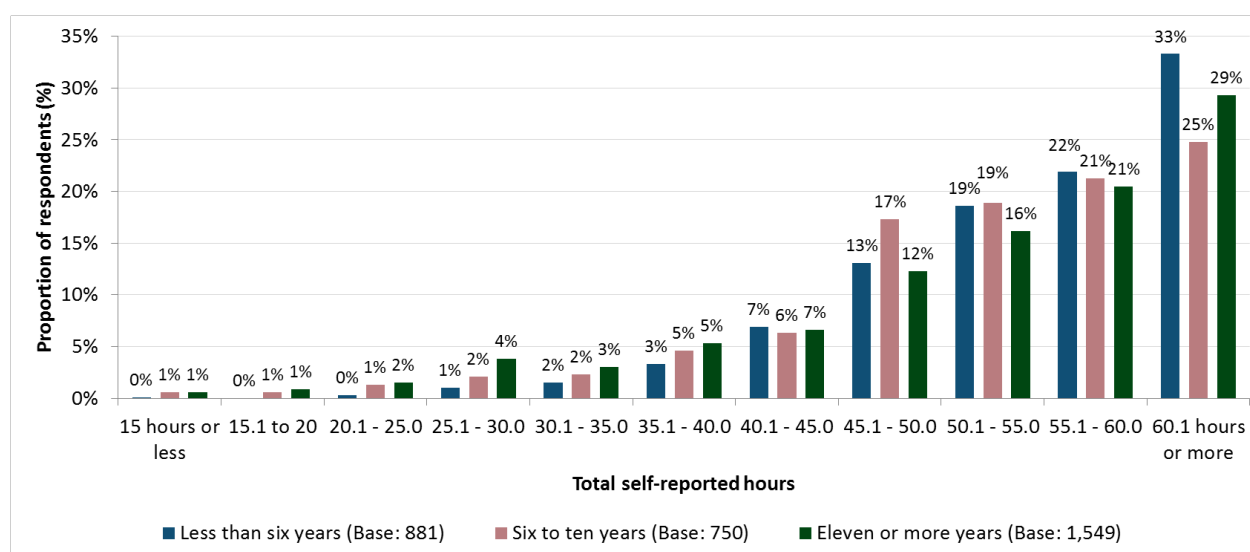
Fieldwork dates: 1st to 21st March, 2016

Similar findings were seen in the comparison of academies versus maintained schools; 31% of all teachers in maintained schools worked 60 hours or more compared to 27% of those in academies. In both the population and the sample, primary schools were more likely to be maintained than secondary schools.

3.4   Hours worked outside school

Classroom teachers and middle leaders worked a mean of 17.2 hours outside of school hours in the reference week. In this context, outside of school hours included work in the evenings, weekends or other times (for example, a number of teachers noted during the cognitive testing phase of survey development that they came into work early in the morning to work). There is no equivalent figure in TALIS.

The largest difference shown in Table 3.5 relates to experience: teachers who have been in the profession for less than six years worked around an hour and a half more outside of

school compared to those with more experience. The half hour difference shown between primary and secondary was also statistically significant, as was the expected difference between part-time and full-time teachers (given the shorter contracted hours of part-time teachers).

Table 3.5: Mean hours spent outside of school hours in the reference week by classroom teachers and middle leaders

Total hours spent working outside of school hours in the reference week			
Sub group		**Base**	**Mean**
Phase	Primary	730	17.5
	Secondary	2,081	16.9
Role	Classroom teacher	2,113	17.1
	Middle leader	724	17.3
Contract	Part-time	454	14.7
	Full-time	1,737	17.7
Years of professional experience	Less than six years	877	18.1
	Six to ten years	710	16.6
	Eleven years or more	1,245	16.8
Gender	Women	1,934	17.3
	Men	763	16.8
School Type	Academy	1,780	17.2
	Maintained	1,028	17.2
All		2,837	17.2

The difference by experience shown in Table 3.6 particularly affected teachers in primary schools as those with less than six years' experience worked around two hours more outside of school hours compared to more experienced primary teachers. In the secondary phase, the difference between recorded hours between teachers with less than six years' experience and those who have been in the profession for eleven years or more was also statistically significant.

Table 3.6: Mean total hours spent working outside of school hours in the reference week by phase and other characteristics

Subgroup	Primary		Secondary	
	Base (n)	Mean hours	Base (n)	Mean hours
Classroom teacher	648	17.6	1,445	16.9
Middle leader	82*	16.6	636	17.4
Part-time	151	15.0	300	14.7
Full-time	592	18.1	1,831	17.4
Less than six years	273	18.8	602	17.3
Six to ten years	181	16.4	564	16.9
Eleven or more years	440	17.2	1,086	16.8

* Low base size – treat with caution, see section 1.8.

The distribution of hours worked outside of school

Figure 3.4 provides an example of the general distribution by role (including senior leaders) and shows that the most common number of hours worked outside of school was between 5.1 to 20 hours in the reference week. There was a long 'tail' of people working much longer hours outside of school, but there was no clear tendency for senior leaders to work much longer hours than classroom teachers/middle leaders (although noting that senior leaders reported longer total hours in the reference week).

Figure 3.4: Distribution of hours worked outside school hours in the reference week by role
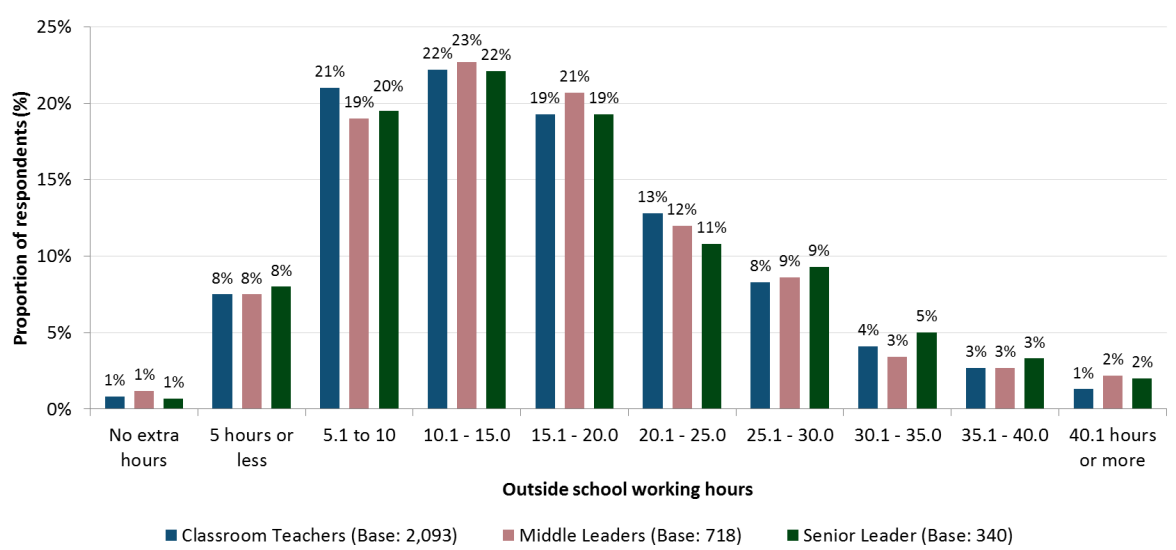
Fieldwork dates: 1st to 21st March, 2016

Out-of-hours working by contractual status

Understandably, the absolute total hours worked in evenings, weekends and out-of-school hours was less for part-time teachers than for full-time teachers (Figure 3.5). Looking at the mean hours spent, full-time teachers from all roles reported an average 17.7 hours outside of school hours compared to a figure of 14.7 hours for those working part-time.

Figure 3.5: Distribution of hours worked outside school hours by all teachers in the reference week by contractual status
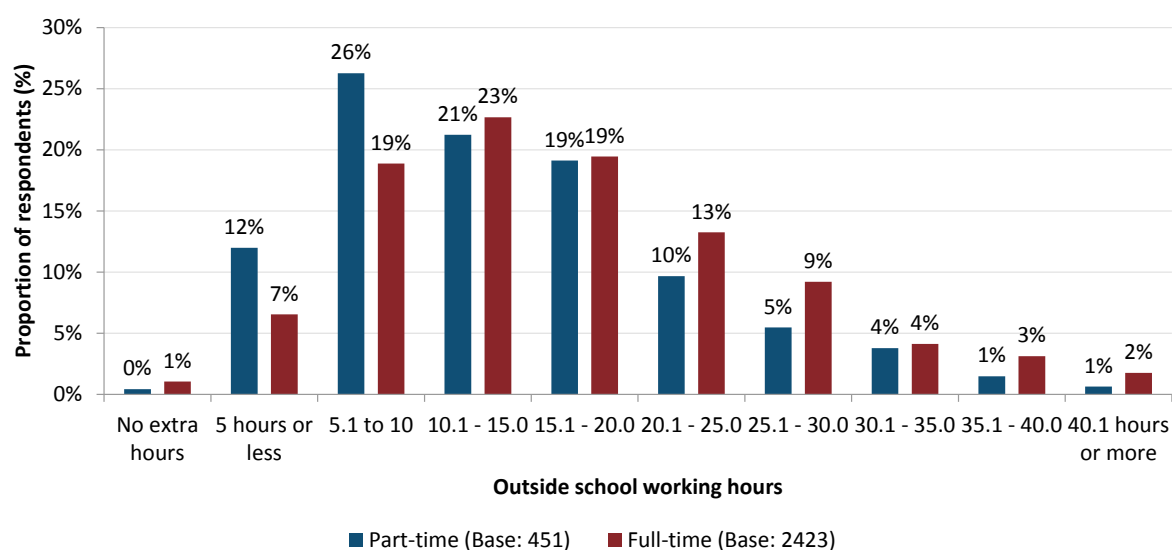
Analysis was conducted to compare outside of school hours working as a proportion of all hours reported in the reference week. Table 3.7 shows that across all respondents, 31% of part-time teachers reported over 40% of their total working hours were outside of school compared with 23% of full-time teachers. This suggests that out-of-school working may have a disproportionally larger impact on some part-time teachers.

Table 3.7: Relative impact of out of hours working in relation to self-reported total hours worked in the reference week

	Proportion of all hours worked outside of school hours				
	Less than or equal to 20% (%)	21%- 30% (%)	31%-40% (%)	41% or more (%)	Base
Full-time	27	28	22	23	2,508
Part-time	23	22	24	31	549

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3.5 Teaching patterns of classroom teachers

The questionnaire asked classroom teachers and middle leaders for the number of hours spent on teaching during the reference week[29]. One of the most significant variations in working patterns by phase was reported teaching hours: Teachers in primary schools spent on average almost 3 hours more time teaching than those in secondary schools (Table 3.8).

Table 3.8: Mean hours spent teaching by teachers in the reference week

How many hours did you spend on teaching in your most recent full working week at [REFERENCE SCHOOL]?			
Sub group		**Base**	**Mean**
Phase	Primary	732	23.1
	Secondary	2,105	20.3
Role	Classroom teacher	2,113	22.0
	Middle leader	724	20.2
Contract	Part-time	444	17.4
	Full-time	2,185	22.5
Years of professional experience	Less than six years	877	22.6
	Six to ten years	710	21.7
	Eleven years or more	1,245	20.9
Gender	Women	1,934	21.6
	Men	763	21.6
School Type	Academy	1,780	20.9
	Maintained	1,028	22.3
All		2,837	21.6

As a higher proportion of primary schools are maintained rather than academies, one explanation of the difference by school type is that it is a function of phase (teachers in maintained schools spent on average more time teaching than those in academies, and the majority of academies are secondary schools)[30]. The difference between contract status

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[29] After recording total hours spent in the reference week, the survey asked: "*Of this total, how many hours did you spend on teaching in your most recent full working week at [INSERT SCHOOL]?*" The equivalent question in TALIS is "*Of this total, how many 60-minute hours did you spend on teaching during your most recent complete calendar week.*" There was no restriction placed on the number of hours someone undertook for each activity. However, a small number of extreme values were removed from responses to address clearly incorrect figures or to avoid skewing analysis.
[30] Some analysis of differences by phase within school type was carried out and no significant difference between teaching hours was found. The number of primary academies was low (22) in which there were 212 teachers present. The mean teaching hours were primary / maintained: 23.0 hrs; primary / academy: 23.4 hrs; secondary / maintained: 20.8 hrs; secondary / academy: 20.1 hrs.

(part-time and full-time) would be expected, as would the slight fall in teaching time by level of experience as middle leaders with fewer teaching hours are more experienced.

Table 3.9 looks at the mean differences in hours spent teaching by phase and selected sub-groups. Statistically, primary classroom teachers and those that are full-time spend more time teaching than their equivalents in secondary schools. Similarly, the differences by level of experience between primary schools and others were statistically significant; primary teachers' teaching hours in the reference week were, therefore, consistently higher than those in secondary schools regardless of the level of experience.

Table 3.9: Mean hours spent teaching by teachers in the reference week by phase and other characteristics

Subgroup	Primary		Secondary	
	Base (n)	Mean hours	Base (n)	Mean hours
Classroom teacher	649	23.2	1,464	20.7
Middle leader	83*	22.1	641	19.6
Part-time	141	17.7	303	17.1
Full-time	480	24.6	1,705	20.9
Less than six years	271	23.9	606	21.1
Six to ten years	161	23.9	549	20.1
Eleven or more years	300	22.0	945	20.0

* Low base size

As noted elsewhere, there are differences in various design aspects of TALIS 2013 compared to this workload study. TALIS 2013 was only administered to "lower secondary" teachers (equivalent to those teaching Key Stage 3, or 11 to 14 year olds[31]). The mean equivalent figure within this survey for secondary classroom teachers and middle leaders (20.3 hours, Table 3.8) was less than an hour more than that found in TALIS (19.6 hours); it is not possible to gauge whether this difference (or indeed the similarity between the figures) is statistically meaningful given the difference in the survey administration and target survey population of the two surveys.

Table E1 in the Executive Summary collates all of the data featured in this report that can be compared to TALIS in one place.

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[31] As per the earlier note, 88% of all secondary teachers Key Stage 3.

3.6 Non-teaching working patterns of classroom teachers

Prevalence of non-teaching activities

Turning to non-teaching tasks (Table 3.10), nearly all teachers in both phases of education undertook *lesson planning and preparation*, *marking/correcting of pupils' work*, *team work and dialogue with colleagues*, *general administrative work* and *communication and co-operation with parents or guardians* during the reference week. On *communication and co-operation with parents or guardians*, there was a nine percentage point difference between phases, with primary teachers more likely to say they did this compared to secondary teachers.

Pupil counselling, participation in school management and *engaging in extracurricular activities* were the least likely to have been undertaken across both phases. The main difference between phases was for two activities: *pupil supervision and tuition*; and *pupil discipline including detentions*. In both cases, secondary teachers were markedly more likely (by around 25 percentage points) to say they undertook these activities in the reference week.

Table 3.10: Percentage of teachers who undertook listed non-teaching tasks during reference week by phase of education

Activities – classroom teachers and middle leaders	Primary (%)	Secondary (%)	Difference (% point)
Individual planning or preparation of lessons either at school or out-of-school	98	99	1 pp
General administrative work	96	98	2 pp
Team work and dialogue with colleagues	98	96	2 pp
Marking/correcting of pupils work	98	96	2 pp
Communication / co-operation with parents / guardians	91	82	9 pp
Pupil supervision and tuition	51	78	27 pp
Pupil discipline including detentions	45	71	26 pp
Pupil counselling	47	54	7 pp
Engaging in extracurricular activities	60	54	6 pp
Participation in school management	48	49	3 pp
Other activities	13	11	2 pp
Base	732	2,107	

The most frequently reported "other" activity across all schools (unweighted) was some form of training/CPD (18% of people who reported "other" stated this). For example, INSET days, specific subject training courses or leadership training. The next most frequently reported

activity was preparing for pupil assessments or moderation (11%) followed by time attending internal or external meetings (8%) including meeting with other schools or meeting social workers.

Amount of time spent on non-teaching activities

Table 3.11 shows the mean and median hours spent on different non-teaching activities by classroom teachers and middle leaders by phase. These teachers reported spending the most time on *individual planning or preparation of lessons either at school or out-of-school* and *marking or correcting pupils' work*, followed by *general administrative work*. Teachers in primary schools reported spending just under an hour more in the reference week compared to secondary teachers on *individual planning or preparation of lessons either at school or out-of-school*. Primary teachers also reported spending a statistically significant longer time on *team work and dialogue with colleagues* compared to secondary teachers, and significantly less time on *engaging in extracurricular activities.* Few teachers listed other activities, but if they did, the mean number of hours spent doing them was high. This was influenced by instances of training activity in the reference week such as residential courses lasting several days.

The large difference between the mean and median for *pupil supervision and tuition* is also noteworthy (italicised in Table 3.11). The mean is much larger than the median which indicates that the mean is increased due to a number of teachers in both phases saying they spent a large number of hours in the reference week on supervision and tuition whereas most teachers usually spent far fewer hours on this activity.

The data on time spent by secondary classroom teachers only (i.e. with middle leaders removed) is also presented for information.

Table 3.11: Average (mean and median) hours in the reference week spent by classroom teachers and middle leaders on non-teaching tasks when undertaken by phase of education

Task	Primary			Secondary			Secondary classroom teachers only			TALIS[32]
	Base	Mean	Median	Base	Mean	Median	Base	Mean	Median	Mean
Individual planning or preparation of lessons either at school or out-of-school	719	9.1	8.0	2,093	8.4	7.0	1,454	8.8	8.0	7.8
Team work and dialogue with colleagues within this school	716	3.3	3.0	2,016	2.8	2.0	1,390	2.7	2.0	3.3
Marking/correcting of pupils work	714	8.2	7.5	2,054	8.0	7.0	1,422	8.0	7.0	6.1
Pupil counselling	353	1.2	1.0	1,161	1.6	1.0	766	1.5	1.0	
Pupil supervision and tuition (see text on preceding page)	*374*	*4.3*	*1.0*	*1,650*	*3.8*	*2.0*	*1,115*	*3.8*	*2.0*	1.7
Pupil discipline including detentions	352	1.0	1.0	1,554	1.6	1.0	1,035	1.5	1.0	
Participation in school management	343	2.6	2.0	1,023	2.6	2.0	491	2.2	2.0	2.2
General administrative work	703	4.4	3.0	2,062	4.6	4.0	1,428	4.2	3.0	4.0
Communication and co-operation with parents or guardians	665	1.7	1.0	1,735	1.9	1.0	1,165	1.7	1.0	1.6
Engaging in extracurricular activities	432	1.7	1.0	1,165	3.0	2.0	774	2.9	2.0	2.2
Other activities	90*	4.9	4.0	195	5.3	3.0	908	3.3	2.0	2.3
Total time on listed activities	732	32.1	31.0	2,107	33.2	32.0	1,465	34.0	32.0	n/a

[32] As noted elsewhere, TALIS is only administered to secondary teachers teaching Key Stage 3.

Comparison with TALIS

A comparison where possible with TALIS 2013 is also provided for secondary teachers (classroom teachers and middle leaders) in the final column of Table 3.11 above. This section of the survey was designed to be as comparable as possible with TALIS and the majority of the wording was retained from TALIS 2013 questions. However, cognitive testing in the development phase showed that some of the existing (TALIS) phrasing was unclear (see Technical Report, Annex 3) and, in the case of '*pupil counselling, tuition and discipline'*, TALIS records all these activities as one item[33]. The preference expressed in the questionnaire design phase by teachers in testing and by the Steering Group was to separate pupil counselling, tuition and discipline into separate items.

When comparing TWS 2016 with TALIS (as shown in Table 3.11) of particular note is the two-hour difference in marking / correcting pupils' work (8.0 hours in this survey; 6.1 in TALIS) and the wording for this metric is the same bar the substitution of pupil for student. The total aggregated time in TALIS for the items comprising "student counselling" (i.e. counselling, tuition and discipline) is much less than the combined total for the individual elements in the workload survey. However, the extent to which separating items affected the time recorded for each is unknown and hence a direct comparison should not be made.

Table E1 in the Executive Summary collates all of the data featured in this report that can be compared to TALIS in one place.

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[33] The TALIS wording is: "Students counselling (including student supervision, virtual counselling, career guidance and delinquency guidance)". Note also the use of *student*; this was changed throughout the questionnaire for classroom teachers and middle leaders to *pupil* for an English context. Student was retained for senior leaders.

The relationship between non-teaching activities and role

Middle leaders were more likely to spend time on a range of non-teaching activities in the reference week that are related to their roles (Table 3.12). The biggest difference was for *participation in school management* for which 17 in 20 middle leaders spent some time in the reference week compared to fewer than 8 in 20 classroom teachers. The inclusion of Heads of Year in the middle leader category may also explain the higher proportion of middle leaders engaging in *pupil counselling*, *pupil supervision* and *tuition and pupil discipline including detentions* in the reference week.

Table 3.12: Percentage of teachers undertaking non-teaching tasks during reference week by role

Activities	Classroom teacher (%)	Middle leader (%)	Difference (% point)
Individual planning or preparation of lessons either at school or out-of-school	99	99	-
Team work and dialogue with colleagues	97	98	1 pp
Marking/correcting of pupils' work	97	97	-
General administrative work	96	99	3 pp
Communication / co-operation with parents / guardians	85	90	5 pp
Pupil supervision and tuition	63	75	8 pp
Engaging in extracurricular activities	56	62	6 pp
Pupil discipline including detentions	55	73	18 pp
Pupil counselling	49	57	8 pp
Participation in school management	38	85	47 pp
Other activities	11	14	3 pp
Base	2,115	724	

Table 3.13 (overleaf) shows the difference in time spent undertaking different activities by role. The figures shown only include those teachers who said they undertook the listed activity in the reference week. As might be expected, the statistically significant differences reflect roles. Classroom teachers spent over an hour more on *individual planning or preparation of lessons either at school or out-of-school* in the reference week. They also spent about half an hour longer *marking/correcting of pupils' work*.

Table 3.13: Mean and median hours in the reference week spent on non-teaching tasks when undertaken by role

Task	Classroom teacher			Middle leader		
	Base	Mean	Median	Base	Mean	Median
Individual planning or preparation of lessons either at school or out-of-school	2,093	9.0	8.0	719	7.8	6.3
Team work and dialogue with colleagues within this school	2,025	3.0	2.0	707	3.4	3.0
Marking/correcting of pupils work	2,058	8.2	7.5	710	7.8	7.0
Pupil counselling	1,076	1.3	1.0	438	1.9	1.0
Pupil supervision and tuition	1,453	4.0	2.0	571	3.9	2.0
Pupil discipline including detentions	1,343	1.3	1.0	563	1.6	1.0
Participation in school management	755	2.3	2.0	611	3.1	2.0
General administrative work	2,049	4.2	3.0	716	5.7	5.0
Communication and co-operation with parents or guardians	1,752	1.7	1.0	648	2.1	1.5
Engaging in extracurricular activities	1,153	2.2	1.0	444	2.9	2.0
Other activities	202	4.8	3.0	83*	6.0	4.0
Total time on listed activities	2,115	31.6	30.8	724	36.6	35.0

Conversely, middle leaders spent significantly longer on a series of non-teaching tasks compared to classroom teachers:

- *General administrative work* (over one and a half hours more);

- *Participation in school management* (nearly an hour more);

- *Engaging in extracurricular activities* (three quarters of an hour more);

- *Communication and co-operation with parents or guardians* (half an hour more); and

- *Pupil counselling* (approximately half an hour more).

Overall, middle leaders spent over four hours more than classroom teachers in the reference week on the listed non-teaching tasks and spent less time teaching.

Non-teaching activities and contractual status

Table 3.14 overleaf shows the amount of time spent on non-teaching tasks by classroom teachers and middle leaders in primary and secondary schools by full-time and part-time status. Full-time teachers spent a total of nine hours more on the listed non-teaching activities in the reference week than part-time teachers. Part-time teachers reported spending statistically significantly fewer hours on *individual planning and preparation of lessons* (7.8 compared with 8.7), *marking and correcting pupils work* (6.1 compared with 8.4) and *general administrative work* (3.4 compared with 4.7).

There was very little difference between the time spent by full-time and part-time teachers on the remaining activities. This is an important point as, statistically, it shows part-time teachers reported spending the same amount of time on a series of non-teaching tasks as full-time teachers if they did them. However, it was also the case that fewer part-time teachers reported doing each listed activity and, in the case of several activities, there was a large difference between the proportion of part-time and full-time teachers reporting they did a specified activity in the reference week. For example, just over half of full-time teachers (51%) participated in school management compared to a third of part-time teachers (32%).

Table 3.14: Mean hours per week spent on non-teaching tasks when undertaken by contractual status

	Full-time		Part-time		All	
	Base	**Mean**	**Base**	**Mean**	**Base**	**Mean**
Individual planning or preparation of lessons either at school or out-of-school	2,169	8.7	439	7.8	2,608	8.6
Team work and dialogue with colleagues	2,109	3.2	423	2.4	2,532	3.0
Marking/correcting of pupils work	2,132	8.4	431	6.1	2,563	8.0
Pupil counselling	1,228	1.5	179	1.3	1,407	1.4
Pupil supervision and tuition	1,609	4.1	273	3.8	1,882	4.0
Pupil discipline including detentions	1,510	1.4	252	1.2	1,762	1.4
Participation in school management	1,114	2.6	148	2.3	1,262	2.6
General administrative work	2,139	4.7	426	3.4	2,565	4.5
Communication and co-operation with parents or guardians	1,885	1.8	330	1.5	2,215	1.8
Engaging in extracurricular activities	1,268	2.4	207	1.9	1,475	2.4
Other activities	1,439	5.6	256	3.5	1,695	5.1
Total time on listed activities	**2,175**	**33.9**	**456**	**25.6**	**2,631**	**32.4**

3.7 Working patterns of classroom teachers on specified support and administrative activities

The central design consideration for the survey was the level of detail to record on different types of professional activity. Whilst comparability with TALIS was important, that survey does not record specific details about some non-teaching tasks, especially those identified in other research and consultation activity on teachers' workload. As a result, a few further questions were asked about specific support and administration activities undertaken by classroom teachers and middle leaders. These activities are sub-categories of some of the earlier questions and hence are not in addition to the non-teaching hours recorded in Section 3.6 earlier.

Total time spent on activities

On average, classroom teachers and middle leaders in primary schools spent more time in total on the listed administrative activities than those in secondary schools (Table 3.15). Whilst there was little variation in *total* time spent on support and management activities, it is worth noting that one specified activity in this group (timetabled tutor time) was only asked to teachers in the secondary phase. Overall, teachers reported spending a third less time on selected administrative activities compared to support and management activities. As per the findings in section 3.6 and in relation to role, middle leaders recorded significantly more time on specified activities within each group.

Table 3.15: Average (mean and median) hours in the reference week spent on support and management and administrative activities by phase and role

	Support and management activities		Administrative activities	
	Mean	Median	Mean	Median
Primary (Base: 732)	9.3	8.0	6.9	5.0
Secondary (Base: 2,107)	9.0	8.0	6.1	5.0
Classroom (Base: 724)	8.8	8.0	6.4	5.0
Middle leader (Base: 2,115)	10.1	9.0	6.9	6.0
Total (Base (2,839)	9.1	8.0	6.5	5.0

Time spent on individual support and management activities by phase

Looking at individual activities in detail (Table 3.16), nearly all classroom teachers and middle leaders were involved in *staff meetings* and *organising resources and premises,*

setting up displays, setting up/tidying classrooms (every primary teacher said they did this). Secondary school teachers were three times as likely as primary school teachers to provide *non-regular teaching cover for absent colleagues within school's timetabled day*, and over three-quarters provided timetabled tutor time[34]. Secondary school teachers were also more likely than primary school teachers to be involved in *appraising, coaching and mentoring other teaching staff* and less likely to make *contact with people or organisations outside of school other than parents*.

Table 3.16: Percentage of classroom teachers / middle leaders involved in support and management activities in the reference week by phase

	Primary (%)	Secondary (%)
Non-regular teaching cover for absent colleagues within school's timetabled day	11	34
Appraising, monitoring, coaching, mentoring and training other teaching staff	51	60
Contact with people or organisations outside of school other than parents	60	51
Organising resources and premises, setting up displays, setting up/tidying classrooms	100	94
Timetabled tutor time	n/a	77
Staff meetings	95	95
Base	732	2,107

As shown in Table 3.17, most teachers said they undertook *recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes* and *planning, administering and reporting on pupil assessments* within the reference week. A quarter of teachers were involved in *school policy development and financial planning*.

Table 3.17: Percentage of classroom teachers and middle leaders involved in administrative activities in reference week and phase of education

	Primary (%)	Secondary (%)
School policy development and financial planning	26	25
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes	90	96
Planning, administering and reporting on pupil assessments	92	95
Base	732	2,107

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[34] Primary teachers were not asked this question as it is not usually a timetabled activity in that phase.

The time spent on these tasks (if undertaken) is presented in greater detail in Table 3.18. Of those listed, the activity on which teachers in the secondary phase spent the most time was *planning, administering and reporting on pupil assessments*. Teachers in the primary phase spent the most amount of time *organising resources and premises, setting up displays, setting up/tidying classrooms*. As noted above, nearly all teachers across both phases said they did these activities.

Comparing between phases, primary teachers spent two hours more than secondary teachers on *organising resources and premises, setting up displays, setting up/tidying classroom*.

One other activity was undertaken by more than nine in ten teachers and took up more than two and a half hours for classroom teachers and middle leaders: *recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes*.

Table 3.18: Mean hours in the reference week spent on support and management or administrative activities when undertaken by phase

Activity	Primary		Secondary	
	Base	Mean	Base	Mean
Support and management activity				
Non-regular teaching cover for absent colleagues within school's timetabled day	87	2.0	739	1.5
Appraising, monitoring, coaching, mentoring and training other teaching staff	363	2.5	1,290	2.0
Contact with people or organisations outside of school other than parents	427	1.6	1,031	1.5
Organising resources and premises, setting up displays, setting up/tidying classrooms	728	5.0	1,967	2.7
Timetabled tutor time	-	-	1,670	2.7
Staff meetings	690	2.0	1,994	2.0
Administrative activity				
School policy development and financial planning	186	1.5	516	1.5
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes	659	2.8	2,041	2.6
Planning, administering and reporting on pupil assessments	684	4.3	2,006	3.5

Time spent on individual support and management activities by role

The proportion of teachers involved in support and management activities

Middle leaders were much more likely than classroom teachers to have undertaken two of the listed activities in Table 3.19: *appraising, coaching, mentoring and training other teaching staff* and *making contact with people or organisations outside of school other than parents.* Middle leaders were also more likely to have provided *non-regular teaching cover for absent colleagues within school's timetabled day* in the reference week than classroom teachers. Middle leaders were less likely to have *timetabled tutor time*: in secondary schools this was undertaken by four in five classroom teachers compared to seven in ten middle leaders.

Table 3.19: Percentage of classroom teachers / middle leaders involved in support and management activities in the reference week by role

	Classroom teacher (%)	Middle leader (%)
Non-regular teaching cover for absent colleagues within school's timetabled day	21	33
Appraising, monitoring, coaching, mentoring and training other teaching staff	48	86
Contact with people or organisations outside of school other than parents	49	74
Organising resources and premises, setting up displays, setting up/tidying classrooms	97	95
Timetabled tutor time	81	69
Staff meetings	94	98
Base	2,115	724

The proportion of teachers involved in administrative activities

The key difference by role was in *school policy development and financial planning* with a half of middle leaders reporting they undertook this activity in the reference week compared to one in five classroom teachers (Table 3.20 overleaf).

Table 3.20: Percentage of teachers involved in administrative activities in reference week by role

	Classroom teacher (%)	Middle leader (%)
School policy development and financial planning	19	50
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes	92	98
Planning, administering and reporting on pupil assessments	93	97
Base	2,115	724

Time spent on support and management, and administrative activities

The time spent on these tasks is presented in greater detail in Table 3.21. The central finding here is that the mean amount of time spent on all bar two tasks (*organising resources and premises, setting up displays, setting up/tidying classrooms* and *planning, administering and reporting on pupil assessments*) did not vary by a statistically significant amount by role.

The two exceptions to this were for *organising resources and premises, setting up displays, setting up/tidying classrooms* and *planning, administering and reporting on pupil assessments*; classroom teachers spent more time on these activities if undertaken.

Table 3.21: Mean hours in the reference week spent on support and management or administrative activities when undertaken by role

Activity	Classroom teacher		Middle leader	
	Base	Mean	Base	Mean
Support and management activity				
Non-regular teaching cover for absent colleagues within school's timetabled day	562	1.6	264	1.5
Appraising, monitoring, coaching, mentoring and training other teaching staff	1,030	2.2	623	2.4
Contact with people or organisations outside of school other than parents	935	1.5	523	1.6
Organising resources and premises, setting up displays, setting up/tidying classrooms	2,015	4.0	680	3.0
Timetabled tutor time	1,235	2.7	435	2.6
Staff meetings	1,982	1.9	702	2.2
Administrative activity				
School policy development and financial planning	348	1.4	354	1.7
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes	1,987	2.6	713	2.7
Planning, administering and reporting on pupil assessments	1,990	4.0	700	3.5

3.8 Working hours and patterns of senior leaders

The Teacher Workload Survey 2016 asked a separate set of questions about the hours spent on different tasks to headteachers, deputy headteachers or assistant headteachers in the survey. For the purpose of analysis, this group have been labelled as "senior leaders". There is no data on hours worked collected in TALIS for the senior leadership group; instead TALIS asks solely about the proportion of time headteachers spend on a range of activities. These questions were used in part to help design the Teacher Workload Survey as outlined in the accompanying technical report (Annexes 1 through 3).

Total hours worked by senior leaders

A total of 344 responses were received from senior leaders, 166 responses were from those in the primary phase and 178 from those in secondary schools. The sub-group sizes for further sub-divisions within phase were too small for statistical reporting.

Table 3.22 shows the mean and median total working hours reported by senior leaders by phase. Senior leaders in the secondary phase reported significantly longer hours than those in primary schools in the reference week.

Table 3.22: Average (mean and median) hours per week spent by senior leaders on school management, staff supervision, interacting with other teachers, teaching and on other tasks related to their jobs in the reference week by phase

Self-reported total working hours	Primary (Base: 167)		Secondary (Base: 180)	
	Mean	Median	Mean	Median
	59.8	60.0	62.1	61.0

Table 3.23 shows the proportion of senior leaders who undertook a series of activities. Nearly all senior leaders said they did tasks related to school *leadership and management* during the reference week. Fewer senior leaders reported undertaking *recruitment, curriculum planning* and *administration with external bodies during the reference week*.

There were several statistically significant differences by phase. Secondary senior leaders were much more likely to have undertaken *recruitment*, *performance management* and "*other*" activities compared to primary senior leaders.

Table 3.23: Percentage of senior leaders involved in tasks related to their jobs in reference week by phase of education

Task	Primary (%)	Secondary (%)	Difference (% point)
Leadership and management	98	98	-
Administration within the school	90	93	3 pp
Student interactions	90	92	2 pp
Parent or guardian interactions	94	91	3 pp
Teaching and related tasks	86	88	2 pp
Data analysis	89	85	4 pp
Performance management of staff	59	79	20 pp
Administration and management with external bodies	68	75	7 pp
Curriculum planning	75	70	5 pp
Recruitment	34	54	20 pp
Other activities	17	14	3 pp
Base	166	178	

Table 3.24 shows the mean amount of time spent for those who said they undertook each task. In both phases, the most time was spent on *leadership and management*, *teaching and related tasks*, followed by *administration within the school*. The only statistically significant difference in mean scores between phases showed senior leaders in primary schools spending 3.5 hours more on *teaching and related tasks* than those in secondary schools.

Table 3.24: Average (mean and median) hours per week spent on non-teaching tasks by phase of education

Task	Primary			Secondary		
	Base	Mean	Median	Base	Mean	Median
Leadership and management	162	17.9	15.0	177	17.2	15.0
Administration within the school	149	8.0	6.0	170	7.1	5.0
Administration and management with external bodies	120	4.5	3.5	133	4.5	3.0
Performance management of staff	100	3.3	2.5	142	2.8	2.0
Teaching and related tasks	141	16.0	11.0	162	12.5	11.6
Curriculum planning	121	4.7	4.0	126	4.4	3.0
Data analysis	146	4.4	4.0	157	4.3	3.0
Student interactions	148	6.0	5.0	166	6.8	5.0
Parent or guardian interactions	153	3.8	3.0	165	3.1	3.0
Recruitment	62*	2.5	2.0	97	3.2	2.0

4   Attitudes regarding workload

4.1 Attitudes of classroom teachers and middle leaders towards general non-teaching activities

All teachers (including senior leaders) were asked for their views about whether the amount of time they spent on non-teaching tasks over the whole school year was "too much", "too little" or "about right"[35]. The whole school year was used as the reference period so as not to exclude teachers who happened not to have undertaken a specific activity in the reference week.

This section of the report discusses responses from classroom teachers and middle leaders and Figure 4.1 presents their views on the time they spent on non-teaching tasks by phase using aggregate measures for too much and too little[36]. As a reminder, all differences reported here were statistically significant (see section 1.8).

Generally, teachers felt they spent about the right amount of time on most of the listed activities. In particular, between seven and eight in ten teachers in the primary phase said they spent about the right amount of time on *pupil supervision and tuition*, *pupil discipline including detentions*, *communication and cooperation with parents*, *participation in school management*, *engaging in extra-curricular activities* and *pupil counselling*.

Secondary teachers broadly felt they spent the right amount of time on the same activities as primary teachers, although fewer secondary teachers consistently reported this. Differences between the two vary from 5 percentage points (for *pupil counselling*) to 20 percentage points (*pupil discipline including detentions*). In the case of *pupil discipline including detentions,* secondary teachers were more than twice as likely to say they spent too much time doing this (33% versus 15% in the primary phase). The opposite was found for *engaging in extracurricular activities* with 35% of secondary teachers stating they spent too little time on this activity compared to 14% in the primary phase.

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[35] For example, question 5A asks "*Across the whole school year, is the amount of time you spend on the activities outlined in the last question too little, too much or about right?* | Individual planning or preparation of lessons either at school or out-of-school."
[36] Three measures are presented. *Too little* is an aggregate of the "far too little" and "too little" items; *too much* is an aggregate figure of "far too much" and "too much"; and the mid-point *about right*.

Figure 4.1: Perceptions of the amount of time spent on non-teaching tasks

	Primary teachers (%)	Secondary teachers (%)	Primary base	Secondary base
Individual planning or preparation of lessons either at school or out of school	17% / 79%	16% / 27% / 56%	721	2,100
Team work and dialogue with colleagues within this school	20% / 65% / 14%	37% / 52% / 11%	729	2,092
Marking/correcting of pupils work	22% / 76%	6% / 21% / 73%	713	2,076
Pupil counselling	22% / 69% / 9%	26% / 63% / 11%	553	1,797
Pupil supervision and tuition	7% / 85% / 8%	10% / 69% / 21%	546	1,944
Pupil discipline including detentions	83% / 15%	63% / 33%	557	1,985
Participation in school management	10% / 73% / 17%	16% / 63% / 21%	532	1,566
General administrative work	22% / 75%	16% / 81%	721	2,090
Communication and co-operation with parents or guardians	9% / 77% / 14%	18% / 62% / 20%	717	2,076
Engaging in extracurricular activities	14% / 72% / 14%	35% / 53% / 12%	629	1,877
Other activities	61% / 36%	11% / 57% / 32%	394	1,172

■ Too little time   ■ About right   ■ Too much time

58

Teachers from both phases said they spent too much time on three specific activities: *individual planning or preparation of lessons either at school or out-of-school*; *marking / correcting of pupils' work*; and *general administrative work*. *Individual planning and preparation* was of particular concern to primary teachers with four in five (79%) saying they spent too much time on this activity compared with 56% of secondary teachers.

Section 3.6 describes the "other" activities listed by classroom teachers and middle leaders with the most frequently reported activity being training or continuing professional development.

Differences in perceptions by teacher and school characteristics

Further analysis was undertaken to explore differences in perceptions by teacher and school characteristics. The following statistically significant differences were found by respondent **role**:

- *Individual planning and preparation of lessons either at school or out-of-school* – 33% of classroom teachers reported spending *far too much* time on this compared to 20% of middle leaders.

- *Marking/correcting of pupils' work* – 42% of classroom teachers stated *far too much* time compared to 34% of middle leaders.

- *Engaging in extracurricular activities* – 23% of classroom teachers stated *far too little or too little* time compared to 34% of middle leaders.

- *General administrative work* – 47% of middle leaders stated *far too much* time compared to 36% of classroom teachers.

Differences were also found by **full-time or part-time status**:

- *Individual planning and preparation of lessons either at school or out-of-school* – 77% of part-time teachers reported spending *far too much* or *too much* time on this compared to 64% of full-time teachers. There was a difference of an hour in the time reported on this activity in the reference week (8.7 hours full-time; 7.7 hours part-time). As a proportion of total reported hours, the 7.7 hours represents 18% of part-time teachers' reported total hours; the equivalent proportion for full-time teachers was 15%.

Further differences were identified by the most recent **Ofsted rating** of the school the last time it was inspected[37]. However, there are some caveats to this analysis. In particular, there is a skew in the data of schools with a Good rating: 81 of these were primary schools compared to 49 Good secondary schools. The number of teachers responding from Inadequate schools was 26 from two schools, so these are excluded from the data.

- A lower proportion of teachers (71%) in schools judged Outstanding reported that they spend *too much or far too much* time on *marking/correcting of pupils work* compared to those in schools with a Good (75%) or Requires Improvement (78%) rating. There was also a statistically significant difference in the mean hours spent on this activity by rating: teachers in schools rated as Requires Improvement spent 8.6 hours on this activity compared to 7.7 in Good schools and 7.6 in those classed as Outstanding on their last inspection.

- A lower proportion of teachers (20%) in Outstanding schools also reported they spent *too much or far too much* time on *pupil discipline* compared with Good (27%) and schools with a Requires Improvement rating (30%). A useful point of comparison is the proportion of teachers who reported no time spent on *pupil discipline* in the reference week. Nearly half of teachers (47%) in Outstanding schools recorded no hours, falling to 42% in Good schools and 28% in those classed as Requires Improvement.

- A higher proportion of those in schools rated as Requires Improvement (33%) reported spending *too little* or *far too little* time on *engaging in extracurricular activities* compared with those judged Good (24%) and Outstanding (22%).

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[37] Base sizes for all classroom teachers and middle leaders by Ofsted rating are *Outstanding*: 938; *Good*: 1,417; *Requires Improvement*: 442. Ofsted data was appended to the dataset via data-matching from the April 2016 version of Ofsted's school inspections outcomes from https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcomes. Some schools may have had further inspections since April 2016 but the inspection judgements recorded were correct at the point the fieldwork was carried out.

Differences were also identified by **school type** as highlighted in the table below. A higher proportion (35%) of teachers in maintained schools stated they spent *far too much* time on *individual planning or preparation* compared with 25% of academy teachers. In contrast a higher proportion of academy teachers (44%) reported spending *far too much* time on *marking/correcting of pupils' work* compared to maintained school teachers (37%).

Table 4.1: Perceptions of the amount of time spent on non-teaching tasks by school type

		Far too little (%)	Too little (%)	About right (%)	Too much (%)	Far too much (%)	Base
Individual planning or preparation of lessons either at school or out-of-school	Academy	2	11	27	35	25	1,773
	Maintained	1	7	19	38	35	1,019
Marking/ correcting of pupils' work	Academy	1	4	17	34	44	1,764
	Maintained	1	3	25	34	37	996
Pupil supervision and tuition	Academy	1	9	71	16	4	1,630
	Maintained	0	8	81	9	2	832
Pupil discipline including detentions	Academy	0	3	67	23	7	1,673
	Maintained	0	3	76	15	6	841
Communication and co-operation with parents or guardians	Academy	1	15	64	16	4	1,752
	Maintained	1	11	74	12	2	1,012

4.2 Attitudes of teachers towards specific management and administrative activities

As noted earlier, the survey was designed to mirror the TALIS survey wherever possible. However, the survey was also designed to capture additional specific detail on some management and administrative activity, to better inform policy development. As a result, further questions on important activities known to impact on teacher workload were included.

Figure 4.2 shows that most teachers said they spent around the right amount of time on around half the listed activities, and teachers from primary schools were more likely to think so than those in secondary schools.

In the activities of *appraising, monitoring, coaching, mentoring and training other teaching staff* and *contact with people or organisations outside of school other than parents*, secondary teachers were nearly twice as likely to say they spent too little time on them compared to primary teachers. Conversely, secondary teachers were more likely to say they spent too much time on *non-regular teaching cover for absent colleagues within school's timetabled day* (28% secondary; 12% primary) and in *staff meetings* (46% secondary; 36% primary).

Figure 4.2: Perceptions of the amount of time specific support, management and administration tasks

	Primary base	Secondary base
Support and management activity		
Non-regular teaching cover for absent colleagues within school's timetabled day — Primary: 86% / 12%; Secondary: 70% / 28%	329	1,679
Appraising, monitoring, coaching, mentoring and training other teaching staff — Primary: 15% / 70% / 15%; Secondary: 25% / 58% / 17%	551	1,767
Contact with people or organisations outside of school other than parents — Primary: 12% / 75% / 13%; Secondary: 21% / 67% / 12%	631	1,792
Organising resources and premises, setting up displays, setting up/tidying classrooms — Primary: 29% / 65%; Secondary: 13% / 37% / 49%	726	2,069
Timetabled tutor time — Secondary: 8% / 74% / 19%	n/a	1,838
Staff meetings — Primary: 61% / 36%; Secondary: 50% / 46%	719	2,091
Administrative activity		
School policy development and financial planning — Primary: 7% / 75% / 18%; Secondary: 17% / 66% / 17%	451	1,308
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes — Primary: 23% / 73%; Secondary: 21% / 75%	721	2,095
Planning, administering and reporting on pupil assessments — Primary: 25% / 72%; Secondary: 25% / 71%	723	2,092

Legend: ■ Too little time ■ About right ■ Too much time

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There were three main areas in which teachers felt they spent too much time. Over seven in ten teachers from both phases cited that *recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes* and *planning, administering and reporting on pupil assessments* was a burden on time. Two thirds of primary teachers said they spent too much time *organising resources and premises, setting up displays, setting up/tidying classrooms* (65%); this was also a concern for half (49%) of secondary teachers.

Differences in perceptions by teacher and school characteristics

As with section 4.1 further analysis was undertaken to explore differences in the answers to these statements by school and teacher characteristics. Key, statistically significant differences are described below.

Support and management

Amongst the support and management categories, key differences were found by role and school type:

- 28% of middle leaders reported spending *too much or far too much* time on *non-regular teaching cover for absent colleagues* compared with 21% of classroom teachers. This activity was undertaken by a third (33%) of middle leaders in the reference week compared to one in five (21%) classroom teachers. There was also some variance by type of school for this activity as 27% of teachers from academies stated they spent *too much or far too much* time on this compared with 17% of teachers in maintained schools.

- 24% of middle leaders reported spending *too much* or *far too much* time on *appraising, monitoring, coaching, mentoring and training other teaching staff* compared with 13% of classroom teachers. This was also an activity that middle leaders were much more likely to perform in the reference week: 86% of middle leaders recorded some time on this activity compared to 48% of classroom teachers.

- 53% of middle leaders reported spending *too much* or *far too much* time on *staff meetings* compared with 38% of classroom teachers. Nearly all teachers (95%) spent some time in the reference week attending staff meetings regardless of role.

Administrative activity

The main statistically significant difference in administrative activities by role was found in the *school policy development and financial planning* activity. A quarter (26%) of middle leaders stated they spent *too much* or *far too much* time on this compared with 15% of classroom teachers. Middle leaders were twice as likely to perform this activity in the reference week (50% versus 26% of classroom teachers).

4.3 Relating attitudes of individual activities to working hours

Teachers' perceptions of the hours they spend throughout the year on different activities reflected the hours they recorded undertaking them during the reference week. For example, respondents who reported spending *far too much* time (i.e. the extreme point of the scale) on *individual planning or preparation across the academic year* stated they had undertaken an average of 11.0 hours on this activity in the reference week. In comparison, those stating the amount of time taken was *about right* across the year spent 7.2 hours doing this in the reference week.

As seen in the tables below this pattern was evident across non-teaching activities, as well as the specific support and management, and administrative activities covered in the survey. Across activities, the biggest differences in the number of hours undertaken in the reference week when they perceive this as **far too much** compared to **about right** were:

- *Marking/correcting of pupils' work*: 10.4 hours compared to 5.1 hours.

- *Engaging in extra-curricular activities*: 6.2 hours compared to 2.1 hours.

- *Individual planning or preparation*: 11.0 hours compared to 7.2 hours.

- *Organising resources and premises*: 5.8 hours compared to 2.8 hours.

- *Planning, administering and reporting on pupil assessments*: 5.2 hours compared to 2.6 hours.

The data therefore suggests some level of relationship between hours spent on activities and how they are perceived. However, it would be incorrect to infer causality i.e. more hours in the reference week is the reason why teachers say they usually spend far too much time on that task. Cross analysis of this type does not take into account any other factors that may also be affecting how teachers respond to these questions (as would be the case with multiple regression analysis). Furthermore, it is possible responses were affected by some biases. For example, the fact that teachers have just spent the last week spending a lot of time on a specific activity may affect their perceptions (so called recency bias).

Table 4.2: The relationship between working hours in the reference week and perceptions of the amount of time spent completing non-teaching activities throughout the year

Non-teaching activities	Too little (mean hours)	About right (mean hours)	Too much (mean hours)	Far too much (mean hours)	Base
Individual planning or preparation of lessons either at school or out-of-school	6.4	7.2	8.4	11.0	2,738
Team work and dialogue with colleagues within this school	2.7	3.1	3.7	4.2	2,570
Marking/correcting of pupils work	6.9	5.1	7.4	10.4	2,737
Pupil counselling	1.5	1.3	1.8	3.1	1,463
Pupil supervision and tuition	3.7	3.8	4.9	6.2	1,969
Pupil discipline including detentions	1.3	1.1	1.7	2.4	1,890
Participation in school management	2.3	2.3	3.4	3.9	1,342
General administrative work	4.2	3.0	4.0	5.8	2,742
Communication and co-operation with parents or guardians	1.4	1.7	2.5	3.4	2,367
Engaging in extracurricular activities	2.0	2.1	3.3	6.2	1,548
Other activities (see Section 3.6)	3.4	4.7	4.9	6.8	285

Table 4.3: The relationship between working hours and perceptions of the amount of time spent completing support and management activities

Support and management	Too little (mean)	About right (mean)	Too much (mean)	Far too much (mean)	Base
Non-regular teaching cover for absent colleagues within school's timetabled day	1.4	1.3	1.6	2.4	812
Appraising, monitoring, coaching, mentoring and training other teaching staff	1.7	2.1	2.8	4.2	1,592
Contact with people or organisations outside of school other than parents	1.3	1.3	2.6	2.3	1,412
Organising resources and premises, setting up displays, setting up/tidying classrooms	2.5	2.8	4.1	5.8	2,654
Timetabled tutor time	1.9	2.6	3.3	3.2	1,636
Staff meetings	1.7	1.7	2.1	2.8	2,667

Table 4.4: The relationship between working hours and perceptions of the amount of time spent completing administrative activities

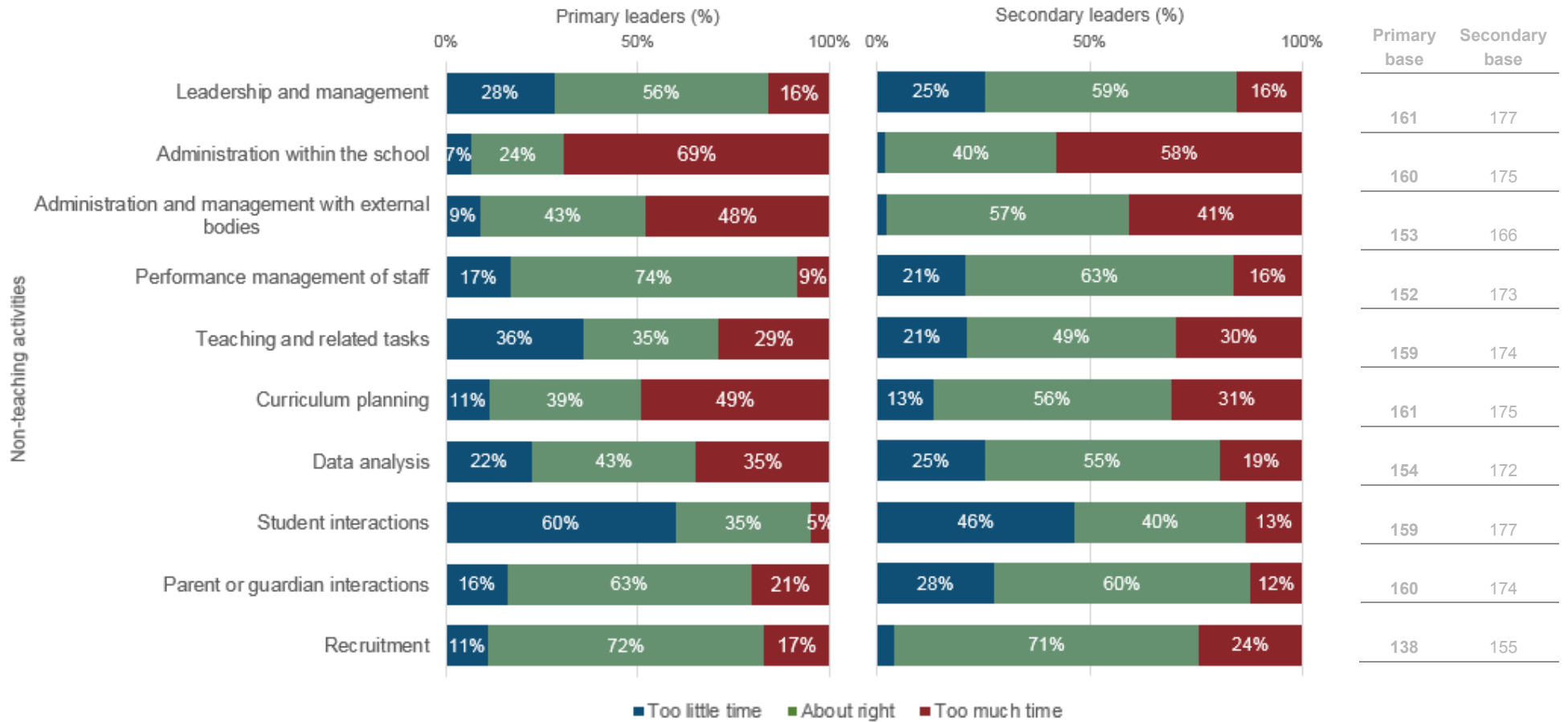| Administrative activities	Too little (mean)	About right (mean)	Too much (mean)	Far too much (mean)	Base
School policy development and financial planning	1.3	1.3	1.9	2.3	677
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes	2.2	2.0	2.5	3.4	2,683
Planning, administering and reporting on pupil assessments	2.7	2.6	3.7	5.2	2,676

4.4 Attitudes of senior leaders

Senior leaders[38] were asked about a different series of activities than classroom teachers and middle leaders as listed in Figure 4.1 and 4.2. Half or more of secondary senior leaders said they

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[38] As a reminder, "senior leader" includes headteachers, deputy and assistant heads.

spent about the right amount of time on all but two activities (Figure 4.3). The exceptions were *student interactions* (for which nearly half said they spent too little time) and *administration within the school* where more than half said they spent too much time. More than two in five secondary senior leaders also said they spent too much time on *administration and management with external bodies*.

More than half of primary senior leaders said they spent about the right amount of time in four of the ten listed activities: *leadership and management*; *performance management of staff*; *parent or guardian interactions*; and *recruitment*. Like secondary senior leaders, they felt they spent too much time on both of the administrative categories; in the case of *administration within the school,* primary senior leaders were significantly more likely to say they spent too much time on this activity (a difference from secondary of 11 percentage points). Nearly half (49%) of primary senior leaders said they spent too much time on *curriculum planning* and over half (60%) said they spent too little time on student interactions.

Figure 4.3: Perceptions of the amount of time senior leaders spent on leadership tasks by phase of education

Primary leaders (%) | Secondary leaders (%)

Non-teaching activities	Primary (Too little / About right / Too much)	Secondary (Too little / About right / Too much)	Primary base	Secondary base
Leadership and management	28% / 56% / 16%	25% / 59% / 16%	161	177
Administration within the school	7% / 24% / 69%	2% / 40% / 58%	160	175
Administration and management with external bodies	9% / 43% / 48%	2% / 57% / 41%	153	166
Performance management of staff	17% / 74% / 9%	21% / 63% / 16%	152	173
Teaching and related tasks	36% / 35% / 29%	21% / 49% / 30%	159	174
Curriculum planning	11% / 39% / 49%	13% / 56% / 31%	161	175
Data analysis	22% / 43% / 35%	25% / 55% / 19%	154	172
Student interactions	60% / 35% / 5%	46% / 40% / 13%	159	177
Parent or guardian interactions	16% / 63% / 21%	28% / 60% / 12%	160	174
Recruitment	11% / 72% / 17%	4% / 71% / 24%	138	155

■ Too little time ■ About right ■ Too much time

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These perception statements were explored for differences by school and senior leader characteristics. School type differences were found for all the statements shown in Table 4.5. With the exception of *data analysis*, senior leaders in maintained schools reported spending far too much time on tasks compared to senior leaders in Academies.

Table 4.5: Perceptions of the amount of time spent on leadership tasks by type of school

		Far too little (%)	Too little (%)	About right (%)	Too much (%)	Far too much (%)	Base
Administration within the school	Academy	0	4	35	46	15	153
	Maintained	*	5	27	41	26	182
Administration and management with external bodies	Academy	0	7	50	35	9	145
	Maintained	2	5	47	33	14	172
Teaching and related tasks	Academy	3	28	45	19	6	151
	Maintained	2	30	37	17	14	179
Data analysis	Academy	0	13	49	24	14	151
	Maintained	1	10	42	34	12	182
Curriculum planning	Academy	2	27	51	12	9	149
	Maintained	3	18	44	21	14	174
Parent or guardian interactions	Academy	1	24	67	6	1	150
	Maintained	1	16	60	17	6	181

* indicates a result of less than 0.5% / 0 indicates no response

Strategies for managing time

To understand how schools manage their time senior leaders were asked if their school had any of the following strategies in place for managing and planning professional time. Senior leaders in nearly all schools reported *protecting blocks of non-teaching time to plan lessons and/or mark work*[39] (94%[40]). *Working collaboratively with other staff to plan schemes of work and/or share resources* (87%) was another popular strategy used. Twelve per cent of senior leaders reported that they have *a committee in place that monitors teachers' workload*. In total 19% reported yes to other time management strategies (or 40% of those who responded to that statement). Of those who stated yes only 24 explained what these other strategies were. One example included specified leadership time outside of planning, preparation and assessment (PPA) time.

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[39] Note that for maintained schools, PPA time is a mandatory requirement of the School Teachers Pay and Conditions Document (DfE, 2016a) (see 53.5)
[40] The 6% who said no comprised 21 deputy / assistant heads and 1 headteacher.

Table 4.6: Strategies used by senior leaders to manage staff workload

Strategy used	Yes (%)	No (%)	Not Sure (%)	Base
Protected blocks on non-teaching time to plan lessons and/or mark work (PPA)	94	6	0	339
Working collaboratively with other staff to plan schemes of work and/or share resources	87	12	1	339
Existing schemes of work and associated lesson plans that can be adapted by teaching staff	78	21	0	339
Computer software that effectively helps with administrative tasks	73	22	6	339
A committee in place that monitors teachers' workload	12	84	4	339
Other time management strategies	40	40	20	172

When further examining strategies by phase the only statistically significant differences found are listed below and were more likely to be found in secondary schools:

- *Existing schemes of work and associated lesson plans* with 85% of secondary respondents stating this compared with 75% at primary.

- *Computer software that effectively helps with administrative tasks* with 80% of secondary compared with 69% of primary.

- *Other time management strategies* with 28% of secondary compared with 47% of primary.

It was also the case that academies were more likely to use *existing schemes of work and associated lesson plans* than maintained schools *(*88% Academies; 74% maintained schools).

One key difference was found by Ofsted rating for these statements. Twenty-two per cent of school leaders in Outstanding schools reported that they had *a committee in place that monitors teachers' workload* compared to 9% of all other schools. However, there was no statistically significant difference in the total reported hours worked or total hours spent teaching by Ofsted rating.

5 Perceptions of working hours and conditions

5.1 Perceptions of workload as an issue

The workload survey was commissioned because working hours are recognised as an important issue in the professional lives of teachers. All of those taking part in the survey (classroom teachers, middle leaders and senior leaders) were asked to state to what extent, if at all, they consider teacher workload to be a serious problem in their school. The majority (93%) stated it was a problem with 52% stating it was a very serious problem and 41% stating it was a problem. Overall, a higher proportion of classroom teachers and middle leaders (54%) believed that workload was a very serious problem compared to 42% of senior leaders.

Table 5.1: Proportion of all teachers viewing workload as a problem

	Proportion (%)
Workload is a very serious problem	52
Workload is a fairly serious problem	41
Workload is not a very serious problem	5
Workload is not a serious problem at all	0
Don't know	2

Base: All teachers (3,186)

The extent to which perceptions of workload differ by teacher or school level characteristics can be seen in Table 5.2.

- A higher proportion of middle leaders (59%) stated that workload was a very serious problem in their school compared to 53% of classroom teachers and 42% of senior leaders.

- Despite working relatively fewer hours on average in the reference week, over half (56%) of all secondary school teachers also stated this compared to 49% of all primary teachers.

- A smaller proportion of all teachers who had been in the teaching profession for less than six years stated this (47%) compared with those with six to ten years' experience (55%) and eleven years or more (54%).

Table 5.2: Proportion of all teachers viewing workload as a problem by teacher and school level variables

		A very serious problem (%)	A fairly serious problem (%)	Not very serious / no problem (%)	Don't know (%)	Base
Role	Classroom teachers	53	39	5	3	2,115
	Middle leaders	59	37	3	1	724
	Senior leaders	42	50	8	0	347
Phase	Primary	49	42	6	3	899
	Secondary	56	39	3	1	2,287
Years of professional experience	Less than six years	47	43	6	3	881
	Six to ten years	55	37	4	4	750
	Eleven years or more	54	40	5	1	1,550

As shown in Table 5.3, the extent to which teachers thought that workload was a serious problem in their school relates to the number of hours they reported working during the reference week and, the number of hours they worked out-of-school. Those who stated that workload was a serious problem reported working an average of 57 hours (33% of those worked out-of-school time), and those who thought that workload was a fairly serious problem reported working 54 hours (28% of which was worked out-of-school time).

Table 5.3: Relating perceptions of workload to working hours

Is workload a problem in your school	Mean working hours in the last week		
	Bases	Total hours	Proportion of out-of-school hours (%)
Workload is a very serious problem	1,760	57	33
Workload is a fairly serious problem	1,210	54	28
Workload is not a very serious problem	113	53	24

Other issues affecting workload and working hours

Teachers were asked to state to what extent they agreed with the statements shown in Table 5.4 about their workload.

Table 5.4: Level of agreement on statements about working hours

Working hours statements	Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)
I can complete my assigned workload during my contracted working hours	86	11	1	2	1
I have an acceptable workload	57	31	6	5	1
Overall, I achieve a good balance between my work life and my private life	54	31	5	8	1

Base: All teachers (3,186)

A high proportion (86%) of all respondents stated that they strongly disagreed that they could *complete their assigned workload during their contracted hours* and a further 11% stated they tend to disagree. Over half (57%) strongly disagreed that they had an acceptable workload and 54% strongly disagreed that they can *achieve a good balance between their work life and their private life*. Only 10% of respondents strongly agreed or tended to agree that they *achieve a good balance between their work and private life*. A higher proportion of classroom teachers and middle leaders (54%) strongly disagreed to achieving a good balance between their work and private life when compared with 50% of senior leaders. A similar proportion of teachers (58%) strongly disagreed that they had an acceptable workload compared with 51% of senior leaders.

Analysis by teacher and school characteristics highlights some key differences in the proportion of individuals who strongly disagreed that they had an acceptable workload and that overall, they *achieve a good balance between my work life and my private life*. The statistically significant findings in Table 5.5 were:

- Primary teachers were more likely than secondary teachers to strongly disagree that they had an acceptable workload.

- Nearly three in five (58%) full-time teachers strongly disagreed they had an acceptable workload compared to half (50%) of part-time teachers.

Table 5.5: Level of agreement with *I have an acceptable workload* by teacher and school characteristics

		Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)	Base
Role	Classroom teacher	57	32	6	5	1	2,115
	Middle leader	61	31	4	3	1	724
	Senior leader	51	29	10	8	2	347
Phase	Primary	59	29	7	5	1	899
	Secondary	54	34	6	5	1	2,287
Hours worked	Full-time	58	30	6	5	1	2,445
	Part-time	50	38	5	5	1	459
Years of professional experience	Less than six years	54	35	7	4	1	881
	Six to ten years	57	31	6	5	1	750
	Eleven years or more	58	30	6	5	1	1,550
Ofsted category	Outstanding	50	36	7	5	1	1,040
	Good	59	29	6	5	1	1,603
	Requires Improvement / Inadequate	59	30	7	3	1	523

- A lower proportion of teachers in schools judged as Outstanding by Ofsted reported strongly disagreeing with these statements compared with those in schools rated Good / Requires Improvement (50% versus 59%).

The same patterns by subgroup for the *strongly disagree* category were found in response to the question on work/life balance (Table 5.6). This means:

- All teachers in primary schools were more likely to disagree they had a good work/life balance compared to those in secondary schools.

- Middle leaders were more likely to strongly disagree than classroom teachers and senior leaders; and

- All teachers in schools whose last Ofsted rating was Outstanding were less likely to strongly disagree with the statement on work/life balance than those in schools rated Good or Requires Improvement.

Table 5.6: Level of agreement with *overall, I achieve a good balance between my work life and my private life* by teacher and school characteristics

		Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)	Base
Role	Classroom teacher	53	31	6	8	1	2,115
	Middle leader	58	31	3	7	1	724
	Senior leader	50	31	6	10	3	347
Phase	Primary	56	30	5	8	1	899
	Secondary	52	33	6	9	1	2,287
Hours worked	Full-time	55	31	5	8	1	2,445
	Part-time	47	33	7	11	1	459
Years of professional experience	Less than six years	52	32	6	9	1	881
	Six to ten years	53	34	4	7	2	750
	Eleven years or more	55	29	6	8	1	1,550
Ofsted category	Outstanding	49	33	6	10	2	1,040
	Good	55	30	5	8	1	1,603
	Requires Improvement / Inadequate	58	29	6	6	1	523

Perceptions of workload compared to reported working hours

The two statements regarding whether the level of workload was acceptable (Table 5.7) and work/life balance (Table 5.8) in relation to reported working hours were explored. Those who strongly disagreed with both statements reported working on average a higher number of hours in the reference week.

Table 5.7: Relationship between workload and working hours

I have an acceptable workload	Mean working hours in the last week		
	Bases	Total reported hours	Proportion of hours worked out-of-school (%)
Strongly disagree	1,778	58	33
Tend to disagree	1,021	53	28
Neither agree nor disagree	182	52	27
Tend to agree	131	46	20

Table 5.8: Relationship between work / life balance and working hours

Overall, I achieve a good balance between my work life and my private life	Mean working hours in the last week		
	Bases	Total reported hours	Proportion of hours worked out-of-school (%)
Strongly disagree	1,694	59	34
Tend to disagree	999	53	28
Neither agree nor disagree	172	49	25
Tend to agree	246	47	23

5.2 Perceptions of teachers' working environment

All teachers were presented with a list of statements about the working environment within their school and were asked to what extent they agreed or disagreed with them. More teachers agreed (i.e. responded positively) than disagreed with each (Table 5.9).

Table 5.9: Teachers' views on their school's working environment

Statements	Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)
Teaching staff collaborate effectively to address disciplinary problems	6	18	13	42	22
Lesson observations carried out are an effective part of professional development activity	5	17	17	43	18
Teaching assistants are effectively deployed at the school	6	18	17	41	19
Teaching staff collaborate effectively on teaching and learning	2	13	14	47	23

Base: All teachers (3,186)

Looking at the aggregated data[41] on agreement / disagreement, seven in ten (70%) teachers agreed *that teaching staff collaborate effectively on teaching and learning*. Around three in five agreed with all the other statements: *that lesson observations carried out are an effective part of professional development* (61%); that *teaching staff collaborate effectively to address disciplinary problems* (64%); and that *teaching assistants are effectively deployed at their school* (60%).

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[41] i.e. combining Strongly agree with Tend to agree, and combining Strongly disagree with Tend to disagree.

The responses to these statements were explored by the respondent's role (Table 5.10). Across all statements a higher proportion of senior leaders agreed - and especially strongly agreed - to the statements about the working environment compared to classroom teachers and middle leaders. Middle leaders were most likely to disagree with each statement compared to senior leaders.

Table 5.10: Teachers' views on their school's working environment by role

		Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)
Teaching staff collaborate effectively to address disciplinary problems	Classroom teachers	6	19	13	41	20
	Middle leaders	8	25	12	41	14
	Senior leaders	2	6	9	45	37
Lesson observations carried out are an effective part of professional development activity	Classroom teachers	6	19	18	43	14
	Middle leaders	6	23	19	43	10
	Senior leaders	2	5	5	41	47
Teaching assistants are effectively deployed	Classroom teachers	6	19	17	41	18
	Middle leaders	9	23	22	36	10
	Senior leaders	2	7	9	49	34
Teaching staff collaborate effectively on teaching and learning	Classroom teachers	2	13	16	46	22
	Middle leaders	2	20	15	50	13
	Senior leaders	1	4	9	49	37

Bases: Classroom teachers = 2,115, middle leaders = 724 and senior leaders = 347.

A similar pattern was found by phase (Table 5.11) with a much higher proportion of primary teachers agreeing to statements than secondary teachers.

Table 5.11: Teachers' views on their school's working environment by role

		Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)
Teaching staff collaborate effectively to address disciplinary problems	Primary	2	8	11	45	34
	Secondary	10	28	14	38	10
Lesson observations carried out are an effective part of professional development activity	Primary	3	13	14	44	27
	Secondary	7	22	19	41	10
Teaching assistants are effectively deployed	Primary	2	13	9	47	29
	Secondary	10	22	25	35	8
Teaching staff collaborate effectively on teaching and learning	Primary	1	6	11	48	34
	Secondary	3	20	18	47	12

Bases: Primary = 899 and Secondary = 2,287

Finally, statistically significant differences were also found by a school's last Ofsted rating with those who were in schools classed as Requires Improvement less likely to strongly agree to statements than those from Good or Outstanding schools:

- Teaching staff collaborate effectively on teaching and learning – 11% Requires Improvement compared with 19% Good/Outstanding.

- Teaching staff collaborate effectively to address disciplinary problems – 8% in Requires Improvement schools compared to 17% of those in Good/Outstanding schools.

- Teaching assistants are effectively deployed – 8% compared with 14%.

- Lesson observations carried out are an effective part of professional development activity – 10% compared with 14%.

5.3 Perceptions of professional development

Teachers were given a list of statements about their professional development and were asked to what extent they agreed with these. Three quarters (75%) agreed that they had *the necessary Information and Communication Technology (ICT) skills to perform data recording and analysis tasks* and the same proportion agreed that *their school supports Continuing Professional Development (CPD) for teachers*. Just over half (53%) of teachers agreed that *the resources available at their school helped them to plan teaching and learning of high quality*; however, nearly one-quarter (24%) of teachers disagreed with this. Three in five (60%) disagreed that they *have enough time to keep informed of changes to guidance and rules affecting professional practice* and over one-third (41%) disagreed that they *have time during their contracted working hours to take part in professional development activities*.

Table 5.12: Teachers' views on professional development

Statements	Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)
I have enough time to keep informed of changes to guidance and rules affecting professional practice	17	43	18	18	3
I have the necessary Information and Communication Technology (ICT) skills to perform data recording and analysis tasks	3	10	11	51	24
My school supports continuing professional development for teachers	3	9	14	43	32
I have time during my contracted working hours to take part in professional development activities	13	27	15	33	11
The teaching resources available at my school to help plan teaching and learning are high quality	7	18	23	41	12

Base: All teachers (3,186)

Differences in views on professional development by teacher and school characteristics

The following paragraphs examine differences in perceptions of professional development activities. This is aggregated data in which "agree" is a combination of *strongly agree* plus *tend to agree* and "disagree" is a combination of *strongly disagree* plus *tend to disagree*.

Differences by teacher characteristics

The data showed some statistically significant differences in views of continuing professional development by a number of teacher characteristics. In response to the statement that they *have enough time to keep informed of changes to guidance and rules affecting professional practice:*

- Middle leaders were more likely to disagree (70%) compared to both classroom teachers (58%) and senior leaders (61%).

- Just over half of teachers with fewer than six years of experience (51%) disagreed with this statement compared to three in five teachers (61%) with six to ten years' experience and nearly two-thirds of teachers (65%) who had been teaching for 11 years of more.

Middle leaders (at 48%) were also more likely to disagree than classroom teachers (42%) and senior leaders (43%) that *they have time during my contracted working hours to take part in professional development activities.*

Responses to the statement *I have the necessary Information and Communication Technology (ICT) skills to perform data recording and analysis tasks* varied by age, gender and experience. Those aged 35 and under (81%), men (80%) and teachers with fewer than eleven years' experience (79%) were more likely to agree with this statement than those aged 36 and older (71%), women (74%) and the more experienced (71%).

Differences by school characteristics

Teachers were broadly positive about the support they get from their schools for *continuing professional development for teachers* and *that the teaching resources available at my school to help plan teaching and learning are high quality*. However, there were some large differences by school characteristics. In relation to the statement that the *school supports continuing professional development for teachers:*

- There was a 17 percentage point difference in the proportion of all teachers in primary schools who agreed (83%) compared to all teachers in secondary schools (66%).

- All teachers in schools rated Outstanding (77%) or Good (77%) in their last inspection were more likely to agree with this statement than those working in schools with a Requires Improvement rating (66%).

- All teachers working in maintained schools were also more likely to agree than those in academies (79% versus 70%).

In relation to the statement that *the teaching resources available at my school to help plan teaching and learning are high quality*:

- Primary teachers were more likely to agree (58%) compared to secondary teachers (47%).

- The level of agreement also varied by the school's most recent Ofsted rating: 62% of teachers in Outstanding schools agreed with the statement on the quality of teaching resources falling to 52% in Good schools and 42% in schools with a Requires Improvement rating.

5.4 Perceptions of line management

To understand teachers' perceptions of the way they were managed, classroom teachers and middle leaders were asked to rate the extent they agreed with the statements shown in Table 5.13. Two-thirds (66%) reported that their *manager recognises when they have done their job well*. Just over half (54%) of the teachers agreed that *their manager is considerate of their life outside work*. Opinion was divided in response to the question *I am satisfied with my level of involvement in decisions that affect my work at school*: Nearly two in five (38%) disagreed with this statement and a similar proportion (39%) agreed.

Table 5.13: Teachers' views about line management

Statements	Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)
My manager is considerate of my life outside work	7	16	23	37	17
My manager recognises when I have done my job well	6	13	15	44	22
I am satisfied with my level of involvement in decisions that affect my work at school	12	26	22	31	8

Base: 2,839

All respondents including senior leaders were asked to agree or disagree with two further statements (Table 5.14). Just over three quarters (80%) disagreed that they were *satisfied with the number of hours they usually work*; only 8% agreed. Two thirds (66%) agreed that *their performance is evaluated fairly*.

Table 5.14: Teachers' views about line management

Statements	Strongly disagree (%)	Tend to disagree (%)	Neither agree nor disagree (%)	Tend to agree (%)	Strongly agree (%)
I think that my performance is evaluated fairly	4	12	18	47	19
I am satisfied with the number of hours I usually work	43	36	12	7	1

Base: 3,186

Differences in views of line management by teacher and school characteristics

As in section 5.3, the following section examines differences in aggregated data for agree (strongly plus tend to agree) and disagree (strongly plus tend to disagree).

Statements posed to all teachers

As noted previously, four in five teachers disagreed with a central statement regarding workload; *I am satisfied with the number of hours I usually work*. There were some differences by role and most recent Ofsted rating.

- Senior leaders were less likely to disagree (72%) compared to middle leaders (87%) and classroom teachers (80%); and

- Perceptions of workload were less favourable in schools with a Requires Improvement Ofsted rating (83%) compared to those with an Outstanding (76%) rating.

However, it is still the case that many more teachers disagreed with the statement than agreed.

There was a 16 percentage point difference between primary and secondary teacher responses to the statement *I think that my performance is evaluated fairly*:

- Three quarters (74%) of primary teachers agreed with this statement compared to under 3 in 5 (58%) of secondary teachers.

- Over two-thirds of teachers in schools rated Outstanding (70%) and Good (67%) at their last inspection agreed with the statement compared to 57% of teachers in schools with a Requires Improvement rating.

- When considered by role, senior leaders were much more likely to agree with the statement (83%) compared to classroom teachers (64%) and middle leaders (59%).

Statements posed to classroom teachers and middle leaders

There was some variation in the response to the statement *my manager is considerate of my life outside work.* Classroom teachers were more likely to agree with this statement than middle leaders (56% compared to 47%). There was also variation by level of professional experience, contractual status and the school's most recent Ofsted rating. The level of agreement from teachers with less than six years' experience (58%), part-time teachers (63%) and those working in Outstanding schools (58%) was higher than those with 11 or more years in the profession (51%), those who reported to be full-time (52%) and teachers in schools with a Requires Improvement rating (48%).

Primary teachers (70%) were more likely than those in secondary schools (62%) to agree with the statement *my manager recognises when I have done my job well.* When viewed by role, two thirds (67%) of classroom teachers agreed compared to three in five (61%) middle managers.

Finally, there was a very large difference in agreement between primary and secondary teachers to the statement *I am satisfied with my level of involvement in decisions that affect my work at school*. Primary teachers were nearly twice as likely to agree with this than secondary teachers (52% compared to 29%). This may in part be explained by the relative size of primary schools compared to secondary schools. Over half (53%) of teachers from schools with 25 or fewer teachers agreed with this statement compared to just 28% of teachers from schools with 100 or more teachers.

6 Modelling the factors which impact on teacher workload

6.1 Introduction

In this chapter, the relationships between self-reported total working hours reported by teachers (labelled as "teacher workload" for the purposes of this model) and a range of factors are examined simultaneously. The purpose of such analysis is to reduce the risk of being misled by spurious, inverse or absent associations which may occur when only one explanatory variable at a time is considered in relation to teacher workload. For example, the report presents data on the differences in teacher workload by phase, level of experience, role, etc.; statistical modelling is useful in exploring what happens when all such variables are considered together. For example, the impact on reported working hours of gender and the number of years in teaching when considered alongside other variables is a fraction (50% to 60%) of the impact compared to that associated with each variable when viewed on its own. A model is able to explore the interaction between variables more successfully than looking at factors singularly.

There is likely to be a relationship between workload reported by teachers and the school in which they work because the context of a given school has an impact on all the teachers working there. For example, the time management strategies in place within a school will have some impact on the responses towards workload from all teachers working there. This dependency is known as clustering and teacher self-reports of workload are not totally independent of the school in which they are present. This means that measures of uncertainty and statistical significance will be underestimated if this is not taken into account. Multilevel statistical regression models are used with these types of data since they distinguish between the effects of factors at different levels (e.g., the school and the teacher) and allow the total variation in teacher workload to be placed into between- and within-cluster components of variation (known as variance components). This involves selecting key factors and estimating how workload varies as each explanatory factor changes in value, taking into account the other factors that are also present in the model. Checks carried out during model building evaluate how well each model describes the patterns of teacher workload.

In the context of the current study, initial analyses are presented that look at the total workload for:

- Classroom teachers and middle leaders grouped together (referenced here as "teachers" for legibility); and

- Separate analyses for senior leaders using a range of factors at the teacher (individual) - and school-level which are common to both teacher groups.

This chapter presents a summary of findings, the detailed results are given in Annex 8 of the accompanying technical report including commentary on the methodology which looks at the variance in total teacher workload. The technical report also outlines procedures used in developing the model, the explanatory factors are evaluated as separate models of total workload and the final models of workload for teachers and senior leaders. Finally, examples of contributions of each factor to fitted scores are given. The technical report provides a detailed description of the decomposition of the components of variation in workload and the model building.

6.2 Methodology

A series of multilevel regression models were run to explore relationships between factors as a way of exploring factors which influence total self-reported working hours in the reference week.

The multilevel regressions look at total workload separately for classroom teachers / middle leaders, and senior leaders separating out each management level using a range of factors at the teacher- and school-level which are common by roles. The teacher-level explanatory factors considered as candidates for the final model were:

- Gender;

- Age (under 35, 35 or older);

- NQT status;

- Number of years working in teaching (0 to 5, 6 to 10, 11 or more years);

- Full- or part-time status; and

  Responses to the item "My performance is evaluated fairly" on a 5-point scale of agreement.

The school-level explanatory factors explored were:

- School phase (primary, secondary); and

- Teacher headcount (1 to 25, 26 or more teachers).

These variables are the key characteristics used in the sample design which were chosen to produce design weights outlined in the earlier descriptive chapters (because of their expected relationship to workload), supplemented by variables describing the teacher's school and its management practices, as is standard statistical procedure. Modelling work of this nature is exploratory and a significant period of testing is required to decide which variables offer the most in terms of their descriptive power, as outlined in the technical report.

The model should account for variance within and between schools and relevant factors are fitted at both levels. Typically, statistical models of this type work best if the number of input factors is limited. The selection of the input factors is made through testing different options and identifying

those that have logical conceptual connection and have an impact to the model. This also aids their interpretation.

6.3 Interpreting the model for classroom teachers / middle leaders

The models seek to understand which factors make substantive contributions to changes in reported working hours and the extent of that contribution. In this instance, estimates also consider relationships for teachers within and between schools.

The model itself works well for classroom teachers and middle leaders, primarily due to the number of observations in the data (2,662 teachers had recorded data for every variable used in the model) and the number of clusters in which observations are grouped (the 205 schools in which these teachers worked)[42]. Table 6.1 overleaf gives the highlights of the regression output from the analysis and a summary explanation of this output follows.

- The first important statistic is the expected value (called the intercept) for mean hours worked in the reference week in the teacher model. This shows the expected mean hours worked for all classroom teachers and middle leaders with the following characteristics:

  Women in secondary / other schools that have worked 11 years or more in teaching and are currently full-time.

  These reference individuals work in schools with a headcount of between 1 and 25 teachers and responded neutrally when asked whether their performance is evaluated fairly.

- The intercept is total hours worked in the reference week against which the remaining factors in the model are compared[43]. This sets a value for hours worked by teachers with the listed set of characteristics which can be compared to total hours worked when factors are changed in the model. In some cases changing a factor in the model will increase working hours (e.g. replacing secondary teachers with primary teachers) while changes in other factors will cause working hours to decrease (e.g. replacing part-time teachers with full-time teachers). These changes are quantified in the item below.

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[42] The final model for classroom teachers explains 29.0% of the between-school variation and 22.1% of the within-school variation (which is the much larger of the two variance components, see Inset A8.2 of the technical report).
[43] The corresponding Annex 8 provides guidance on how other comparisons can be calculated from these values.

Table 6.1: Final model of classroom teachers / middle leaders' total workload

- Only 3.5% of variation in workload is **between-school;** most is **within-school**, i.e., at the teacher level (96.5%);
- Gender
  - Men vs women, **1.4 hours difference;**
  - Prefer not to say vs women: *no significant difference;*
- Number of years working in teaching
  - 0 to 5 vs 11+: **1.9 hours;**
  - 6 to 10 vs 11+: *no significant difference;*
- Part-time vs full-time[44]: **–13.8 hours**;
- "My performance is evaluated fairly"
  - strongly disagree vs neutral: **1.9 hours**;
  - disagree vs neutral: **1.6 hours;**
  - agree vs neutral: *no significant difference;*
  - strongly agree vs neutral: *no significant difference;*
- Primary vs secondary: **4.0 hours;**
- Teacher headcount, 26+ versus 1 to 25: **2.1 hours.**

- The model includes contrasts among the levels of each factor. For example, the first factor listed in Table 6.1 (bullet 2) is gender.

  - The row is labelled *men – women*.

  - The parameter next to this label reads 1.4 hours difference.

  This means that the model estimates men work 1.4 hours more than women controlling for the other explanatory factors (given in Table 6.1 and listed in the bullets above). A negative value (for example for *Part-time versus full-time status*) means the value is lower, i.e. part-time teachers work 13.8 hours less compared to their full-time counterparts, which is consistent with expectations.

- The data provide substantial evidence for effects of the factors and their inclusion in the model. All factor levels (i.e. bullets in Table 6.1) listed in the model are supported by the evidence in the data, unless otherwise indicated. An example would be where a particular contrast among two particular values of a factor with multiple levels is not significant. In Table 6.1, the factor "number of years working in teaching" is one such factor. The level "6 to 10 versus 11+ years working in teaching" is listed as having *no significant difference* whereas the model predicts teachers with 0 to 5 years' experience work 1.9 hours more than those with 11+ years' experience.

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[44] This figure reflects the fact that full-time teachers report working more hours than part-time teachers which is in accordance with their contracted status.

The model describes the interrelationship between a range of explanatory factors and total workload. To help with interpretation, it is useful to unpack what the individual elements of the model mean. Taking the tabulated model, the estimated values suggest that:

- Men worked just under one and a half hours more than women in the reference week[45];

- Teachers with less than six years' professional experience worked a little under two hours more than those in the profession for eleven years or more;

- Part-time teachers worked almost 14 hours less than their full-time counterparts. This is simply a reflection of the fact that part-time teachers are contracted for a smaller number of hours than full-time teachers. It does not say anything about whether part-time teachers work more or less hours on top of the contracted amount;

- Teachers who *disagreed* or *strongly disagreed* with the statement "My performance is evaluated fairly" reported workloads more than 1.6 and 1.9 hours, higher, respectively, than those who gave neutral responses;

- Primary teachers worked 4 hours more than their secondary school colleagues;

- Teachers in larger schools (more than 25 teachers) worked a little over 2 hours longer per week than those in schools with 25 teachers or fewer.

It should be remembered that these are estimates of net effects for teacher and school factors that reflect the final model and its selected set of factors.

The value of the model is two-fold. Firstly, it helps underpin some of the earlier reporting on the difference in reported working hours between primary and secondary teachers and the longer working hours reported by less experienced teachers. By increasing the confidence in these findings, policy makers can be more confident that interventions targeting these groups may be more effective. Note, for example, that the model produces a difference in working hours between primary and secondary teachers of four hours. This is twice as much as that reported by looking just at the simpler, bivariate relationship presented in Table 3.1 earlier.

Secondly, there is a relationship between perceptions of performance evaluation and workload. Furthermore, teachers who do not feel their performance is evaluated fairly work longer hours.

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[45] Those choosing not to provide their gender show *no significant difference* from teachers who report their gender as female.

6.4 The model for senior leaders

A similar model for senior leaders is also provided (see Table 6.2). This predominantly shows that only a few demographic characteristics relating to senior leaders are useful in explaining variation in workload. This is partly a reflection of the smaller sample size, but it does indicate that there is little evidence that the school-level factors considered (phase and teacher headcount) explain the observed variation in senior leader workload[46]. The observed patterns are from a base size of only 269 teachers nested in 155 schools and should be considered indicative only, but a net gender effect remains in the model after having allowed for age and full- or part-time status. While exploratory in nature, the modelling work lends strength to the findings for those variables reported earlier in a descriptive context, as their net effects are still present in a context in which multiple variables are considered simultaneously. Essentially men self-reported higher levels of workload taking into account differences in age and full- or part-time status[47]. Some further exploration of this issue is given in the technical report. There was, however, no convincing evidence of school-level effects for the factors explored, namely primary versus secondary phase and teacher headcount grouped into sizes 26+ versus 1 to 25 - only teacher factors were supported by the data.

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[46] In contrast to the classroom teacher / middle leader model, the final model of deputy/head teacher workload is much simpler and explains 5.6% of the between-school variation and 4.6% of the within-school variation.

[47] It should be noted that there will naturally be differences in working hours between part-time and full-time workers. This does not mean that part-time teachers work more or less hours on top of the contracted amount in comparison to full-time teachers.

Table 6.2: Final model of senior leaders' total workload

- Only 15.4% of variation in workload is ***between-school;*** most is ***within-school***, i.e., at the senior leader level (84.6%);
- Men vs women, 2.6 hours difference;
- Prefer not to say vs women: *no significant difference;*
- Part-time vs full-time[48]: –7.2 hours;
- Age 35+ vs under 35 years old: 2.5 hours, *some weak evidence for effect*.

There was little evidence of any school-level effects for the factors explored: primary vs secondary phase and Teacher headcount: 26+ versus 1 to 25. Only teacher factors were retained in the model.

The final model for senior leaders presents the interrelationship between a range of explanatory factors and total workload. To help with interpretation, the meaning of individual elements of the model are:

- Men worked just over two and a half hours more than women in the reference week;

- Part-time senior leaders worked 7.2 hours less than their full-time counterparts, as their contractual status implies. Similarly to the model from the previous section, this is a consequence of part-time teachers being, by definition, contracted for a smaller number of hours than full-time teachers. It does not say anything about whether part-time teachers work more or less hours on top of the contracted amount;

- Some evidence that senior leaders aged 35 or more worked around 2.5 hours more than younger senior leaders.

6.5 Summary of overall trends and some implications

Schools are very similar in terms of their impact on workload (3.5% for classroom teachers/ middle leaders and 15.4% for senior leaders) compared to the large source of variation attributable to factors which act on individual teachers (96.5% and 84.6%, respectively). The somewhat larger school-level component of total variation in workload for senior leaders may be a reflection of the common school-management context in each school – bearing in mind that the average number of responding senior leaders in the sample was 1.7 per school so the data for this subset of teachers is not greatly clustered. These relatively small proportions of total variation at the school-level contrast with pupil achievement data which usually have a much larger school

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[48] This figure reflects the fact that full-time teachers report working more hours than part-time teachers, which is in accordance with their contracted status.

component, e.g. the OECD average for PISA 2003 was around one-third of the total variation in the mathematical literacy scores of 15-year olds.

Based on the modelling from the present survey, the implication is that policies designed to work with a minority of high average-workload schools will have less impact than those that support individual teachers. This is because the vast majority of variation in workload occurs at the individual teacher level rather than the school level. Rather, effective support and guidance would need to target teachers across the population of schools.

Exploration of the common set of factors available for both the teachers and senior leader datasets yielded quite different final models. For teachers, a combination of teacher-level factors drove the model, including their perceptions of performance evaluation by management, and school-level factors covering phase and school size were important. In contrast, the final senior leader model only provided evidence for demographic factors affecting working hours, as well as an estimate of part-time versus full-time work, with little systematic variation corresponding to those school characteristics.

7 Conclusions

7.1 Method and approach

One of the main design considerations for the study was to collect data on workload that was as comparable as possible with the OECD's Teaching and Learning International Survey (TALIS) 2013 whilst increasing the amount of data collected on a wide variety of issues relating to teacher workload. In relation to comparability, it should be noted that:

- The fieldwork in England for TALIS was last completed in March 2013 using a primarily online method; the workload survey was conducted at the same time of year using the same method.

- The survey population for TALIS 2013 was a subset of secondary teachers teaching to Key Stage 3 (pupils aged 11 to 14). The closest comparator group in this workload survey is the combined sample of secondary classroom teachers and middle leaders.

- The requirement to make questions as similar as possible between all of the countries taking part in TALIS meant that some of the language used in the English translation was not ideal for an English audience. Many of the workload survey questions were tweaked to take into account findings from cognitive testing. The ordering of questions was retained where possible.

- TALIS 2013 questions about non-teaching activities did not sufficiently cover many of the issues covered in the Workload Challenge (DfE, 2015). It was essential that such issues were covered which led to changes to existing questions and the introduction of new ones.

- There were no questions in TALIS that record the actual hours worked by senior leaders. Primary teachers were also not surveyed in the last TALIS.

As a result, questions covering the total working hours worked by teachers in a reference week, and the hours spent teaching are broadly comparable with TALIS, as are some items relating to non-teaching hours. However, some metrics are not comparable, or do not exist in TALIS.

7.2 Teachers' overall working hours

Total recorded teaching hours in the reference week for all secondary classroom teachers and middle leaders in this survey was 53.5 hours per week. This is markedly higher than the 45.9 hours per week recorded in TALIS in 2013 (OECD, 2014). Whilst there remain differences in the survey audience, administration and design, the size of this difference between broadly comparative questions suggests some increase in workload has been seen between 2013 and 2016.

As per prior workload studies, primary classroom teachers and middle leaders self-reported higher total working hours in the reference week (a mean of 55.5 hours) than teachers in secondary schools (53.5 hours). Primary teachers were also more likely to report total working hours in the reference period of more than 60 hours. As a result, teachers in the primary phase faced more workload pressures.

Primary classroom teachers and middle leaders reported slightly, but statistically significant longer working out-of-school hours (i.e. in the evening, early mornings and weekends). Looking more closely, professional experience plays some part; primary teachers with less than six years' experience reported a total of 18.8 hours working out-of-school hours. This was two hours more than their more experienced primary colleagues, and an hour and a half more than less experienced secondary teachers. Furthermore, the total hours worked by less experienced teachers was significantly higher than their more experienced colleagues in both the primary and secondary phases. Although part of the reason total hours is higher is that younger, less experienced teachers were more likely to work full-time, the data does suggest that less experienced teachers bear a relatively large workload compared to more experienced teachers.

Almost a third of part-time teachers reported that 40% of their total hours were worked outside-of-school hours in the reference week. This compared to almost a quarter of full-time teachers. This suggests that out-of-school working may have a disproportionally larger impact on some part-time teachers.

Secondary school senior leaders reported significantly longer total working hours than those in primary schools (62.1 hours compared to 59.8). The main point of difference in individual activities for senior leaders lies in the larger amount of teaching hours and direct pupil contact time experienced by primary school senior leaders. Nearly half of senior leaders report working more than 60 hours in the reference week.

7.3   Hours spent teaching

Secondary classroom teachers and middle leaders reported an average of 20.3 hours teaching in the reference week. This figure is broadly comparable with the 19.6 hours reported in TALIS 2013.

Primary classroom teachers and middle leaders spent three hours more teaching in the reference week (23.1 hours) compared to the 20.3 hours recorded by those in secondary schools. Teaching hours are therefore a main component of the overall two-hour difference in total reported hours between primary and secondary teachers although there was also variance in non-teaching hours.

Around 17 in 20 senior leaders taught in the reference week regardless of the type of school in which they worked. However, senior leaders in primary schools recorded 3.5 hours more teaching (16.0 in total) than secondary senior leaders (12.5 hours). Time spent teaching was the key difference in hours worked by senior leaders by school phase.

7.4   Hours spent on non-teaching activities

Different working practices between phases are reflected in the proportion of primary and secondary classroom teachers and middle leaders who undertook different professional activities, and in the amount of time on them they spent. For example, primary teachers were more likely to say they undertook communication and co-operation with parents or guardians and were much less likely to undertake pupil supervision and tuition, and pupil discipline including detentions compared to secondary teachers. In addition, secondary teachers were three times as likely to have undertaken non-regular teaching cover for absent colleagues within their school's timetabled day during the reference period.

The amount of time spent on non-teaching tasks was large: an average of 33.2 hours for primary classroom teachers and middle leaders and 33.4 hours for their secondary equivalents. About half of this time was spent on two activities: Individual planning or preparation of lessons either at school or out-of-school; and marking/correcting of pupils' work. Furthermore, most teachers said they generally spent too long on each of these activities, alongside general administrative work. These are the same types of tasks identified in the Workload Challenge (DfE, 2015). DfE established working groups to help address these issues[49]. It will be important to continue to monitor perceptions and hours spent on these activities over the coming years.

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[49] Links to work of each of these working groups can be found here:
https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload

7.5   Teachers' perceptions of issues related to workload

In most cases, primary classroom teachers and middle leaders are more likely to say the amount of time they spend on individual activities included in the survey is "about right" compared to those in secondary and other schools. This is despite primary teachers reporting longer working hours in the reference period. The key perceptual driver of total working hours related to the evaluation of performance. Teachers who disagreed that their performance was evaluated fairly worked significantly longer hours than those who answered this question in a neutral manner (i.e. neither agreed nor disagreed with the statement). Other factors related to longer working hours identified in the regression model included the level of experience (with the less experienced reporting longer total hours) and the phase of the school (with primary teachers working longer).

Over three-quarters of teachers were dissatisfied with the number of hours they usually worked. Primary teachers were less likely than those in the secondary phase to say that workload was a very serious problem. However, whilst statistically significant, the difference was small at seven percentage points. It was still the case that half of primary teachers cited workload as a serious problem (57% for secondary teachers). Nine in ten primary teachers and 19 in 20 secondary teachers said workload is at least a fairly serious problem. Those who stated that workload was a very serious problem reported working over 57 hours a week (with 19 hours worked out-of-school time) compared to 53 hours (and 13 hours out-of-school) for those who do not think it was a very serious problem. Differences were also found by role: middle leaders were more likely to state this was a very serious problem (59%) compared with 53% of classroom teachers and 42% of senior leaders. Alongside this, 47% of those who had been in the teaching profession for less than six years stated this compared to 55% of those who had been in the profession for six to ten years and 54% at 11 years or more.

Most staff disagreed that they can complete their workload in their contracted hours, have an acceptable workload and that they can achieve a good balance between their work and private life. Those who strongly disagreed with these statements reported working more hours per week, more hours out-of-school and more hours when compared to their contracted hours. Again middle leaders were more likely to strongly disagree to these statements alongside those working full-time. Those working in Outstanding schools were less likely to strongly disagree (50%) compared with 59% at all other schools.

7.6   Strategies to manage workload

Senior leaders said schools use different strategies to try to manage and plan professional time. The most common are statutory protected blocks of non-teaching time, working collaboratively with other staff to plan work and using existing schemes of work and associated lesson plans which can be adapted by teaching staff. A higher proportion of senior leaders reported having a

committee in place that monitors teachers' workload at Outstanding schools (22%) when compared to all other Ofsted ratings (9%).

All teachers were asked about their views of the professional development time and support they receive. Teachers felt they had the ICT skills needed to perform data recording and analysis tasks and they agreed that their school supports continuing professional development. However, they disagreed that they had enough time to keep informed of changes to guidance and rules affecting professional practice.

Overall, over half of all teachers agreed that their school working environment allows them to collaborate effectively and that teaching assistants are effectively deployed. Senior leaders are much more likely than middle leaders or classroom teachers to agree to these statements, as were primary classroom teachers and middle leaders when compared to secondary.

The findings of this report contain important information for government and the teaching profession and it is hoped that this research is useful for schools to make decisions about how to make best use of teachers' time.

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