



Department
for Education

College staff survey 2018

Technical report

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1. Survey methodology

This technical report accompanies the College Staff Survey 2018 research report.¹ Kantar Public working with RCU were commissioned to deliver the survey by the Department for Education in 2018, to improve the workforce data held by DfE on teachers and leaders in general and specialist Further Education (FE) colleges in England; provide insights into the experience, qualifications and expectations of FE teachers and leaders in general and specialist FE colleges; and provide insights into churn within the sector. The research was overseen by an advisory board, consisting of representatives from the sector.²

Methodology

The College Staff Survey 2018 comprised of three component surveys which were administered via general and specialist college principal's offices:

- **Principals survey:** principals were asked to complete an online survey about their background and experience; perception of recruitment and retention in their college(s); and demographic measures. Principals were given the option to complete the survey by telephone.
- **Survey of teachers and leaders:** teachers and leaders (including governors) in colleges were invited to take part in an online survey via their principal's office. The survey covered their background and experience in FE, teaching qualifications held, a series of measures about their satisfaction working in FE, and a number of demographic measures.
- **Staff return survey:** colleges were sent a paper questionnaire which asked for administrative data on the number and type of staff employed at their institution. Colleges were offered the chance to complete the survey online.

The survey design and approach was chosen to reduce the burden placed on colleges in completing the survey and practically, how best to distribute the surveys to in-scope staff and colleges.

Section 1.2 discusses the sampling process in more depth. An attempted census approach was agreed, including all in-scope colleges, and teaching and leadership staff. The Department held contact details for college principals so distributing the principal

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757381/College_Staff_Survey_main_report.pdf

² Including HOLEX, ETF, Sixth Form Colleges Association, AoC, NEU, CUREE, UCU, ASCL, Unison, AELP and independent advisor Dr Gary Jones.

and staff return surveys held no practical barriers. It was decided to offer principals the opportunity to complete the principals survey online initially, which allowed them to complete it at a convenient time and across multiple sittings if required. Kantar Public also offered principals the chance to complete by telephone, if this was more convenient.

The staff return survey was originally designed as an online survey which principals could send to staff in their organisation to complete. This was the college's HR department in most cases. However, during cognitive testing for the surveys, HR staff said they preferred the paper version as it allowed them to write notes and provide clarifications for the research team at Kantar Public and for their own benefit. A paper copy also made it easier to see what they needed to collect in advance of completing the return. As a result of this feedback, a paper staff return questionnaire was sent to all in-scope colleges with the advance packs. An online version was also made available to colleges.

College principals were asked to distribute the teachers and leaders survey directly to their teaching and leadership staff as the only way to directly survey *all* in-scope staff. An online survey was the easiest way to distribute the survey, particularly given the volume of responses required. Cognitive testing confirmed that colleges had existing email distribution lists to support this approach, which included governors, other leadership staff and in-scope teaching staff.

The Department for Education sent survey invitation emails to college principals. The main body of the email explained the purpose of the research and included a unique survey link to the principal's survey. There was a separate outlook attachment to the survey invitation which principals were asked to forward to in-scope teaching and leadership staff using existing email distribution lists.³ The email attachment was pre-populated (although principals could tailor the text) and contained a survey link to the teachers and leaders survey, which was unique to the college.

This approach minimised the burden on principals and staff to participate in the research. It avoided colleges collating information in advance or having to go through an onerous sampling exercise to randomly select staff to take part. Other methods would also have prevented some staff taking part, which went against the survey objectives.

Sample design

Kantar Public agreed with DfE that the research should take an attempted census approach of General Further Education and specialist colleges. The Department supplied

³ We asked principals to forward the survey to all in-scope teaching and leadership staff including governors and any supply staff in college.

a database of all in-scope colleges. This database included college name and, name and contact details for the college principal / CEO.⁴ Kantar Public conducted a cleaning exercise to ensure all details were accurate and appended a secondary telephone number (where possible) from the 'Get Information about Schools' database.⁵ RCU provided a database with college contact details for Kantar Public to cross reference contact details and append any further relevant information to the sample file. The college's income band (from 2015/16); Ofsted grade; last Ofsted inspection date; whether the college was part of a college group; had gone through a merger; or were a land-based college were all appended to the sample file from RCU's database. Kantar Public derived the colleges' Index of Multiple Deprivation decile (IMD) and Government Office Region (GOR), and added these to the sample file.

Kantar Public checked for any upcoming or recent college mergers, to ensure the sample reflected the college landscape at the time of research. There were a number of college mergers in the two years leading up to the research, partly as a result of the area review plan.⁶ Six mergers occurred between January and April 2018 which overlapped with the survey soft launch and main stage.⁷

It was agreed that college groups should administer one set of surveys across the group.⁸ This was agreed following initial calls with college groups, suggesting that college groups have a single central HR and leadership team covering all colleges within the group. Further, all staff tend to be employees of the group rather than employees of the individual colleges. In practise this meant only one staff return and one principal survey was sent per group. The exception to this was the Newcastle College Group (NCG), which is made up of five in-scope colleges which are geographically dispersed and managed as separate entities within the group.⁹ Therefore the individual colleges within NCG were surveyed where individual colleges held their own HR data and had their own college principals.

All eligible General Further Education and specialist colleges at the time of the research were invited to take part in the research, which comprised of 199 college and college groups. Sixth form colleges were not in scope for the research this year. Table 1 below shows a breakdown of all eligible colleges by key sample criteria.

⁴ Contact details included: college address, telephone number, email address.

⁵ This is a new service which has replaced Edubase - <https://get-information-schools.service.gov.uk/>

⁶ <https://www.gov.uk/government/collections/further-education-area-reviews-guidance-for-providers>

⁷ <https://www.aoc.co.uk/about-colleges/college-mergers>

⁸ College groups were identified in the file RCU provided and represented groups made up of more than one college.

⁹ <https://www.ncgrp.co.uk/>

Table 1 College Staff Survey sample design

Criteria	Number of colleges / groups (n)	Proportion of population (%)
All eligible colleges / college groups	199	100%
Income: up to £10 million	11	6%
Income: £10 million up to £20 million	50	25%
Income: £20 million up to £30 million	58	29%
Income: £30 million up to £40 million	27	14%
Income: £40 million or more	48	24%
Income: Unknown	5	3%
Part of a college group: yes	22	11%
Part of a college group: no	177	89%
Land-based college: yes	11	6%
Land-based college: no	188	94%
Ofsted rating: Outstanding	24	12%
Ofsted rating: Good	105	53%
Ofsted rating: Requires Improvement/ Inadequate	38	19%
Ofsted rating: Unknown	32	16%
GOR: East Midlands	14	7%
GOR: East of England	22	11%
GOR: London	20	10%
GOR: North East	15	7%
GOR: North West	33	17%
GOR: South East	33	17%

Criteria	Number of colleges / groups (n)	Proportion of population (%)
GOR: South West	21	11%
GOR: West Midlands	22	11%
GOR: Yorkshire and the Humber	19	10%

Soft launch sample

Kantar Public conducted a soft launch of the research on 19th February 2018. A random representative selection of 26 colleges and college groups was agreed with DfE to form the soft launch sample. Table 2 below shows the composition of the soft launch sample.

Table 2 College Staff Survey soft launch sample design

Criteria	Number of colleges (n)	Proportion of soft launch population (%)	Population estimates for criteria (%)
Soft launch colleges / college groups	26	100%	100%
Income: up to £10 million	2	8%	6%
Income: £10 million up to £20 million	6	23%	25%
Income: £20 million up to £30 million	6	23%	29%
Income: £30 million up to £40 million	4	15%	14%
Income: £40 million or more	8	31%	24%
Income: Unknown	0	-	3%
Part of a college group: yes	2	8%	11%

Criteria	Number of colleges (n)	Proportion of soft launch population (%)	Population estimates for criteria (%)
Part of a college group: yes	24	92%	89%
Land-based college: yes	2	8%	6%
Land-based college: no	24	92%	94%
Ofsted rating: Outstanding	3	12%	12%
Ofsted rating: Good	12	46%	53%
Ofsted rating: Requires Improvement/ Inadequate	5	19%	19%
Ofsted rating: Unknown	6	23%	16%
GOR: East Midlands	4	15%	7%
GOR: East of England	3	12%	11%
GOR: London	1	4%	10%
GOR: North East	3	12%	7%
GOR: North West	3	12%	17%
GOR: South East	4	15%	17%
GOR: South West	4	15%	11%
GOR: West Midlands	1	4%	11%
GOR: Yorkshire and the Humber	3	12%	10%

2. Questionnaire and survey design

Kantar Public and RCU undertook an extended survey development phase to ensure the approach and content of the surveys met the survey objectives. The development comprised a round of cognitive testing; a soft launch of the surveys; and usability testing.

Coverage of research questions

The research was designed to add to existing data held on the teaching and leadership workforce, including the Staff Individualised Record (SIR) data,¹⁰ the Training Needs Analysis survey,¹¹ and the College Workforce Survey.¹² The research was designed to provide insights into the experience, qualifications and perceptions held by teachers and leaders in general and specialist FE colleges. The three surveys were designed to support this overall research objective. More specifically, the surveys were designed to support the following research objectives:

1. Provide data on the composition and background of the FE profession including how it differs across key sub-groups. In particular, what the leadership population looks like and how the deployment of the FE teaching profession, including leadership staff may affect the success of an institution.

Kantar designed the staff return to create estimates of the size of the workforce in general and specialist FE colleges. The staff return included metrics to build how many leadership, teaching and agency staff were in college at time of the survey; numbers of staff by contract type; numbers of staff by subject(s) taught; and number of vacancies held at time of survey.

The teachers and leaders survey collected demographic measures, including age, gender, ethnicity, nationality and disability. The teachers and leaders, and principals' surveys also collected staff's background including experience outside of education, length of time working in FE, length of time working in industry, and length of time at college.

2. How teachers and leaders are supported by their organisations in terms of professional development. What works well, where are the gaps?

¹⁰ Education and Training Foundation's Staff Individualised Record (SIR) data. SIR provides robust estimates for workforce demographics, staffing numbers and pay across all FE and training.

¹¹ Training needs analysis survey <https://www.et-foundation.co.uk/research/training-needs-analysis/>

¹² AoC college workforce survey https://www.aoc.co.uk/sites/default/files/AoC%20College%20Workforce%20Survey%202016%20-%20summary%20of%20findings%20March%202017%20-%20FINAL_0.pdf

This objective was not pursued, as this was covered by research on the training needs of the sector carried out by the Education and Training Foundation (ETF) in 2017.¹³ The teachers and leaders survey did ask how satisfied staff were with the opportunities they had to develop their career in FE.

3. The strengths and weakness of the profession.

Teachers and leaders were asked what they felt were the best and most difficult parts of working in FE. Principals were asked about the ease of recruitment and any recruitment challenges, as well as number of vacancies the college had for each subject.

4. The qualifications and skills of teachers and leaders- from industry and teaching perspectives.

The teachers and leaders survey collected what teaching qualifications and status teaching staff held and whether teaching and leadership staff had ever or currently worked in industry. Teaching staff were particularly asked about experience in industry which related to subject(s) they taught. Teachers were also asked what level they felt they were qualified to teach to.

5. Churn within the sector, identifying any demographic pressures including how teachers and leaders move into/around/out of the sector and why.

The staff return questionnaire collected the number of vacancies at the time of the survey and how many supply staff had been employed by the college to fill vacancies over the past year. Principals were asked how easy or difficult they felt recruitment of teaching staff was in college; which subjects were most difficult to recruit in; and a series of statements to measure how they felt recruitment had changed over the last three years. Principals were also given the opportunity to openly feedback on recruitment and retention challenges their college faced.

The teachers and leaders survey asked staff how likely they were to leave the FE sector in the next twelve months. Those who said they already had a job outside FE or were likely to leave were asked why this was the case at the main stage.

There will be a follow-up survey of teachers and leaders in 2019 which will ask staff whether they have moved role in college or left FE, and if so explore why. This will add further evidence to this objective.

¹³ Training Needs Analysis study (2017-2018) <https://www.et-foundation.co.uk/research/training-needs-analysis/>

Questionnaire design

The Department provided an outline of key question areas to be covered at the outset of the project. Kantar Public used this as the basis of questionnaire design and drew on existing questions as far as possible during the initial questionnaire design. The research team conducted a desk review of relevant questions from: the training needs analysis survey;¹⁴ childcare and early years survey;¹⁵ Longitudinal Study of Young People in England;¹⁶ evaluation of the Further Education and skills plan;¹⁷ and the Teacher's workforce survey.¹⁸ There were two rounds of questionnaire design between Kantar Public and DfE to agree the survey content for cognitive testing. RCU and the advisory board consisting of representatives from the sector also reviewed the questionnaires and provided feedback.

Cognitive testing

Kantar Public conducted cognitive testing with four colleges between December 2017 and January 2018. The four colleges were selected to provide a range by size (college turnover); geographic location; and the mix of provision offered. The aims of cognitive testing were to:

- Test the questionnaire content for the three surveys
- Understand how Kantar could best deliver the research to colleges to avoid undue burden on staff within institutions
- How to deliver the research to ensure the best response rates possible

The cognitive testing visits covered three key areas:

- A discussion with the principal and other members of the senior management team to discuss what challenges they felt the colleges faced, particularly any challenges around the introduction of T Levels, and recruitment and retention.
- A discussion with principals and a member of HR about the technical set-up in colleges which was required to deliver the surveys (particularly email distribution)

¹⁴ <https://www.et-foundation.co.uk/research/training-needs-analysis/>

¹⁵ <https://www.gov.uk/government/statistics/childcare-and-early-years-providers-survey-2016>

¹⁶ <https://www.gov.uk/government/publications/longitudinal-study-of-young-people-in-england-cohort-2-wave-2>

¹⁷

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/248709/bis-13-1234-evaluation-of-new-challenges-new-chances-further-education-and-skills-reform-plan.pdf

¹⁸

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592502/TWS_2016_FINAL_Technical_Report_Feb_2017.pdf

lists) and feedback on the content of the staff return questionnaire. In particular, whether the data in the staff return was available from existing HR reports.

- Full cognitive testing of the teachers and leaders survey to check the questionnaire content and overall flow of the questions.

Cognitive interviews showed the questionnaire content worked well for the staff return and teacher and leader surveys, and the survey design was able to be delivered in colleges. The survey of teachers and leaders was around the 10 minutes proposed so no substantial changes were recommended. The topics covered in the principals' interview were relevant and the questions in the staff return were clear. No substantial changes to questionnaire content were recommended before the soft launch.

Some key findings from the cognitive testing visits were:

- All colleges confirmed they had the necessary email distribution lists to target in-scope teaching and leadership staff, including supply staff and governors. Colleges did note that supply staff (employed by agencies) might be difficult to reach where they were only in the college for a short period, as they would not be set up on the college's systems.
- There were a range of mixed responses relating to how to achieve a higher response rate within colleges. Some college representatives felt it would be more effective for the invitation to come from the principal's office whilst other colleges representatives felt the survey would get more attention if issued via department or curriculum heads. Advance communication was adjusted to emphasise that colleges could distribute the survey to teachers and leaders in the way they felt most suitable.
- Views on how the staff return was to be completed varied. Estimates of the time needed to complete varied from between an hour and up to half a day. The questions in the staff return asking for the number of teaching staff per subject were identified as the most challenging during cognitive testing. Colleges felt other measures including the number of staff employed overall and the number of staff by contract type (permanent/fixed term/zero, minimal or flexible hours, and full-time / part-time / sessional or flexible hours) were easy to report.
- Both teachers and leaders themselves indicated that teaching staff taught across multiple subjects, particularly new staff who often supplemented their main subject specialism with English or maths teaching. Within the staff return, it was agreed that colleges could record staff multiple times when completing the headcount of staff by subject. This would represent the full number of staff who taught each subject and was the easiest for colleges to report.

- It was agreed with DfE that vocational subjects taught would be mapped to the new T Level routes,¹⁹ as this would be a key area for analysis. Example subjects were added to the vocational groupings to make it easier for staff to respond.
- Most staff were happy to answer potentially sensitive questions, such as nationality, ethnicity and salary.
- There was some confusion in how to record which subjects staff taught within the teachers and leaders survey. Changes were made for the main stage and the questions on subjects taught were separated into three questions: one asked for vocational subject(s) taught; one asked whether they taught 'other provision';²⁰ and finally one asked about academic subject(s) taught. The instructions were made clearer to emphasise that the first question focused on vocational provision and separate questions asked for academic or 'other' provision.
- At least one college had completed the staff return with a mix of head count and FTE during cognitive testing. It was clarified in the instructions for the main stage that head count only was required.

Soft launch

Kantar Public conducted a soft launch of the research from 19th February 2018. Table 2 in Chapter 1 outlined the composition of the 26 colleges and college groups selected for the soft launch. The sample was representative of a range of colleges based on size (by turnover), region, and Ofsted rating. Fieldwork management for the soft launch is described in section 3 but broadly the soft launch replicated the planned approach and timings for the main stage.

The aims of the soft launch were to:

- Accurately measure the likely main stage response rates (for each element of the survey)
- Provide a comprehensive test of the survey content ahead of main stage
- Further test for challenges with survey administration (which had not been detected during the smaller scale cognitive testing exercise)

¹⁹ T-Level routes can be found

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/650969/T_level_Action_Plan.pdf

²⁰ 'Other provision' covered important provision highlighted by colleges which did not fit into vocational or academic teaching. Subjects included life skills; ESOL; adult literacy and numeracy; SEN provision and preparation for work.

The questions were largely clear, unambiguous and framed in a language which was appropriate for the sector. Most teachers and leaders who started the online survey completed the whole questionnaire, with low levels of drop out. There were low levels of non-response (those selecting 'Prefer not to say') on potentially sensitive questions such as nationality, ethnicity and their income from the college.

Colleges understood and followed the instructions sent on how to administer the three surveys. No negative feedback was received based on the survey content or difficulty accessing the survey.

Usability testing

In parallel with the soft launch, RCU conducted a final round of usability testing in four colleges with teaching and leadership staff. The visits focused on how teachers and leaders experienced the online teachers and leaders survey and how accessible the online interface was. Feedback on the survey content was received from staff whilst conducting these tests, which was incorporated for the main stage. This included providing more opportunity for teachers to record reasons for their answers to questions such as whether they are likely to stay working in the sector. Staff felt this was only a partial answer and believed the data would be richer if they could give the reasons why (particularly those who were likely to leave).

Usability testing showed that the online survey was easy to complete and there were no technical barriers. No issues were found with the layout or set-up of the online survey which might have caused respondents to drop out of the survey.

Changes to the questionnaires ahead of the main stage

The following changes were made to the questionnaires between cognitive testing and the main stage.

- **It was decided to send the staff return questionnaire as a paper questionnaire in the first instance and offer the online version if colleges preferred.** It was felt that the paper questionnaire was easier for colleges to complete and allowed them to leave any queries or clarifications for the Kantar research team.
- **It was agreed that the staff return would collect headcounts of staff rather than Full Time Equivalent (FTE).** At least one college had completed the staff return with a mix of head count and FTE during cognitive testing. Kantar agreed with DfE that head count was the more useful metric as data would be used for weighting the teacher and leader survey responses. This was clarified in the questionnaire ahead of the soft launch.

- **Questions asking which subjects teachers taught were divided into three categories.** Cognitive testing showed there was some confusion in how to record which subjects staff taught within the teachers and leaders survey. Changes were made for the main stage and the questions on subjects taught were separated into three questions: one asked for vocational subject(s) taught; one asked whether they taught 'other provision';²¹ and finally one asked about academic subject(s) taught. The instructions were made clearer to emphasise that the first question focused on vocational provision and separate questions asked for academic or 'other' provision.
- **Subjects were added to the 'other provision' category.** The soft launch showed there were some subjects within 'other provision' which needed to be added to the questionnaire. These included SEN provision; life skills; and preparation for work. These subjects were added to both the teachers and leaders survey, and the staff return.
- **Stand-alone and embedded literacy and numeracy teaching were included as separate items.** Usability testing findings showed that it would be useful to separate standalone literacy and numeracy teaching, and literacy / numeracy teaching delivered within other provision. The teachers and leaders questionnaire was updated for the main stage to account for this.
- **Questionnaires were updated to allow staff to enter multiple roles rather than just one main role.** A key finding from both cognitive and usability testing was that some staff had multiple roles within college. The teachers and leaders survey was updated for the main stage to allow staff to enter multiple responses, with a follow-up question where they could enter what they considered to be their main role.
- **Question wording was updated to ask why staff were (considering) leaving FE.** Staff welcomed the opportunity to say how likely they were to leave the sector but wanted to say why, if they were likely to leave. The teachers and leaders questionnaire was updated to tailor question wording to ask why staff were leaving (or considering leaving) FE. Those who were not considering leaving were asked about the main difficulties of working in FE.

Final versions of the questionnaires used at the main stage can be found in Appendix A.

²¹ 'Other provision' covered important provision highlighted by colleges which did not fit into vocational or academic teaching. Subjects included life skills; ESOL; adult literacy and numeracy; SEN provision and preparation for work.

3. Fieldwork management

This chapter outlines the procedures used during the survey fieldwork. All fieldwork documents are included in Appendix B and C. Soft launch fieldwork started in February 2018. The main stage fieldwork started in mid-April 2018 and ran for eight weeks. Both stages were closed in June 2018.

Survey communications

In advance of main stage fieldwork, all in-scope colleges were sent an email from the Department of Education containing a ministerial letter, co-signed by the FE Commissioner. The ministerial letter was addressed to the principal of each college and explained the purpose and importance of the research. It also provided the option for principals to speak to the project manager at the Department of Education about the research if they wished to do so.

Advance packs were posted to colleges two days before the scheduled survey email invites. Each pack contained an advance letter, explaining the research and providing the option to get in touch for more information, a paper copy of the staff return questionnaire, and other supporting documents (these are covered in more detail later in this section). The main survey email invites were distributed to the principal’s offices in all in-scope college in mid-April.

Table 3 Timetable of communications

Communication type	Date
<i>Soft launch</i>	
Departmental letter sent via email	7 th February
Advance packs sent via post	16 th February
Survey invites sent via email	20 th February
First reminder sent via email	13 th March
Second reminder sent via post	16 th March
Final reminder sent via email	8 th May
<i>Main stage</i>	
Advance packs sent via post	13 th April

Communication type	Date
Ministerial letter sent via email	16 th April
Survey invites sent via email	17 th April
First reminders sent via email	10 th May
Targeted telephone reminders	w/c 14 th May
Second reminder sent via email	21 st May
FE commissioner reminder sent via email	4 th June
Final reminder sent via email	4 th June

A small number of principal's contact details were updated following feedback after the ministerial letter had been sent. This included cases where the principal had recently been replaced and details of the new or interim principals were provided. In these cases, the sample frame was updated and the emails resent to the new principal. Overall, there were six colleges where updated details of college principals were recorded and resent.

Advance packs

Advance packs were posted to all in-scope colleges, addressed to the principal's office. Each pack contained the following, all of which are included in Appendix B:

- An advance letter, explaining the purpose of the research, importance and design of the research, and providing contact details for the research team and Kantar Public should the college wish to raise queries or opt out of the research
- A paper copy of the staff return questionnaire
- A staff return guidance sheet, which mapped example subjects to the vocational and technical areas contained within the staff return questionnaire
- A pre-paid envelope, for returning the completed staff return questionnaire

An anonymised copy of the advance letter, staff return questionnaire and guidance sheet are included in Appendix B.

Survey invites

All invitations to take part in the research were emailed to college principals and/or chief executive officers. The email contained a unique link to the principals' survey for principals to complete. There was a separate outlook attachment to the survey invitation which principals were asked to send out to all in-scope teaching and leadership staff using existing email distribution lists. The email attachment was pre-populated with text inviting teachers and leaders to participate (although principals could tailor the text) and contained a survey link to the teachers and leaders survey, which was unique to the college.

Email invites also contained a survey 'flyer' which colleges could use to promote the research internally. Finally, a set of summary instructions was included, summarising how the three surveys should be administered.

Queries received from colleges

Throughout the fieldwork period there were a number of queries from colleges regarding the research. The most common queries, and answers are included below:

- **The content of the teachers and leaders survey** – Kantar Public and DfE produced a summary of the topics covered within the teachers and leaders survey, shown in Table 4, this was sent to colleges who asked for clarification.
- **The end date of the survey** – Kantar Public advised colleges to complete all of the survey aspects by the end of May but encouraged colleges to distribute the teachers and leaders survey as soon as possible, to allow the maximum amount of time to take part.
- **Resending the advance pack** – Kantar Public resent the advance pack to approximately five colleges due to misplaced packs, or asking it to be resent to a named person within the HR department
- **Out of scope staff** – Kantar Public responded by letting colleges and staff know that the current research is only aimed at teachers and leaders, however appreciate that all staff within colleges are vital to the organisation and if this survey is successful, DfE plan to extend the programme of surveys, expanding the coverage to more providers and the wider workforce.
- **What the college would get from the research** – Kantar Public let colleges know that the college would receive their data in way that would allow them to benchmark their institution against the rest of the sector, if the required components of the research was completed.

Addition of final screen – one college contacted Kantar Public to request an additional screen to be added on the teacher and leader survey, to let staff know that this was the last chance to go back and review their responses, which was added to the survey.

Table 4 Summary of questionnaire topics: teachers and leaders

Summary of questionnaire topics
<p>Staff experience in the FE sector</p> <ul style="list-style-type: none"> • Length of time working at their current college • Length of time working in the FE sector as a whole • Type of contract they hold with their current college <ul style="list-style-type: none"> ▪ Full-time/part-time/flexible hours ▪ Permanent/temporary • Any teaching qualifications they hold or are working towards
<p>Staff experience in industry / outside of education</p> <ul style="list-style-type: none"> • Length of time working in industry in subject areas they teach • Whether are currently working for any other colleges
<p>Subject areas staff teach in</p>
<p>Satisfaction with working in the FE sector</p> <ul style="list-style-type: none"> • Satisfaction with opportunity to progress in FE and likelihood to remain in the sector • An opportunity to openly feedback to the Department on what difficulties staff feel the sector faces and the best elements of working in the FE sector
<p>Demographic questions – <i>all questions will include a prefer not to say response so staff do not have to give any information they are not comfortable with sharing</i></p> <ul style="list-style-type: none"> • Gender • Age • Nationality • Current salary

Differences in soft launch fieldwork approach

The soft launch fieldwork approach mirrored the main stage as far as possible. However, there were a number of small differences in the communications. In advance of the soft launch, principals were sent a departmental letter (from DfE) rather than a ministerial letter. The advance pack that was mailed out also contained several A3 copies of posters designed to promote the survey. Feedback from the soft launch suggested that as the survey was only aimed at teaching and leadership staff, it would be best to distribute the flyer via an email from the principal's office to allow them to direct it at the appropriate staff for the mainstage.

Telephone fieldwork

All non-responding principals were offered the opportunity to take part in the principal survey over the telephone for both the soft launch and main stage. Telephone fieldwork began four weeks after the online survey had been emailed to principals and all interviewers were briefed by the Kantar Public research team. During the soft launch, telephone fieldwork ran from 22nd March until 29th March. During the main stage, telephone fieldwork ran from 21st May until 8th June. The online survey remained open throughout this period if principals preferred to complete this way. Principals could arrange appointments if they were too busy to complete at time of contact.

In total there were 26 principals who completed the survey over the telephone.

Reminder strategy

Throughout the fieldwork, reminders were sent to colleges who had not completed all three elements of the research.

- **Email reminders** – different text was used based on how each college had responded to the survey when the reminders were sent out, on 10th May. Full reminders, were sent to colleges where no survey element had been completed. Minimal reminders were sent to colleges where the principal and staff return questionnaire had been completed. There was also a separate reminder for colleges where a principal interview had been received but no teacher and leader interviews and no staff return. All the reminders encouraged staff participation, and can be viewed in full in Appendix C. The second email reminder was sent out on 21st May.
- **FE commissioner reminder email** – An email from the FE commissioner was sent to all colleges on 4th June, followed by a final reminder from Kantar Public.

- **Telephone reminders** – during the week commencing 14th May, colleges who had not yet taken part in the research or those who had a low number of teacher and leader interviews were called by the Kantar Public research team. Colleges had the chance to ask any questions they had about the research and were reminded of the three survey components and how to complete these. From the 22nd May, the Department for Education called colleges who had yet to return their staff return questionnaire. The purpose of this was to emphasise the importance of the staff return in being able to send the college benchmarked data.
- **Postal reminders** – A letter and a new copy of the staff return questionnaire was sent to soft launch colleges who had not yet returned their staff return, on 16th March. During the main stage, the staff return was resent to colleges when it was requested either through email contact with the college, or by speaking over the phone.

4. Response rate analysis

In total, 199 colleges or college groups were invited to participate in the College Staff Survey. Overall, 184 (92%) participated in at least one of the three elements, described as the institutional co-operation rate in Table 5. As discussed in Section 1, each college was sent one staff return survey and one principal survey. A response rate of 58% was achieved for the staff return survey, and a response rate of 70% was achieved for the principals' survey.

As the survey of teachers and leaders was distributed through the principal's office to an unknown number of staff, population estimates from the staff return data were used to estimate the total population of teachers and leaders and subsequently to calculate the response rate for these elements.

Table 5 Survey response rates

Survey	Number issued	Number of responses achieved	Response rate
Principals' survey	199	140	70%
Survey of teachers and leaders: all respondents	N/A	9,603	14%
Survey of teachers and leaders: Leaders only	N/A	2,486	32%
Survey of teachers and leaders: Teachers only	N/A	8,123	14%
Staff return survey	199	117	59%
<i>Institutional co-operation rate</i>	<i>199</i>	<i>184</i>	<i>92%</i>

5. Weighting and analysis

This section outlines the processes used to produce the final data outputs from each survey, covering weighting the data, cleaning the data and the coding of open-ended questions.

Weighting was applied to ensure the final interviewed samples from all three surveys were as representative as possible of the FE sector. The final weights for each survey were calculated as the product of the design weight and the non-response weight (described below for each survey). The precision of survey estimates is primarily related to the achieved sample size, but can also be affected by aspects of the study design. For this study, the precision of estimates is affected by the weighting which was required to compensate for systematic non-response. The loss of precision can be summarised by various measures, such as the effective sample size and the design effect.

- The *effective sample size* is an estimate of the sample size that a survey conducted using simple random sampling would have required to achieve the same sampling error as computed for this study.
- The *design effect* is the ratio of the unweighted sample size to the effective sample size.

The profile of the population, along with weighted and unweighted counts for all surveys can be found in Appendix D.

Weighting the staff return data

Weights were required to compensate for non-response at the institution level. Each institution's probability of response was estimated by means of a logistic regression model with known characteristics (sourced from 'Get Information About Schools' and the ESFA financial benchmarking tool) as predictor variables.

Multiple combinations of variables were tested to achieve a good fit to the survey data without an excess of predictor variables. The variables which tested in the non-response model are listed below:

- IMD decile
- Region
- ONS rural / urban
- Group / not a group
- Land based
- 2015/16 income (6 bands)
- 2015/16 Ofsted grade (for new groups this will be coded as N/A)

The final non-response model used the following predictors:

- ONS rural / urban
- Group / not a group
- Land based
- 2015/16 income (6 bands)

The final non-response weight was calculated by inverting the response probability of each respondent.

The design effect resulting from the non-response weighting was 1.08²², meaning that the overall effective sample size is estimated as c.107. To calculate accurate effective sample sizes and margins of error for survey estimates the complex samples package of SPSS (or the survey package of Stata or R) should be used.

Weighting the principals' survey data

Weights were required to compensate for non-response at the institution level. Each respondent's probability of response was estimated by means of a logistic regression model with known characteristics (sourced from 'Get Information About Schools' and the ESFA financial benchmarking tool) as predictor variables.

Multiple combinations of variables were tested to achieve a good fit to the survey data without an excess of predictor variables. The variables which tested in the non-response model:

- IMD decile
- Region
- ONS rural / urban
- Group / not a group
- Land based
- 2015/16 income (6 bands)
- 2015/16 Ofsted grade (for new groups this was coded as N/A)

The final non-response model used the following predictors:

- Region
- Land based

The final non-response weight was calculated by inverting the response probability of each respondent.

²² The design effect due to weighting was calculated based on the kish formula as described in Kish. L. (1965). Survey Sampling. (Section 11.7) Wiley and Sons, New York.

The design effect resulting from the non-response weighting is 1.03 (Kish estimator), meaning that the overall effective sample size is estimated as c.135. To calculate accurate effective sample sizes and margins of error for survey estimates the complex samples package of SPSS (or the survey package of Stata or R) should be used.

Weighting the teachers and leaders survey data

A number of different weights were calculated in order to account different types of staff.

Teachers

Weights were required to compensate for differential non-response. Estimates of the population size and profile were obtained from the weighted staff return survey. Response probabilities were then estimated by comparing the sample profile with the estimated population profile (from the weighted staff return data). Calibration weights were produced to ensure the sample matched the population estimates at the margins.

The design effect resulting from the non-response weighting is 1.70 (Kish estimator), meaning that the overall effective sample size is estimated as c.4,787.²³ To calculate accurate effective sample sizes and margins of error for survey estimates the complex samples package of SPSS (or the survey package of Stata or R) should be used taking into account the non-response weighting and the clustered nature of the data collection.

Governors

Weights were required to compensate for differential non-response. Estimates of the population size and profile were obtained from the weighted staff return survey. Response probabilities were then estimated by comparing the sample profile with the estimated population profile (from the weighted staff return data). Calibration weights were produced to ensure the sample matched the population estimates at the margins.

The design effect resulting from the non-response weighting is 1.22 (Kish estimator), meaning that the overall effective sample size is estimated as c.179. To calculate accurate effective sample sizes and margins of error for survey estimates the complex samples package of SPSS (or the survey package of Stata or R) should be used taking into account the non-response weighting and the clustered nature of the data collection.

²³ The design effect due to weighting was calculated based on the kish formula as described in Kish. L. (1965). Survey Sampling. (Section 11.7) Wiley and Sons, New York.

Leaders (excluding governors)

Weights were required to compensate for differential non-response. Estimates of the population size and profile were obtained from the weighted staff return survey. Response probabilities were then estimated by comparing the sample profile with the estimated population profile (from the weighted staff return data). Calibration weights were produced to ensure the sample matched the population estimates at the margins.

The design effect resulting from the non-response weighting is 1.15 (Kish estimator), meaning that the overall effective sample size is estimated as c.1,970. To calculate accurate effective sample sizes and margins of error for survey estimates the complex samples package of SPSS (or the survey package of Stata or R) should be used taking into account the non-response weighting and the clustered nature of the data collection.

Leaders overall

The governors and senior staff weights were also used to construct a combined leaders weight. The separate weights (outlined above) were scaled according to the estimated population of each group; this ensures that governors and senior staff members are represented in correct proportion to their population size.

The design effect resulting from the non-response weighting is 2.51 (Kish estimator), meaning that the overall effective sample size is estimated as c.991. To calculate accurate effective sample sizes and margins of error for survey estimates the complex samples package of SPSS (or the survey package of Stata or R) should be used taking into account the non-response weighting and the clustered nature of the data collection.

Overall teacher and leader weight

The teacher and leader weights were also used to construct an overall weight. The separate weights (outlined above) were scaled to ensure that the two groups are represented in correct proportion to their population size.

Some individuals are classified as *both* teachers and leaders; the overall weight for these individuals was calculated as the mean of their (scaled) teacher and leader weights.

The design effect resulting from the non-response weighting is 1.84 (Kish estimator), meaning that the overall effective sample size is estimated as c.5,231.²⁴ To calculate accurate effective sample sizes and margins of error for survey estimates the complex

²⁴ The design effect due to weighting was calculated based on the kish formula as described in Kish. L. (1965). Survey Sampling. (Section 11.7) Wiley and Sons, New York.

samples package of SPSS (or the survey package of Stata or R) should be used taking into account the non-response weighting and the clustered nature of the data collection.

Data processing and coding

Cleaning and editing of data

The staff return questionnaire completed by each college was checked for internal consistency, completeness and accuracy. Where issues were identified, the Kantar Public research team attempted to contact the college to clarify these issues and to obtain more accurate information.

The staff data was also cleaned to ensure that the data for each college was consistent, this involved:

- Where fields were left empty (at which an answer of zero would not be valid) the missing data was imputed. The imputation was based on the college size (the number of teachers provided at Q2), region and deprivation based on responses from colleges with similar characteristics.
 - Four colleges did not provide a number for 'other senior leadership' at Q1, so these figures were imputed
 - Two colleges had left parts of Q3 blank, so the blank fields were imputed
 - One college had lower sum of teachers Q5 compared to the total number of teachers provided at Q2 and they had left two parts of Q5 blank. These values were imputed.
- Where colleges provided disaggregated figures of teachers (at Q3 part-time / full-time) and these did not sum back up to the total number of teachers (entered at Q2) the disaggregated figures were scaled back to the correct totals.
- At Q4 and Q6, Q7 and Q8 teachers could be counted more than once in the disaggregated figures (due to the fact a teacher can have more than one contract and teach more than one subject). At these questions the disaggregated figures were only scaled if they summed up to less than total number of teachers given (Q2)

Coding

All three of the surveys contained open-ended questions, allowing respondents to provide verbatim responses. These responses were coded by Kantar's in-house coding team. All coded data were incorporated into the final SPSS datafiles.

Two types of coding were undertaken:

- Partial open-ended questions allow respondents to enter an answer which cannot be categorised into a pre-existing response option. For each partial open-ended question, the coding team checked whether any of the verbatim responses given in the 'other specify' category could be coded as an existing response option (this exercise is commonly known as back-coding). On questions where the 'other' answer category exceeded 10% of the total number of responses, answers were reviewed, and new codes were created if necessary
- For full open-ended questions, verbatim responses were reviewed by the coding team and a code frame was created out of frequently recurring responses

Initial coding was reviewed by the research team to check the quality of coders' work in terms of what had been back-coded to each answer category and what new codes had been added to the code frame.

On both the teachers and leaders survey staff were asked what subject they taught. Subjects were separated over three questions, one for vocational subjects, one for academic subjects, and one for other provision, all of which gave an option to write in any other subjects that had not been specified. Cases where a respondent specified an academic subject where the question asked for a vocational subject were back-coded to the academic question, and vice versa to improve the accuracy of data.

SPSS and table outputs

The SPSS datasets were checked and cleaned²⁵, and underwent basic editing. This included: the addition of sample variables needed for analysis; the addition of weighting variables; and the derivation of new variables required for analysis.

The final outputs consisted of three SPSS datafiles and three sets of tables which included all in scope staff for the principal survey and the teachers and leaders survey:

- Staff return SPSS datafile
- Principal survey SPSS datafile and tables
- Teacher and Leader survey SPSS datafile and two sets of tables, one showing only teachers, and one showing only leaders

²⁵ As part of this process, redundant variables were deleted, variables were renamed or re-ordered to match the questionnaires, and values were standardised.

Subgroup analysis

The results for teachers and leaders were analysed as two distinct groups. In addition to the teacher/leader split, additional subgroup analysis was carried out on the cross-tabulations detailed in Table 6.

Table 6 Subgroup analysis for teachers and leaders

Subgroup	Categories
Main role	Governor, member of the senior leadership team, middle management, advanced practitioner, teacher
Length of time working in FE	Less than 1 year, 1 year but less than 3 years, 3 years but less than 10 years, 10 years and up to 20 years, more than 20 years
Area teach in	Agriculture, Environmental and Animal Care, Business and Administrative, Catering and Hospitality, Childcare and Education, Construction, Creative and Design, Digital/IT, Engineering and Manufacturing, Hair and Beauty, Health and Science, Legal, Finance and Accounting, Protective Services, Sales, Marketing and Procurement, Social Care, Transport and Logistics
Whether ever worked in industry	Yes, No, Currently working in industry (teachers only)
Type of employment with college	Direct contract, Freelancer/self-employed, agency
Type of contract with college	Permanent, temporary, sessional/flexible hours
Satisfaction with opportunities in FE	Very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, very dissatisfied, NET satisfied, NET dissatisfied

Subgroup	Categories
Likelihood of leaving the sector	NET: already have a job/very likely, NET: already have a job/very likely/fairly likely, NET: not very likely/not likely at all
Gender	Male, female
Age	24 or younger, 25 to 34, 35 to 44, 45 to 54, 65+
Ethnicity	White, BAME
Size by turnover	Up to £10 million, £10-20 million, £20-30 million, £30-40 million, £40 million +
Region	East Midlands, East of England, London, North East, North West, South East, South West, West Midlands, Yorkshire and Humber
Index of Multiple Deprivation (IMD)	1 to 4, 5 to 7, 8 to 10
Ofsted rating	NET Outstanding or Good, NET Requires improvement or Inadequate

Differences between subgroups were reported only when they were both statistically significant and relevant to the survey objectives. Additional ad hoc subgroup analysis was used in order to further investigate some of the key findings.

Statistical significance

Results from all surveys are attempts to estimate “true values” in a wider population; all figures come with an associated margin of error. As such, all differences quoted in the main survey report have been tested for statistical significance; that is, the difference is significant once the margins of error have been accounted for.

Unless otherwise specified, all commentary in the report focuses on differences that are statistically significant at a 95 per cent confidence level. In basic terms, this means that if the survey was conducted 100 times, a finding of the same nature would be found in at least 95 cases. On occasion, survey findings which were not significant have been presented, where their inclusion was important for context or was consistent with a wider

trend. Such differences are sometimes described as being indicative, as opposed to statistically significant, or substantive. Applying weights to data as described earlier in this section, while tending to make the quoted figures more representative of the population of interest, has the effect of reducing the effective sample size of the data. As such, the effective base size, which is used in any statistical testing, is smaller than the unweighted base size. This effect has been taken into account in determining whether or not differences described throughout the report are statistically significant. Therefore, while the base sizes reported throughout this report are the actual base sizes, the statistical analysis is based on the effective base.

Appendix A: Questionnaires



Department
for Education

COLLEGE
STAFF
SURVEY

STAFF RETURN

Thank you for taking the time to complete this survey. The Department for Education have commissioned Kantar Public (an independent research company) to deliver the survey. The questions are about the composition of the workforce in your college.

The survey should take no longer than 5 minutes to complete, but may require you to look up certain pieces of information (for example the number of staff with teaching roles in particular subject areas or faculties). We will keep your answers completely confidential. All information provided will only be used for research purposes and all findings will be anonymised.

Please provide numbers of staff in terms of headcount (simply the number of staff, regardless of the hours they work per week). We do not need the numbers by Full-Time Equivalent (FTE).

Later in the year, as a thank you for your support, we plan to provide your college's data back to you in a way that will allow you to benchmark your institution against the rest of the sector. In order for Kantar Public and RCU to do this, you must complete and return this questionnaire. Without a returned questionnaire, it will not be possible to calculate and provide your college level data.

Once you have finished the survey, please could you return to Kantar Public using the freepost envelope included in the pack of documents we sent to your college or send a scanned completed copy of the document to collegestaffsurvey@kantarpublic.com. Please contact the research team at Kantar Public on 0800 051 0883 or collegestaffsurvey@kantarpublic.com if you have any questions about the research.

We ask that the person who completes this questionnaire enters their name, phone number and email address below. This is so the research team at Kantar Public can contact you if we need to clarify any information.

Name:

Telephone number:

Email:

KANTAR PUBLIC=



INFORMED
STRATEGIC
DECISIONS

SECTION 1 – OVERALL STAFF LEVELS

How many staff currently work for your college in the following leadership roles?

Your best estimate is fine. Please enter one number per box below.

College governors.....	
Heads of faculty / subject.....	
Other members of the senior leadership...	

1. How many teaching, training or lecturing staff currently work for your college?

This should include all full and part-time staff as well as supply, agency, 'occasional' or sessional teaching staff. Please exclude any teaching assistants or teaching support staff.

Please enter the number of staff.....

2. How many of these teaching staff work:

We are interested in the number of staff the college employ who have flexible hours contracts which would flex depending on curriculum and student demands. These contracts might also be called sessional or teaching hours contracts, or your college may use different terminology.

full-time hours (By full-time we mean 35 hours or more per week)	
part-time hours (By part-time we mean less than 35 hours per week)	
sessional or flexible hours	

3. How many supply staff currently teach in your college?

Please enter the number of staff.....

4. And how many teaching, training or lecturing staff currently...?

Please enter a number for each row / type of contract in the boxes below.

Hold a permanent contract with the college	
Hold a fixed term or temporary contract with the college	
Hold a zero, minimal or flexible hours contract with the college	
Are employed through an agency	
Are self-employed / work as freelancers	

5. And how many teaching, training or lecturing staff currently teach in the following vocational or technical areas / subjects?

Please see enclosed document which gives example subjects within each of the below subject areas, if you are unsure of what to include within any of the categories

Please enter a number for each row. Please enter 0 if you have no teaching staff in that subject. We will ask about literacy, numeracy, ESOL, preparation for work, SEN or supported learning, life skills, A-levels, GCSEs and other academic subjects in following questions.

Your best estimates are fine if you do not have this information readily available. Please leave notes where you are unsure of anything and the research team can contact you to discuss. Alternatively, you can contact the research team on 0800 051 0883 or collegestaffsurvey@kantarpublish.com if you have any queries.

Agriculture, Environmental and Animal Care.....		Other (specify)	
Business and Administrative.....			
Catering and Hospitality.....			
Childcare and Education.....		Other (specify)	
Construction.....			
Creative and Design.....			
Digital / IT.....		Other (specify)	
Engineering and Manufacturing.....			
Hair and Beauty.....			
Health and Science.....			
Legal, Finance and Accounting.....			
Protective Services.....			
Sales, Marketing and Procurement....			
Social Care.....			
Transport and Logistics.....			

6. How many teaching, training or lecturing staff currently teach in the following areas / subjects?

Please enter a number for each row. Your best estimates are fine if you do not have this information readily available. Please enter 0 if you have no staff teaching in that subject.

By standalone literacy and numeracy courses, we mean provision which leads to qualifications in numeracy and literacy skills.

Please leave notes where you are unsure of anything and the research team can contact you to discuss.

Alternatively, you can contact the research team on 0800 051 0883 or

collegestaffsurvey@kantarpublish.com if you have any questions.

ESOL.....	
Standalone literacy or adult basic English skills	
Standalone numeracy or adult basic maths skills.....	
Preparation for work.....	
SEN or Supported learning provision.....	
Life skills.....	

7. And how many teaching, training or lecturing staff currently teach in the following areas / subjects which lead to academic qualifications, including but not limited to A-levels or GCSEs?

Please enter a number for each row. Your best estimates are fine if you do not have this information readily available. Please enter 0 where you have no staff in that subject or please tick the box at the bottom of the list 'None of these subjects' if your college does not deliver any of this learning provision.

Please leave notes where you are unsure of anything and the research team can contact you to discuss. Alternatively, you can contact the research team on 0800 051 0883 or collegestaffsurvey@kantarpublish.com if you have any questions.

Art and Design.....	<input type="text"/>	Psychology.....	<input type="text"/>
Biology.....	<input type="text"/>	Religious Studies.	<input type="text"/>
Business Studies.....	<input type="text"/>	Sociology.....	<input type="text"/>
Chemistry.....	<input type="text"/>	Spanish.....	<input type="text"/>
Design and Technology.....	<input type="text"/>	Other (specify)	<input type="text"/>
Drama.....	<input type="text"/>		
Economics.....	<input type="text"/>	None of these subjects	<input type="checkbox"/>
English.....	<input type="text"/>		
French.....	<input type="text"/>		
Geography.....	<input type="text"/>		
German.....	<input type="text"/>		
History.....	<input type="text"/>		
Law.....	<input type="text"/>		
Mathematics.....	<input type="text"/>		
Media/Film/TV Studies.....	<input type="text"/>		
Physical Education.....	<input type="text"/>		
Physics.....	<input type="text"/>		
Polictics.....	<input type="text"/>		

SECTION 2 – RECRUITMENT AND RETENTION CHALLENGES

The next few questions are about recruiting and retaining teaching staff. By that we mean staff who have direct responsibility for teaching, training and lecturing learners in your college.

8. In which of the following areas subjects do you have any vacancies?

*Please include positions that are currently filled by supply staff while you are recruiting
If you are able please write in the approximate number of vacancies in each area in the boxes below.*

Agriculture, Environmental and Animal Care.....		SEN or supported learning provision....	
Business and Administrative.....		Life skills.....	
Catering and Hospitality.....		Other (specify)	
Childcare and Education.....			
Construction.....			
Creative and Design.....		Other (specify)	
Digital / IT.....			
Engineering and Manufacturing.....			
Hair and Beauty.....		Other (specify)	
Health and Science.....			
Legal, Finance and Accounting.....			
Protective Services.....			
Sales, Marketing and Procurement....			
Social Care.....			
Transport and Logistics.....			
ESOL.....			
English/literacy.....			
Maths/numeracy.....			
Preparation for work.....			

9. Across the last academic year, how many vacancies have been **filled by supply staff whilst you have been recruiting?**

If you are able please write in the approximate number of vacancies in each area in the boxes below.

Agriculture, Environmental and Animal Care.....		SEN or supported learning provision....	
Business and Administrative.....		Life skills.....	
Catering and Hospitality.....		Other (specify)	
Childcare and Education.....			
Construction.....			
Creative and Design.....		Other (specify)	
Digital / IT.....			
Engineering and Manufacturing.....			
Hair and Beauty.....		Other (specify)	
Health and Science.....			
Legal, Finance and Accounting.....			
Protective Services.....			
Sales, Marketing and Procurement....			
Social Care.....			
Transport and Logistics.....			
ESOL.....			
English/literacy.....			
Maths/numeracy.....			
Preparation for work.....			

Principal questionnaire

Thank you for taking the time to complete this survey. Kantar Public (an independent research organisation) has been commissioned by the Department for Education to deliver the survey on its behalf. The survey should take no longer than 10 minutes to complete and we will keep your answers completely confidential. All information provided will only be used for research purposes and all findings will be anonymised. If you have any questions about the research please contact Kantar Public on collegestaffsurvey@kantarpublic.com or call the research team at Kantar Public on 0800 051 0883.

If you need to leave the survey at any point, you can re-enter the survey where you left off.

Please click the forward arrow to begin the survey

SECTION 1 – BACKGROUND INFORMATION FOR PRINCIPAL

ASK ALL

Single code

Q_longPrincipal

How long have you worked as part of the senior leadership team at {insert name of college}?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

READ OUT

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

ASK ALL

Single code

Q_longLeader

In total, how long have you been working as a **leader in FE** – including time working for colleges, sixth form colleges or any other Further Education providers?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest

READ OUT

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

ASK ALL

Single code

Q_LeaderTeach

Have you ever worked as a teacher, lecturer or trainer in FE **before** becoming a leader?

1. Yes
2. No

IF WORKED AS A TEACHER (IF Q_LeaderTeach = 1)

Single code

Q_longFE

In total, how long did you work as a teacher, trainer or lecturer?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest

READ OUT

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

ASK ALL

Single code

Q_IndAny3

Did you ever work in industry or outside of education before you started working as a leader in FE?

1. Yes
2. No

ASK IF ANY INDUSTRY EXPERIENCE BEFORE LEADERSHIP ROLE (IF Q_IndAny3=1)

Multi code

Q_IndAny4

In which of the following industries or sectors did you work?

Please select all that apply

1. Agriculture, Environmental and Animal Care (For example, farming, horticulture, agricultural or environmental management)
2. Business and Administrative (For example, training related to human resources, or office management)
3. Catering and Hospitality (For example, catering or events management, culinary related qualifications (food hygiene, training to become a chef or baker)
4. Childcare and Education (For example, nursery and early years education, teaching and childminding)
5. Construction (For example, construction supervision, brick laying, joinery, building or civil engineering, carpentry, electrical engineering)
6. Creative and Design (For example, graphic design, journalism, fashion design)
7. Digital / IT (For example, systems design, software development, web design, programming)
8. Engineering and Manufacturing (For example, engineering, mechanics)
9. Hair and Beauty (For example, hair dressing, beauty)
10. Health and Science (For example, nursing, pharmacy, sports science, dentistry, nutrition)
11. Legal, Finance and Accounting (For example, accountancy, law, finance)
12. Protective Services (For example, policing, fire service, army)
13. Sales, Marketing and Procurement (For example, fashion buying, market research, estate agency, procurement)
14. Social Care (For example, care work)
15. Transport and Logistics (For example, HGV driving, railway signalling)
16. Something else (please specify)

ASK IF ANY INDUSTRY EXPERIENCE BEFORE LEADERSHIP ROLE (IF Q_IndAny3=1)

Single code

Q_IndAny5

In total, how long did you work in industry / outside of education - before working as a leader in FE?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest

READ OUT

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

SECTION 2 –RECRUITMENT AND RETENTION CHALLENGES

The next few questions are about recruiting and retaining teaching staff. By this we mean staff who have direct responsibility for teaching, training and lecturing learners in your college.

Please click the forward arrow to continue

ASK ALL

Single code

Q_RecDiff

How easy or difficult have you and your college found recruiting **teaching staff** over the last three years?

READ OUT

1. Very easy
2. Fairly easy
3. Neither easy nor difficult
4. Fairly difficult
5. Very difficult
6. Varies too much between vacancies/subject areas
7. Don't know

ASK ALL

Multi code

Q_RecDiff1

In which of the following vocational or technical areas / subjects would you say it is difficult to recruit skilled teaching staff?

Please select all that apply

We will ask about A-levels, GCSEs and other academic subjects in a following question

READ OUT. CODE ALL THAT APPLY

1. Agriculture, Environmental and Animal Care (For example, farming, horticulture, agricultural or environmental management)
2. Business and Administrative (For example, training related to human resources, or office management)
3. Catering and Hospitality (For example, catering or events management, culinary related qualifications (food hygiene, training to become a chef or baker)
4. Childcare and Education (For example, nursery and early years education, teaching and childminding)
5. Construction (For example, construction supervision, brick laying, joinery, building or civil engineering, carpentry, electrical engineering)
6. Creative and Design (For example, graphic design, journalism, fashion design)
7. Digital / IT (For example, systems design, software development, web design, programming)
8. Engineering and Manufacturing (For example, engineering, mechanics)
9. Hair and Beauty (For example, hair dressing, beauty)
10. Health and Science (For example, nursing, pharmacy, sports science, dentistry, nutrition)
11. Legal, Finance and Accounting (For example, accountancy, law, finance)

12. Protective Services (For example, policing, fire service, army)
13. Sales, Marketing and Procurement (For example, fashion buying, market research, estate agency, procurement)
14. Social Care (For example, care work)
15. Transport and Logistics (For example, HGV driving, railway signalling)
16. Something else (please specify)
17. ESOL
18. Literacy or basic adult English skills
19. Numeracy or basic adult maths skills
20. Preparation for work
21. Supported learning or Special Educational Needs learning provision
22. Life skills
23. Something else (please specify)
24. None of these **exclusive code*

ASK IF MORE THAN ONE RESPONSE AT Q_RecDiff1

Multi code up to 3 answers [*Only show responses given at Q_RecDiff1*]

Q_RecDiff2

In which of the following vocational or technical areas / subjects would you say it is most difficult to recruit skilled teaching staff?

Please choose up to three areas

[We/I] will ask about A-levels, GCSEs and other academic subjects in a following question

READ OUT. CODE UP TO THREE

1. Agriculture, Environmental and Animal Care
2. Business and Administrative
3. Catering and Hospitality
4. Childcare and Education
5. Construction
6. Creative and Design
7. Digital / IT
8. Engineering and Manufacturing
9. Hair and Beauty
10. Health and Science
11. Legal, Finance and Accounting
12. Protective Services
13. Sales, Marketing and Procurement
14. Social Care
15. Transport and Logistics
16. ESOL
17. Literacy or basic adult English skills
18. Numeracy or basic adult maths skills
19. Preparation for work
20. Supported learning or Special Educational Needs learning provision

21. Life skills
22. Something else (please specify)

ASK ALL

Multi code up to 3 answers

Q_RecDiff3

And in which of the following academic areas / subjects, including but not limited to A-levels and GCSEs, would you say it is most difficult to recruit skilled teaching staff?

Please choose up to three areas

READ OUT. CODE UP TO THREE

1. Art and Design
2. Biology
3. Business Studies
4. Chemistry
5. Design and Technology
6. Drama
7. Economics
8. English
9. French
10. Geography
11. German
12. History
13. Law
14. Mathematics
15. Media / Film / TV Studies
16. Physical Education
17. Physics
18. Politics
19. Psychology
20. Religious Studies
21. Sociology
22. Spanish
23. Other (specify)
24. None of these

ASK ALL

Single code

Q_RecAttit

Thinking about when you have most recently recruited for new teaching staff...

How strongly do you agree or disagree with the following:

READ OUT

- There are MORE applications than we received for similar posts 3 years ago
- The quality of the applications is better than it was 3 years ago
- We re-advertise on fewer occasions than we did 3 years ago
- We are making more satisfactory appointments than we did 3 years ago

1. Agree strongly
2. Agree slightly
3. Neither agree nor disagree
4. Disagree slightly
5. Disagree strongly
6. Don't know

ASK ALL

Open

Q_Open

If you have any further comments you'd like to add about recent trends in teacher recruitment and retention, please use the space below

Please write a short summary below

1. OPEN-ENDED
2. Don't know
3. No comment

SECTION 3 - DEMOGRAPHICS

To finish we have a few questions about you. This is to help make sure that we are including the views of different types of staff. All of your answers are treated in the strictest of confidence. The information will be used when analysing data, but it will NOT be possible to identify any individuals.

Please click the forward arrow to continue

ASK ALL

Single code

Q_FullPart

Are you contracted to work full-time or part-time at {insert name of college}?

By full-time we mean 35 hours or more per week

1. Full time
2. Part time

ASK ALL

Single code

Q_PrincSalary

Please indicate which band your current salary falls in

READ OUT

1. Under £50,000
2. £50,000 - £99,000
3. £100,000 - £149,000
4. £150,000 - £199,999
5. £200,000 - £249,999
6. £250,000 or more
7. Prefer not to say

ASK ALL

Single code

Q_Gender

Which of the following describes how you think of yourself?

READ OUT

1. Male
2. Female
3. In another way
4. Prefer not to say

ASK ALL

Single code

Q_Age

How old are you?

DO NOT READ OUT

1. 24 or younger
2. 25-29 years
3. 30-34 years
4. 35-39 years
5. 40-44 years
6. 45-49 years
7. 50-54 years
8. 55-59 years
9. 60-64 years
10. 65 and over
11. Prefer not to say

ASK ALL

Single code

Q_DISABLE1 (STANDARD ONS / DWP MEASURE)

Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?

1. Yes
2. No
3. Don't know
4. Prefer not to say

ASK ALL

Single code

Q5 (Nation)

What is your nationality?

READ OUT

1. UK, British
2. English
3. Scottish
4. Welsh
5. Northern Irish

- 6. Irish (Republic)
 - 7. Another nationality
- Prefer not to say

IF SOME OTHER NATIONALITY { XE "NationO1" } [ASK IF Q5 = 7]

Single code

Q_Nation2

How would you best describe your nationality?

Please select one answer only

DO NOT READ OUT, PROMPT TO PRECODES

- 1. Austrian
- 2. Belgian
- 3. Bulgarian
- 4. Croatian
- 5. Czech
- 6. Cypriot
- 7. Danish
- 8. Dutch
- 9. Estonian
- 10. French
- 11. Finnish
- 12. German
- 13. Greek
- 14. Hungarian
- 15. Icelandic
- 16. Indian
- 17. Italian
- 18. Latvian
- 19. Liechtenstein
- 20. Lithuanian
- 21. Maltese
- 22. Norwegian
- 23. Pakistani
- 24. Polish
- 25. Portuguese
- 26. Romanian
- 27. Slovak
- 28. Slovene or Slovenian
- 29. Spanish
- 30. Swedish
- 31. Swiss
- 32. Turkish
- 33. Another nationality – please specify in the space below

ASK ALL

Q_Ethnicity

Single code

What is your ethnic group?

Please choose the option that best describes your ethnic group or background

1. English/Welsh/Scottish/Northern Irish/British
2. Irish
3. Gypsy or Irish Traveller
4. Any other White background, please describe

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other Mixed/Multiple ethnic background, please describe

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background, please describe

14. African
15. Caribbean
16. Any other Black/African/Caribbean background, please describe

Other ethnic group

Prefer not to say

END SCREEN

Thank you for your participation in the survey. The information collected will help the government to understand the Further Education sector better and help target support where it is most needed.

If you have any questions about the survey, please contact the research team at collegestaffsurvey@kantarpublish.com.

Teachers and Leaders questionnaire

Thank you for taking part in the College Staff survey. We very much appreciate your time. The survey will take about 10 minutes to complete. Once you begin the survey, you will not be able to return to the survey at the point you leave, so please only start the survey if you think you have time to complete in one sitting. If you have any questions about the research please contact Kantar Public on collegestaffsurvey@kantarpublic.com

If you work for more than one college you may receive an invitation to take part from each of these colleges. Please only respond once to the survey. If you do work for more than one college, answer for the college you work for the most or think of as your main employer.

To begin the survey, please click the forward arrow below.

SECTION 1 – BACKGROUND INFO TO ROLE IN COLLEGE AND FE GENERALLY

ASK ALL

MULTI CODE

Q_role

Which of the following best describes your role or roles at {insert name of college}?

Please choose all that apply to you

1. Member of the governing body
2. Senior Management Team – this could include principals and vice-principals of colleges, working directors and CEOs of organisations and companies, and other people who would be considered part of a senior management team
3. Middle and junior manager – this could include managers of departments or divisions or units or teams or functions but at a level below the senior management team
4. Advanced practitioner
5. Lecturer, teacher or tutor
6. Trainer or instructor
7. Specialist assessor or verifier
8. Careers guidance specialist
9. Specialist coach, mentor, or staff trainer
10. Teaching, learning, classroom assistant or technician
11. Support worker in an administrative or clerical role
12. Support worker in areas such as maintenance, security, catering, or cleaning
13. Something else (please specify in the space below)
14. Prefer not to say

ASK IF MORE THAN ONE CODE A Q_role – [DISPLAY ONLY CODES SELECTED AT Q_role]

SINGLE CODE

Q_role2

Which of the following best describes your **main** role {insert name of college}?

Please choose the one that best applies to you

1. Member of the governing body
2. Senior Management Team – this could include principals and vice-principals of colleges, working directors and CEOs of organisations and companies, and other people who would be considered part of a senior management team
3. Middle and junior manager – this could include managers of departments or divisions or units or teams or functions but at a level below the senior management team
4. Advanced practitioner
5. Lecturer, teacher or tutor
6. Trainer or instructor
7. Specialist assessor or verifier
8. Careers guidance specialist
9. Specialist coach, mentor, or staff trainer
10. Teaching, learning, classroom assistant or technician
11. Support worker in an administrative or clerical role
12. Support worker in areas such as maintenance, security, catering, or cleaning

13. Something else (please specify in the space below)

14. Prefer not to say

ASK IF Q_role <> 4 AND Q_role <> 5

SINGLE CODE

Q_AnyTeach

Does your role regularly involve teaching or lecturing?

This does not include working as a teaching assistant, trainer, assessor or coach.

1. Yes
2. No
3. Don't know

NOTE: TEACHERS ARE NOW DEFINED BY – [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

ASK IF (Q_role2 = 2 or 3) OR (Q_role = 2 or 3 AND no other codes selected as Q_role)

Single code

Q_seniorrole

You mentioned you are part of the management team. Which of the following describes your **main management** role?

Please select one response

1. Chief Executive, Principal, Managing Director, or Vice-Principal or equivalent
2. Head of legal services or equivalent
3. Head of HR/ personnel or equivalent
4. Head of finance or equivalent
5. Head of other division or department or function
6. Line manager or budget holder
7. None of the above

ASK IF [Qrole = 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Single code

Q_Teachgov

Do you currently have any responsibilities as a governor for {insert name of college}?

1. Yes
2. No

ASK IF [Qrole = 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Single code

Q_longColl

How long have you been working for {insert name of college}?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

6. Less than 1 year
7. 1 year but less than 3 years
8. 3 years but less than 10 years
9. 10 years and up to 20 years
10. More than 20 years

ASK ALL LEADERS (EXCLUDING GOVERNORS) – (Q_role2 = 2 or 3) OR (Q_role = 2 or 3 AND no other codes selected as Q_role)

Single code

Q_FullPart

Are you contracted to work full-time or part-time at {insert name of college}?

By full-time we mean 35 hours or more per week

3. Full time
4. Part time

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Q_Hours

In a normal week where you are working at {insert name of college}, how many hours are you contracted to teach?

Please enter the number of contracted teaching hours below. If you don't have a set number of contracted hours, please enter the number of teaching hours you do in a normal week.

If the number of hours varies, please provide an estimate of your average weekly contracted teaching hours. We are collecting contracted teaching hours to create a standardised measure across the sector. We appreciate that worked hours vary from this.

1. ENTER NUMBER
2. Don't know
3. Varies too much to say

ASK IF [Qrole = 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Single code

Q_Contract1

How are you employed at {insert name of college}?

Please choose all that apply

1. I have a contract **direct with the college or college group**
2. I am employed **through an agency**
3. **Self-employed / work as freelancer** for the college
4. Some other working arrangement (please specify in the space below)

ASK IF QContract1 = 1 (have a direct contract with the college)

Single code

Q_Contract_Num1

Do you hold a single contract for all the work you do at {insert name of college}?

Please choose all that apply

1. Yes – I have a single contract
2. No – I have different contracts for different roles at the college
3. Don't know

ASK IF QContract_Num1 = 2 (have multiple contracts)

Single code

Q_Contract_Num2

How many different contracts do you hold at {insert name of college}?

1. ENTER NUMBER
2. Prefer not to say
3. Don't know

ASK ALL WITH DIRECT CONTRACT (IF Q_Contract1 = 1)

Single code

Q_Contract2

What type(s) of contract or working arrangement do you have with {insert name of college}?

Please select one answer only

1. Permanent contract
2. Fixed term or temporary contract
3. Zero, minimum or flexible hours or sessional contract
4. Some other working arrangement (please specify in the space below)

ASK IF [Qrole = 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Single code

Q_longFE

In total, how long have you been working in the further education sector?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

SECTION 2 – QUALIFICATIONS, STATUS AND TEACHING ROLES

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Multi code

Q_QualTeach

Which of the following teaching qualifications do you have?

Please select all that apply

1. Level 3 - e.g. Level 3 Award in Education and Training, Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
2. Level 4 - e.g. Level 4 Certificate in Education and Training, Level 4 Certificate in Teaching in the Lifelong Learning Sector
3. Level 5 - e.g. Level 5 Diploma in Education and Training, Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
4. Level 6 - e.g. Bachelors in Education (BEd)
5. Level 7 - e.g. Postgraduate Certificate in Education (PGCE)
6. Another teaching qualification (please specify in the space below)
7. Do not have a teaching qualification – and not working towards one
8. Do not have a teaching qualification – but working towards one

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Multi code

Q_Status

Do you have Qualified Teachers Status (QTS), Qualified Teacher Learning and Skills (QTLS), or any other teaching related professional status related to your role at {insert college name}?

Please select all that apply

1. QTS (Qualified Teacher Status)
2. QTLS (Qualified Teacher Learning and Skills status)
3. Some other status (please specify in the space below)
4. Don't know
5. None of these

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Multi code

Q_AreaTeachTLEVEL

What subject(s)/area(s) do you teach?

First, we would like to know which vocational or technical subjects you teach.

*We will ask about A-levels, GCSEs and other academic subjects in a following question. We will also ask about any literacy, numeracy and ESOL teaching you may do separately, so please do **not** include these subject areas here.*

Please select one area for each subject that you teach. If you only teach one subject, please select the area that you feel is most relevant to that subject. If you teach multiple subjects, please select one area for each subject. If you feel more than one of your subjects are most relevant to the same area, please select that area and continue.

1. Agriculture, Environmental and Animal Care (For example, farming, horticulture, agricultural or environmental management)
2. Business and Administrative (For example, training related to human resources, or office management)
3. Catering and Hospitality (For example, catering or events management, culinary related qualifications (food hygiene, training to become a chef or baker)
4. Childcare and Education (For example, nursery and early years education, teaching and childminding)
5. Construction (For example, construction supervision, brick laying, joinery, building or civil engineering, carpentry, electrical engineering)
6. Creative and Design (For example, graphic design, journalism, fashion design)
7. Digital / IT (For example, systems design, software development, web design, programming)
8. Engineering and Manufacturing (For example, engineering, mechanics)
9. Hair and Beauty (For example, hair dressing, beauty)
10. Health and Science (For example, nursing, pharmacy, sports science, dentistry, nutrition)
11. Legal, Finance and Accounting (For example, accountancy, law, finance)
12. Protective Services (For example, policing, fire service, army)
13. Sales, Marketing and Procurement (For example, fashion buying, market research, estate agency, procurement)
14. Social Care (For example, care work)
15. Transport and Logistics (For example, HGV driving, railway signalling)
16. Something else (please specify in the space below)
17. None of these

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Multi code

Q_AreaTeachEM

Do you teach any of the following subjects, including any learning embedded as part of a course?
Please select all that apply. We will ask about A-levels, GCSEs and other academic provision in a following question.

1. ESOL
2. Stand alone Literacy or basic adult English skills
3. Stand alone Numeracy or basic adult maths skills
4. Literacy or basic adult English skills embedded as part of other provision
5. Numeracy or basic adult maths skills embedded as part of other provision
6. Preparation for work
7. Supported learning or Special Educational Needs learning provision
8. Life skills
9. None of the above

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1] AND Q_AREATEACHLEVEL <> NONE OF THESE AND Q_AREATEACHEM <> NONE OF THESE Q_LevelSubj

For each subject / area you teach, what is the highest level you are qualified to teach learners to?

Please select the highest level for each subject below

	Entry Level	Level 1	Level 2	Level 3	Level 4 or higher	No teaching qualification – and not working towards one	No teaching qualification – but working towards one
ESOL							
Stand alone literacy or basic adult English skills							
Stand alone numeracy or basic adult maths skills							
Preparation for work							
Supported learning or SEN provision							
Life skills							
Agriculture, Environmental and Animal Care							
Business and Administrative							
Catering and Hospitality							
Childcare and Education							
Construction							
Creative and Design							
Digital / IT							

Engineering and Manufacturing							
Hair and Beauty							
Health and Science							
Legal, Finance and Accounting							
Protective Services							
Sales, Marketing and Procurement							
Social Care							
Transport and Logistics							
Something else (present description given at Q_AreaTeachTLEVEL)							

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Single code

Q_QualTeach

Do you currently teach any subjects which lead to academic qualifications such as A-Levels or GCSEs?

1. Yes
2. No

IF TEACH ACADEMIC SUBJECTS (Q_QualTeach = 1)

Multi code

Q_AreaTeachAlevel

Which of the following academic subject(s) do you teach, if any, including but not limited to A-levels or GCSEs?

Please select all that apply

25. Art and Design
26. Biology
27. Business Studies
28. Chemistry

29. Design and Technology
30. Drama
31. Economics
32. English
33. French
34. Geography
35. German
36. History
37. Law
38. Mathematics
39. Media / Film / TV Studies
40. Physical Education
41. Physics
42. Politics
43. Psychology
44. Religious Studies
45. Sociology
46. Spanish
47. Other (please specify in the space below)
48. None of these

SECTION 3 – SUPPORT AND CPD

IF [Qrole = 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Multi code

Q_FinSupport

Have you ever received any of following types of financial support during your time working in FE colleges?

Please select all that apply

1. FE Training bursary (this was available for DTLLS and PTLLS qualifications up to 2012)
2. Subject Knowledge Enhancement bursary
3. English bursary (available from 2013)
4. Maths bursary (available from 2013)
5. SEN bursary (available from 2013)
6. ITE bursary (available from 2013)
7. Mathematics Graduate Recruitment Incentive Award (for in-service ITE)
8. Mathematics Golden Hello scheme (available from 2013)
9. Some other financial support (please specify in the space below)
10. None of these
11. Don't know

SECTION 4a – EXPERIENCE BEFORE TEACHING IN COLLEGES / FE (TEACHERS)

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1] AND Q_AreaTeachTLEVEL = 1-16

You mentioned earlier that you currently teach the following subjects / areas

[LIST WILL BE RESTRICTED TO THOSE SELECTED AT Q_AreaTeachTLEVEL]

17. Agriculture, Environmental and Animal Care
18. Business and Administrative
19. Catering and Hospitality
20. Childcare and Education
21. Construction
22. Creative and Design
23. Digital / IT
24. Engineering and Manufacturing
25. Hair and Beauty
26. Health and Science
27. Legal, Finance and Accounting
28. Protective Services
29. Sales, Marketing and Procurement
30. Social Care
31. Transport and Logistics
32. Something else (will display answer given at Q_AreaTeachTLEVEL)

Please click the forward arrow to continue

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1] – show on same screen as Q_IntroInd

Single code

Q_IndAny1

Have you ever worked or do you currently work in industry / outside of education in any of the areas you now teach or train?

3. Yes
4. No

ASK IF ANY INDUSTRY EXPERIENCE BEFORE TEACHING (IF Q_IndAny1=1)

ONLY SHOW RESPONSES AT Q_AREATEACHTLEVEL

Q_IndAny2

How long have you worked in these areas?

Please select one answer for each area

	Less than 1 year	More than 1 year but less 3 years	3 years but less than 10 years	10 years and up to 20 years	More than 20 years	No experience	Don't know
<i>AGRICULTURE, ENVIRONMENTAL AND ANIMAL CARE</i>							
<i>BUSINESS AND ADMINISTRATIVE</i>							
<i>CATERING AND HOSPITALITY</i>							
<i>CHILDCARE AND EDUCATION</i>							
<i>CONSTRUCTION</i>							
<i>CREATIVE AND DESIGN</i>							
<i>DIGITAL / IT</i>							
<i>ENGINEERING AND MANUFACTURING</i>							
<i>HAIR AND BEAUTY</i>							
<i>HEALTH AND SCIENCE</i>							
<i>LEGAL, FINANCE AND ACCOUNTING</i>							
<i>PROTECTIVE SERVICES</i>							
<i>SALES, MARKETING AND PROCUREMENT</i>							
<i>SOCIAL CARE</i>							
<i>TRANSPORT AND LOGISTICS</i>							
<i>SOMETHING ELSE (PRESENT DESCRIPTION GIVEN AT Q_AREATEACHTLEVEL)</i>							

SECTION 4b – EXPERIENCE BEFORE WORKING IN COLLEGES / FE (LEADERS)

ASK ALL LEADERS (Q_role=1,2,3) or Q_Teachgov = 1

Single code

Q_LlongLeader

How long have you worked as a governor or leader at {insert name of college}?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

ASK ALL LEADERS (Q_role=1,2,3) or Q_Teachgov = 1

Single code

Q_longLeader

In total, how long have you been working as a governor or leader in FE – including time working for colleges, sixth form colleges or other Further Education providers?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

ASK ALL LEADERS (Q_role=1,2,3) AND NOT [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Single code

Q_LeaderTeach

Before working as a governor / leader in FE – including time in roles at any other Further Education providers have you ever worked as a teacher, trainer or lecturer, including currently?

1. Yes
2. No

IF WORKED AS A TEACHER (IF Q_LeaderTeach = 1)

Single code

Q_longFE

In total, how long have you worked as a teacher, trainer or lecturer?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest

1. Less than 1 year
2. 1 year but less than 3 years
3. 3 years but less than 10 years
4. 10 years and up to 20 years
5. More than 20 years

ASK ALL LEADERS (Q_role=1,2,3) AND NOT [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Single code

Q_IndAny3

Have you ever worked / do you currently work in industry / outside of education?

1. Yes
2. No

ASK IF ANY INDUSTRY EXPERIENCE BEFORE LEADERSHIP ROLE (IF Q_IndAny3=1)

Multi code

Q_IndAny4

In which of the following industries or sectors have you worked / do you work?

Please select all that apply

1. Agriculture, Environmental and Animal Care
2. Business and Administrative
3. Catering and Hospitality
4. Childcare and Education
5. Construction
6. Creative and Design
7. Digital / IT
8. Engineering and Manufacturing
9. Hair and Beauty
10. Health and Science
11. Legal, Finance and Accounting
12. Protective Services
13. Sales, Marketing and Procurement
14. Social Care
15. Transport and Logistics
16. Something else (please specify in the space below)

SECTION 5 – OTHER CURRENT ROLES (TEACHERS ONLY)

ASK ALL WITH TEACHING ROLE [Qrole = 4 OR Qrole = 5 OR Q_AnyTeach = 1]

Multi code

Q_IndCurrent

Do you **currently** work for any organisations other than {insert name of college}?

Please include any work you currently do, including any temporary or agency work

Please select all that apply

1. Yes – for other colleges / education and training providers
2. Yes – in industry / outside of education
3. No

ASK IF Q_IndCurrent = 1

Multi code

Q_IndCurrent2

Which of the following types of provider do you currently work for?

Please include any work you currently do, including any temporary or agency work

Please select all that apply

1. A general further education college
2. A specialist further education college
3. A Sixth Form college
4. An independent private training company
5. The education service within a local authority
6. A charitable or voluntary training provider
7. A training division or unit of an employer
8. Personal tutoring or other private arrangement
9. Other (please specify in the space below)
10. None of these

ASK IF WORK FOR OTHER COLLEGES / EDUCATION AND TRAINING PROVIDERS (IF

QIndCurrent=1)

Numeric

Q_OthColl1

How many **other** colleges / education and training providers are you currently working for **excluding** {insert name of college}?

Please include any work you currently do, including any temporary or agency work

1. ENTER NUMBER
2. Prefer not to say

ASK IF WORK FOR OTHER COLLEGES / EDUCATION AND TRAINING PROVIDERS (IF

QIndCurrent=1)

Multi code

Q_Contract_prev1

How are you employed by these colleges / education and training providers, other than {insert name of college}?

Please select all that apply

1. I have contracts **direct with them**
2. I am employed **through an agency**
3. **Self-employed / work as freelancer** for them
4. Some other working arrangement (please specify in the space below)

ASK ALL WITH DIRECT CONTRACT (IF Q_Contract_prev1 = 1)

Multi code

Q_Contract_prev2

What type of contract(s) or working arrangement(s) do you have with these colleges / education and training providers?

Please select all that apply

1. Permanent contract(s)
2. Fixed term or temporary contract(s)
3. Zero, minimum or flexible hours or sessional contract
4. Some other working arrangement (please specify in the space below)

ASK IF WORK FOR OTHER COLLEGES / EDUCATION AND TRAINING PROVIDERS (IF

QIndCurrent=1)

Numeric

Q_HoursOth

Thinking about all the colleges / education and training providers you are currently working for including {insert name of college}. In a normal week, how many hours are you contracted to teach?

Please enter the number of contracted teaching hours below. If this varies, please provide an estimate of your average weekly contracted teaching hours. We are collecting contracted teaching hours to create a standardised measure across the sector. We appreciate that worked hours vary from this.

1. ENTER NUMBER
2. Don't know
3. Varies too much to say

ASK ALL WITH INDUSTRY ROLE (IF IndCurrent =2)

Multi code**Q_SectorInd**

You mentioned that you currently work in industry / outside of education. In which of the following areas do you currently work?

Please select all that apply

1. Agriculture, Environmental and Animal Care (For example, farming, horticulture, agricultural or environmental management)
2. Business and Administrative (For example, training related to human resources, or office management)
3. Catering and Hospitality (For example, catering or events management, culinary related qualifications (food hygiene, training to become a chef or baker)
4. Childcare and Education (For example, nursery and early years education, teaching and childminding)
5. Construction (For example, construction supervision, brick laying, joinery, building or civil engineering, carpentry, electrical engineering)
6. Creative and Design (For example, graphic design, journalism, fashion design)
7. Digital / IT (For example, systems design, software development, web design, programming)
8. Engineering and Manufacturing (For example, engineering, mechanics)
9. Hair and Beauty (For example, hair dressing, beauty)
10. Health and Science (For example, nursing, pharmacy, sports science, dentistry, nutrition)
11. Legal, Finance and Accounting (For example, accountancy, law, finance)
12. Protective Services (For example, policing, fire service, army)
13. Sales, Marketing and Procurement (For example, fashion buying, market research, estate agency, procurement)
14. Social Care (For example, care work)
15. Transport and Logistics (For example, HGV driving, railway signalling)
16. Something else (please specify in the space below)
17. None of these

SECTION 6 - VIEWS OF WORKING IN FE (ALL TEACHERS AND LEADERS)

ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Single code

Q_Oppo

How satisfied are you with the opportunities you have to develop your career within Further Education?

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied

ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Single code

Q_Leaver

How likely are you to leave Further Education in the next 12 months?

The Department for Education would like to understand movement in the sector and how attractive staying in the FE sector is to staff.

Your response will be confidential and anonymous. No one at the Department for Education or your college will have access to your individual response, and responses will be reported at an aggregate level.

Please select one answer only

1. I **already have a job offer** for a role outside FE
2. I'm **very likely to leave**
3. I'm **fairly likely to leave**
4. I'm **not very likely to leave**
5. I'm **not at all likely to leave**
6. Prefer not to say

ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Open

Q_Element

In your own words, what would you say is the best or most rewarding part of working in Further Education?

- OPEN-ENDED
- Don't know

ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Open

Q_Worry

(IF Q_leaver = 1,2,3) Why are you (IF Q_leaver = 2,3: considering) leaving the Further Education sector?

(IF Q_leaver <> 1,2,3) In your own words, what are the main difficulties working in Further Education?

1. OPEN-ENDED
2. (IF Q_leaver <> 1,2,3) None
3. Don't know
4. Prefer not to say

SECTION 7 - DEMOGRAPHICS

We have a few questions about you. This is to help make sure that we are including the views of different types of staff. All of your answers are treated in the strictest of confidence. The information will be used when analysing data, but it will NOT be possible to identify any individuals.

Please click the forward arrow to continue

ASK ALL

Q1 (Gender)

Single code

Which of the following describes how you think of yourself?

Please select one answer only

5. MALE
6. FEMALE
7. IN ANOTHER
WAY
8. PREFER NOT TO
SAY

ASK ALL

Q2 (Age)

Single code

How old are you?

12. 24 OR YOUNGER
13. 25-29 YEARS
14. 30-34 YEARS
15. 35-39 YEARS
16. 40-44 YEARS
17. 45-49 YEARS
18. 50-54 YEARS
19. 55-59 YEARS
20. 60-64 YEARS
21. 65 AND OVER
22. PREFER NOT TO
SAY

**ASK ALL TEACHERS AND LEADERS EXCLUDING GOVERNORS [Qrole = 2 or 3 or 4 or 5 OR
Q_AnyTeach = 1]**

Q_Intro2 (NOT A QUESTION – THERE TO REASSURE ON INCOME)

The following questions are about your income from working in the FE sector. We are asking these to get a better understanding of how pay varies across the sector. We only want to know this at a broad level and if you don't want to tell us then you can say 'prefer not to say'.

Any information you provide will only be used for the purposes of this study and all findings will be anonymised. **Your individual answers will not be shared with anyone at your college.**

Please click the forward arrow to continue

ASK ALL TEACHERS AND LEADERS [Qrole = 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Q3 (Income1)

Thinking just about your role at {insert name of college}. Which of the following best describes your income **just from this college?**

Please select one answer only

Annual	Monthly	Weekly
Under £2,500	Under £200	Under £50
£2,500 – £4,999	£200 – £399	£50 – £99
£5,000 – £9,999	£400 – £829	£100 – £199
£10,000 – £15,999	£830 – £1329	£200 – £309
£16,000 – £19,999	£1,330 – £1,649	£310 – £389
£20,000 – £24,999	£1,650 – £2,099	£390 – £489
£25,000 – £29,999	£2,100 – £2,499	£490 – £579
£30,000 – £34,999	£2,500 – £2,899	£580 – £679
£35,000 – £39,999	£2,900 – £3,349	£680 – £769
£40,000 or more	£3,350 – £3,749	£770 – £869
		Don't know
		Prefer not to say

ASK IF WORK FOR OTHER COLLEGES / EDUCATION AND TRAINING PROVIDERS (IF QIndCurrent=1)

Q4 (Income2)

And thinking about all of your teaching roles across all colleges / education and training providers. Which of the following best describes your **total income** from teaching / training?

Please select one answer only

Annual	Monthly	Weekly
Under £2,500	Under £200	Under £50
£2,500 – £4,999	£200 – £399	£50 – £99
£5,000 – £9,999	£400 – £829	£100 – £199
£10,000 – £15,999	£830 – £1329	£200 – £309
£16,000 – £19,999	£1,330 – £1,649	£310 – £389
£20,000 – £24,999	£1,650 – £2,099	£390 – £489
£25,000 – £29,999	£2,100 – £2,499	£490 – £579
£30,000 – £34,999	£2,500 – £2,899	£580 – £679
£35,000 – £39,999	£2,900 – £3,349	£680 – £769

£40,000 or more

£3,350 – £3,749

£770 – £869
Don't know
Prefer not to say

**ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]
Single code**

Q5 (Nation)

What is your nationality?

Please select one answer only

1. UK, British
2. English
3. Scottish
4. Welsh
5. Northern Irish
6. Irish (Republic)
7. Another nationality
8. Prefer not to say

IF SOME OTHER NATIONALITY { XE "NationO1" } [ASK IF Q5 = 7]

Single code

Q_Nation2

How would you best describe your nationality?

Please select one answer only

34. Austrian
35. Belgian
36. Bulgarian
37. Croatian
38. Czech
39. Cypriot
40. Danish
41. Dutch
42. Estonian
43. French
44. Finnish
45. German
46. Greek

47. Hungarian
48. Icelandic
49. Indian
50. Italian
51. Latvian
52. Liechtenstein
53. Lithuanian
54. Maltese
55. Norwegian
56. Pakistani
57. Polish
58. Portuguese
59. Romanian
60. Slovak
61. Slovene or Slovenian
62. Spanish
63. Swedish
64. Swiss
65. Turkish
66. Another nationality – please specify in the space below

**ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]
Q7 (Ethnicity)**

What is your ethnic group?

Please choose the option that best describes your ethnic group or background

White

1. English/Welsh/Scottish/Northern Irish/British
2. Irish
3. Gypsy or Irish Traveller
4. Any other White background, please describe

Mixed/Multiple ethnic groups

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other Mixed/Multiple ethnic background, please describe

Asian/Asian British

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background, please describe

Black/ African/Caribbean/Black British

14. African
15. Caribbean
16. Any other Black/African/Caribbean background, please describe

Other ethnic group

Prefer not to say

ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]

Q8 (disable)

Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?

1. Yes
2. No
3. Don't know
4. Prefer not to say

RECONTACT QUESTIONS

**ASK ALL TEACHERS AND LEADERS [Qrole = 1 or 2 or 3 or 4 or 5 OR Q_AnyTeach = 1]
Q9 (Recon1)**

Would you be willing to take part in a short follow-up survey (around 5 minutes) in around one year's time? The survey will be to measure how many staff move within and outside the FE sector this year.

Please be reassured that the purpose of this re-contact is for research only and that your answers remain confidential. The research will be carried out by Kantar Public on behalf of the Department for Education. Taking part will be voluntary and, you can decide not to take part if and when we contact you.

- 1. YES
- 2. NO

IF AGREE TO RECONTACT (IF YES AT Q9)

Q10 (Recon3)

Please provide an email address where you can be contacted in around 12 months' time.

If possible we would like a personal email. This is so we contact staff even if they decide to move in the next 12 months. Any details you provide will be treated as confidential and will only be used to contact you for this specific piece of research.

IF AGREE TO RECONTACT (IF YES AT Q9)

Q11 (Recon4)

Please provide the best phone number to contact you on in around 12 months' time.

If possible we would like a personal number. This is so we contact staff even if they decide to move in the next 12 months. Any details you provide will be treated as confidential and will only be used to contact you for this specific piece of research.

IF AGREE TO RECONTACT (IF YES AT Q9)

Q12 (Recon5)

Please also provide your current work email address

We may use this as an alternative way to get in touch. Any details you provide will be treated as confidential and will only be used to contact you for this specific piece of research.

END SCREEN

Thank you for your participation in the survey. The information collected will help the government to understand the Further Education sector better and help target support where it is most needed.

If you have any questions about the survey, please contact the research team at collegestaffsurvey@kantarpublish.com.

Appendix B: Advance correspondence

Ministerial letter



Rt Hon Anne Milton MP

Minister of State for Apprenticeships and Skills

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT tel: 0370 000 2288

www.education.gov.uk/hetp/contactus

Dear Principal,

As a leader in Further Education, you will be aware that the Government has made the improvement of technical and further education a priority. This is part of a policy programme which is making sure that all people have the opportunities to succeed and improve the productivity of the country. Recent initiatives include the rolling-out of new stretching apprenticeship standards, the introduction of T-levels, and the launch of the new Institutes of Technology.

Along with you we want to improve Further Education learning and we are aware that more will be asked of the FE sector. We are keen to consider how best we can support you to respond to these reforms.

To ensure that whatever support or policies that are developed are relevant and sensible, they must be based on high-quality accurate data. To achieve that, we need to make sure that our evidence is current, and sourced directly from those individuals and institutions most affected by the changes.

I have launched a research programme to inform this work. A key element of this programme is the **College Staff Survey 2018** which is aimed at teachers and leaders in General and specialist FE Colleges. I will also be launching a Call for Evidence shortly so we are best placed to improve the data we all need on the workforce.

I need you and your college to take part in the College Staff Survey 2018. Please ensure that all your teachers and leaders complete it before the deadline. This is vital information to support you in your work.

Kantar Public and RCU are conducting this survey on behalf of the Department. We have made sure that the survey is kept short to minimise time it takes to complete. A representative from Kantar Public will be in touch in due course.

If you would like to speak to someone about the study in the interim period, please email the DfE Project Manager Sophie Aisbitt at Sophie.Aisbitt@education.gov.uk.

In May we will also be contacting you about your intentions around T level delivery and what support you might need to be able to successfully deliver T levels.

However for now I would like to reiterate how important it is that we have input on this survey from you and your staff.

My very grateful thanks for your support and cooperation.

Best wishes
Anne

Rt Hon Anne Milton MP
Minister of State for Apprenticeships and Skills

With support from the Further Education Commissioner.



Richard J Atkins CBE
Further Education Commissioner

Advance letter



{First name} {Surname}
{Address Line 1}
{Address Line 2}
{Address Line 3}
{Address Line 4}
{Postcode}

Ref: 412903/ {SERIAL NUMBER}

{Date letter sent}

Dear {contact name},

RE: The 2018 College Staff Survey – a survey of teachers and leaders

We are writing to ask your college to be part of the College Staff Survey 2018. The Department for Education is launching the 'College Staff Survey', aimed at all college teachers and leaders. This survey is being sent to all General Further Education and specialist colleges in England. **It is an opportunity to collect detailed information about the teaching and leadership workforce. The information teachers and leaders provide will help us to support the sector more effectively.** The survey comes at an important time for the sector, with the roll-out of new apprenticeship standards, introduction of T-levels, and launch of the new Institutes of Technology. We recognise these changes will create challenges for the sector. The evidence we gather from the survey will help us to design and implement policy in a way that maximises the benefits for colleges and learners.

The survey is also an opportunity for teachers and leaders to feedback their opinions to the department to help us make informed policy decisions. **We would like to hear from all teaching staff, leaders and governors within your college** to better understand challenges faced in FE and raise its profile and prestige.

Why take part in this survey?

- ✓ The data that teachers and leaders provide will allow DfE to support the sector more effectively
- ✓ DfE want to hear from the sector on your experiences and support you in best delivering results to your learners
- ✓ It is an opportunity for teachers and leaders to openly and anonymously share their views on working in the FE sector with DfE
- ✓ It is quick and easy to take part - it should take teachers and leaders about 10 minutes to complete.

An independent research agency, Kantar Public, is carrying out this research on behalf of the Department for Education. All responses will be treated with the utmost confidentiality by Kantar Public. No one from DfE or outside of Kantar Public will see individual responses and all data will be reported at an aggregate level. DfE will not be able to identify any individuals who take part in the survey.

I will be sending you an invitation to take part in the survey by email in the next few days. This email will include a link to an online survey (which will be unique for your college). We would like you to distribute this to all teachers and leadership staff (by email) so we can gather their views directly.

For now, we have included a short paper questionnaire ('Staff Return') asking for some basic details about staffing levels in your college. Please pass this to your HR or personnel team to complete and return to Kantar Public as soon as possible.

The paper questionnaire can be returned either using the freepost envelope enclosed or by scanning and sending a copy to collegestaffsurvey@kantarpublic.com.

We very much appreciate your time and support of this survey, which we believe will be of great value to the FE sector. **Later in the year, as a thank you for your support, we plan to provide your college's data back to you in a way that will allow you to benchmark your institution against the rest of the sector. In order to do this, it is essential that the 'Staff Return' is completed.** If you have any questions about the research please contact DfE at Sophie.aisbitt@education.gov.uk. You can also contact Kantar Public on 0800 051 0883 or collegestaffsurvey@kantarpublic.com and the research team at Kantar Public will be able to help.

I very much hope that you will be able to take part in this important study.

Thank you in advance for your help.

Yours sincerely,



Sophie Aisbitt
Department for Education

KANTAR PUBLIC



Email invitation: Principal



Department
for Education

COLLEGE
STAFF
SURVEY

Dear {contact name},

RE: The 2018 College Staff Survey – a survey of teachers and leaders

I recently wrote to ask for your help with, and participation in, DfE's College Staff Survey 2018. The survey has now launched and I'm contacting you with further information on our request to participate.

The survey is aimed at all college teachers, and leaders and is being sent to all General Further Education and specialist colleges in England. **It is an opportunity to collect detailed information about the teaching and leadership workforce. The information teachers and leaders provide will help us to support the sector more effectively.** The survey comes at an important time for the sector, with the roll-out of new apprenticeship standards, introduction of T-levels, and launch of the new Institutes of Technology. We recognise these changes will create challenges for the sector. The evidence we gather from the survey will help us to design and implement policy in a way that maximises the benefits for colleges and learners.

DfE would like to hear from all teaching staff, leaders and governors within the sector to better understand challenges faced in the FE sector and raise its profile and prestige. We greatly appreciate your help and time in supporting this important research. I know there are several requests for information currently calling on your and your staff's time.

Why take part in this survey?

- ✓ The data that teachers and leaders provide will allow DfE to support the sector more effectively
- ✓ DfE want to hear from voices in the sector on their experiences and support you in best delivering results to your learners
- ✓ It is an opportunity for teachers and leaders to openly and anonymously share their views on working in the FE sector with DfE.
- ✓ It is quick - it should only take about 10 minutes to complete.

Please click on the link below to complete the Principal survey. It is intended for you or another member of your senior leadership team to complete on behalf of the college. Questions within this survey focus on recruitment and retention within your college and your own background and experiences within FE leadership roles and other roles. The survey should not take more than 10 minutes to complete.

Principal Survey: [LINK](#)

I have also attached a number of documents to this email. Most important is **the College Staff Survey invitation, which should be circulated to all teaching and leadership staff in your college.**

- **The College Staff Survey online survey invite.** We have attached an email message {**MAIN TEACHER AND LEADER INVITE**}. **Please could you, or someone within your college, distribute this email to all teaching and leadership staff within your college, including governors.** If you have teaching staff employed through agencies, please also include them in the invite. The email contains a link to the online staff survey which all teaching and leadership staff should complete. The survey takes around 10 minutes

to complete and collects information about staff's experience, qualifications, and training, and asks for views on working in the FE Sector. **The survey invites can be sent by your office, through curriculum or department heads or from your marketing or HR team.** It is immensely valuable to gather as many views from teaching staff as possible, so anything your college could do to encourage response amongst staff would be greatly appreciated.

- **Survey flyer (to help promote the survey).** We have also attached an electronic 'flyer', which can be used to encourage response through newsletters, all staff emails and any social media channels your college uses.

If you have any questions about the research please contact Kantar Public on 0800 051 0883 or collegestaffsurvey@kantarpublish.com and the research team at Kantar Public will be able to help.

I very much hope that you will be able to take part in this important study. We value your time and support, at what is already a busy time.

Thank you in advance for your help.

Yours sincerely,



Sophie Aisbitt
Department for Education

KANTAR PUBLIC



Email invitation: Teachers and Leaders



Department
for Education

COLLEGE
STAFF
SURVEY

Dear colleague,

RE: The 2018 College Staff Survey – a survey of teachers and leaders

I am writing to ask for your help. The Department for Education has launched the 'College Staff Survey' and is asking all teachers and leaders in General Further Education colleges in England to take part. **It is an opportunity to collect detailed information about the teaching and leadership workforce.**

The information you provide will help us to support the sector more effectively and help to design and implement policy in a way that maximises the benefits for colleges and learners.

It is also an opportunity for you to feedback your opinions to the Department for Education. **DfE would like to hear from all teaching staff within the sector to better understand challenges faced in the FE sector and raise the profile and prestige of the sector.** The survey also collects details about staff's experience, qualifications and training. This will help DfE to support the sector now and in the future.

Why take part in this survey?

- ✓ The data you provide will help DfE to support the sector more effectively
- ✓ DfE want to hear from the sector on your experiences and support you in best delivering results to your learners
- ✓ It is your opportunity for you to openly and anonymously share your views on working in the FE sector with DfE
- ✓ It is quick and easy to take part - it only takes 10 minutes to complete.

An independent research agency, Kantar Public, is carrying out this research on behalf of the Department for Education. All responses will be treated with the utmost confidentiality by Kantar Public. No one from the college, DfE or outside of Kantar Public will see individual responses. All survey data will be reported at an aggregate level. DfE will not know who has taken part in the survey.

To take part in the survey please click the link below:

[LINK](#)

Please only take part in the survey once. It takes about 10 minutes to complete and should be completed in one sitting; it is not possible to save and resume the survey.

If you have any questions about the research please contact Kantar Public on collegestaffsurvey@kantarpublic.com and the research team at Kantar Public will be able to help. I very much hope that you will be able to take part in this important study.

Thank you in advance for your help.

Yours sincerely,

Sophie Aisbitt

Department for Education

KANTAR PUBLIC



INFORMED
STRATEGIC
DECISIONS



Who is being invited to take part in this survey?

The College Staff Survey is being sent to all General Further Education colleges and specialist colleges in England. We would like to hear the views of college principals, members of the college leadership team including college governors, and teaching staff within your college. We appreciate that all staff within colleges are vital to the organisation, however this survey is currently aimed only at teachers and leaders. If the survey is successful, DfE plan to extend the programme of surveys in the future, expanding the coverage to more providers and the wider workforce.



Who is conducting the survey?

The survey is being conducted on behalf of the Department for Education (DfE) by Kantar Public, an independent research agency who are working with RCU to deliver this research.



Is this survey confidential?

Yes. The information that is collected will be used only for research purposes. No member of staff will be personally identifiable from anything they say within the survey. Responses will be combined with others that take part in the survey.



What benefit will my college get from taking part?

The information collected in this survey will allow DfE to support the FE sector more effectively at a time where many changes are being rolled out within the sector, including T-Levels, changes to apprenticeship standards and the launch of new Institutes of Technology. DfE appreciate these changes pose challenges to the sector and wish to

know more from teachers and leaders within colleges in order to design and implement policy which maximises benefits for colleges and learners. Teachers and leaders will be able to share their views anonymously with DfE.

Later in the year, we plan to share your college's data with you in a way which will allow you to benchmark your college against other colleges in the sector. In order to do this, we would need your college to return a principal survey, at least 50 completed teacher and leader surveys and the paper Staff Return we have sent to your college.

What do you need to do?

We have sent a paper pack to your college which contains a Staff Return questionnaire. Please could a member of your HR or personnel team complete and return this.



We have sent you an email which contains a link to a principal survey, which we ask you or a member of your Senior Leadership Team to complete. The email has an attachment called 'Main teacher and leader survey invite' – we ask this is distributed to all teaching and leadership staff within college, including governors.



Who do I contact if I have further questions about the research?

You can contact the research team at Kantar Public on collegestaffsurvey@kantarpublic.com or 0800 051 0883.

Summary instructions

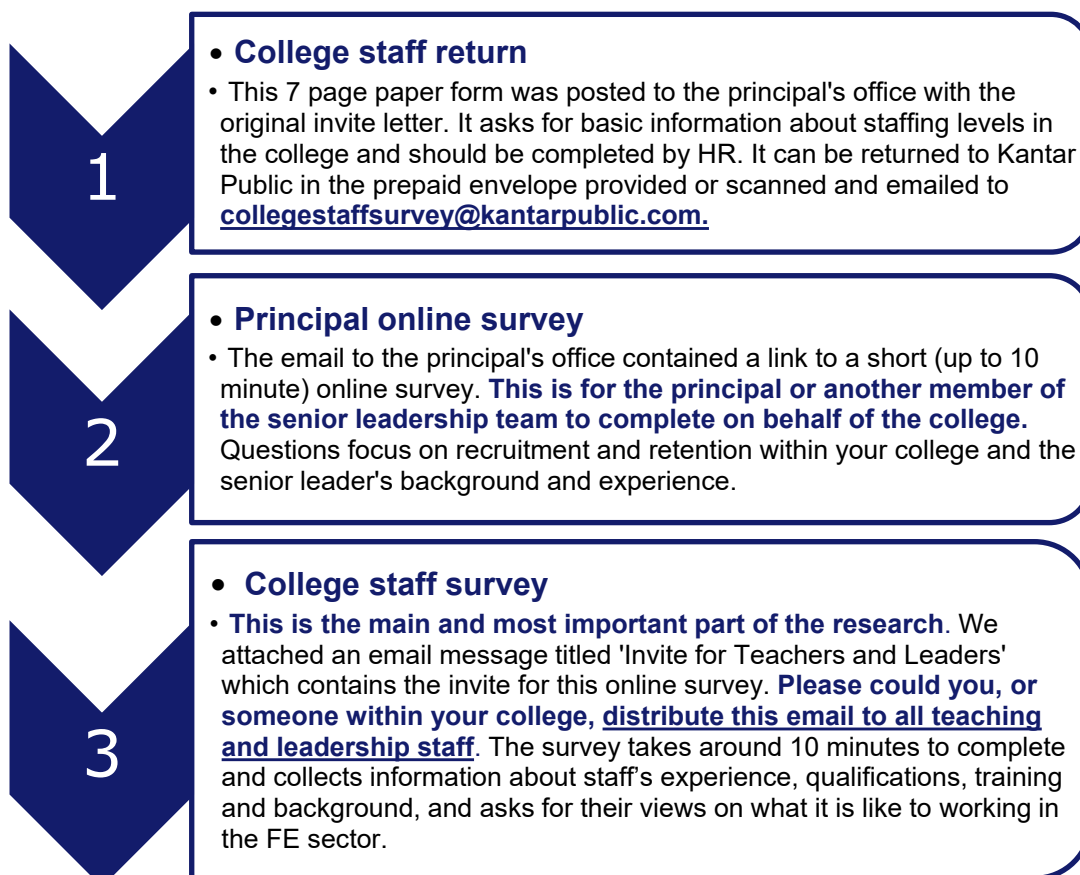


College Staff Survey 2018: A survey of teachers and leaders - Summary instructions

The Department for Education has launched the 'College Staff Survey', aimed at all college teachers and leaders. This survey is being sent to all General Further Education and specialist colleges in England. **It is an opportunity to collect detailed information about the teaching and leadership workforce. The information teachers and leaders provide will help us to support the sector more effectively.**

There are three main components to the survey. Each is quick and easy to complete. This sheet is to summarise the process for these. If you have any questions about the research please contact Kantar Public on 0800 051 0883 or collegestaffsurvey@kantarpublic.com and the research team at Kantar Public will be able to help.

Later in the year, as a thank you for your support, we plan to provide your college's data back to you in a way that will allow you to benchmark your institution against the rest of the sector. In order to do this, it is essential that each of the three components is complete.



Staff Return Guidance Sheet

The list below is intended to help with responding to question six of the enclosed staff return survey.

Vocational / technical area	Example subjects within area
Agriculture, Environmental and Animal Care	farming, horticulture, agricultural or environmental management
Business and Administrative	training related to human resources, or office management
Catering and Hospitality	catering or events management, culinary related qualifications (food hygiene, training to become a chef or baker)
Childcare and Education	nursery and early years education, teaching and childminding
Construction	construction supervision, brick laying, joinery, building or civil engineering, carpentry, electrical engineering
Creative and Design	graphic design, journalism, fashion design
Digital / IT	systems design, software development, web design, programming
Engineering and Manufacturing	engineering, mechanics
Hair and Beauty	hair dressing, beauty
Health and Science	nursing, pharmacy, sports science, dentistry, nutrition
Legal, Finance and Accounting	accountancy, law, finance
Protective Services	policing, fire service, army
Sales, Marketing and Procurement	fashion buying, market research, estate agency, procurement
Social Care	care work
Transport and Logistic	HGV driving, railway signalling

Appendix C: Reminders

Full reminder text



Department
for Education

COLLEGE
STAFF
SURVEY

Dear {contact name},

RE: The 2018 College Staff Survey

I recently wrote to ask for your help. We have launched the ‘**College Staff Survey 2018**’. This survey has been sent to all General Further Education and specialist colleges in England and is an opportunity for those who know the FE sector best to feedback their opinions to the Department for Education.

We recently sent your college an email titled College Staff Survey containing a survey for the principal or member of the Senior Leadership Team and an attachment with a survey for all teaching and leadership staff.

Please note that, for the purpose of this research, **teaching staff are defined as anyone in a role which regularly involves teaching or lecturing** (including advanced practitioners) and by leadership staff, we mean any governors, members of the Senior Leadership Team, heads of curriculum / departments and team or unit managers. We appreciate it may be difficult to specifically email these members of staff, in which case please do cascade the survey to all staff in college but please be aware that staff in non-teaching and leadership roles will receive a shorter version of the survey. We appreciate the vital role support staff play in college, and at this point the survey is intended for teaching and leadership staff but this may be reviewed in future years.

We would be very grateful if you or a member of your SLT could **complete the principal survey** on the link below and **distribute the attached email to all teaching and leadership staff, including governors** of the college, which contains a link to a survey for those staff and governors to complete.

We also sent a paper questionnaire titled **Staff Return**. We would be very grateful if you could return the Staff Return either by scanning and sending to Kantar Public at collegestaffsurvey@kantarpublish.com or using the freepost envelope we sent with the pack.

Please let the research team at Kantar Public know if you would like them to re-send the Staff Return or have any questions about the research on 0800 051 0883 or collegestaffsurvey@kantarpublish.com.

If possible, we would ask if you could complete the surveys by **Thursday 24th May 2018**, although we would ask you to distribute the survey to teachers and leaders as soon as possible to give them as much time to complete at what we appreciate is already a very busy time.

Why take part in this survey?

- ✓ DfE want to hear from all voices in the sector on your experiences and support you in best delivering results to your learners
- ✓ It is your opportunity to openly and anonymously share your views on working in the FE sector with DfE. We know the FE Sector face a number of challenges and would like to hear your thoughts on how we can best support you and your staff
- ✓ It is quick - it should only take about 10 minutes to complete.

Please click on the link below to complete the Principal survey. It is intended for you or another member of your senior leadership team to complete on behalf of the college. Questions within this survey focus on recruitment and retention within your college and your own background and experiences within FE leadership roles and other roles. The survey should not take more than 10 minutes to complete.

Principal Survey: [LINK](#)

I very much hope that you will be able to take part in this important study. We value your time and support, at what is already a busy time.

Thank you in advance for your help.



Sophie Aisbitt

Department for Education

KANTAR PUBLIC



Minimal reminder text



RE: The 2018 College Staff Survey

I recently wrote to ask for your help. We have launched the '**College Staff Survey 2018**'. This survey has been sent to all General Further Education and specialist colleges in England and is an opportunity for those who know the FE sector best to feedback their opinions to the Department for Education.

I am writing to thank you for helping with the research. We very much appreciate you and your staff supporting the research and would greatly appreciate it if you could remind your staff that they still have time to take part in the survey if they have not yet done so.

We are very keen to hear from as many teachers and leaders in the sector as possible.

Please note that, for the purpose of this research, **teaching staff are defined as anyone in a role which regularly involves teaching or lecturing** (including advanced practitioners) and by leadership staff, we mean any governors, members of the Senior Leadership Team, heads of curriculum / departments and team or unit managers. We appreciate it may be difficult to specifically email these members of staff, in which case please do cascade the survey to all staff in college but please be aware that staff in non-teaching and leadership roles will receive a shorter version of the survey. We appreciate the vital role support staff play in college, and at this point the survey is intended for teaching and leadership staff but this may be reviewed in future years.

We have attached an email titled 'College Staff Survey – Invite for teachers and leaders' which contains the survey link for all **teaching and leadership staff**, including **governors** of the college, and ask that you redistribute it to staff, reminding them they still have time to take part.

If possible, we would ask if you could complete the surveys by **Thursday 24th May 2018**, although we would ask you to distribute the survey to teachers and leaders as soon as possible to give them as much time to complete at what we appreciate is already a very busy time.

Please let the research team at Kantar Public know if you have any questions about the research on 0800 051 0883 or collegestaffsurvey@kantarpublish.com.

Thank you again for your support of the research. We value your time and support, at what is already a busy time.

Yours sincerely

A handwritten signature in cursive script that reads "Sophie Aisbitt".

Sophie Aisbitt

Department for Education

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DECISIONS

Teacher reminder text



Department
for Education

COLLEGE
STAFF
SURVEY

Dear {contact name},

RE: The 2018 College Staff Survey

I recently wrote to ask for your help. We have launched the '**College Staff Survey 2018**'. This survey has been sent to all General Further Education and specialist colleges in England and is an opportunity for those who know the FE sector best to feedback their opinions to the Department for Education.

We are writing to thank you for your support of the research and for completing the online principal interview. We are very keen to get as many responses as possible from **teaching and leadership staff** in your college (**including governors**).

Please note that, for the purpose of this research, **teaching staff are defined as anyone in a role which regularly involves teaching or lecturing** (including advanced practitioners) and by leadership staff, we mean any governors, members of the Senior Leadership Team, heads of curriculum / departments and team or unit managers. We appreciate it may be difficult to specifically email these members of staff, in which case please do cascade the survey to all staff in college but please be aware that staff in non-teaching and leadership roles will receive a shorter version of the survey. We appreciate the vital role support staff play in college, and at this point the survey is intended for teaching and leadership staff but this may be reviewed in future years.

We would be grateful if you could distribute the attached email titled 'College Staff Survey – Invite for teachers and leaders' to **all teaching and leadership staff in your college, including governors**. This contains a link to a short survey for teaching and leadership staff to complete. If possible, we would ask staff to complete the survey by **Thursday 24th May 2018**, although we would ask you to distribute the survey to teachers and leaders as soon as possible to give them as much time to complete at what we appreciate is already a very busy time.

We also sent a paper questionnaire titled **Staff Return**. Please could you return this to the research team at Kantar Public by scanning and emailing to collegestaffsurvey@kantarpublish.com or by using the freepost envelope which came with the pack. Please let the research team at Kantar Public know if you would like them to re-send the Staff Return or have any questions about the research on 0800 051 0883 or collegestaffsurvey@kantarpublish.com.

Why take part in this survey?

- ✓ DfE want to hear from all voices in the sector on your experiences and support you in best delivering results to your learners
- ✓ It is your opportunity to openly and anonymously share your views on working in the FE sector with DfE. We know the FE Sector face a number of challenges and would like to hear your thoughts on how we can best support you and your staff
- ✓ It is quick - it should only take about 10 minutes to complete.

Thank you again for your help with this research. We value your time and support, at what is already a busy time.

Yours sincerely



Sophie Aisbitt

Department for Education

KANTAR PUBLIC₃



FE commissioner reminder text

Dear College

As you know, DfE recently launched the **College Staff Survey 2018**. This survey is a vital opportunity to collect detailed information about the teaching and leadership workforce. Thank you to all of the colleges and their staff who have taken part already. I would like to encourage those who still have to do so, to send out and complete the questionnaires as soon as possible.

I'd like to reiterate how important it is for colleges to complete ALL parts of the survey. This includes the principals' survey, a survey of teaching and leadership staff and the staff return (which you will have received in the post). The staff return is incredibly valuable as it helps put responses into context.

Please complete and return all questionnaires by Friday 8th June 2018.

DfE would like to provide your college's data back to you in a way that will allow you to benchmark your institution against the rest of the sector. To do this, it is essential that the staff return is completed. Please let the research team at Kantar Public know if you need them to re-send the Staff Return pack or have any questions about the research on 0800 051 0883 or collegestaffsurvey@kantarpublic.com. You can also contact DfE directly through Sophie.aisbitt@education.gov.uk.

The data collected from the College Staff Survey will enable Government to develop and measure the impact of policies on the FE workforce, and leaders from the sector to critically self-evaluate and benchmark performance. Ultimately, it will support our shared interest in ensuring all FE learners have access to high quality teaching and learning.

I realise that this is a very busy time for you in colleges and thank you in advance for your support in enabling us to collect this important data.



Richard J Atkins CBE
Further Education Commissioner

Final reminder for colleges who had not completed the Staff Return



Dear {contact name},

RE: The 2018 College Staff Survey

We invited you and your colleagues to take part in the '**College Staff Survey 2018**'. This survey has been sent to all General Further Education and specialist colleges in England, asking those who know the FE sector best to feedback their opinions to the Department for Education.

We are still very keen to hear from as many teachers and leaders in the sector as possible. The survey will remain open until **Friday 8th June 2018**. We very much appreciate the time you and your staff have already given to support this work and would like to encourage those who have not yet had the opportunity to have their say, to complete the survey as soon as possible. We appreciate anything you can do to encourage staff participation. We will not be able to provide college level data back to you if there is not a good level of response amongst staff at your college, so anything you can do to encourage staff to take part would help.

We have attached an email titled 'College Staff Survey – Invite for teachers and leaders' which contains the survey link and instructions. We ask that you redistribute this attached email to **all teaching and leadership staff**, including **governors**, letting them know they can still take part.

Later in the year, as a thank you for your support, we plan to provide your college's data back to you in a way that will allow you to benchmark your institution against the rest of the sector. In order to do this, it is essential that the 'Staff Return' is completed. The Staff Return was a paper questionnaire sent by post to your college, asking for information on number of staff in college broken down by a number of metrics. We will only be able to provide college level data with a completed 'Staff Return' and a good level of response to the survey for teaching and leadership staff at your college.

The link below takes you to an online version of the Staff Return, should you wish to complete online:

LINK

Please let the research team at Kantar Public know if you have any questions about the research on **0800 051 0883** or collegestaffsurvey@kantarpublish.com. Kantar Public can also assist in resending the **Staff Return Form** if required. Please return the Staff Return to Kantar Public by **Friday 8th June**.

Thank you in advance for your help.

Yours sincerely,

A handwritten signature in cursive script that reads "Sophie Aisbitt".

Sophie Aisbitt

Department for Education

KANTAR PUBLIC



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Final reminder for colleges who had completed the Staff Return questionnaire



Dear {contact name},

RE: The 2018 College Staff Survey

We invited you and your colleagues to take part in the '**College Staff Survey 2018**'. This survey has been sent to all General Further Education and specialist colleges in England, asking those who know the FE sector best to feedback their opinions to the Department for Education.

We are still very keen to hear from as many teachers and leaders in the sector as possible. The survey will remain open until **Friday 8th June 2018**. We very much appreciate the time you and your staff have already given to support this work and would like to encourage those who have not yet had the opportunity to have their say, to complete the survey as soon as possible. We appreciate anything you can do to encourage their participation. We will not be able to provide college level data back to you if there is not a good level of response amongst staff at your college, so anything you can do to encourage staff to take part would help.

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Please let the research team at Kantar Public know if you have any questions about the research on 0800 051 0883 or collegestaffsurvey@kantarpublish.com.

Thank you in advance for your help.

Yours sincerely,



Sophie Aisbitt

Department for Education

KANTAR PUBLIC



Appendix D: Profiles of populations with unweighted and weighted counts

Table 7 Profile of population, unweighted and weighted sample from the Staff Return

	Population	Unweighted sample	Weighted sample
Income 2015/16			
£1m to £10m	6%	6%	6%
£10m to £20m	25%	28%	26%
£20m to £30m	29%	24%	30%
£30m to £40m	14%	13%	14%
£40m+	24%	27%	23%
Unknown Income	3%	2%	2%
2015/16 Ofsted Grade			
1	12%	16%	15%
2	53%	55%	55%
3/4	19%	17%	18%
N/A	16%	12%	13%
Urbanicity			
City and town	61%	66%	61%
Conurbation	29%	22%	29%
Rural / minor conurbation	10%	11%	10%
IMD decile			
1	16%	15%	16%
2	15%	16%	16%
3	10%	7%	7%

4	9%	9%	9%
5	8%	7%	7%
6	7%	4%	4%
7	15%	16%	13%
8	8%	9%	10%
9	7%	8%	8%
10	8%	9%	10%
Land based?			
No	94%	92%	94%
Yes	6%	8%	6%
Region			
East Midlands	16%	15%	16%
East of England	15%	16%	16%
London	10%	7%	7%
North East	9%	9%	9%
North West	8%	7%	7%
South East	7%	4%	4%
South West	15%	16%	13%
West Midlands	8%	9%	10%
Yorkshire and The Humber	7%	8%	8%
Group			
NCG	3%	1%	2%
No	89%	92%	89%
Yes	9%	7%	9%

Table 8 Profile of principal population, unweighted and weighted sample

	Population	Unweighted sample	Weighted sample
Income 2015/16			
£1m to £10m	6%	5%	5%
£10m to £20m	25%	23%	24%
£20m to £30m	29%	29%	28%
£30m to £40m	14%	16%	15%
£40m+	24%	26%	27%
Unknown Income	3%	1%	2%
2015/16 Ofsted Grade			
1	12%	11%	11%
2	53%	54%	53%
3/4	19%	19%	20%
N/A	16%	16%	16%
Urbanicity			
City and town	61%	62%	62%
Conurbation	29%	28%	29%
Rural / minor conurbation	10%	10%	8%
IMD decile			
1	16%	14%	15%
2	15%	14%	15%
3	10%	9%	10%
4	9%	9%	8%

5	8%	10%	11%
6	7%	5%	5%
7	15%	16%	15%
8	8%	8%	8%
9	7%	6%	6%
10	8%	9%	8%
Land based?			
No	94%	93%	94%
Yes	6%	7%	6%
Region			
East Midlands	7%	5%	7%
East of England	11%	13%	11%
London	10%	9%	10%
North East	8%	6%	8%
North West	17%	14%	17%
South East	17%	17%	17%
South West	11%	13%	11%
West Midlands	11%	11%	11%
Yorkshire and The Humber	10%	12%	10%
Group			
NCG	3%	1%	2%
No	89%	89%	89%
Yes	9%	9%	9%

Table 9 Profile of teacher population, unweighted and weighted sample

	Population	Unweighted sample	Weighted sample
FT?			
FT	45%	73%	45%
Not FT	55%	27%	55%
Contract type			
Permanent	76%	90%	76%
Fixed term	8%	6%	8%
Flexible	21%	6%	21%
Agency	5%	2%	5%
Freelance	<0.5%	<0.5%	<0.5%
Institution level variables			
Income 2015/16			
£1m to £10m	2%	2%	2%
£10m to £20m	15%	18%	15%
£20m to £30m	29%	29%	29%
£30m to £40m	19%	19%	19%
£40m+	35%	31%	35%
Unknown Income	1%	1%	1%
2015/16 Ofsted Grade			
1	19%	17%	19%
2	45%	45%	45%
3/4	17%	22%	17%

N/A	19%	16%	19%
Urbanicity			
City and town	61%	59%	60%
Conurbation	28%	29%	28%
Rural / minor conurbation	10%	12%	13%
IMD decile			
1	19%	21%	21%
2	12%	15%	14%
3	10%	11%	11%
4	8%	8%	7%
5	7%	5%	4%
6	3%	3%	3%
7	13%	13%	14%
8	12%	8%	9%
9	7%	9%	8%
10	8%	8%	10%
Land based?			
No	95%	95%	95%
Yes	5%	5%	5%

Table 10 Profile of governor population, unweighted and weighted sample

	Population	Unweighted sample	Weighted sample
Institution level variables			
Income 2015/16			
£1m to £10m	5%	6%	5%
£10m to £20m	24%	29%	24%
£20m to £30m	31%	27%	31%
£30m to £40m	14%	18%	14%
£40m+	24%	19%	24%
Unknown Income	1%	1%	1%
2015/16 Ofsted Grade			
1	17%	13%	17%
2	52%	59%	52%
3/4	17%	18%	17%
N/A	15%	10%	15%
Urbanicity			
City and town	62%	60%	62%
Conurbation	28%	23%	28%
Rural / minor conurbation	10%	17%	10%
IMD decile			
1	17%	20%	21%
2	15%	8%	9%
3	7%	10%	9%

4	8%	8%	9%
5	7%	5%	5%
6	5%	4%	5%
7	13%	13%	12%
8	10%	11%	11%
9	9%	8%	6%
10	10%	13%	13%
Land based?			
No	94%	92%	96%
Yes	6%	8%	4%

Table 11 Profile of leaders (excluding governors) population, unweighted and weighted sample

	Population	Unweighted sample	Weighted sample
Institution level variables			
Income 2015/16			
£1m to £10m	4%	2%	2%
£10m to £20m	19%	18%	19%
£20m to £30m	29%	31%	29%
£30m to £40m	16%	18%	19%
£40m+	31%	31%	30%
Unknown Income	1%	<0.5%	1%
2015/16 Ofsted Grade			
1	17%	17%	17%
2	48%	46%	48%
3/4	17%	22%	17%
N/A	18%	15%	18%
Urbanicity			
City and town	59%	57%	59%
Conurbation	32%	29%	32%
Rural / minor conurbation	9%	14%	9%
IMD decile			
1	17%	20%	22%
2	15%	13%	12%
3	6%	10%	10%

4	9%	8%	9%
5	7%	6%	5%
6	4%	4%	4%
7	10%	12%	12%
8	9%	9%	8%
9	13%	8%	9%
10	9%	10%	10%
Land based?			
No	95%	92%	94%
Yes	5%	8%	6%

Table 12 Profile of leaders (overall) population, unweighted and weighted sample

	Population estimate (staff return)	Unweighted sample	Weighted sample
Governors	38%	9%	38%
Heads of faculty / subject and other members of the senior leadership	62%	91%	62%



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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

For any enquiries regarding this publication, contact us at:

Sophie.AISBITT@education.gov.uk or www.education.gov.uk/contactus

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