Department for Education

Workload Challenge Analysis of teacher consultation responses: Support staff

Research report

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Contents

Contents 2

List of figures 3

List of tables 4

Executive Summary 5

1. Introduction 8

1.1 Methodology 8

The sample 8

Respondent characteristics 9

2. Unnecessary and Unproductive Tasks 13

2.1 Defining ‘unnecessary and unproductive’ 13

2.2 Overall findings 14

2.3 Variation across school type 19

2.4 Origins of burdensome workload 20

3. Solutions and Strategies for Tackling Workload Issues 21

3.1 Key overarching solutions 21

3.2 Specific solutions 22

3.3 Variation by school type 25

Appendix 1: Coding Framework 26

List of figures

Figure 1: Survey respondent by type of support role undertaken. Workload Challenge survey, 2014 9

Figure 2: "How old are you?" Workload Challenge survey, 2014 12

Figure 3: What makes the tasks burdensome? “Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?” Workload Challenge survey, 2014 14

Figure 4: Unnecessary and unproductive tasks. “Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?” Workload Challenge survey, 2014 16

Figure 5: “Tell us about the unnecessary and unproductive tasks which take up too much of your time. What type of school do you currently work in?” Workload Challenge survey, 2014 19

Figure 6: “Send us your solutions and strategies for tackling workload – what works well in your school? What do you think should be done to tackle unnecessary workload – by government, schools or others?” Workload Challenge survey, 2014 23

List of tables

Table 1: Survey respondent by support role undertaken. Workload Challenge survey, 2014. 10

Table 2: "What type of school do you currently work in?" Workload Challenge survey, 2014. 11

Table 3: Most common unproductive work areas. “Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?” Workload Challenge survey, 2014 15

Table 4: Most common themes for solutions. “Send us your solutions and strategies for tackling workload – what works well in your school? What do you think should be done to tackle unnecessary workload – by government, schools or others?” Workload Challenge survey, 2014 22

Executive Summary

The Department for Education's online Workload Challenge consultation ran between 22 October and 21 November 2014. It asked three key open-ended questions:

1. Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?

2. Send us your solutions and strategies for tackling workload – what works well in your school?

3. What do you think should be done to tackle unnecessary workload – by government, by schools or by others?

A report was produced which presented analyses of an initial 10% sample (1,680) of consultation respondents, who answered all three questions.[1] This accompanying report presents the findings from the analyses of a sample of 120 responses from school support staff, the majority of which had a teaching and learning support role (61%). Where appropriate, these findings are compared with those of the initial dataset.

Key findings

Defining 'unnecessary and unproductive' tasks

Respondents in the sample of support staff often stated that the tasks they undertake are not 'unnecessary' or 'unproductive' but that the amount of work that is required within the time that they have is what creates the burden on their workload.

However, the main reasons for burden of workload according to these support staff were:

- Excessive level of detail (43%)

- Amount of duplication (23%).

Support staff seemed to be more concerned than all staff included in the initial 10% sample, with how poor communications can contribute to tasks becoming burdensome.

Key sources of unnecessary and unproductive workload according to the vast majority of support staff (86%) were school administration and management, followed by accountability (44%).

[1] Workload challenge: analysis of teacher responses (2015), DfE Research Report 445

There were three specific types of tasks that support staff most commonly stated were burdensome. These were:

1. Basic administrative and support tasks (45%)
2. Maintaining records (43%)
3. Recording, inputting, monitoring and analysing data (42%).

Arranging/ordering materials and resources was also a more substantial issue for support staff than for respondents in the initial dataset analysed (26% compared to 14%). Less important to support staff were issues around excessive depth and frequency of marking, detail and frequency of lesson/weekly planning, monitoring teaching and learning, staff meetings, continually setting and reviewing pupil targets and providing written evidence and reports for Governors/local authority.

Variation by school type

Comparing responses from primary and secondary schools, where school type was identified, the most commonly reported unnecessary and unproductive tasks were:

- For primary school support staff - maintaining records and recording, inputting monitoring and analysing data
- For secondary school support staff - basic administrative and support tasks and arranging/ordering materials and resources
- Implementing new initiatives, curriculum and qualification change appeared to be more of an issue for primary school support staff in terms of driving workload burden.

Key drivers

Respondents in the sample of support staff most commonly reported that the burden of their unnecessary workload was created by tasks set by senior leaders (48%), and policy change at a national level (30%).

Strategies and solutions

When asked for strategies to tackle unnecessary workload, of 114 responses, effective use of time and resources and changes in support were the most common responses among the sample of support staff:

- Effective use of time and resources appeared to be a more significant issue for support staff - half of those responding identified this type of solution, compared to one-quarter of all staff in the initial dataset

- In terms of changes in support, sharing the workload via employing more support staff and delegating some tasks to administrators were suggested, as well as allowing additional time for planning and preparation tasks.

Reflecting what was most commonly reported as burdensome tasks, the most common solutions suggested were:

- Reduce data inputting and analysis requirements (32% compared to 25% from the initial dataset)
- Improve teamwork across staff/departments/schools (22% compared to 9% from the initial dataset)
- Reduce frequency of curriculum/qualification/examination change (19% compared to 22% from the initial dataset).

Variation by school type

Support staff in primary schools were more likely to suggest:

- Reducing data inputting and analysis requirements
- Modifying marking requirements
- Reducing the frequency of curriculum/qualification/examination change
- Modifying planning requirements.

Conversely, secondary school support staff more commonly suggested:

- Improving teamwork across staff/departments/schools
- Improving IT systems
- Hiring additional administrative staff.

1. Introduction

The Workload Challenge consultation ran between 22 October and 21 November 2014. It used an online self-completion survey which was placed on the Times Educational Supplement (TES) website and was disseminated via the Department for Education and union websites, newsletters and social media.

CooperGibson Research was commissioned by the Department for Education to conduct qualitative coding and descriptive analysis of a sample of responses. A report was produced which presented analyses of a 10% sample (1,680) of all consultation respondents.[2] This accompanying report presents the findings from the analyses of a sample of responses from school support staff.

1.1 Methodology

The Workload Challenge survey asked three key open-ended consultation questions:

1. Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?

2. Send us your solutions and strategies for tackling workload – what works well in your school?

3. What do you think should be done to tackle unnecessary workload - by government, by schools or by others?

When reading and interpreting the results please note that respondents were self-selecting so the results should not be read as being representative of the overall school workforce.

The sample of support staff responses was coded using the same framework as used in the analysis of the 10% sample of all responses to allow comparison with the main findings. The coding framework can be found in Appendix 1. The analysis is presented in this report along with direct quotes which illustrate or exemplify the findings. Where respondents have noted what they thought to be useful or good practice, this is highlighted using shaded boxes.

The sample

A total of 1,005 support staff replied to the Workload Challenge. This analysis is based on the responses of 120 members of support staff. The majority of respondents to the Workload Challenge were teachers, and support staff formed 1% (17 respondents) of the

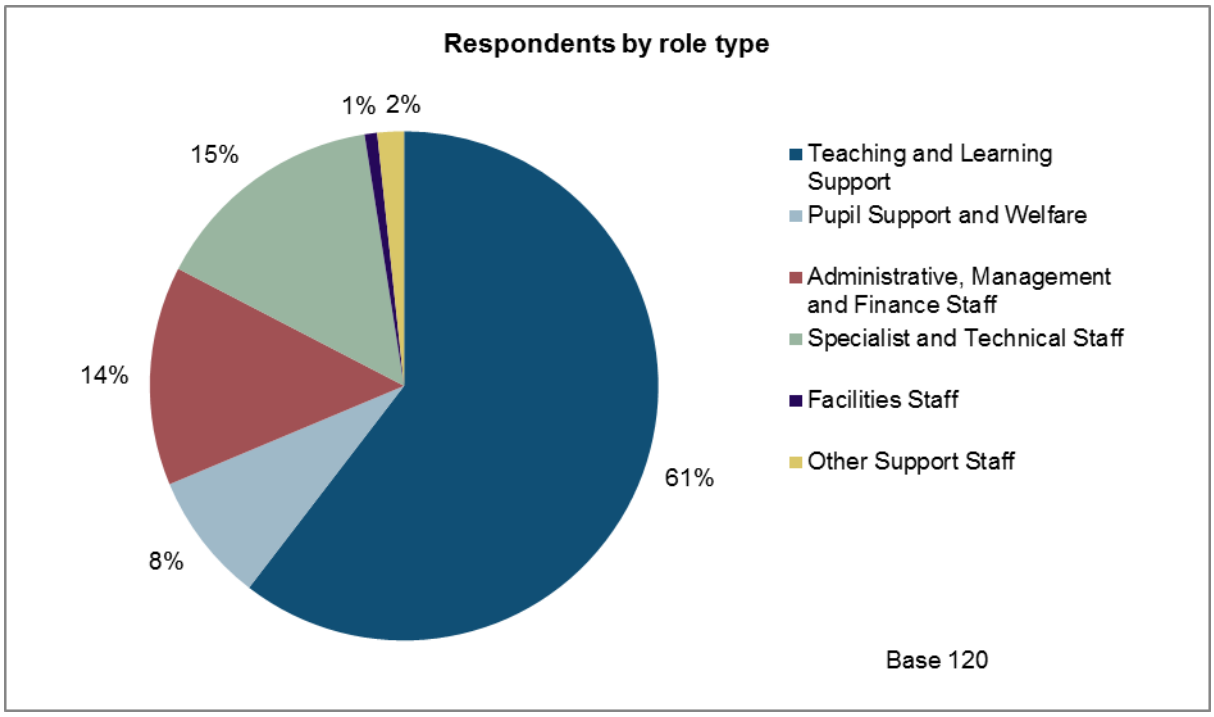
[2] Workload challenge: analysis of teacher responses (2015), DfE Research Report 445

initial sample. A larger sample of support staff has therefore been drawn so that their views can be analysed separately. An additional 103 responses from support staff were selected using a systematic sampling method and added to the initial dataset. As with the initial analysis, those who answered all three open-ended questions were sampled. The 17 support staff respondents included in the initial analysis for the main report have been included in the dataset analysed for this additional report (totalling 120 support staff). A full description of the initial sample analysed is provided in the main report.[3]

Respondent characteristics

Survey respondents were asked to select options that best described their main job role, and the type of school in which they worked. The types of support role that respondents undertook were coded using their job title according to six overarching categories. The majority of respondents had a teaching and learning support role (61%).

Figure 1: Survey respondent by type of support role undertaken. Workload challenge survey, 2014



* Percentages are rounded.

Using the job titles provided by respondents, the range of support staff roles under these overarching job categories can be seen in the table below.

[3] Workload challenge: analysis of teacher responses (2015), DfE Research Report 445: p.11

Table 1: Survey respondent by support role undertaken. Workload Challenge survey, 2014.

	Number of respondents in sample	Percentage of sample (base 120)
Teaching and Learning Support	**73**	**61%**
Teaching assistants (TAs)	28	23%
Higher level teaching assistants (HLTAs)	6	5%
Learning support assistants (for SEN/additional needs)	11	9%
Nursery nurses	2	2%
Early Years Professionals	2	2%
Cover supervisors	6	5%
Language support/EAL	6	5%
SEN co-ordinators	1	1%
Other SEN support staff	2	2%
Other learning support staff	9	8%
Pupil Support and Welfare	**10**	**8%**
Play workers	-	-
Learning mentors	2	2%
Midday supervisors	-	-
Careers advisers	-	-
School nurses	-	-
Welfare/family support/home-school liaison officers	1	1%
Other pupil support and welfare staff	7	6%
Administrative, Management and Finance Staff	**16**	**14%**
Administrative assistants	-	-
Secretaries	5	4%
School business managers	5	4%
Finance officers/managers	-	-
Examination officers	2	2%
Data managers/analysts	2	2%
Other admin, management or finance staff	2	2%
Specialist and Technical Staff	**18**	**15%**
Librarians/LRC managers	5	4%
Science technicians	7	6%
ICT technicians	3	3%
Craft, design & technology (CDT) technicians	-	-
Sports technicians	-	-
Food technicians	-	-
Other specialist/technical staff	3	3%

	Number of respondents in sample	Percentage of sample (base 120)
Facilities Staff	**1**	**1%**
Cleaning staff	1	1%
Catering staff/kitchen assistants/cooks	-	-
Catering managers	-	-
Premises managers	-	-
Caretakers	-	-
Other facilities staff	-	-
Other Support Staff	**2**	**2%**
Other support staff	2	2%
Base	120	

* Percentages are rounded.

It should be noted that for the school type, respondents were able to select more than one option, but they did not always do so. Therefore it was not always possible for example, to identify the type of academy that they worked in (e.g. primary or secondary).

Table 2: "What type of school do you currently work in?" Workload Challenge survey, 2014.

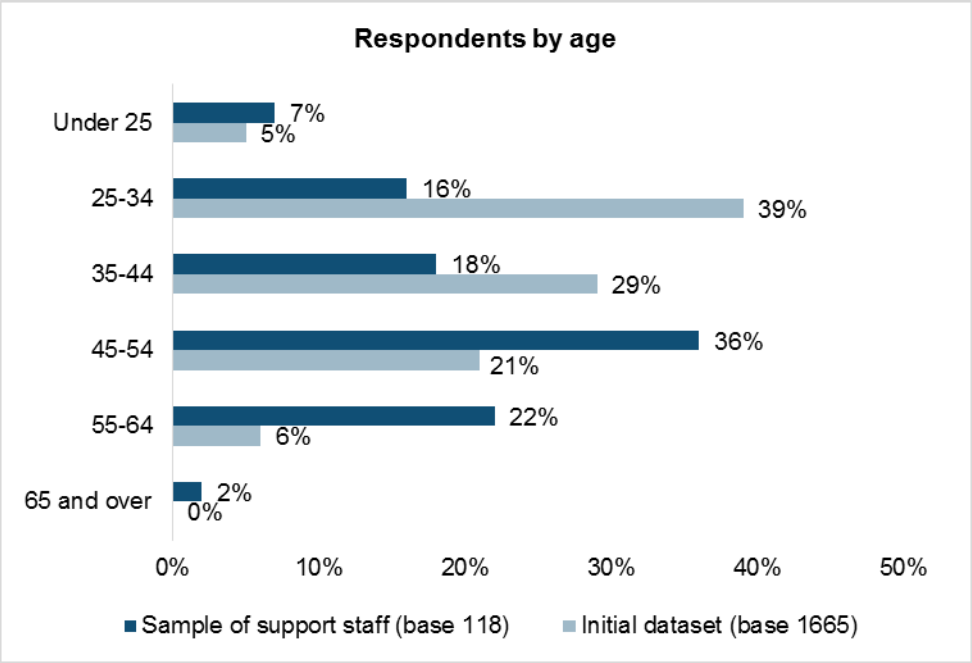
	Number of support staff responses	Percentage of sample (base 120)	Comparison to initial dataset (base 1,682)
Secondary	38	32%	25%
Academy	36	30%	38%
Primary	35	29%	36%
Maintained	8	7%	10%
Special schools	7	6%	2%
Early Years	3	3%	0%
Alternative provision	1	1%	1%
Free school	0	0%	0%
Base	120		

*Note that free schools and early years represent 0.4% each of the initial dataset sample. Those not responding are not included. Percentages are rounded and sum over 100 due to multiple responses.

Of the 119 sample respondents who indicated their gender, 91% were female and 9% were male. The proportion of female respondents is higher in the support staff sample in comparison to the overall sample of the initial dataset (79% female and 21% male).

Of the 118 respondents that indicated their age, 36% were aged between 45 and 54. The age profile of support staff was older than those indicating their age in the initial dataset (Figure 2).

Figure 2: "How old are you?" Workload challenge survey, 2014



*Note that 65 and over in the initial dataset represented 0.2% of the sample. Those not responding are not included. Percentages are rounded.

2. Unnecessary and Unproductive Tasks

This section provides the findings of the analysis of the qualitative responses from members of school support staff to the first open question of Workload Challenge survey, which asked what tasks respondents felt took up too much of their time. Respondents were asked to describe the tasks that they were required to carry out during their working day which they considered unnecessary and/or unproductive. The analysis was also able to explore to some extent what it was that made these tasks burdensome, where these tasks come from and any examples of good practice.

Throughout this section, examples of good practice are highlighted where survey respondents offered them as solutions or ideas of what worked well in their school in dealing with workload challenges.

2.1 Defining 'unnecessary and unproductive'

Respondents in the sample of support staff often stated that the tasks they undertake are not 'unnecessary' or 'unproductive' but that the amount of work that is required within the time that they have is what creates the burden on their workload.

> *I would say that none of my tasks are unnecessary or unproductive, just that there are too many of them for one person to complete to a reasonable standard.*
>
> *(Key Stage 5 Coordinator, Academy)*

The excessive level of detail (43%) and amount of duplication (23%) were attributed as the main reasons for the burden of workload among support staff. These findings reflected those of the initial dataset (although level of bureaucracy was not cited as much as in the main sample: 14% of support staff compared to 41%).

A greater proportion of support staff cited **poor communications** as the reason for tasks being burdensome than respondents in the overall initial dataset (14% compared to 2%), although support staff were less likely to experience an excessive number of staff meetings – see Figure 3.

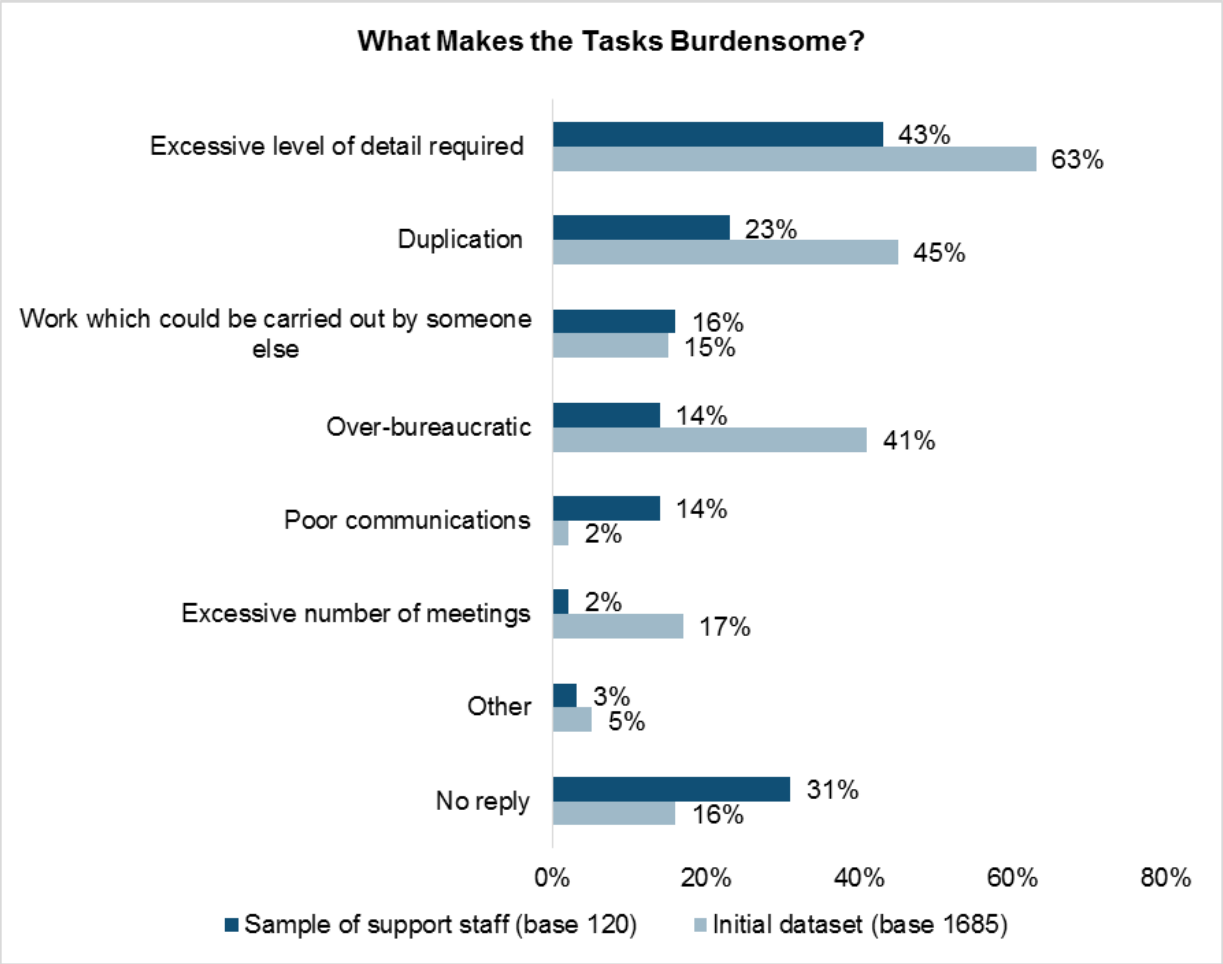
> *[I spend time] passing messages along from SLT to 'other' members of staff because they are too busy. Then acting as a go between…until a conclusion is reached.*
>
> (Cover Supervisor, Academy)

What works well

Communication is vital as it allows time to think and prepare. TA meetings that allow communication that links in with teaching staff meetings would be of an advantage.

(Teaching Assistant – Special Educational Needs, Primary)

Figure 3: What Makes the Tasks Burdensome? "Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?" Workload Challenge survey, 2014



*Note that percentages have been rounded.

2.2 Overall findings

The most frequently mentioned source of unnecessary and unproductive workload according to the vast majority of support staff (86%) was **school administration and management,** followed by **accountability** (44%). Tasks within lesson planning and policies, assessment and reporting administration – although the most common source of

workload burden among respondents of the overall initial dataset – were not as commonly cited among support staff (82% compared to 42% respectively).

The area of **pupil support** (12%)**,** along with school administration and management, also received a greater proportion of responses from support staff than those of respondents in the initial dataset.

The broad headings in Table 3 give overarching indications of the nature of tasks that support staff fulfil and perceive to be unnecessary and unproductive. They relate to a range of tasks that form the coding framework in Appendix 1.

Table 3: Most common unproductive work areas. "Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?" Workload Challenge survey, 2014

	Sample of support staff (base 102)	**Initial dataset (base 1645)**
School administration and management	86%	76%
Accountability	44%	73%
Lesson planning and policies, assessment and reporting administration	42%	82%
Pupil support	12%	10%
Behaviour management	10%	13%
Administrative planning and policies	5%	12%

*Note that those not responding are not included. Percentages are rounded. Base is number of respondents who gave at least one response across all categories.

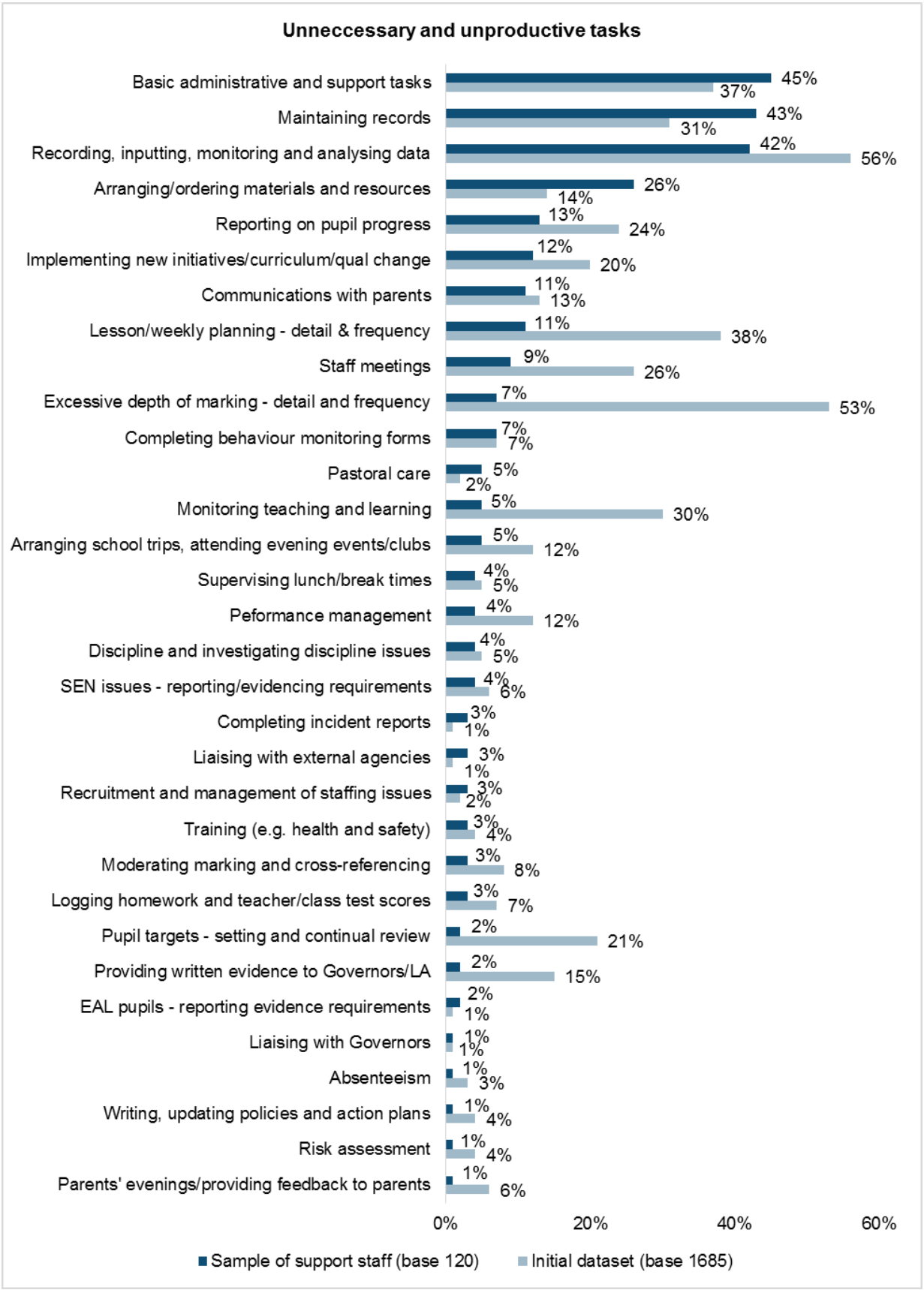
As Figure 4 shows below, there were three specific types of tasks that support staff most commonly stated were burdensome. These were:

1. Basic administrative and support tasks (45%)
2. Maintaining records (43%)
3. Recording, inputting, monitoring and analysing data (42%).

Arranging/ordering materials and resources was also a more substantial issue for support staff than for respondents in the initial dataset analysed (26% compared to 14%). Further commentary on these four areas of support staff workload is provided below.

In addition there were several tasks commonly reported in the initial dataset analysis that were **not** so important for respondents in the sample of support staff. These included excessive depth and frequency of marking, detail and frequency of lesson/weekly planning, monitoring teaching and learning, staff meetings, continually setting and reviewing pupil targets and providing written evidence and reports for Governors/local authority (see Figure 4).

Figure 4: Unnecessary and unproductive tasks. "Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?" Workload Challenge survey, 2014



*Note that those not responding have not been included. Percentages have been rounded.

Basic administrative and support task, maintaining records and **arranging/ordering materials and resources** were all categorised under the broad theme of school administration and management. Respondents in the sample of support staff reported having to undertake a wide range of tasks within these and often they appeared grouped together, reflecting the concern among respondents that the tasks were not 'unnecessary' in themselves, but the volume to attend to each day was impractical.

> *Photocopying teacher's worksheets, making booklets etc. for assessments and half termly tests. Washing up and tidying staff room. Preparing books for the day, sticking in learning objective and success criteria stickers for each of the core subjects. Preparing spelling lists… Preparing homework…Record incidents and my daily timetable. Record all children's assessments onto tracker system. Photo evidence of role play lessons and any other lesson that does not show written evidence in their books.*
>
> (HLTA, Primary)

Other respondents mentioned tasks such as 'removing staples from paper before it can be recycled', financial monitoring (e.g. managing funds for Universal Infant Free School Meals), maintaining content and correcting errors on school IT systems and social media content, exam invigilation, preparing assembly presentations, and cleaning.

> *Cleaning/general upkeep of classrooms especially outside learning classroom (EYFS) due to cuts to caretakers/cleaners hours/role. Often this task is not undertaken unless staff stay late (unpaid) resulting in some resources getting damaged and then having to be remade and replaced. At the start of each term at least one day is lost cleaning and preparing this area for the children to use, more if a 'big tidy up' was not undertaken at the end of the previous term*.
>
> (HLTA – EYFS, Primary)

What works well

In my particular role, when there are no lessons to cover I work as an acting office assistant and we have a system where staff can send me photocopying, laminating, binding or any other reprographics they need doing, which they don't have time to do themselves. This works really well as it relieves the teaching staff of those photocopy runs and it means I can complete their tasks during lesson time when the machines are usually free and available to use.

(Cover Supervisor, Secondary Academy)

Several respondents within the support staff sample stated that where problems occurred with basic administrative and support tasks it was because additional duties were given to them without re-assigning any of the existing workload that they were already required to undertake.

I am frequently asked by SMT or Head to take on extra tasks…(awards evening organisation, form tutor, attendance, assembly presentations for other staff)… without reducing the workload elsewhere. Hence having to put in extra unpaid hours to complete my own responsibilities as well as additional tasks. There is also the expectation to attend out of hours events without extra pay.

(Library Resource Centre Manager, Secondary)

The **recording, inputting, monitoring and analysing data** was categorised under the broad theme of accountability, and respondents from the sample of support staff reported that this included completing standard templates and forms, collecting paperwork against evidencing requirements (e.g. two references for all volunteers working in the school).

Paperwork recording EVERYTHING seems to be required. This takes about 6-12 hrs p/week that could be spent helping children. Doing practically ALL the admin, pastoral, academic, UCAS, enrichment support is my job - it's all necessary but we need more staff. We have an SLT team of about ten & they generate paperwork demands which are given to us…I have no time for breaks or lunch (I do break & lunch duty with the students) & work a minimum of 50 hrs [per week] - when I am contracted only to do 40.5 hrs. I am exhausted and the Head of 6th form can leave the building before I do most days.

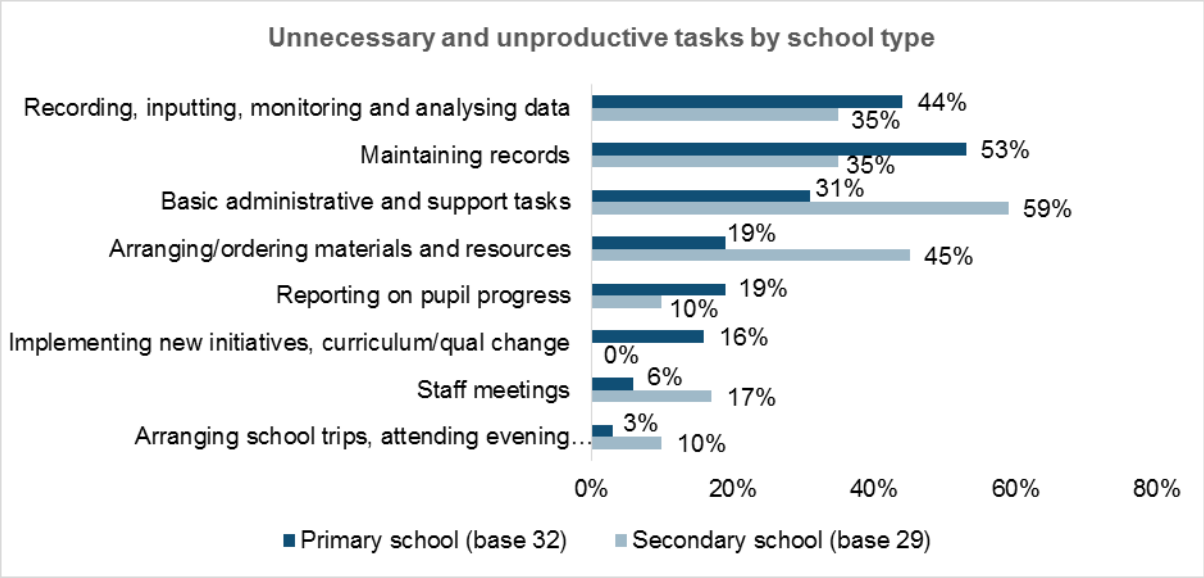
(Learning Mentor, Academy)

Respondents from the sample of support staff also noted that, in relation to the collation and recording of data, there was a large workload involved in updating pupil tracking systems and IT software to reflect any policy changes at national as well as school level.

2.3 Variation across school type

Analysis by school type is less detailed as respondents from academies, for example, did not identify the type of academy (e.g. primary, secondary) in which they worked; and only a small number of special schools (7) and early years settings (3) were included in the sample of support staff. No free schools were included due to the low frequency of these in the sample. The chart below compares responses from staff in primary and secondary schools.

Figure 5: "Tell us about the unnecessary and unproductive tasks which take up too much of your time. What type of school do you currently work in?" Workload Challenge survey, 2014 (Sample of support staff, base = 102 respondents)



* Note that those not responding are not included. Percentages are rounded

Basic administrative and support tasks were reported to be most an important issue among secondary support staff, as well as **arranging/ordering materials and resources**, whereas **maintaining records** and **recording, inputting monitoring and analysing data** were more frequently noted by members of support staff in primary schools.

Notably, 16% of support staff in the sample from primary schools reported implementing new initiatives, curriculum and qualification change as driving workload burden, compared with none from secondary schools.

2.4 Origins of burdensome workload

Respondents in the sample of support staff most commonly reported that the burden of their unnecessary workload was created by **tasks set by senior leaders** (48%), and **policy change at a national level** (30%).

Accountability/perceived pressures of Ofsted (28%), policies at local and school level, and lack of capacity (18%) were also reported to be key drivers of workload by members of support staff.

3. Solutions and Strategies for Tackling Workload Issues

Respondents to the Workload Challenge survey were asked to make suggestions of:

- Any solutions and strategies for tackling workload: examples of what works in their school
- What should be done to tackle unnecessary workload by the government, schools and others.

The questions were again designed as open text response and have been coded to allow quantitative and comparative analysis. Since the questions allowed open response, the coding was designed to allow multiple selection of potential solutions. The responses to these two questions were often very similar in the nature and as such, the coding framework was designed to encompass all responses under a broad theme of 'solutions' and including seven broad categories:

- Communications
- Support
- Effective use of time and resources
- ICT
- Professionalism
- Curriculum and qualifications
- Accountability.

The following analyses will explore the detail under these broad categories as well as the prevalence of responses against the categories themselves.

3.1 Key overarching solutions

The key solutions are grouped under the following themes (identified in the coding framework in Appendix 1). Of all responses (114 responses) to the two questions around solutions and ways forward, **effective use of time and resources** and **changes in support** offered were most common among the sample of support staff (see Table 4). Most noteworthy, responses within the broad category of effective use of time and resources were reported by 52% of the support staff sample, compared to 25% of initial dataset. References to changes in support covered a range of solutions. A common response was the need to increase funding and allow more support staff to be employed

(including improved retention of staff), therefore sharing the workload more widely. Support staff also felt that some of the administrative tasks could be taken on by existing or new administrative staff and that additional time could be allowed, as with teachers who have PPA time, for planning and preparation tasks.

Other suggestions were around improving special educational needs funding (allowing more support to be in place), improving the process for statementing (thereby reducing the time taken to go through the process and put additional support in place for pupils) and greater use of external professionals (e.g. speech therapists) to provide specialist support .

Table 4: Most common themes for solutions. "Send us your solutions and strategies for tackling workload – what works well in your school? What do you think should be done to tackle unnecessary workload – by government, schools or others?" Workload Challenge survey, 2014

	Sample of support staff (base 114)	Initial dataset (base 1630)
Effective use of time and resources	52%	25%
Support	41%	34%
Accountability	36%	40%
Communications	25%	19%
Curriculum and qualifications	19%	14%
Professionalism	17%	24%
ICT	13%	6%

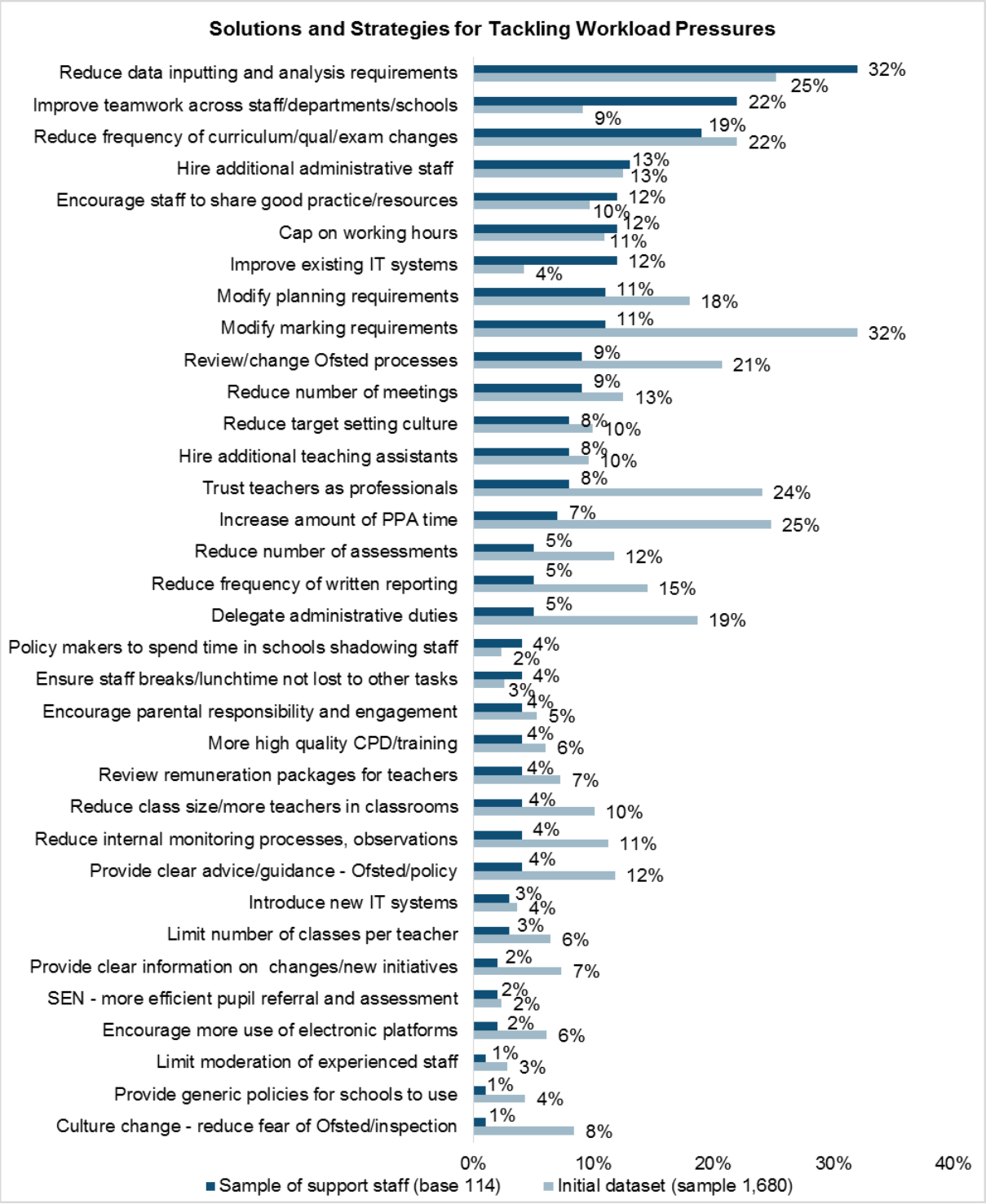
*Note: percentages are rounded. Those not responding are not included. Base shows number of respondents who gave at least one response across all categories.

3.2 Specific solutions

The range of suggested solutions and proportion of respondents from the support staff sample suggesting these solutions are set out below. In line with what respondents thought were the most overly burdensome tasks, the most common solutions they suggested were:

- Reduce data inputting and analysis requirements (32% compared to 25% from the initial dataset)
- Improve teamwork across staff/departments/schools (22% compared to 9% from the initial dataset)
- Reduce frequency of curriculum/qualification/examination change (19% compared to 22% from the initial dataset).

Figure 6: "Send us your solutions and strategies for tackling workload – what works well in your school? What do you think should be done to tackle unnecessary workload – by government, schools or others?" Workload Challenge survey, 2014



*Note: percentages are rounded. Those not responding are not included.

[4] For a full description of the solutions in the chart above, refer to the coding framework under questions 2 and 3 which can be found in Appendix 1.

In comparison to the initial dataset, the respondents from the support staff sample more commonly suggested two areas of change, specifically:

- Improve teamwork across staff/departments/schools (22% compared to 9% from the initial dataset)
- Improve existing IT systems (12% compared to 4% from the initial dataset).

For **improving teamwork**, respondents from the support staff sample referred to the experience available among non-teaching staff to offer valuable insight to inform broader school/staff decisions, highlighting the need to involve support staff in meetings and regular communications. Others emphasised the importance of face-to-face communication between staff members rather than emails, to ensure that messages are not misunderstood and to reduce the risk of errors being made in tasks set.

In relation to this need for improved teamwork was a sense that members of support staff wished to see these roles better recognised and valued by other colleagues within the school.

> *Support staff are often the ones to go unnoticed, but the ones who keep the school running on a daily basis.*
>
> (Deputy Special Educational Needs Coordinator, Academy)

In terms of **improving IT systems**, respondents from the sample of support staff stated that they used 'outdated equipment' that needed renewing, that teaching staff required training in using IT equipment and software and that changes in national and local or school-based policy created an administrative burden when having to translate those changes across to IT systems.

> *I would recommend that leadership and middle leaders analyse the spare capacity first before implementing anything new (ICT) and if there isn't any spare capacity in their teams then they can't implement it.*
>
> (IT Administrator, Secondary)

Others suggested more streamlined use of ICT to improve various aspects of support staff tasks, particularly administrative tasks such as creating standard templates for communications with parents.

3.3 Variation by school type[5]

Comparison between support staff respondents from primary and secondary schools reveals that secondary school support staff more commonly suggested improving teamwork across staff/departments/schools (28% compared with 15%), improving IT systems (19% compared with 3%) and hiring additional administrative staff (17% compared with 9% in primary schools).

Conversely, support staff in primary schools were more likely to suggest reducing data inputting and analysis requirements (44% compared with 19%), modifying marking requirements (27% compared with 8%), reducing the frequency of curriculum/qualification/examination change (27% compared with 11%) and modifying planning requirements (24% compared with 3%).

[5] Note that the categorisation of type of school was provided by respondents. They were able to select all options that apply. However, many only selected academy and did not give an indication of whether they were in a primary or secondary school. The base for this analysis was the number of respondents rather than number of responses to allow more meaningful comparison across school type.

Appendix 1: Coding Framework

QUESTION 1a: Tell us about the unnecessary and unproductive tasks which take up too much of your time.

1. **Accountability / providing evidence e.g. for inspection**
   a. Recording, inputting, monitoring and analysing data
   b. Providing written evidence and reports (to Governors/LA)
   c. Liaising with Governors
   d. Monitoring teaching and learning (incl. observation)
   e. Pressures on 'Requires Improvement' schools to provide additional evidence
   f. Pressures on newly qualified teachers to provide evidence

2. **School administration and management**
   a. Maintaining records
   b. Absenteeism (including chasing absenteeism and contacting parents)
   c. Communications with parents (e.g. queries, complaints)
   d. Basic administrative and support tasks
   e. Supervising lunch/break times
   f. Arranging school trips, attending/running evening events/clubs
   g. Arranging/ordering materials and resources
   h. Liaising with external agencies
   i. Performance management
   j. Staff meetings
   k. Recruitment and management of staffing issues

3. **Administrative planning and policies**
   a. Writing, updating policies and action plans
   b. Working within policy remits and completing paperwork (incl writing local offer)
   c. Risk assessment
   d. Training (e.g. health and safety)

4. **Lesson planning, assessment and reporting administration**
   a. Lesson/weekly planning – detail & frequency required
   b. Curriculum and qualification change/implementing new initiatives
   c. Pupil targets – setting & continual review (incl target culture)
   d. Excessive/depth of marking – detail and frequency required
   e. Reporting on pupil progress
   f. Parents' evenings and providing feedback to parents
   g. Moderating marking and cross referencing
   h. Logging homework and teacher/class test scores

5. **Behaviour management**
    a. Discipline and investigating discipline issues
    b. Reporting / managing detentions
    c. Completing behaviour monitoring forms for class/school

6. **Pupil support**
    a. Pastoral care
    b. Completing incident reports
    c. SEN issues – referrals/liaison with external agencies/ meetings
    d. SEN issues – reporting/evidencing requirements
    e. EAL pupils – reporting evidence requirements

QUESTION 1b. What makes them burdensome?

1. Excessive level of detail required
2. Over-bureaucratic (e.g. requirement to fill in standard template)
3. Duplication (e.g. same information in different forms)
4. Excessive number of meetings
5. Work which could be carried out by someone else (e.g. non-teaching staff/admin staff)
6. Poor communications
7. Other

QUESTION 1c: Where do these come from?

1. Government - national policy change (e.g. new curriculum)
2. Policies (local, school)
3. Ofqual (new qualifications/examinations)
4. Accountability / pressures of Ofsted
5. Requirement for individualised learning and differentiation
6. Requirement for school improvement
7. Tasks set by leaders/middle leaders
8. Lack of capacity
9. Employer (e.g. local authority / academy trust)
10. Other agencies
11. Funding requirements

QUESTION 2: Send us your solutions and strategies for tackling workload – what works well in your school? QUESTION 3: What do you think should be done to tackle unnecessary workload - by government, by schools or by others?

These two questions have been combined for the coding since they have very similar responses around solutions. Good practice examples have been noted separately.

1. **Communications**
   a. Provide clear advice/guidance – Ofsted requirements, policy/curriculum/qualification changes
   b. Encourage staff to share good practice/resources (within school)
   c. Publicise good practice/positive examples of teacher achievements
   d. Provide clear information on policy changes/new initiatives
   e. Encourage parental responsibility and engagement
   f. Provide generic policies for schools to use
   g. Policy makers to spend time in schools shadowing staff

2. **Support (including time and resources)**
   h. Hire additional teaching assistants (incl funding for this)
   i. Hire additional administrative staff (incl funding for this)
   j. Delegate administrative duties
   k. Increase amount of PPA time allocated to each teacher
   l. Reduce class size / more teachers in classrooms
   m. Limit number of classes per teacher
   n. Ensure staff breaks/lunchtime are not lost to other tasks
   o. Cap on working hours

3. **Efficiency**
   a. Reduce number of meetings
   b. Reduce data inputting and analysis requirements
   c. Improve teamwork across staff/departments/schools
   d. More efficient pupil referral and assessment processes (SEN)

4. **ICT**
   e. Improve existing IT systems
   f. Introduce new IT systems – e.g. use of specialist software
   Encourage more use of electronic platforms for monitoring/marking/assessment

5. **Professionalism**
   a. Trust teachers as professionals
   b. Culture change - reduce fear of Ofsted/inspection processes
   c. More high quality CPD/training (incl workload management, expectations)
   d. Review remuneration packages for teachers

6. **Curriculum and qualifications**
    a. Reduce frequency of curriculum/qualification/examination changes

7. **Accountability**
    a. Review/change Ofsted processes
    b. Modify marking requirements
    c. Modify planning requirements
    d. Reduce frequency of written reporting
    e. Reduce number of assessments
    f. Reduce target setting culture
    g. Reduce internal monitoring processes, observations
    h. Limit moderation of experienced staff

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