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Organisation for Economic Co-operation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2018

Headteacher Questionnaire

Key Stages 1 and 2

Main Survey Version
English, UK Spelling

National Project by: Department for Education with FFT Education Ltd and UCL, Institute of Education
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International Project Consortium

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands and Germany

Australian Council for Educational Research (ACER), Australia

Statistics Canada, Canada

About TALIS 2018

The third Teaching and Learning International Survey (TALIS 2018) is an international survey that offers the opportunity for teachers and headteachers to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD). England, along with more than 40 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School headteachers and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and, for example, by the type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and any individual may withdraw at any time.

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the headteacher of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 45 to 60 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- Please return your completed questionnaire by **30th April 2018** to the National Centre: TALIS National Centre, FFT Education Ltd, 1st Floor, 11 Tufton Street, London, SW1P 3QB.
- If in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by contacting the helpdesk on 020 3761 6959 or by emailing talis@fft.org.uk, or visit www.talis2018.org.uk.

Thank you very much for your participation!

Personal Background Information

These questions are about you, your education and your position as school headteacher. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you female or male?

Please mark one choice.

☐₁ Female

☐₂ Male

2. How old are you?

Please write a number.

Years

3. What is the highest level of formal education you have completed?

Please mark one choice.

☐₁ GCE A levels or below, or equivalent

☐₂ HNC, HND, NVQ at level 4+, Foundation Degree or equivalent

☐₃ Bachelor's Degree

☐₄ Master's Degree

☐₅ Doctorate

4. How many years of experience do you have, regardless of whether you worked full-time or part-time?

Do not include any extended periods of leave such as maternity/paternity leave.

Please write a number in each row. Write 0 (zero) if none.

Please round up to whole years.

a) Year(s) working as a headteacher at this school

b) Year(s) working as a headteacher in total

c) Year(s) working in other school management roles (do not include years working as a headteacher)

d) Year(s) working as a teacher in total (include any years of teaching)

e) Year(s) working in other jobs

5. What is your current employment status as a headteacher, in terms of working hours?

Please mark one choice.

- ☐₁ Full-time (more than 90% of full-time hours) without teaching obligation
- ☐₂ Full-time (more than 90% of full-time hours) with teaching obligation
- ☐₃ Part-time (up to 90% of full-time hours) without teaching obligation
- ☐₄ Part-time (up to 90% of full-time hours) with teaching obligation

6. Did the formal education or training you completed include the following and, if yes, was this before or after you took up a position as headteacher?

Please mark one choice in each row.

	Before	After	Before and after	Never
a) School administration or headteacher training programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher training/education programme or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) National Professional Qualification for Headship (NPQH) programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Postgraduate qualification in education leadership/management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7. During the last 12 months, did you participate in any of the following professional development activities aimed at you as a headteacher?

Professional development is defined as activities that aim to develop an individual's professional skills, knowledge and expertise.

Please mark one choice in each row.

	Yes	No
a) Courses/seminars about subject matter, teaching methods or pedagogical topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Courses/seminars about leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Courses/seminars attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Online courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Education conferences where teachers, headteachers and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Formal qualification programme (e.g. a degree programme)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Peer and/or self-observation and coaching as part of a formal arrangement .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Participation in a network of headteachers formed specifically for the professional development of headteachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Reading professional literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

8. For each of the areas listed below, please indicate the extent to which you currently need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of new developments in leadership research and theory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Knowledge and understanding of current national/local policies on education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Using data for improving the quality of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Designing the school curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Designing professional development for/with teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Observing classroom instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Providing effective feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Developing collaboration among teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Human resource management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Financial management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Mentoring/coaching skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Using academic research evidence to improve teaching effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

9. How strongly do you agree or disagree that the following present barriers to your participation in professional development?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the pre-requisites (e.g. qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional development is too expensive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I do not have time because of family responsibilities. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional development offered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) There are no incentives for participating in professional development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

10. Which best describes this school's location?

Please mark one choice.

- ☐₁ Hamlet or rural area (1,000 people or fewer)
- ☐₂ Village (1,001 to 3,000 people)
- ☐₃ Small town (3,001 to 15,000 people)
- ☐₄ Town (15,001 to 100,000 people)
- ☐₅ City (100,001 to 1,000,000 people)
- ☐₆ Large city (more than 1,000,000 people)

11. About what percentage of this school's total funding for a typical school year comes from the following sources?

Please enter a number in each row.

Write 0 (zero) if none.

- a) Central or local government (including departments, municipal, local, regional, state, national and supranational levels)
- b) Student fees or school charges paid by parents or guardians
- c) Benefactors, donations, bequests, sponsorships, parent/guardian fundraising
- d) Other

12. Is this school publicly- or privately-managed?

Please mark one choice.

- ☐₁ Publicly-managed

This is a school managed by a local education or government authority; e.g. community, foundation, VA and VC schools.

- ☐₂ Privately-managed

This is a school managed by a non-government organisation; e.g. academies, free schools, studio schools and independent schools.

13. For each type of position listed below, please indicate the number of staff (head count) currently working in this school.

Staff may fall into multiple categories.

Please write a number in each row. Write 0 (zero) if none.

- a) Teachers, irrespective of the year groups/ages they teach
Those whose main professional activity at this school is the provision of instruction to students
- b) Personnel for pedagogical support, irrespective of the year groups/ages they support
Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists and nurses
- c) School administrative personnel
Including receptionists, secretaries, and administration assistants
- d) School management personnel
Including headteachers, deputy/assistant headteachers, and other management staff whose main activity is management
- e) Other staff

14. Please indicate the number of staff (head count) in this school for each of the categories below.

Include part-time staff and staff that began work during the year.

Count any staff member for any reason, including retirement, maternity/paternity leave, and temporary teaching.

	0	1-5	6-10	11-15	16 or more
a) Teachers who began work at this school during the last 12 months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teachers who permanently left this school during the last 12 months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teachers absent for the most recent Tuesday that school was in session	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

15. Are the following key stages and/or programmes taught in this school and, if yes, are there other schools in the area that compete for students at that level and/or programme?

Please indicate 'Yes' or 'No' in part (A) for each of the levels and/or programmes listed below.

If 'Yes' in part (A), please indicate in part (B) the number of other schools in this area that compete for students.

	(A) Level/programme taught		(B) Competition		
	Yes	No	Two or more other schools	One other school	No other schools
a) Nursery/reception (ages 2-5)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Primary (ages 5-11)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Key Stage 3 (ages 11-14)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Key Stage 4 (ages 14-16) general education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Key Stage 4 (ages 14-16) vocational or technical education programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

16. What is the current school enrolment, i.e. the number of students of all year groups/ages in this school?

Please write a number.

Students

17. Please estimate the broad percentage of Key Stage 1 and 2 students in this school who have the following characteristics.

'Special needs' students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

'Socio-economically disadvantaged homes' refers to homes with children eligible for Free School Meals

A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.

Students may fall into multiple categories.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	More than 60%
a) Students whose first language is not English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students from socio-economically disadvantaged homes (eligible for Free School Meals)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Students who are immigrants or with migrant background	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

School Leadership

18. Does this school have a school management team?

"School management team" refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.

Please mark one choice.

☐₁ Yes

☐₂ No → Please go to Question 20.

19. Are the following currently represented on the school management team?

Please mark one choice in each row.

	Yes	No	Not applicable
a) Headteacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Deputy or assistant headteachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) School business manager/bursar/financial manager	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Department heads or heads of year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) School governing body	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Special Educational Needs Co-ordinator (SENco)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

20. Regarding this school, who has a significant responsibility for the following tasks?

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

	Head- teacher	Other members of the school manage- ment team	Teachers (not as a part of the school manage- ment team)	School governing body	Local, regional or national authority or multi- academy trust
a) Appointing or hiring teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Dismissing or suspending teachers from employment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Establishing teachers' starting salaries, including setting pay scales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Establishing student disciplinary policies and procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Establishing student assessment policies, including national/local assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Choosing which learning materials are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Determining course content, including national/local curricula	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

21. On average throughout the school year, what percentage of time in your role as a headteacher do you spend on the following tasks in this school?

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

- | | | | |
|----|---|----------|--|
| a) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Administrative tasks and meetings
<i>Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from local or national education officials</i> |
| b) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Leadership tasks and meetings
<i>Including strategic planning, leadership and management activities such as developing school improvement plans, and human resource and personnel issues such as hiring staff</i> |
| c) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Curriculum and teaching-related tasks and meetings
<i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development</i> |
| d) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Student interactions
<i>Including counselling and conversations outside structured learning activities, discipline</i> |
| e) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Parent or guardian interactions
<i>Including formal and informal interactions</i> |
| f) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Interactions with local and regional community, business and industry |
| g) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Other |
| | 100 | % | Total |

22. Please indicate how frequently you engaged in the following activities in this school during the last 12 months.

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I observed instruction in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I provided feedback to teachers based on my observations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I took action to support co-operation among teachers to develop new teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I took action to ensure that teachers take responsibility for improving their teaching skills. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I took action to ensure that teachers feel responsible for their students' learning outcomes. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I provided parents or guardians with information on the school and student performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I reviewed school administrative procedures and reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I resolved problems with the lesson timetable in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I collaborated with headteachers from other schools on challenging work tasks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I worked on a professional development plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Formal Appraisal

In this section, 'appraisal' is defined as when a teacher's work is reviewed by the headteacher, an external inspector or by the teacher's colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).

23. On average, how often is each teacher formally appraised in this school by the following people?

Please mark one choice in each row.

If none of the response choices reflect this school's situation, please choose the one that is closest to it.

	Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
a) The Headteacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Other members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Assigned mentors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Teachers (who are not part of the school management team)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) External individuals or bodies (e.g. inspectors, LA/MAT representatives, or other persons from outside the school) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

If you answered 'Never' to all of the above → Please go to Question 26.

24. Who uses the following types of information as part of the formal appraisal of teachers' work in this school?

Please mark as many choices as appropriate in each row.

	External individuals or bodies	The Head- teacher	Member(s) of the school manage- ment team	Assigned mentors	Other teachers (not a part of the school manage- ment team)	Not used in this school
a) Observations of classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student survey responses related to teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessments of teachers' content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Review of students' national test scores	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessments of teachers' work (e.g. presentation of a portfolio assessment, analysis of teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

25. Please indicate the frequency that each of the following occurs in this school following a formal teacher appraisal.

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always
a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A development or training plan is developed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Material sanctions such as reduced annual increases in pay are imposed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load, administrative/managerial responsibilities or mentor responsibilities).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) An increase in a teacher's salary or a payment of a financial bonus.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) A change in the likelihood of a teacher's career advancement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Dismissal or non-renewal of contract.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

26. How strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) This school provides staff with opportunities to participate actively in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) This school provides parents or guardians with opportunities to participate actively in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) This school provides students with opportunities to participate actively in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is a collaborative school culture which is characterised by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The school staff share a common set of beliefs about teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The school staff enforces rules for student behaviour consistently throughout the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teachers and students usually get on well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. To what extent do the following statements apply to this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers understand the school's curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers succeed in implementing the school's curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers hold high expectations for student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Parents or guardians support student achievement. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Parents or guardians are involved in school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students have a desire to do well in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The school co-operates with the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

28. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) This school quickly identifies the need to do things differently.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) This school quickly responds to changes when needed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) This school readily accepts new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) This school makes assistance readily available for the development of new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

29. To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Shortage of qualified teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Shortage of vocational teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of digital technology for instruction (e.g. software, computers, tablets, smart boards)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of instructional space (e.g. classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage of teachers with competence in teaching students in a multicultural or multilingual setting ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage of teachers with competence in teaching students from socio-economically disadvantaged homes (students eligible for Free School Meals)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of necessary materials to train vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Shortage or inadequacy of time for instructional leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Shortage or inadequacy of time with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. In this school, how often do the following occur amongst students?

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily
a) Vandalism and theft	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Intimidation or bullying among students (or other forms of verbal abuse)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Physical injury caused by violence among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Use/possession of drugs and/or alcohol in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) A student or parent/guardian reports postings of hurtful information on the Internet about students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, social media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Induction and Mentoring

The following section includes questions on induction and mentoring.

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school, and they are either organised in formal, structured programmes or informally arranged as separate activities.

'Mentoring' is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

31. Do new teachers at this school have access to induction activities?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) There is a <u>formal</u> induction programme for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) There are <u>informal</u> induction activities for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to a) and b) → Please go to Question 34.

If you answered 'No' to only a) → Please go to Question 33.

32. Which teachers at this school are offered a formal induction programme?

Please mark one choice.

- ☐₁ All teachers who are new to this school
- ☐₂ Only teachers new to teaching

33. Which of the following provisions are included in teacher induction at this school?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Courses/seminars attended in person | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Online courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Online activities (e.g. virtual communities) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Planned meetings with headteacher and/or experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Supervision by headteacher and/or experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Networking/collaboration with other new teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Team teaching with experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Portfolios/diaries/journals | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Reduced teaching load | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) General/administrative introduction | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

34. Do teachers at this school have access to a mentoring programme?

Please mark one choice.

- ☐₁ Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access.
- ☐₂ Yes, all teachers who are new to this school have access.
- ☐₃ Yes, all teachers at this school have access.
- ☐₄ No, at present there is no access to a mentoring programme for teachers in this school.
→ **Please go to Question 37.**

35. Is/Are the mentor's main subject field(s) the same as that of the teacher being mentored?

Please mark one choice.

- ☐₁ Yes, most of the time.
- ☐₂ Yes, sometimes.
- ☐₃ No, rarely or never.

36. How would you generally rate the importance of mentoring for teachers and schools?

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) To improve teachers' pedagogical competence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) To strengthen teachers' professional identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) To improve teachers' collaboration with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) To support less experienced teachers in their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) To expand teachers' main subject(s) knowledge ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) To improve students' general performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Schooling in Diverse Environments

The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity.

'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity it refers most notably to cultural or ethnic backgrounds.

37. Does this school include students of more than one cultural or ethnic background?

Please mark one choice.

☐₁ Yes

☐₂ No → Please go to Question 39.

38. In this school, are the following policies and practices in relation to diversity implemented?

Please mark one choice in each row.

	Yes	No
a) Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Organising multicultural events (e.g. cultural diversity day)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Teaching students how to deal with ethnic and cultural discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Adopting teaching and learning practices that integrate global issues throughout the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

39. In this school, are the following policies and practices implemented?

Please mark one choice in each row.

	Yes	No
a) Teaching students to be inclusive of different socio-economic backgrounds ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Explicit policies against gender discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Explicit policies against socio-economic discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Additional support for students from disadvantaged backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

40. In your view, approximately how many teachers in this school would agree with the following statements?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) It is important to be responsive to differences in students' cultural backgrounds.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Respecting other cultures is something that children and young people should learn as early as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Children and young people should learn that people of different cultures have a lot in common.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

41. In your view, approximately how many teachers in this school would agree with the following statements?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) Schools should encourage students from different socio-economic backgrounds to work together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students should learn how to avoid gender discrimination.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It is important to treat female and male students equally.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It is important to treat students from all socio-economic backgrounds in the same manner.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Job Satisfaction

42. For how many more years do you want to continue to work as a headteacher?

Please write a number.

Years

43. Thinking about your job at this school, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Having too much teacher appraisal and feedback work to do	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Having too much administrative work to do (e.g. filling out forms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Having extra duties due to absent school staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Being held responsible for students' achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Maintaining school discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Keeping up with changing requirements from local, regional or national authority or multi-academy trust ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Accommodating students with special educational needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

44. We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The advantages of this profession clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) If I could decide again, I would still choose this job/position.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I would like to change to another school if that were possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I regret that I decided to become a headteacher. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I would recommend this school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I think that the teaching profession is valued in society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

45. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am satisfied with the salary I receive from my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Apart from my salary, I am satisfied with the terms of my headteacher contract/employment (e.g. benefits, work schedule).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am satisfied with the support that I receive from the staff in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I need more support from the local, regional or national authority or multi-academy trust.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I cannot influence decisions that are important for my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

National Questions

46. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teacher turnover is very high at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I do not have the autonomy I need to do a good job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Headteachers are underpaid compared to leaders in other professions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My own pay is fair given my performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My workload is unmanageable.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) It is difficult to dismiss staff members with poor teaching skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I have good opportunities to further progress my career should I wish to do so.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I get the support/guidance I need to help me do my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I am able to financially reward teaching staff who perform well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The school's performance management system enables me to improve teacher quality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I am able to recruit the teachers I need for my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) I am satisfied with the amount of professional development I receive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. How strongly do you agree or disagree with the following statements about school-to-school collaboration?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My school works in partnership with other schools.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Partnerships with other school(s) are an important driver of my school's success.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Most school partnerships are a waste of time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My school competes with other local schools for students and resources.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

48. Which of the following types of collaborative activities has your school engaged in with other schools over the last year?

Please mark all that apply.

- ☐ Meetings to plan collaborative activities
- ☐ Lesson observations in other schools
- ☐ Joint professional development with other schools
- ☐ Sharing teaching materials with other schools
- ☐ Secondment of teachers or leaders into other schools
- ☐ Collaboration related to staff recruitment
- ☐ Collaboration related to initial teacher training (ITT)
- ☐ Reviews of school governance
- ☐ Partnership between independent and state schools
- ☐ Other collaborative activities with other schools
- ☐ None

49. Do you have an executive headteacher working over you?

Please mark one choice.

- ☐ Yes
- ☐ No

50. Are you yourself the headteacher of two or more schools?

Please mark one choice.

- ☐ Yes
- ☐ No

51. In your most recent full working week, approximately how many hours did you spend in total on school management, staff supervision, interacting with other teachers, teaching and on other tasks related to your job at this school?

Please include tasks that took place during weekends, evenings or other out-of-school hours.

Round to the nearest half hour. As an example, three and a half hours would be recorded as 3.5.

Hours

52. Data linking consent

The Department for Education (DfE) would like to link your responses to this survey with other information about you which it already holds or to which it is lawfully permitted access. Your survey response and linked information would be anonymised and processed by DfE, or contractors working on its behalf, for the sole purposes of education research.

This would enable more detailed analysis than would otherwise be possible of topics such as teachers' careers and retention. DfE and any organisation granted access to the data will hold it securely and not publish, share, or otherwise disclose information which identifies or makes it possible to identify any individual or school participating in the survey. Please confirm whether you consent for your survey response to be linked in this way:

Please mark one choice.

- ☐₁ Yes, I consent to the use of my information described above
- ☐₂ No, I do not consent to the use of my information described above

53. Permission to re-contact

DfE, or a contractor working on its behalf, may also wish to contact you again during the next 18 months to invite you to take part in other education research studies. (Please note that, if contacted, you will be under no obligation to take part). Your details would not be shared with any other third parties.

May we use your contact details for this purpose?

Please mark one choice.

- ☐₁ Yes, DfE or its approved contractor may contact me regarding further research
- ☐₂ No

54. How strongly do you agree or disagree with the following statements on part-time and flexible working?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The school management team are supportive of part-time and flexible working for teachers who require it..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use of part-time teachers creates difficulties with co-ordination and continuity of teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Offering part-time and flexible working arrangements can help to attract and retain effective teachers.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I would feel comfortable requesting part-time or flexible working arrangements if I needed to.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your participation!