



Department
for Education

Working lives of teachers and leaders – wave 2

Technical report

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Introduction

This research report was written before the new UK Government took office on 5 July 2024. As a result, the content may not reflect current Government policy.

The Working lives of teachers and leaders (WLTL) is a longitudinal study intended to run for at least five years, up to 2026. It is intended to provide a representative picture of the experiences of teachers and leaders in state schools in England. The second wave was carried out in Spring 2023. It was conducted by IFF Research and IOE, UCL's Faculty of Education and Society on behalf of the Department for Education (DfE). The first wave was carried out in Spring 2022.

The aim of the study is to examine issues around teacher supply, recruitment and retention in the school teaching and leadership workforce in England. The study is intended to help the DfE to design policies that better support teachers and leaders. Specifically, the study looks at in-school factors in recruitment and retention of teachers (e.g. pupil behaviour, pay and rewards, flexible working, workload, continuing professional development (CPD)) according to an intersection of variables such as phase, job role, subject area, length of service, gender, race/ethnic background.

This technical report covers:

- survey sampling
- questionnaire development
- mainstage fieldwork
- encouraging panel engagement
- data processing
- survey weighting

It also includes the full survey questionnaire as an as appendix.

1. Survey sampling

Overview

The WLTl survey was sampled to be representative of teachers and leaders in state-funded primary, secondary, special schools, pupil referral units (PRUs) or alternative provision (AP) in England. This includes early career teachers (ECTs), defined as those in their first or second year of teaching (to align with the Early Career Framework).¹

Those not in scope included:

- centrally employed teachers
- teaching staff in nurseries, further education Colleges and post-16 schools
- supply teachers and teaching assistants
- school staff who are not teachers or leaders (e.g., school business managers)
- those aged under 18
- ECTs who had deferred or withdrawn from training.

The survey is longitudinal, with the same individuals surveyed each year. In addition to this longitudinal group, new teachers and leaders were invited to participate in wave 2. This approach has been taken for the following reasons:

- to ensure that the achieved sample remains above 10,000
- to ensure that new entrants to the profession are included in each wave
- to ensure that the achieved sample remains representative of the population of teachers and leaders in England over time

The main source of population data for teachers and leaders is the School Workforce Census (SWC), which collects information from schools and local authorities on the school workforce in state-funded schools in England each November.² Data from the SWC is available in June each year. For the academic year 22/23, in which wave 2 was conducted, the SWC shows that there were 507,038 in-scope teachers and leaders.

¹ [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-career-framework) “The early career framework (ECF) sets out what early career teachers are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits”.

² [School workforce in England, Reporting year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.service.gov.uk/guidance/school-workforce-census) “The census, which runs each November, collects information from schools and local authorities on the school workforce in state-funded schools in England.”

While the survey results were weighted to match the breakdown of the school workforce using the SWC data from the 22/23 academic year, the same year the survey was conducted, the top-up sample was drawn from the SWC data from the 21/22 academic year due to fieldwork timings.

Sampling panellists

In the first wave of the survey, the sample was drawn from the SWC and the Database of trainee teachers and providers (DTTP) for ECTs. 11,177 teachers and leaders took part.³ For wave 2, all panel sample with available contact details or school information (11,152) were again invited to take part in wave 2 with the expectation that around 60% would respond.

Drawing new top-up sample

Anonymised SWC data for the population of teachers and leaders was provided securely by the DfE. From this, a top-up sample of 12,385 records were drawn for non-ECT teachers, to achieve a target of c.1,360 completions. These records were then returned to the DfE for contact information to be appended. Table 1.1 shows how the sample volumes and estimated response rates for these groups and those completing the survey in wave 1 were designed to give an overall achieved sample of c.10,000 interviews.

The 2021 SWC was used for sampling as this was the latest data available at the beginning of the fieldwork period. Survey responses were later weighted according to the 2022 SWC, when this became available, as detailed in Chapter 6.

The SWC could not be used to draw a top-up sample for those in their first year of teaching (first year ECTs), as at the time of the 2021 SWC they had not yet started teaching in a school. Instead, these were drawn from 'manage training for early career teachers', the DfE's ECT data portal. Because this database included direct email addresses for ECTs it was also used to sample those in their second year of teaching (second year ECTs) rather than sampling them from the SWC where contact had to be made indirectly, via the school they taught at.⁴

To sample ECTs, the DfE provided an anonymised cut of the ECT data portal. From this, 24,833 records were drawn, to achieve a target of c.1,940 interviews. These drawn records were returned to the DfE for contact information to be appended so they could be

³ These teachers and leaders were drawn from the 2020 SWC or the DTTP for ECTs.

⁴ [Manage training for early career teachers \(education.gov.uk\)](https://www.gov.uk/guidance/manage-training-for-early-career-teachers)

invited to take part in the survey. Initially 18,000 records were drawn (9,000 first year ECTs and 9,000 second year ECTs), but this was supplemented with an additional 6,833 records (split evenly by first and second year ECTs) later in the fieldwork period to ensure the achieved sample included enough ECTs for robust subgroup analysis.

Table 1. 1 Sample drawing and target interviews

	Wave 1		Wave 2		
	Drawn sample	Response rate	Drawn sample	Target interviews	Estimated response rate
Existing panel sample					
Wave 1 survey respondents	-	-	11,152 ⁵	6,700	60%
New sample					
ECT – first two years of teaching career	16,482	9%	24,833	1,940	8%
Non-ECT teachers and leaders	86,101	11%	12,385	1,360	11%
Total	102,583	11%	48,370	10,000	-⁶

During the sample design phase for wave 2, the steps outlined below were taken to ensure that the top-up sample remained representative of the population of teachers and leaders in England and achieved high enough numbers in particular subgroups for analysis purposes.

Analysis was conducted to determine whether certain groups were more or less likely to respond to the wave 1 survey. This determined that the following teachers and leaders were less likely to respond than others and were oversampled in wave 2:

- those in schools with an Ofsted rating of inadequate (9% response rate vs. 11% overall)
- Asian or Asian British teachers and leaders (8% response rate vs. 11% overall)
- black, black British, Caribbean or African teachers and leaders (8% response rate vs. 11% overall)

⁵ In total 11,177 teachers and leaders completed the wave 1 survey. The number of first year panelists is only 11,152 because for 25 respondents we had no means of recontacting them as we had no record of their school (URN) or any contact details for them.

⁶ Response rates for panel and new sample should be considered separately, hence why an overall response rate is not shown.

In line with wave 1, secondary heads (9.9% response rate) and ECTs (8.7% response rate) were also oversampled to allow for robust subgroup analysis. A stratified random sampling approach was used. Response rate data for wave 1 was used to estimate the number of records needed to achieve a sufficient sample for all groups that were oversampled. Where sufficient base sizes for robust subgroup analysis would not be achieved through the random sample of the wider population, groups were oversampled. Within each subgroup the sample was drawn randomly. For secondary heads, those in schools with an inadequate Ofsted rating, Asian or Asian British and black, black British, Caribbean or African teachers and leaders, this was drawn from the 2021 SWC. For ECTs, this was a randomly drawn sample from the DfE's ECT data portal sample. As the ECT data portal contains no demographic information, this could not be taken into account when sampling. Nevertheless, drawing this sample randomly ensured that it was distributed in line with the ECT population.

Figure 1.1 shows the full sampling process, and the order in which it took place.

SWC top up sample

- once the SWC 2021 was received from the DfE, exclusion groups were removed
- groups to over-sample were drawn at random including 475 Secondary Heads, 560 teachers and leaders with an Ofsted rating of inadequate, 1,455 Asian or Asian British and 727 black, black British, Caribbean, or African teachers and leaders
- the remaining 9,168 SWC sample was drawn at random

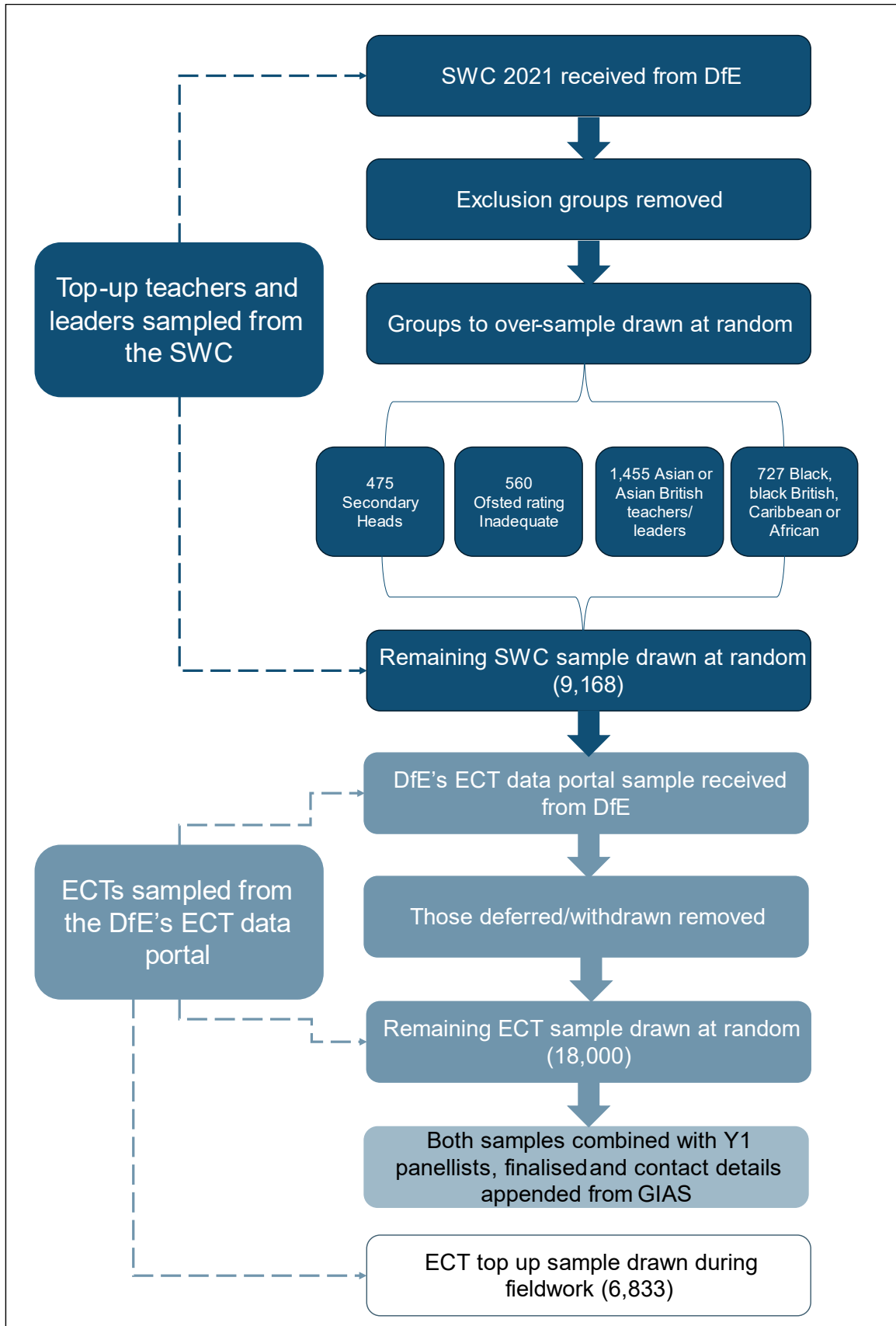
ECT top up sample

- ECTs were sampled from the ECT data portal which was received from the DfE before those who had deferred or withdrawn were removed
- the remaining 18,000 ECT sample was then drawn at random
- a further top up sample of 6,833 ECTs were later drawn from the ECT data portal at random

Once both the SWC and ECT top up sample was drawn, it was combined with wave 1 panellists, finalised and contact details were appended from GIAS.

As noted earlier in this chapter, due to lower than anticipated response rates for ECTs, additional sample (6,833 records) was drawn towards the end of the fieldwork period.

Figure 1.1 sampling process for new sample



2. Questionnaire development

The wave 1 questionnaire for the WLTL study was designed collaboratively between the DfE, IOE UCL's Faculty of Education and Society and IFF Research. Members of the study's External Advisory Group (including academic experts, key sector bodies and representatives from teacher and school leadership unions) were also approached for input throughout the development and testing phase.

In the demographic and wellbeing sections harmonised questions were used to allow for comparison with other surveys. For example, the wellbeing questions mirrored those used by the Office for National Statistics (ONS).⁷ This allows for comparison across other national datasets, such as the Annual Population Survey.

For wave 2 of the study the questionnaire was reviewed in full and minor amends were made where it was deemed necessary. However, the questionnaire remained largely unchanged to allow for comparison across waves. This included keeping question wording exactly the same where possible to allow for direct comparisons. Amendments are outlined later in this chapter.

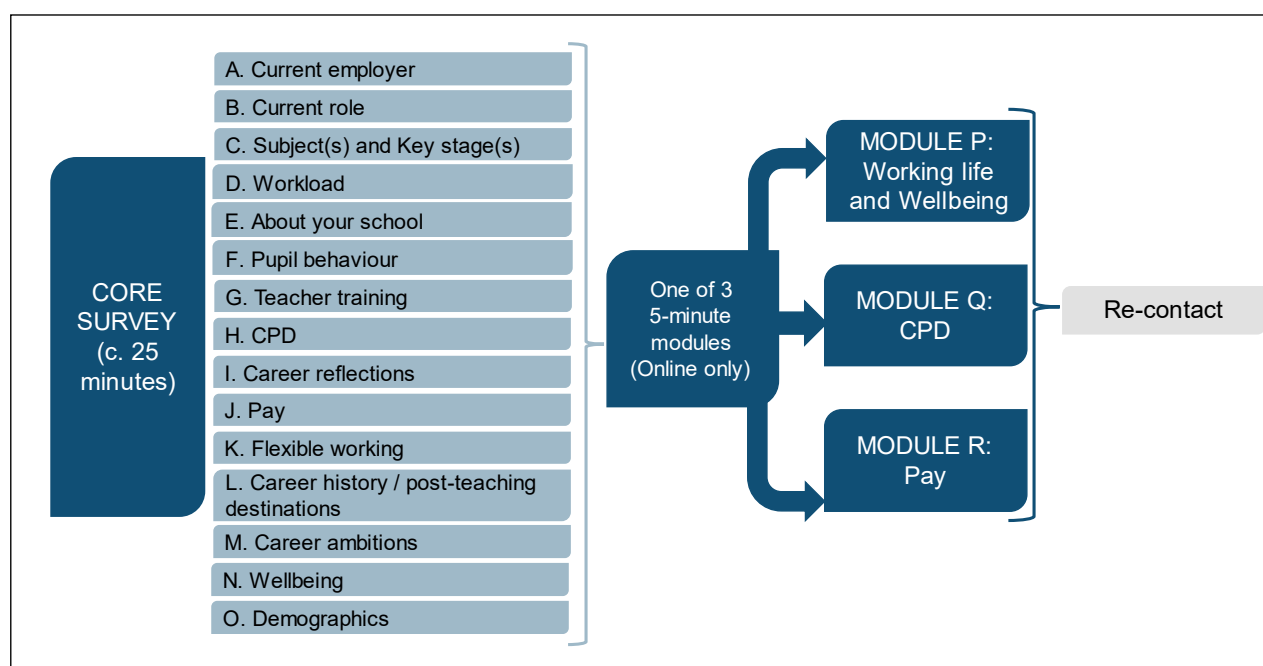
Questionnaire coverage

Figure 2.1 outlines the topics covered in the questionnaire in both wave 1 and wave 2. As shown, the survey comprised a core survey and three modules, each asked of a third of online respondents.⁸ At the beginning of the survey respondents were informed that their survey responses would be linked, via an anonymous identifier, to other information that the DfE holds on them for analysis purposes. At the end of the survey, respondents' contact details were collected and they were asked whether they would consent to being recontacted for qualitative follow up interviews.

⁷ [Surveys using our four personal well-being questions - Office for National Statistics](#)

⁸ Modules were only asked of online survey respondents. As telephone surveys take longer to complete than online surveys adding an additional module would have added extra time to the survey and would likely have had an adverse effect on willingness to take part in the research.

Figure 2.1 Questionnaire outline



Panellists were shown the same module as they had been the previous year to maximise the base size for longitudinal analysis. In future waves modules may cover different areas, depending on the policy questions and issues affecting the sector at the time.

The full wave 2 questionnaire can be found in Appendix A – questionnaire.

Cognitive testing

Ahead of the launch of the wave 2 survey, IFF Research and IOE UCL's Faculty of Education and Society cognitively tested the parts of the questionnaire that had changed since wave 1 with teachers, leaders, those who had recently left the English state school sector and those who had recently returned to the English state school sector. This was to determine the comprehension, relevance, and appropriateness of new or amended questions. The full questionnaire was not cognitively tested as most of it had not changed since it had been tested for wave 1.

A total of 17 cognitive interviews were conducted via teleconferencing between 16 November and 28 November 2022. The profile of respondents according to teacher type and phase is outlined in Table 1.2 below.

Table 1. 2 Profile of respondents for cognitive testing

Respondent type	Achieved (n)
Teacher type: senior leader	4
Teacher type: middle leader	2
Teacher type: classroom teacher	6
Teacher type: ECT	2
Phase: primary	7
Phase: secondary	7
Leavers	3
Returner to the state education sector: yes	1
Returner to the state education sector: no	16
Total	17

Each interview lasted approximately one hour. Respondents were asked whether they experienced any difficulties with certain questions (and why), how they arrived at each of their answers, and what the specific wording had meant to them. The full list of areas tested, alongside any resulting changes, are outlined below.

Questionnaire changes between wave 1 and wave 2

Findings from the cognitive phase fed into recommendations for new and amended survey questions. Where possible, question wording was kept consistent across waves to allow for analysis across time. The significant changes made to the questionnaire between waves are outlined below. In some cases, minor wording changes were made to update the questionnaire so dates were relevant for the current year, or to remove other out of date information. Where these were the only amends made to a section this is indicated by 'no significant changes'.

- **screenener:** the screener questions were re-worked for panellists to confirm they were still working in a state school in England in a primary or secondary setting. If this was no longer the case, the panellist was regarded as a 'leaver' and asked a new set of questions devised for this group in Sections L and M
- **section A – current employer:** A2 was amended to ensure panellists were asked to confirm whether they were at the same school as last wave, and, if not, give details of their new school. A3 was amended to determine in which academic year the teacher/leader began working in their school

- **section B – current role:** B4NEW was added to the survey to determine how long the teacher/leader (if not an ECT and new to the panel) had been in their current job role, if they had been in it for less than 12 months

- **section C – subject(s) and Key Stage(s):** C4aNEW was added to the survey to more easily determine whether secondary teachers/leaders were required to teach subjects that they did not have a degree level qualification in

C5NEW and C5aNEW were added to replace C5 in the wave 1 survey. This was to more easily determine the highest level of qualification held by primary teachers and leaders and which subject, or subjects, this qualification was in

- **section D – workload:** D4, which asks whether respondents had sufficient control over their workload and an acceptable workload, was moved ahead of D3, which asked whether teachers and leaders felt they spent the right amount of time on various tasks, to improve the flow of the survey for respondents

- **section E – about your school:** No significant changes

- **section F – pupil behaviour:** No significant changes

- **section G – teacher training:** G1a was added to the survey to determine which route, or routes, ECTs completed their teacher training qualification through. G3 from the wave 1 survey was removed. This determined how well prepared for various aspects of their role ECTs felt following their Initial Teacher Training

- **section H - Continuing Professional Development (CPD):** No significant changes

- **section I - career reflections:** No significant changes

- **section J – pay:** No significant changes

- **section K – flexible working:** No significant changes

- **section L - career history / post-teaching destination:** L1-L5 from the wave 1 survey were removed and replaced with L1NEW, L2NEW, L2aNEW and L3NEW. This was done to better determine whether teachers and leaders had ever pursued a career outside of English state school teaching/leadership, what type of role they had when pursuing that career, whether they had ever worked in a state school before pursuing another career, and, if they had, when they returned to teaching/leadership in an English state school

L9-L16 were added to the survey to understand the experiences of leavers after they had left English state school teaching or leading. These questions focused on

what leavers are now doing; how, if working, their earnings compared to their role in teaching; whether they work flexibly in their new role; how their contracted hours compare to their role in teaching; how many hours they worked in their most recent working week; attitudinal statements around workloads; leavers' satisfaction with their current job; and general attitudinal statements about their new role

- **section M – career ambitions:** M6, M7, M7a, M9 and M10 were added to the survey to understand leavers' reasons for leaving English state school teaching and leading, whether they were considering returning within the next five years and, if so, what would lead to them returning

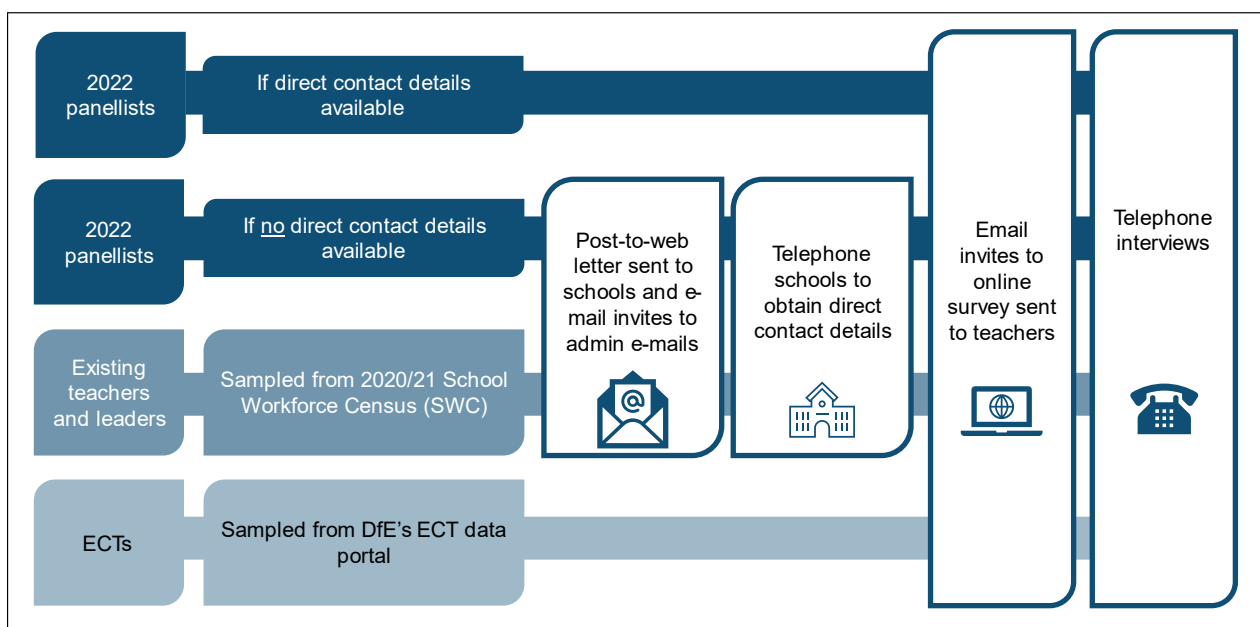
M8 was added to the survey. This was to determine why panellists that indicated in the first year of the survey that they were considering leaving the state education sector had remained in the profession

- **section N - wellbeing:** No significant changes
- **section O – demographics:** O1a added to the survey to determine the age of first year ECTs as this information was not available via the DfE's ECT data portal
- **module P – working life/ wellbeing:** P2 and P4 from the wave 1 survey were removed. These questions determined whether teachers and leaders' schools had strategies for managing and planning professional time and whether certain policies had been revised in an attempt to reduce workloads
- **module Q – CPD:** No significant changes
- **module R – pay:** R12 was added to the survey to determine whether pay rises received by headteachers were higher or lower than the STRB recommendation

3. Mainstage fieldwork

The fieldwork period involved both a recruitment and survey phase, as shown in Figure 3.1. Wave 1 (2022 survey) panellists with contact details available and ECTs sampled from the DfE's ECT data portal received direct email invitations to the online survey and were later called to take part in a telephone interview if they had not completed online. wave 1 panellists without available contact details and teachers and leaders sampled from the SWC 2020 first received a post-to-web letter sent to their school and email invitations to their school's administration email account. Schools were then telephoned to collect direct contact details for teachers and leaders before the teachers and leaders were directly sent the email invitation to the online survey and called to take part in the interview over the phone.

Figure 3.1 Fieldwork stages



Fieldwork stages

The precise fieldwork timings are outlined in Table 1.3. As shown, fieldwork began in w/c 30th January 2023, with letter invitations landing and email invitations sent to those where an email address was held. In four of the fifteen weeks of fieldwork, no communications were sent to respondents, either due to industrial action or school holidays. Respondents could still complete the survey online in these weeks, and telephone appointments were honoured.

Table 1. 3 Fieldwork schedule

Week	Online completes	Telephone completes	Communications
30th Jan 2023	1,814	0	Letter invites land. Email invites sent to panel sample and 2 nd year ECTs
6th Feb 2023	1,362	0	First email reminder to panel sample and 2 nd year ECTs
13th Feb 2023	426	0	Second email reminder to panel sample and 2 nd year ECTs, and email invite to 'care of the school' new sample ⁹
20th Feb 2023	626	0	Third email reminder to panel sample and 2 nd year ECTs, and email invite to 'care of the school' new sample
27th Feb 2023	137	0	National Education Union strikes 28/02/23 – 02/03/23 – no communications
6th Mar 2023	361	316	1 st year ECTs invited / 1 st batch of invites sent to new sample contacts ¹⁰ Beginning of telephone fieldwork
13th Mar 2023	293	4	National Education Union strikes 15/03/23 & 16/03/23 – no communications
20th Mar 2023	210	395	1 st year ECTs first email reminder
27th Mar 2023	248	474	1 st year ECTs second email reminder
3rd Apr 2023	38	43	Easter holidays – no communications
10th Apr 2023	53	1	Easter holidays – no communications
17th Apr 2023	767	811	Post-easter reminder to panel and ECT sample
24th Apr 2023	213	582	Email invites sent to ECT top up sample. National Education Union strikes 27/04/23 – no communications sent 26/04/23-28/04/23
1st May 2023	332	335	Reminder email invites sent to ECT top up sample. National Education Union strikes 02/05/23 – no communications
8th May 2023	803	209	Final email reminders to all
TOTAL	7,683	3,170	

There were two distinct approaches taken to inviting respondents to take part in the research, dependent on whether or not an email address was held on sample at the outset of fieldwork. These two approaches are set out below.

Contacting respondents directly

Panel sample with an email address and all new ECT sample were emailed with a survey invitation which included a link to the online survey. This took place on the first day of fieldwork (30th Jan) for panel sample and second year ECTs, and on 21st March for 1st year ECTs.¹¹

These individuals received three subsequent reminder emails across w/c 6th, w/c 13th and w/c 20th February, before we began contacting them over the telephone to offer the option of taking part in a telephone interview. In addition, this sample also received a reminder email w/c 17th April, at the beginning of the summer term. During the final week of fieldwork (w/c 8th May) a final e-mail reminder was sent.

Contacting respondents via their school

Stage one: Post-to-web letter

The post-to-web letter was sent to all individuals in the top up sample sampled from the SWC as well as panellists without a current e-mail address recorded. The post-to-web letter contained a request for the recipient to pass the communication onto the relevant staff member, and instructions on how to then complete the survey online.

Stage two: email invitation to ‘care of the school’

Those who did not complete the survey after receiving the post-to-web letter were then sent a survey invitation email via their school’s generic email address, such as an office or reception email address. These emails included a link to complete the survey online.

Stage three: contacting schools to request contact details

Schools of those who had not completed the survey (or opted out), after a post-to-web letter and survey invitation email were sent, were contacted by telephone and asked for work contact details (email address and/or telephone number). Schools could either provide work contact details over the phone or via an online portal.

¹¹ The launch of the survey with first year ECTs was later than other sample due to a delay in receiving sample.

Stage four: direct contact with teachers and leaders

Beginning in March 2023, teachers and leaders whose work email addresses had been obtained from their schools (stage two above) were sent a survey invitation email. This was an ongoing process with teachers and leaders contacted in batches, typically the week after their contact details had been obtained. Where timing allowed, these teachers and leaders received a survey invitation email and three reminder emails.

Once three reminders had been sent, contact was attempted via a school telephone number, or via the telephone number provided at stage two (although only in a small number of cases was this number different to the school telephone number).

This sample received a final reminder during the last week of fieldwork (w/c 8th May). Where a direct email address had not been obtained, this email was sent “care of the school” to a school’s generic email address.

Fieldwork response

Achieved responses

The total number of responses achieved across the fieldwork period was 10,853, 10,411 of which were from those still teaching or leading in an English state school. Of the full 10,853, 7,683 completed online and 3,170 completed over the phone. Table 1.4 below shows the full breakdown of the achieved unweighted core and module completes by role, phase, school type, working hours, gender and ethnicity.¹²

¹² The online survey included three module sections that were each allocated to a third of the responding sample. Panel participants were directed to the same module as in wave 1 while non-panel participants were allocated a module randomly.

Table 1. 4 Unweighted Respondent Profile

Subgroup	Population (%)	Core (n)	Core (%)	Module 1 (n)	Module 1 (%)	Module 2 (n)	Module 2 (%)	Module 3 (n)	Module 3 (%)
Role: heads	4.4%	677	6.5%	105	4.3%	92	3.7%	113	4.6%
Role: deputy and assistant heads	9.6%	960	9.2%	169	6.9%	166	6.7%	158	6.4%
Role: leading practitioners	0.7%	292	2.8%	47	1.9%	58	2.4%	55	2.2%
Role: classroom teacher – non-ECT	73.3%	5,946	57.1%	1,369	55.6%	1,394	56.6%	1,332	53.9%
Role: classroom teacher – ECT – 2 nd year	4.9%	1,121	10.8%	346	14.1%	306	12.4%	389	15.7%
Role: classroom teacher – ECT – 1 st year	4.4%	1,119	10.7%	337	13.7%	378	15.4%	358	14.5%
Role: unqualified teacher	3.1%	79	0.8%	19	0.8%	18	0.7%	19	0.8%
Role: unknown/other	-	217	2.1%	69	2.8%	50	2.0%	47	1.9%
Phase: primary	48.8%	5,240	50.3%	1,218	49.5%	1,196	48.6%	1,245	50.4%
Phase: secondary	45.4%	4,691	45.1%	1,142	46.4%	1,157	47.0%	1,137	46.0%
Phase: special / PRU / AP	5.7%	480	4.6%	101	4.1%	109	4.4%	89	3.6%
School type: academy	58.2%	5,439	52.2%	1,303	52.9%	1,280	52.0%	1,310	53.0%
School type: LA-maintained	41.8%	4,264	41.0%	974	39.6%	997	40.5%	999	40.4%
School type: Unknown	-	708	6.8%	184	7.5%	185	7.5%	162	6.6%

Subgroup	Population (%)	Core (n)	Core (%)	Module 1 (n)	Module 1 (%)	Module 2 (n)	Module 2 (%)	Module 3 (n)	Module 3 (%)
Working hours: full time	76.4%	8,572	82.3%	2,053	83.4%	2,053	83.4%	2,043	82.7%
Working hours: part time	23.5%	1,839	17.7%	408	16.6%	409	16.6%	428	17.3%
Gender (sample): male	24.4%	2,573	23.7%	554	22.5%	577	23.4%	550	22.3%
Gender (sample): female	75.6%	8,108	74.7%	1,855	75.4%	1,837	74.6%	1,868	75.6%
Gender (sample): other	0.04%	172	1.6%	52	2.1%	48	1.9%	53	2.1%
Ethnicity (sample): Asian or Asian British	4.8%	439	4.0%	114	4.6%	92	3.7%	104	4.2%
Ethnicity (sample): black or black British, Caribbean or African	2.3%	212	2.0%	39	1.6%	45	1.8%	52	2.1%
Ethnicity (sample): mixed or multiple ethnic group	1.5%	154	1.4%	39	1.6%	32	1.3%	31	1.3%
Ethnicity (sample): white	81.1%	8,912	82.1%	1,968	80.0%	2,009	81.6%	2,017	81.6%
Ethnicity (sample): any other ethnic group	0.8%	64	0.6%	9	0.4%	12	0.5%	17	0.7%
Ethnicity (sample): unknown	9.5%	1072	9.9%	292	11.9%	272	11.0%	250	10.1%

Response rates

The fieldwork outcomes and associated response rates are outlined in Table 1.5 below. Analysis was conducted to determine the true, contactable sample, by matching SWC 2021 and ECT data portal data to the SWC 2022 to determine who had moved schools and would no longer be contactable via the school. Those whose school did not match the 2022 SWC are marked as ‘uncontactable’ in Table 1.5 as it was assumed they were no longer at the school their survey invitation was sent to at the time of fieldwork. This was only an issue for new sample, as we held a personal email address or phone number for the vast majority of panel sample. This reduced the starting sample from 48,370 to 44,936 and increased the overall response rates as follows:

- new SWC sample – from 13.6% to 16.5%
- new ECT sample – from 8.6% to 9.1%

Table 1. 5 Fieldwork response

	Wave 1 panellists	New SWC sample	New ECTs	TOTAL
Starting sample	11,152	12,385	24,833	48,370
Uncontactable	0	2,160	1,274	3,434
Contactable	11,152	10,225	23,559	44,936
Completed online	4,219	1,386	2,078	7,683
Completed over the phone	2,800	304	66	3,170
Total responses ¹³	7,019 <i>(6,577 excluding leavers)</i>	1,690	2,144	10,853 <i>(10,411 excluding leavers)</i>
Opt out ¹⁴	28	105	12	145
Refusal ¹⁵	274	67	9	350
No final outcome	3,831	8,363	21,394	33,588
Response rate (starting sample)	62.9%	13.6%	8.6%	-¹⁶
Response rate (excluding uncontactable)	62.9%	16.5%	9.1%	-

¹³ This includes 442 who had left English state school teaching and leadership between the 2022 and 2023 surveys.

¹⁴ An opt out is defined by a respondent contacting IFF Research to ask not to be involved in the research. This could be by email or telephone and was typically in response to receiving an email invitation to take part in the survey.

¹⁵ A refusal is defined by a respondent refusing to take part in the research when contacted to take part in a telephone survey.

¹⁶ Response rates for panel and new sample should be considered separately, hence why an overall response rate is not shown.

Breakdowns of responses by role, phase, gender and ethnicity are shown in Table 1.6 and Table 1.7 below. This data cannot be shown for new ECTs as school and individual characteristics were not available on the sample for this group.

As shown in Table 1.6 panel response was highest amongst the below groups. These figures compare to an overall response rate of 62.9% for all starting sample.

- white teachers and leaders: of 63.9% of starting sample
- headteachers: 63.8% of starting sample
- those working in special schools, PRUs or other alternative provision: 64.5% of starting sample

Conversely, panel response was lowest for:

- those whose ethnicity was unknown: 39.5% of starting sample
- Asian or Asian British teachers and leaders: 51.5% of starting sample
- second year ECTs: 53.3% of starting sample

Table 1. 6 Response by job role, phase, gender and ethnicity– panel sample still in English state school teaching or leadership in 2023¹⁷

	Starting sample ¹⁸	Completed responses	Starting sample response rate (%)
Job Role (sample)			
Heads (incl. executive heads)	744	475	63.8%
Assistant heads	585	350	59.8%
Deputy heads	424	263	62.0%
Leading practitioner	68	37	54.4%
Classroom teacher - not ECT	8893	5648	63.5%
Classroom teacher - ECT – 2 nd year	210	112	53.3%
Classroom teacher - ECT – 1 st year	-	-	-
Unknown	228	134	58.8%
Phase (sample)			
Primary	5719	3576	62.5%
Secondary	4890	3093	63.3%
Special/PRUs/AP	543	350	64.5%
Gender (sample)			
Male	2687	1666	62.0%
Female	8340	5298	63.5%
Other	10	8	80.0%
Unknown	115	47	40.9%
Ethnicity (sample)			
Asian or Asian British	404	208	51.5%
Black or black British, Caribbean or African	190	114	60.0%
Mixed or multiple ethnic group	236	146	61.9%
White	10108	6458	63.9%
Any other ethnic group	47	27	57.4%
Unknown	167	66	39.5%
Total	11,152	7,019	62.9%

As for new SWC sample, response was highest amongst the following groups. These figures compare to an overall response rate of 13.6% for contactable sample and 16.5% for all starting sample.

¹⁷ To determine response rates, it was necessary to use sample data rather than survey data. This means there are some differences in completion figures for these subgroups when compared to the survey data. This is partly due to the difference in time between the SWC 2021 being collected and the survey fieldwork taking place, but also due to different collection methodologies.

¹⁸ This includes 442 who had left English state school teaching and leadership between the 2022 and 2023 surveys. Their job role and phase has been classified as what it would have been at the time of sampling.

- deputy heads: 29.9% for contactable sample and 26.6% for starting sample
- assistant heads: 26.0% for contactable sample and 22.2% for starting sample
- headteachers: 26.0% for contactable sample and 21.4% for starting sample

Response was lowest for:¹⁹

- those from any other ethnic group: 10.9% for contactable sample and 9.4% for starting sample
- Asian or Asian British teachers and leaders: 11.8% for contactable sample and 9.7% for starting sample
- those from a mixed or multiple ethnic group: 12.9% for contactable sample and 10.2% for starting sample

Response was also lower for classroom teachers (14.4% for contactable sample and 11.8% for starting sample) when compared with those in more senior job roles.

¹⁹ Response for those of a gender other than male or female was low, at 8.7% of contactable sample and 7.7% of starting sample, but this is based on only 23 respondents for contactable and 26 respondents for starting sample so should be treated as indicative only.

Table 1. 7 Response by job role, phase, gender and ethnicity – new SWC sample²⁰

Response by job role, phase, gender and ethnicity – new SWC sample²¹

	Starting sample	Contactable sample	Completed responses	Starting sample response rate (%)	Contactable sample response rate (%)
Job Role (sample)²²					
Heads (incl. executive heads)	887	732	190	21.4%	26.0%
Assistant heads	738	630	164	22.2%	26.0%
Deputy heads	429	381	114	26.6%	29.9%
Leading practitioner	107	87	17	15.9%	19.5%
Classroom teacher - not ECT	10,224	8395	1205	11.8%	14.4%
Phase (sample)					
Primary	5706	4786	876	15.4%	18.3%
Secondary	6027	4913	716	11.9%	14.6%
Special/PRUs/AP	652	526	98	15.0%	18.6%
Gender (sample)					
Male	3132	2543	474	15.1%	18.6%
Female	9227	7659	1214	13.2%	15.9%
Other	26	23	2	7.7%	8.7%
Ethnicity (sample)					
Asian or Asian British	1468	1215	143	9.7%	11.8%
Black or black British, Caribbean or African	732	565	78	10.7%	13.8%
Mixed or multiple ethnic group	147	116	15	10.2%	12.9%
White	8998	7504	1329	14.8%	17.7%
Any other ethnic group	53	46	5	9.4%	10.9%
Unknown	987	779	120	12.2%	15.4%

²⁰ To determine response rates, it was necessary to use sample data rather than survey data. This means there are some differences in completion figures for these subgroups when compared to the survey data. This is partly due to the difference in time between the SWC 2021 being collected and the survey fieldwork taking place, but also due to different collection methodologies.

²¹ To determine response rates, it was necessary to use sample data rather than survey data. This means there are some differences in completion figures for these subgroups when compared to the survey data. This is partly due to the difference in time between the SWC 2021 being collected and the survey fieldwork taking place, but also due to different collection methodologies.

²² ECTs are not included in this table as for the wave 2 survey new ECT sample was drawn solely from the DfE's ECT data portal.

	Starting sample	Contactable sample	Completed responses	Starting sample response rate (%)	Contactable sample response rate (%)
Total	12,385	10,225	1,690	13.6%	16.5%

Telephone interviewing and quality assurance

Those who completed the survey over the phone were introduced to the survey by being told that they were being called by IFF Research on behalf of the DfE to invite them to take part in the survey. They were provided with information on what the survey was about and given information about their rights under GDPR. If they did not have time to complete the survey when called, they were offered the option of booking in a time to be called back or providing an email address to complete the survey online. Telephone interviews lasted around 28 minutes on average, excluding call introductions, screening questions and module questions (modules were only asked in the online survey). Online surveys were completed in 19 minutes on average by comparison. The full telephone screener can be seen at the start of the questionnaire in Appendix A below.

Telephone interviewers were provided with regular training, monitoring, and support to ensure they met the standards of the Interviewer Quality Control Scheme (IQCS), for which IFF are accredited, and the Market Research Society's code of conduct. They were also provided with an extensive briefing ahead of the start of telephone fieldwork, which included the following areas:

- background to the survey: this included detail on the survey audience, communications respondents would have received ahead of the call, how teachers and leaders were chosen to participate, how their contact information was obtained, and reassurances to provide to allay concerns
- an overview of the survey content
- detailed coverage of key questions
- handling objections and any respondent concerns about participation
- quality assurance

The briefing session also included role-playing potential scenarios that interviewers could be faced with. For example, different types of objection, or respondent queries about how their data will be used.

Throughout telephone fieldwork IFF's interviewing quality assurance (QA) team listened to c.10% of interviews, which were reviewed against a QA checklist to ensure interviewers were collecting robust data, adhering to the guidance provided in their briefing, and that interviews were being conducted in line with the Market Research Society's code of conduct.

4. Encouraging ongoing panel engagement

As a longitudinal survey, establishing an identity for the panel was important to support ongoing engagement and retention of respondents. As in wave 1, this was achieved through a survey microsite. For wave 2, however, a summary of the wave 1 findings was also made available to participants and the survey was promoted through various channels, including through the DfE sector newsletters.

Website

The survey microsite, originally created for wave 1, was updated to help provide information and reassurances of legitimacy to prospective survey participants. This featured the DfE, IFF and IOE, UCL's Faculty of Education and Society logos, as well as the survey logo designed by IFF's marketing team.

The home page noted that IFF and IOE, UCL's Faculty of Education and Society were conducting the survey on behalf of the DfE and outlined the purpose of the survey and the topics covered. There were then links to the following:

- a summary of the wave 1 findings and the full report
- an FAQs document
- a more detailed overview of the research timings
- data sharing notices for schools and HEIs
- privacy notice

Email addresses for IFF and the DfE were also provided should anyone have further questions.

The full site can be viewed on <https://www.workinglivesofteachers.com/>.

Participant summary

To boost engagement with wave 2 of the survey, a summary of the wave 1 findings was made available on the survey website and circulated to potential participants in reminder emails. The summary provided an overview of who had participated in wave 1 of the survey alongside some of the headline findings. It also included a quote from the Directors of Teaching Workforce and National Tutoring Programme at the DfE outlining how the findings had been used as evidence in the designing of education policy.

The full participant summary can be found [here](#).

Sector communications

The DfE shared communications via several channels to increase awareness of the survey within the education sector. For example, information about the survey was circulated among other updates in a newsletter that was sent from the DfE to 72,000 contacts across all education settings in December 2022.

5. Data processing and analysis

This section covers the processes involved in producing data outputs and how analysis of the data was conducted for the core report.

Data processing

Converting survey data to final data outputs

Raw data files containing survey data from UniCom Dimensions, and coded verbatim responses (see 'coding' section below), were converted to an SPSS file and data tables, based on an agreed specification.²³ This specification detailed how each variable was to be programmed, what the base should be, and how tables and variables should be labelled to make them intuitive to use. The SPSS file and data tables were then used to inform the writing of the core report.

Data cleaning

Steps taken to clean the data during the data reduction phase are outlined below:

- **partial completes** – in order to maximise the achieved sample, respondents who had completed the whole of the core survey (sections A-N) were counted as a complete. Where data was missing for a question, the response was forced to 'don't know' or 'prefer not to say' to ensure a consistent base size across questions.
- **data edits** - some of the survey questions allowed respondents to provide an open-text response under "other – please specify" boxes. These were then processed at the data analysis stage. In some cases, responses were assigned to an existing questionnaire code. In other cases, a new code was created.²⁴ If assigned to an existing questionnaire code that was used in the routing of subsequent questions, these respondents were retrospectively added to the base of the later question.

Additionally, a small number of data edits were made upon the request of a survey respondent after they had completed their interview. This involved amending responses, adding to existing open-ended responses, or removing certain responses from the final dataset.

- **logic checks** – checks were conducted to remove impossible and sometimes implausible data. If the data was considered implausible but not impossible,

²³ UniCom Dimensions is the software used by IFF Research to assist in conducting surveys and to store survey data once collected.

²⁴ New codes were created if there were a sufficient number of similar responses grouped under a similar category or theme. Typically, they would need to account for c.2% of the respondents asked the question. If they did not, they would remain under the general "other" category.

consideration was given as to whether this could be valid data in certain circumstances, decisions about which were taken on a case by case basis.

- **removing school level data for leavers** – where a respondent’s survey data indicated that they no longer taught or led in an English state school, their data was removed for school and professional data (e.g. phase, school type) for the wave 2 survey in 2023 and SWC 2022, although we retained this data from the wave 1 survey in 2022 and SWC 2021 so it was possible to conduct analysis by the type of school / role that the respondent was in before they left.

Coding

Open-ended survey responses, where verbatim data were collected, were coded by the IFF Research coding team. Codeframes in the final dataset were kept consistent with the wave 1 survey, although some new codes were added at various questions.²⁵ Therefore, some codes appear in the final dataset with zero responses. These have been retained in the data to allow for consistency with the wave 1 data and to allow these codes to be used again in future survey waves.

Matching to other data sources

Some variables used in the reporting and analysis used school-level and individual-level information from SWC and Get Information About Schools (GIAS) data.^{26,27} Data was matched so that additional information about teachers and leaders, not captured through the survey because there is already existing data available or due to space limitations in the survey, can be used for analysis.

Matching to the SWC

The following data was incorporated from the SWC 2022 and used for analysis of the wave 2 survey data:

- school type (academy or local authority-maintained)
- whether working in special schools, PRUs or other alternative provision
- number of years qualified as a teacher
- gender
- ethnicity

²⁵ This is data which either indicates that a respondent’s answer does not fit within one of the pre-coded or prompted survey answers, or is collected at a purely open-ended question that has no pre-coded or prompted responses that a respondent is able to select.

²⁶ [School workforce in England \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

²⁷ [Get Information about Schools - GOV.UK \(get-information-schools.service.gov.uk\)](https://get-information-schools.service.gov.uk)

- age

Data was collected in the survey for some variables that also appear in the SWC. For demographic variables, the survey data is used as default with the exception of gender, ethnicity and age data, all of which came wholly from the SWC 2022 for wave 2 analysis and reporting. Gender and ethnicity data from SWC 2022 was used for weighting purposes so was also used for analysis to maintain consistency with the weighting approach. This was a slightly different approach used compared to the 2022 (wave 1) survey when survey data was used for these variables. The approach to age also differed from wave 1 in that a derived age variable, derived from the SWC and DTTP sample, was used in wave 1, whereas this was taken wholly from the SWC 2022 in wave 2. Survey data was used as default for all demographic variables except age in wave 1.

This data was matched to the survey dataset at an individual level, using the staff matching reference (SMR) and the Teacher reference number (TRN) variables as unique identifiers. Matching using these two identifiers was done using a vlookup function, working with the data in csv files, to append data from the SWC files onto the dataset.

Due to timings of the 2022 (wave 1) survey and the release of the SWC 2021, some analysis data for the wave 1 survey was matched against the 2020 SWC. For the 2023 (wave 2) survey onwards, timings were adjusted to ensure that survey data could be matched with the most recent SWC release. While data from the wave 2 survey was matched to the latest available data source, the SWC 2022, the time lag between SWC data being collected (November 2022) and the survey fieldwork (spring 2023) meant that some data linked from the SWC may have been out of date at the time the respondent completed the survey.

In addition, it was not possible to match every respondent to the SWC 2022. Of the 10,411 teachers and leaders who completed the wave 2 survey and were still teaching or leading in an English state school, 10,023 out of the 10,411 (96%) were matched to the SWC. A failure to match to the SWC occurred when the SMR or TRN held could not be successfully linked with the same identifier on the SWC. While this most commonly indicated that the individual is no longer in the SWC (and by proxy it was assumed they had left English state school teaching or leadership) it can occasionally be because a SMR or TRN has changed. This can happen, for example, if someone changes their name or their national insurance number changes.

There are also occasionally gaps in SWC data meaning that even where a respondent could be matched to the SWC, some variables did not contain any information.

As already mentioned, some of the data that is incorporated from the SWC is also collected in the survey. This is still collected in the survey for the following reasons:

- to ensure up to date data is captured. As noted above, the time lag between SWC collection and fieldwork timings means some SWC information can be out of date by the time the respondent completes the survey

- it is not always possible to match every single record from the SWC against the survey data
- SWC may not have complete data for every record

Matching to GIAS

The following data was incorporated from GIAS and used for analysis of the wave 2 survey data:

- Ofsted rating
- percentage of pupils eligible for free school meals (FSM)
- school size (number of pupils)

This matching was done at a school-level, using the school's Unique Reference Number (URN) as an identifier. GIAS data is updated on a regular basis so the data used to link with the survey data was taken from 12 June 2023, after wave 2 fieldwork ended.

In the wave 2 survey, a URN could not be obtained for 72 of the 10,411 teachers and leaders. This is because they indicated the URN held on sample was incorrect and declined to provide the name of their school when asked in the survey.

There were an additional 178 records for whom a URN was matched against the GIAS database but the database had no information for the respondent's school at the desired variable.

Grouping of survey responses for analysis

During the data processing stage some data were grouped in order to report them in a logical, understandable way.

Certain figures used in the core report were derived by combining responses at Likert scale questions. For example, when analysing current job satisfaction, the proportion shown as satisfied was derived by combining the proportions reporting that they were satisfied 'most of the time' and 'all of the time'. This approach was used when reporting on all Likert scale questions. Another example of parameterisation used for reporting the data from wave 2 was the banding of numeric survey responses, such as when reporting on teachers and leaders' working hours.

Data taken from both SWC or GIAS for the purposes of analysing results by individual or school-based characteristics were also banded. An example of this is years qualified, where the following bandings were used: up to 1 year; more than 1 up to 2 years; more than 2 years up to 3 years; more than 3 years up to 5 years; more than 5 years up to 10 years, and; more than 10 years. Examples for school-based characteristics included school size and FSM percentage, which were both grouped into quintiles, with the lowest quintile representing the smallest

schools (in terms of pupil numbers) and the schools with the lowest proportion of pupils in receipt of free school meals respectively.

Derived variables

Some variables in the final dataset were derived by combining responses from multiple survey variables, by combining survey responses with sample information, or by rebasing questions to exclude certain responses; these are referred to as 'derived variables'. Examples used for reporting include current job role, primary teachers' confidence in the core subjects and secondary teachers' confidence in their main subject.

A full list of derived variables including how they were derived can be found in Appendix B – derived variables used for analysis.

Creating longitudinal data outputs

In the wave 2 survey, it was possible to derive variables which took information from panellists' responses in both the wave 1 and wave 2 surveys to show how their views and experiences had changed over time. These variables are referred to as longitudinal 'change variables' and are appended to the wave 2 survey data. The change variables used for analysis in the wave 2 report were:

- D1 and D2: whether teachers and leaders' working and teaching hours had changed
- D4: whether teachers and leaders' workload perceptions had changed
- E1, E2 and E4: whether teachers and leaders' views about their own school, management, and wider accountability and inspection measures had changed
- F1: whether teachers and leaders' views on pupil behaviour had changed
- J1: whether teachers and leaders' views on pay had changed
- K1: whether teachers and leaders flexible working arrangement had changed
- L11: weavers' change in flexible working arrangements compared to 2022 when they were teaching or leading in an English state school
- L14: leavers' change in workload perceptions compared to 2022 when they were teaching or leading in an English state school
- L16: leavers' change in salary satisfaction compared to 2022 when they were teaching or leading in an English state school
- M1: whether teachers and leaders' current job satisfaction had changed
- M2: intentions to leave in wave 1 compared with the reality in wave 2
- N1 and N2: teachers and leaders' wellbeing changes over time

- N1 and N2: leavers' wellbeing changes over time

Once these change variables had been created, it was then possible to create longitudinal data tables, which alongside the SPSS data, were used for the longitudinal analysis found in the core report.

Analysis

Significance testing

Differences between subgroups and between the two survey waves were tested for statistical significance at the 95% confidence level.

The significance testing used independent sample t-tests for means and z-tests for percentages. For analysis of significant differences within the wave 2 data, two types of testing were used: a) between each set of cross-break headings (e.g. comparing between different age categories within the age cross-break header) and b) comparing data within each subgroup break to the total, minus the data for category in question – this refers to analysis against the 'overall' figure. For example, if the report refers to those aged under 25 being significantly different to the overall figure, the significance testing would use the overall percentage and the significance would be tested against all except those under the age of 25.

To facilitate the types of analysis necessary, data tables were produced which employed significance tests (i.e. testing the results for a given subgroup against the results in each of the other subgroups within a given analysis 'break'). No significance test results are used in the reporting for subgroups with fewer than 50 responses (unweighted) unless explicitly stated.

Cross-sectional analysis between the wave 1 and wave 2 data also used independent sample t-tests for means and z-tests for percentages at the 95% confidence level. This was for both comparison of the full sample from both waves and for subgroup analysis.

Subgroup analysis

To facilitate subgroup analysis, several analysis cross-breaks were applied to the data tables. The analysis breaks most commonly used for the core report were:

- school-based characteristics
 - school phase
 - school size
 - percentage of pupils in receipt of FSM
 - school type (academy or local authority-maintained)
 - Ofsted rating

- teacher and leader characteristics
 - teacher / leader status
 - detailed job role
 - years qualified
 - school tenure
 - full / part time status
 - age
 - gender
 - ethnicity
 - physical or mental health condition

Analysis was conducted using other cross-breaks, for example religion or sexuality, where this was considered to be relevant to the questions asked. Analysis of some questions also used other survey questions as cross-breaks. For example, views on workload were analysed when reporting on satisfaction with current job.

Comparing to wave 1 data

Cross-sectional analysis

The core report typically reports firstly on each question cross-sectionally, comparing findings from wave 2 to wave 1 at an overall level or by key groups such as all leaders from wave 2 with all leaders from wave 1. Subsequently, the chapters present subgroup analysis between survey waves in two ways:

- where there have been considerable statistically significant changes (typically by at least 5pp) at an overall level between 2022 and 2023, differences in particular subgroups between waves are also reported. This is to explore which particular groups' views and experiences had changed more than others between survey waves. This applies to findings relating to: pupil behaviour; pay satisfaction; job and career satisfaction, and; future plans (including intentions to leave)
- elsewhere, where changes between waves are smaller, the core report comments on the subgroup difference within wave 2 and gives an indication of whether this was consistent or different to the difference observed for the subgroup in the wave 1 survey

Longitudinal analysis of teachers and leaders

In addition to cross-sectional reporting, the report includes some analysis on the longitudinal sample (i.e. those who completed both the wave 1 and wave 2 surveys and were teaching and leading in an English state school in both waves) to analyse how their responses had changed

between waves. This analysis is helpful in giving an indication of whether experiences for the longitudinal sample have improved or worsened between waves, for example in terms of: views on pupil behaviour; views on salary, and; reported wellbeing. This analysis is typically presented at the end of a chapter.

A full list of derived variables can be found in Appendix B.

Analysis of leavers

The sample of leavers includes participants who completed the wave 1 survey and then in the wave 2 survey indicated that they had left the English state school sector (determined by questions early on in the survey). These respondents were then routed to a range of questions about their current employment situation, reasons for leaving and likelihood to return.

While the majority of analysis of leavers in the report is from the specific leavers questions, there is also some longitudinal analysis of leavers' responses to other survey questions. This includes analysis of intentions to leave the English state school sector in wave 1 compared to whether they had left by wave 2, change in pay satisfaction between survey waves, and change in flexible working arrangements. A list of these longitudinal variables can be found in Appendix B.

Sampling error

Data presented in the findings report is from a sample of teachers and leaders rather than the total population. Although the sample has been weighted to be nationally representative of the teaching population in England, the data is still subject to sampling error. The extent of sampling error depends on the sampling approach (the closer it is to a random sample the less the sampling error), the sample size (the larger the sample, the lower the likely sampling error), the effective sample size (an estimate of the sample size that would achieve the same level of precision as the total sample if the sample was a simple random sample) and the survey result (the closer to 50% the less confident statistically we can be in the finding).²⁸

The sample of 10,411 teachers and leaders means that, statistically, we can be 95% confident that the 'true' value of any survey finding of 50% will lie within a +/- 1.1% range (i.e., 48.9% - 51.1%). Results based on a sub-set of teachers and leaders interviewed are subject to a wider margin of error. For example, where Table 1.8 indicates that a survey result is based on all leaders (1,637 responses), we can be 95% confident that the true figure lies within the range 47.4% to 52.6% where the survey result is 50%.

²⁸ A survey result of 50% has been used as an example to show that as a percentage moves closer to a null result, the less confidence we can have in the result. It is important to note, however, that this example assumes there are two response options (and no option for non-response) – e.g., a yes/no question – meaning 50% is the null result and where there are more options the null result may not be 50%.

Table 1.8 shows the sampling error based on any survey finding of 50% because this percentage produces the maximum possible variation. If a survey finding is further away from 50%, the sampling error will be less. For example, with a survey finding of either 75% or 25% at a question based on all teachers and leaders, we can be 95% confident that the 'true' value of the survey findings will lie within a +/- 0.9% range (e.g., 74.1%-75.9%).

Table 1. 8 Sampling error in wave 2 of the WLTL survey

Group	Base size	Effective base size	Sampling error for survey findings of 50%
All teachers and leaders	10,411	8,547	+/- 1.1%
All primary	5,240	4,434	+/- 1.5%
All secondary	4,691	3,830	+/- 1.6%
All special/PRUs/AP	480	352	+/- 5.2%
All leavers	442	323	+/- 5.5%
All leaders	1,637	1,373	+/- 2.6%
All primary leaders	932	891	+/- 3.3%
All secondary leaders	583	400	+/- 4.9%
All special/PRUs/AP leaders	122	111	+/- 9.3%
All teachers	8,557	7,000	+/- 1.2%
All primary teachers	4,193	3,473	+/- 1.7%
All secondary teachers	4,014	3,339	+/- 1.7%
All special/PRUs/AP teachers	350	260	+/- 6.1%

Differences between subgroups were only referenced where statistically significant at the 95% confidence level. Likewise, figures based on fewer than 50 responses were not reported as standard.

Using the data

Data were weighted using different weights depending on which part of the survey responses were taken from, and whether the analysis was longitudinal or not, as outlined below.

Weights used for analysis

This section details the different weights derived for the data, and how they are applied:

- **core weight** (applies to teachers and leaders still in the English state school sector only - this excludes leavers): this weight is used for survey variables in sections A to O except those questions asked of leavers
- **module P weight** (applies to teachers and leaders who were asked module P questions): this weight is used for survey variables from section P
- **module Q weight** (applies to teachers and leaders who were asked module Q questions): this weight is used for survey variables from section Q
- **module R weight** (applies to teachers and leaders who were asked module R questions): this weight is used for survey variables from section R
- **longitudinal core weight**: this weight is used for longitudinal change variables and survey questions answered by leavers (L9-L16, M6-7, M9-10)
- **longitudinal module weight**: this was not used for any core reporting as longitudinal variables used core survey questions, but this weight can be used by data users if creating longitudinal variables from module questions

Further information on the weighting process can be found below in Chapter 6 of this report.

6. Survey weighting

With the survey now in its second wave, in addition to producing weights for the wave 2 core survey and module sections, longitudinal weights were also created. This section first describes the process of creating the wave 2 weights before covering the longitudinal weighting approach.

Wave 2 weighting

Once fieldwork had closed, post-stratification weighting was used to align the survey responses as closely as possible with the target population.²⁹ Weighting was applied to the core and module data to correct for a) variable non-response by subgroups and b) purposive oversampling of ECTs, secondary heads, schools with an Ofsted rating of inadequate and Asian or Asian British and black, black British, Caribbean or African teachers and leaders.

As with the wave 1, a post-stratification approach was used for the wave 2 survey weighting using the following variables:

- school phase
- job role
- gender
- ethnicity

Weighting grids were created detailing the population breakdown and the achieved sample breakdown by these variables. The proportion in the population for each cell was determined and corresponding weights were then assigned for each cell within the grid.

As a number of cells within the grid had 0 responses in the achieved sample it was necessary to merge some cells in order to derive a weight. Where possible, this merging was done across similar job roles (e.g. merging assistant and deputy headteachers with headteachers). Where merging across similar job roles was not possible, merging was done within the ethnicity variable.

The weights were then added to the dataset. To check they had been created correctly, the weighting grids were recreated for the survey data with the weights applied and the resultant proportions were checked against those in the SWC 2022.

Teachers and leaders completing the survey online were assigned to one of three modules. If they completed the survey in wave 1 they were assigned to the same module they completed previously while those taking part in the study for the first time were assigned a module at

²⁹ The target population for the wave 2 weighting was derived using the most recent population data available, the SWC 2022, which was collected in November 2022. As mentioned earlier, the timings of the SWC release meant that we could not use the SWC 2022 at the sampling stage. As it was released in advance of the weighting stage – and because the survey itself focused on experiences in the 2022/2023 academic year – it was agreed that weighting back to the SWC 2022 was most appropriate.

random. This meant that the sample in each module differed from the core survey sample so each of the modules required their own weight. The same weighting approach outlined above for the core weight was replicated for each of the three modules, with the exception being the ethnicity variable which was collapsed to white vs. all other ethnic backgrounds. This was because the smaller base sizes of the modules would have led to a large number of empty cells, and therefore merged cells, had the ethnicity variable not been collapsed in this way.

In a small number of cases, the derived weight was capped at 5. The number of records that were capped for each wave 2 weight are shown below:

- core survey weight: 4 / 10,411
- module P weight: 2 / 2,461
- module Q weight: 2 / 2,462
- module R weight: 3 / 2,471

Weighting targets and applied weights for the four wave 2 weights can be found in Appendix C – weighting targets and applied weights.

Longitudinal weighting

To enable longitudinal analysis of teachers and leaders completing both the wave 1 and wave 2 surveys, longitudinal weights have also been calculated. There is a longitudinal core weight and a longitudinal module weight.

Longitudinal core weighting

With the longitudinal weight, there is the possibility of correcting for non-response by a much wider range of variables than is the case for the core cross-sectional weight because all information collected at wave 1 can be used (alongside sample information). Hence regression modelling was used to predict the probability of teachers who completed the wave 1 survey also completing the wave 2 survey, given their response pattern at the wave 1 survey. The model was created on the data file for the wave 1 survey, weighted by the wave 1 core survey weight. The dependent variable was an indicator capturing whether the individual had also responded to the wave 2 survey.

Predictors for the model were selected in several iterations of screening. All variables of interest were reviewed and, where needed, decisions were made to combine variable categories due to low base sizes being insufficient for modelling, such as where we only had a small ‘don’t know’ category. Chi-squared analysis was used to shortlist possible demographic and non-demographic predictors of response to the wave 2 survey. Demographic variables were initially screened using forward and backwards entry regression, and other non-demographic variables then were evaluated in the same way. The variables selected as significant in the final regression model were: age band, module, region, ethnicity, key stage taught, caring responsibilities, additional responsibilities, school type, working hours, views on school, views

on governance, types of CPD, views on pay, views on flexible working, consideration leaving state school sector and whether flexible work is available.

Using the final model, for cases completing the wave 2 survey, a non-response weight was calculated as 1 divided by the probability of completion.

A composite weight was created from the non-response weight by multiplying them by the corresponding weight from the first survey. The sum of the weights across cases for the wave 2 survey was rescaled to the population total and profiles were run for sector, size band, region and all of the two-way combinations of these variables to evaluate against the profile of the larger weighted base of the first survey. The decision was made to cap the very highest weights at 5, for consistency with the wave 2 weighting approach, and rescale. A final longitudinal weight for the wave 2 survey was created from the product of this weight and the weight from the wave 1 survey.

This final weight is used as the default weight for analysing wave 2 longitudinal survey data and leavers questions.

A summary of the regression model for this weight can be found in Appendix D – longitudinal weight: regression model summaries

Longitudinal module weighting

Each respondent who completed the wave 1 survey online was allocated to a module (10,633 / 11,177 of those who took part in wave 1), while the 544 who completed over the telephone were not assigned a module.³⁰ This exclusion from modules can introduce bias in variables correlated with response mode. As with the longitudinal core weight, non-response weighting addresses this challenge by adjusting for non-response bias and ensuring a representative sample by assigning appropriate weights to participants based on their demographics and other relevant characteristics.

Regression modelling was used to predict the probability of teachers with different response patterns of those completing online. The model was built using the data file for the wave 2 survey, weighted by a rescaled version of longitudinal weight described in the previous section. The dependent variable was an indicator capturing whether a teacher had completed online for the wave 2 survey.

The list of predictors selected for the longitudinal weighting model were initially simplified further to ensure sufficient base sizes for modelling. Chi-squared analysis was used to shortlist possible demographic and non-demographic predictors of whether the respondent completed wave 2. Demographic variables were initially screened using forward and backwards entry regression, and then other variables were evaluated in the same way. The variables selected as

³⁰ Modules were only asked of online survey respondents. As telephone surveys take longer to complete than online surveys adding an additional module would have added extra time to the survey, and would likely have had an adverse effect on willingness to take part in the research.

significant in the final regression model included: key stage taught, additional responsibilities, school type, views on school, views on governance, types of CPD, views on pay, views on flexible working and whether flexible work is available.

Using the final model, a non-response weight was calculated as 1 divided by the probability of having completed the wave 2 survey. As with the cross-sectional weight and longitudinal core weight, the highest weights were capped at 5 but this only affected a very small number of records.

This process was repeated to produce a weight for the survey modules based just on those who responded to the survey online (since only teachers and leaders who complete online are asked any of the module sections).

A summary of the regression model for these weights can be found in Appendix D – longitudinal weight: regression model summaries.

Appendices

Appendix A – questionnaire

Working Lives of Teachers and Leaders: Longitudinal Study of Teachers and Leaders in English Schools

Welcome!

- **We really appreciate you taking the time to take part in the Working Lives of Teachers and Leaders survey [IF PANELLIST: , for a second year running]. Your contribution will help the DfE to design policies that better support teachers and school leaders.**

For more information on how your data will be used, you can read the survey privacy notice [here](#). Please click ‘Next’ below to begin.

Further information

- **PLEASE NOTE: to add further context to your survey responses, they are linked to information the Department for Education (DfE) already holds about you / your school, or to which it is lawfully permitted access (e.g., Get Information About Schools (GIAS) and the School Workforce Census). Despite this, your survey responses will remain confidential at all times, with data linking completed via an anonymous identifier. Furthermore, analysis will not be broken down by individual teachers or schools, so neither individuals nor schools will be identifiable from the analysis and reporting.**
- The study is being administered by IFF Research and IOE, UCL’s Faculty of Education and Society on the DfE’s behalf.
- The survey will take about 25 minutes to complete and you can stop and start as many times as you like, without losing your place (just click on the link in your email to return to the last question you answered).
- If you are employed as a teacher / school leader but you are on extended leave – such as maternity, paternity or sick leave –we would still like to hear from you. Please respond about your working life as a teacher or school leader on the basis that you are still in the profession.
- When completing the survey please only use the ‘previous’ and ‘next’ buttons at the bottom of the page, not the ‘back’ and ‘forward’ buttons in your browser.
- Responses to this survey will be kept entirely confidential, in line with the Code of Conduct of the Market Research Society and General Data Protection Regulation (GDPR). Your personal details and those of your school will not be shared with anyone outside of IFF Research, UCL IOE, UCL’s Faculty of Education and Society and the DfE You have a right to have a copy of your data, change your data, or withdraw from the research at any point. If you’d like to do this, you can consult our website at: iffresearch.com/gdpr.

- You can find the results of the first year of the Working Lives of Teachers and Leaders study here: PLACEHOLDER FOR LINK TO 2022 CORE REPORT ONCE PUBLISHED/IF PUBLISHED IN TIME
- If you have any questions, you can email IFF Research on Workinglivesofteachersandleaders@IFFResearch.com and/or the DfE on WorkingLives.TEACHERS-LEADERS@Education.gov.uk

CATI SCREENER

ASK TELEPHONIST

S1 **Good morning/afternoon. My name is NAME and I'm calling from IFF research on behalf of the Department for Education (DfE). I am needing to speak to NAME please?**

ADD IF NECESSARY:

- 'Working Lives of Teachers and Leaders' is an important longitudinal study aimed at collecting robust data regarding the experiences and opinions of classroom teachers, middle leaders and school leaders in England. This is the second year that surveys have been conducted as part of this study.
- The questions will cover a range of areas, from teacher workload and wellbeing to career reflections and future ambitions.
- By taking part, teachers and school leaders will be helping the DfE to design policies that better support teachers and school leaders.
- If you are employed as a teacher / school leader but you are on extended leave – such as maternity, paternity or sick leave –we would still like to hear from you. Please respond about your working life as a teacher or school leader on the basis that you are still in the profession.

INFORMATION ON GDPR – ADD IF NECESSARY:

- Responses to this survey will be kept entirely confidential, in line with the Code of Conduct of the Market Research Society and General Data Protection Regulation (GDPR). Your personal details and those of your school will not be shared with anyone outside of IFF Research.
- If you have any questions, you can email IFF Research on Workinglivesofteachersandleaders@IFFResearch.com and/or the DfE on WorkingLives.TEACHERS-LEADERS@Education.gov.uk
- You have the right to a copy of your data, change your data or withdraw from the research at any point. In order to guarantee this, and as part of our quality control procedures, all interviews are recorded.

Transferred	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	MAKE APPOINTMENT
Engaged	4	CALL BACK
Refusal	5	GO TO S2a

Refusal – taken part in recent survey	6	GO TO S2a
Refusal – bad time at school due to exams	7	GO TO S2a
Refusal – bad time at school due to the stage of term we're in	8	GO TO S2a
Refusal	9	GO TO S2a
Not available in deadline	10	CLOSE
No answer	11	CALL BACK
Answer phone	12	CALL BACK
Residential Number	13	CLOSE
Wrong number	14	CLOSE
No longer works for the school	15	GO TO S2b
Need reassurances	16	GO TO REASSURANCES
Send reassurance email	17	TAKE EMAIL (DELIVERED VIA SCRIPT)
Request IFF number to arrange interview	18	GO TO S1x

ASK IF S1=18

S1x **Please call 0808 169 9377 and leave a message with a number we can contact you on, and a time at which you'd like us to do so.**

Interviewee to contact voicemail	1	THANK AND CLOSE
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ASK WHEN TRANSFERRED TO APPROPRIATE RESPONDENT

S2 **Good morning/afternoon. My name is NAME and I'm calling on behalf of the Department for Education (DfE), from IFF Research.**

[IF NEW PARTICIPANT: We are working with the DfE to carry out their flagship survey about the working lives of teachers and school leaders in England. By taking part you will be helping the DfE to create policies that better support teachers and school leaders. I appreciate you are really busy but I'd like to run through some questions with you now please?] Are you happy to continue now?

[IF PANELLIST: We are contacting you about the Working Lives of Teachers and Leaders study, which we are running on behalf of the DfE. You kindly took part for the first time last year. We are now conducting the second year of the study to understand if/how your situation has changed, including whether or not you have left the teaching profession. As you will remember from last time, by taking part you will be helping the DfE to create policies that better support teachers and school leaders. I appreciate you are really busy but I'd like to run through some questions with you now please?] Are you happy to continue now?

ADD IF NECESSARY: [IF PANELLIST: It is the longitudinal nature of this study that makes it so valuable, so we really hope you are able to take part again.] The interview should last around 25 minutes.]

ADD IF NECESSARY: [IF PANELLIST: If you have changed roles, moved schools, or left the profession, we are still interested in knowing what you are doing now. If you have left the profession, we will only invite you to take part in the 2023 survey, after which we'll remove your details from the survey panel.]

ADD IF NECESSARY:

- 'Working Lives of Teachers and Leaders' is an important longitudinal study aimed at collecting robust data regarding the experiences and opinions of classroom teachers, middle leaders and school leaders in England.
- The questions cover a range of areas, from teacher workload and wellbeing to career reflections and future ambitions.
- If you are employed as a teacher / school leader but you are on extended leave – such as maternity, paternity or sick leave –we would still like to hear from you. Please respond about your working life as a teacher or school leader on the basis that you are still in the profession.

INFORMATION ON GDPR – ADD IF NECESSARY:

- Responses to this survey will be kept entirely confidential, in line with the Code of Conduct of the Market Research Society and General Data Protection Regulation (GDPR). Your personal details and those of your school will not be shared with anyone outside of IFF Research.
- If you have any questions, you can email IFF Research on Workinglivesofteachersandleaders@IFFResearch.com and/or the DfE on WorkingLives.TEACHERS-LEADERS@Education.gov.uk.
- You have the right to a copy of your data, change your data or withdraw from the research at any point. In order to guarantee this, and as part of our quality control procedures, all interviews are recorded.

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	MAKE APPOINTMENT
Engaged	4	CALL BACK
Refusal	5	GO TO S2a
Refusal – taken part in recent survey	6	GO TO S2a
Refusal – bad time at school due to exams	7	GO TO S2a

Refusal – bad time at school due to the stage of term we're in	8	GO TO S2a
Refusal	9	GO TO S2a
Not available in deadline	10	CLOSE
Need reassurances	11	GO TO REASSURANCES
Send reassurance email	12	TAKE EMAIL (DELIVERED VIA SCRIPT)

IF REFUSED (S1=5-9 OR S2=5-9)

S2a [IF S1=5-9] Please could you provide us with their work email address so that we could invite them to take part online instead?

[IF S2=5-9] Would you be willing to take part online instead?

Yes	1	CHECK EMAIL ADDRESS, CORRECT IF NEEDED > SEND EMAIL INVITE
No	2	THANK AND CLOSE

ASK IF NO LONGER WORK AT SCHOOL (S1=15)

S2b Do you have an alternative number we could reach NAME on?

Yes (please type in number)	1	THANK AND CLOSE (THIS BECOMES THE 'REFERRAL NUMBER')
No / Don't know	2	THANK AND CLOSE (GOES INTO UNUSABLE)

ASK ALL

S3 Before we begin, I just need to read out a quick statement based on GDPR legislation: Firstly, I want to reassure you that all of the information you provide will be treated in the strictest confidence, and that you have the right to the following:

- 1) A copy of your data
- 2) Amending your data
- 3) Withdrawing from the research at any point

To guarantee this, and as part of our quality control procedures, all interviews are recorded automatically.

Additionally, to add further context to your survey responses, they will be linked to information the Department for Education (DfE) already holds about you / your school, or to which it is lawfully permitted access (e.g., Get Information About Schools (GIAS) and the School Workforce Census). Despite this, your survey responses will remain confidential at all times, with data linking completed via an anonymous identifier. Furthermore, analysis will not be broken down by individual teachers or schools, so neither individuals nor schools will be identifiable from the analysis and reporting.

Based on this information, are you willing to take part?

Yes	1	CONTINUE
No	2	THANK AND CLOSE

REASSURANCES TO USE IF NECESSARY

IFF Research Ltd is an independent market research company. All our work is carried out according to the Code of Conduct of the Market Research Society. If you wish to check IFF's credentials, you can call the MRS, free of charge, on 0800 975 9596

The survey should take around 25 minutes to complete. Participation is voluntary.

If you would like to speak to someone at IFF Research you can call James Taylor or Harry Harris on 020 7250 3035 or email workinglivesofteachersandleaders@if-fresearch.com. If you would like to talk to someone at the DfE you can email WorkingLives.TEACHERS-LEADERS@Education.gov.uk.

Screening questions

ASK ALL

Sx1 Before we begin, are you [IF NEW RESPONDENT (SAMTYPE=2): currently / IF PANELLIST (SAMTYPE=1): still] teaching or leading in a state school in England?
SINGLE CODE.

Yes	1	Route as appropriate
No	2	[IF NEW PARTICIPANT (SAMTYPE=2): THANK AND CLOSE Thank you very much for your interest but we are currently just looking to speak to individuals who are teaching in English state schools.] [IF PANELLIST (SAMTYPE=1): GO TO SECTION L]

ASK ALL STILL TEACHING IN THE SECTOR (Sx1=1)

Sx2 And just to check, which of the following phases does your school cover....?
MULTI CODE. READ OUT.

Nursery	1	IF A) SINGLE CODED OR B) MULTI-CODED WITH CODE 4 (POST-16) AND... ... NEW TO PANEL (SAMTYPE=2): THANK AND CLOSE Thank you very much for your interest but we are currently just looking to speak to individuals who are teaching in primary and secondary schools only. ...IF EXISTING PANEL MEMBER (SAMTYPE=1): GO TO SECTION L...]
Primary	2	Route as appropriate
Secondary – years 7-11	3	Route as appropriate
Post-16	4	IF A) SINGLE CODED OR B) IF MULTI-CODED WITH CODE 1 (NURSERY): IF NEW TO PANEL (SAMTYPE=2): THANK AND CLOSE : Thank you very much for your interest but we are currently just looking to speak to individuals who are teaching in primary and secondary schools only. IF EXISTING PANEL MEMBER (SAMTYPE=1): GO TO SECTION L...]

ASK ALL IF SCHOOL COVERS MORE THAN ONE PHASE (SX2=MULTI)
Sx3 And which of these phases do you teach or lead?
 MULTI CODE.

DS: ONLY PULL THROUGH CODES SELECTED AT SX2

Nursery	1	IF A) SINGLE CODED OR B) MULTI-CODED WITH CODE 4 (POST-16) AND... ...NEW TO PANEL (SAMTYPE=2): Thank you very much for your interest but we are currently just looking to speak to individuals who are teaching in primary and secondary schools only. ...EXISTING PANEL MEMBER (SAMTYPE=1): GO TO SECTION L...]
Primary	2	Route as appropriate
Secondary – years 7-11	3	Route as appropriate
Post-16	4	IF A) SINGLE CODED OR B) IF MULTI-CODED WITH CODE 1 (NURSERY) AND... ...IF NEW TO PANEL (SAMTYPE=2): THANK AND CLOSE A) IF SINGLE CODED OR B) IF MULTI-CODED WITH CODE 1 (NURSERY): Thank you very much for your interest but we are currently just looking to speak to individuals who are teaching in primary and secondary schools only. ...IF EXISTING PANEL MEMBER (SAMTYPE=1): GO TO SECTION L...]

DUMMY VARIABLE: PHASE_DUM

Primary: (Sx2=2 only (i.e. single code)) OR (Sx3=2)	1
Secondary (Sx2=3 only (i.e. single code)) OR (Sx3=3)	2
Neither of the above (i.e., Y1 participants who have left the profession)	3

DUMMY VARIABLE: LEAVER_TYPE

No longer teaching in a state school in England: (SAMTYPE=1 AND Sx1=2)	1
Working in a state school in England, but now only nursery (SAMTYPE=1 AND Sx2=1 only OR Sx3=1 only)	2
Working in a state school in England, but now only post-16 (SAMTYPE=1 AND Sx2=4 only OR Sx3=4 only)	3

Working in a state school in England, but now only nursery and post-16 (SAMTYPE=1 AND Sx2=1 and 4 only OR Sx3=1 and 4 only)	4
--	---

ASK ALL PHASE_DUM=1-2

Sx4 Just to confirm, what academic year did you start your first teaching job?
SINGLE CODE.

Please note:

- **We are interested in your first teaching job, regardless of whether you started this in a qualified or unqualified capacity.**
- **By “qualified” we mean teachers who have completed a teacher training qualification and achieved QTS or equivalent. This is sometimes referred to as “initial” or “pre-service” training and takes place before any Early Career Teacher, or ECT (previously referred to as NQT), induction.**

ACADEMIC YEAR – drop down with ‘don’t know’ option
--

X Dummy variables

THESE ARE KNOWN AS DUMMY VARIABLES AND ARE USED FOR PARTICULARLY COMPLEX ROUTING, TO FACILITATE EFFICIENT SCRIPT CHECKING AND MINIMISE OPPORTUNITY FOR ERROR. THEY USUALLY INVOLVE DRAWING IN INFORMATION FROM THE SAMPLE AND/OR A COMBINATION OF DIFFERENT QUESTIONS AND RESPONSES.

THEY ARE INTERNAL FACING I.E. THE BELOW TABLES WILL NOT BE VISIBLE TO EITHER RESPONDENTS OR INTERVIEWERS.

DUMMY VARIABLE: SAMTYPE

Took part in Year 1	1
New to panel (Y1PART=2)	2

DUMMY VARIABLE: ECTSTATUS

1 st year ECT (ECSTATUS (from sample)=1)	1
2 nd year ECT (ECSTATUS (from sample)=2)	2
Qualified teacher (ECSTATUS (from sample)=3)	3
Unqualified teacher (ECSTATUS (from sample)=4)	4

DUMMY VARIABLE: SAMSOURCE (from sample)

DTTP	1
SWC	2
ECT portal	3

DUMMY VARIABLE: HASQUALDATE

Yes	1
No	2

A Current employer

IF KNOW SCHOOL NAME FROM SAMPLE (HASSCHOOL=1 AND PHASE_DUM=1-2)
 A1 **[IF NEW RESPONDENT (SAMTYPE=2) AND SCHOOL NAME KNOWN ON SAMPLE: According to our records, you are currently teaching at [NAME OF SCHOOL FROM SAMPLE][IF PANELLIST (SAMTYPE=1): When we spoke to you last year you were teaching at [NAME OF SCHOOL FROM SAMPLE]. Is this [IF PANELLIST (SAMTYPE=1): still] correct? SINGLE CODE.**

ADD IF NECESSARY: This information will be used for analysis purposes only. No attempts will be made to contact your school about your answers.

DS EXPANDO TEXT: **+ What records are you referring to?** You have been randomly selected from one of the DfE's centralised databases: the Database of Trainee Teachers and Providers (DTTP), the Schools Workforce Census (SWC), or the Manage training for early career teachers service. Your contact details were then supplied to us by your employer or teacher training provider, under strict adherence to data protection and GDPR guidelines. You can read more about this here: www.workinglivesofteachersandleaders.co.uk.

Yes	1
No	2

IF HAVE MOVED SCHOOL (A1=2) OR NEW TO PANEL AND SCHOOL NAME NOT KNOWN FROM SAMPLE (HASSCHOOL=2)

A2 **Please could you provide the name and postcode for the school you are currently teaching at?**

If you are teaching at more than one school, please provide the name and postcode of the school you consider to be your main school. This may be the school where you do the majority of your teaching, where you have taught for longer or where your position is more permanent/longer-term etc.

DS EXPANDO TEXT: **+ Why do you need to know this?** This information will be used for analysis purposes only. No attempts will be made to contact your school about your answers.

NAME OF SCHOOL	[answer here]	Prefer not to say
POSTCODE	[answer here]	Prefer not to say

ASK ALL

A3 **Roughly when did you start working for** [IF A1=1:INSERT FROM SAMPLE; IF A1=2 AND A2_1=VERBATIM: INSERT VERBATIM; IF A1=2 AND A2_1=PREFER NOT TO SAY: **your current school**]?

Term:
Autumn
Winter
Spring
Summer
Don't know / prefer not to say

Year:
WRITE IN
Don't know / prefer not to say

IF A3_YEAR IS DON'T KNOW / PREFER NOT TO SAY

A3a **Have you worked at your current school for...:**

SINGLE CODE. PROMPT AS NECESSARY.

Up to one year	1
More than one year, up to two	2
More than two years, up to three	3
More than three years, up to five	4
More than five years, up to ten	5
More than ten years	6
DO NOT READ OUT: Don't know/prefer not to say	7

READ OUT TO ALL: Thank you. For the rest of the survey, if you are teaching at more than one school, please answer relevant questions with your main school in mind. This may be the school where you do the majority of your teaching, where you have taught for longer or where your position is more permanent/longer-term etc.

B Current role

ASK ALL PHASE_DUM=1/2

B1 Which of the following best describes your current job role?

Please note: if you can't find your specific role then please let us know which option you think is the closest fit. If you have multiple roles, please select the response which you view as your 'main' current role. The next question will ask about your additional responsibilities e.g. SENCO, Head of Year, etc.

SINGLE CODE. READ OUT.

Executive Headteacher	1
Headteacher	2
Deputy Headteacher	3
Assistant Headteacher	4
<p>Leading Practitioner</p> <p>PLEASE NOTE: The salary for this role exceeds the Upper Pay Range and involves leading the improvement of teaching skills. ADD IF NECESSARY: Specific duties include, but are not limited to...:</p> <ul style="list-style-type: none"> • Coaching, mentoring and induction of teachers, trainees and ECTs • Advising on practice, research, and continuing professional development provision • Helping teachers who are experiencing difficulties • Supporting the school or groups of schools in provision of high quality schemes of work to reduce workload 	5
<p>PHASE_DUM=1: Middle Leader (e.g., Head of Key Stage phase, Head of Year Group, etc.)</p> <p>PHASE_DUM=2: Middle Leader (Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of Phase, Head of Year Group, etc.)</p> <p>PHASE_DUM=1 AND 2: Middle Leader (e.g., Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of phase, Head of Year Group, etc.)</p>	6
Classroom teacher - Qualified teacher (QTS/QTLS) not serving statutory induction	7
Classroom teacher - Early Career Teacher (ECT) serving statutory induction	8
<p>ADD IF NECESSARY: Until recently, teachers in this role were called Newly Qualified Teachers (NQTs)</p>	
Unqualified teacher	9

Other [SPECIFY]	10
DO NOT READ OUT: Prefer not to say	11

ASK IF MIDDLE LEADER (B1=6)

B2 **Middle leadership responsibilities aside, which of the following best describes your current job role?**

Please note: if you can't find your specific role, then please let us know which option you think is the closest fit.

SINGLE CODE. READ OUT.

Qualified teacher (QTS/QTLS) not serving statutory induction	1
Early Career Teacher (ECT) serving statutory induction ADD IF NECESSARY: Until recently, teachers in this role were called Newly Qualified Teachers (NQTs)	2
Unqualified teacher	3
Other (specify)	4
DO NOT READ OUT: Prefer not to say	5

DUMMY VARIABLES

HEAD - DETAIL

Executive headteacher	B1=1	1
Headteacher	B1=2	2
Deputy Headteacher	B1=3	3
Assistant Headteacher	B1=4	4

HEAD - SUM

HEADTEACHER	HEAD – DETAIL=1-4	1
NOT HEADTEACHER	ALL OTHERS	2

ASK ALL PHASE_DUM=1/2

B3 **Thank you. More specifically, do you have any of the following responsibilities...?**

SINGLE CODE. READ OUT.

Responsibility	Yes	No	DO NOT READ OUT: Don't know
MIDDLE LEADERS/CLASSROOM TEACHERS (B1=6-8): Head of year/phase	1	2	3
MIDDLE LEADERS/CLASSROOM TEACHERS (B1=6-8): Head of subject/faculty	1	2	3
ALL: SENCO Special Education Needs Coordinator	1	2	3
MIDDLE LEADERS/CLASSROOM TEACHERS (B1=6-8): Pastoral lead	1	2	3
SENIOR/MIDDLE LEADERS/UNQUALIFIED TEACHER/OTHER (B1=1-6,9-11): Classroom teaching	1	2	3
ROLE MORE SENIOR THAN ECT (B1=1-7): Early Career Framework (ECF) Mentor	1	2	3

DUMMY VARIABLES

TEACHING RESPONSIBILITIES

Yes	B1=7/8 OR B3_5=1	1
No	All others	2

ASK ALL NON-ECT PORTAL SAMPLE NEW TO THE PANEL (SAMSOURCE=2 AND SAMTYPE=2): **Great. We would now like to understand what job role you held last year. This is to help us ask you the most appropriate questions through the rest of the survey.**

ASK ALL NON-ECT PORTAL SAMPLE NEW TO THE PANEL (SAMSOURCE=2 AND SAMTYPE=2):

B4NEW How long have you been in the role you have now [B1=1: as an Executive Headteacher? B1=2: as a Headteacher? B1=3: as a Deputy Headteacher? B1=4: as an Assistant headteacher? B1=5 as a leading practitioner? B1=6: as a middle leader? B1=7/8: as a classroom teacher? B1=9: as an unqualified teacher? B1=10: verbatim? B1=11:?] If you have performed your current role at different schools, please think about the total amount of time you have been in the role across all places you have worked.

SINGLE CODE. READ OUT.

12 months or more	1
Less than 12 months	2
DO NOT READ OUT: Prefer not to say	3

ASK ALL NON-ECT PORTAL SAMPLE NEW TO THE PANEL WHO HAVE BEEN IN ROLE FOR <12 MONTHS (B4new=2)

B4 **What role did you have before your current role [B1=1: as an Executive Headteacher? B1=2: as a Headteacher? B1=3: as a Deputy Headteacher? B1=4: as an Assistant headteacher? B1=5 as a leading practitioner? B1=6: as a middle leader? B1=7/8: as a classroom teacher? B1=9: as an unqualified teacher? B1=10: verbatim? B1=11:?]**

Please note: if you can't find the specific role you had then please let us know which option you think is the closest fit. If you have multiple roles, please select the response which you view as your 'main' current role.

SINGLE CODE. READ OUT.

Executive Headteacher	1
Headteacher	2
Deputy Headteacher	3
Assistant Headteacher	4
Leading Practitioner PLEASE NOTE: The salary for this role exceeds the Upper Pay Range and involves leading the improvement of teaching skills. ADD IF NECESSARY: Specific duties include, but are not limited to...:	5

<ul style="list-style-type: none"> • Coaching, mentoring and induction of teachers, trainees and ECTs • Advising on practice, research, and continuing professional development provision • Helping teachers who are experiencing difficulties • Supporting the school or groups of schools in provision of high quality schemes of work to reduce workload 	
PHASE_DUM=1: Middle Leader (e.g., Head of Key Stage phase, Head of Year Group, etc.)	6
PHASE_DUM=2: Middle Leader (Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of Phase, Head of Year Group, etc.)	
PHASE_DUM=1 AND 2: Middle Leader (e.g., Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of phase, Head of Year Group, etc.)	
Classroom teacher - Qualified teacher (QTS/QTLS) not serving statutory induction	7
Classroom teacher - Early Career Teacher (ECT) serving statutory induction	8
ADD IF NECESSARY: Until recently, teachers in this role were called Newly Qualified Teachers (NQTs)	
Unqualified teacher	9
A role outside of teaching or school leadership [SPECIFY]	10
DO NOT READ OUT: Prefer not to say	11

ASK IF MIDDLE LEADER (B4=6)

B5 Middle leadership responsibilities aside, which of the following best describes the job role you had before your current role as a middle leader?

Please note: if you can't find your specific role, then please let us know which option you think is the closest fit.

SINGLE CODE. READ OUT.

Qualified teacher (QTS/QTLS) not serving statutory induction	1
Early Career Teacher (ECT) serving statutory induction. ADD IF NECESSARY: Until recently, teachers in this role were called Newly Qualified Teachers (NQTs)	2
Unqualified teacher	3
Other (specify)	4
DO NOT READ OUT: Prefer not to say	5

C Subject(s) and Key Stage(s)

ASK ALL PHASE_DUM=1/2 WHO TEACH (TEACHING RESPONSIBILITIES=1)

- C1 **What Key Stage(s) do you teach at your current school?**
MULTI-CODE. PROMPT AS NECESSARY.

[IF PHASE_DUM = 1: Early years foundation stage: Reception]	1
[IF PHASE_DUM = 1: Key Stage 1]	2
[IF PHASE_DUM = 1: Key Stage 2]	3
[IF PHASE_DUM = 2: Key Stage 3]	4
[IF PHASE_DUM = 2: Key Stage 4]	5
[IF PHASE_DUM = 2: Key Stage 5]	6
Other (specify)	7
DO NOT READ OUT: Prefer not to say	8

ASK ALL PHASE_DUM=1/2 WHO TEACH (TEACHING RESPONSIBILITIES=1)

- C2 **And which Key Stage(s) do you have qualification(s) to teach?**
MULTI-CODE. PROMPT AS NECESSARY.

None: I am not qualified to teach any Key Stage(s)	1
Early years foundation stage: Nursery	2
Early years foundation stage: Reception	3
Key Stage 1	4
Key Stage 2	5
Key Stage 3	8
Key Stage 4	9
Key Stage 5	10
Other (specify)	7
DO NOT READ OUT: Prefer not to say	8

ASK ALL WHO TEACH SECONDARY (TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=2)

- C3 **What subject(s) do you teach at your current school? Please include all subjects you have taught over the last year, even if you were providing temporary cover or it wasn't your main subject(s).**
MULTICODE. PROMPT AS NECESSARY.

ASK IF TEACH MORE THAN ONE SUBJECT (C3=MULTI-CODED)

- C3a **Which subject do you spend most of your time teaching at your current school?**
SINGLECODE. PROMPT AS NECESSARY.

Accounting	1
Ancient History	2
Ancient Languages	3
Archaeology	4
Astronomy	5
Art and Design	6
Business	8
Citizenship	9
Classical Civilisation	10
Classics	11
Computer Science	12
Computing	13
Dance	14
Drama and Theatre	15
Design and Technology	7
Economics	16
Electronics	17
English Language	18
English Literature	19
English Language and Literature (Combined)	20
Environmental Science	21
Film Studies	22
Food Preparation and Nutrition	23
Geography	24
Geology	25
History	26
History of Art	27
Law	28
Maths	29
Maths: Statistics	30
Maths: Further Maths	31
Media Studies	32

Modern Foreign Languages: French	33
Modern Foreign Languages: German	34
Modern Foreign Languages: Spanish	35
Modern Foreign Languages: Other (specify)	36
Music Technology	37
Music	38
Philosophy	39
Photography	58
Physical Education	40
Politics	41
Psychology	42
Science: Biology	43
Science: Chemistry	44
Science: Physics	45
Sciences: Combined	46
Sex and Relationship Education	47
Sociology	48
Religious Education	49
Personal, Social, Health & Economic (PSHE) Education	50
Travel and Tourism	56
Extended project	57
Other 1 [SPECIFY]	51
Other 2 [SPECIFY]	52
Other 3 [SPECIFY]	53
I do not have one subject that I spend the most time teaching	55
Prefer not to say	54

ASK ALL WHO TEACH SECONDARY AND ANSWERED C3A OR ARE SINGLE CODE AT C3 (EXCEPT 54) (TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=2 AND C3=ANY EXCEPT 54)

C7 **What specific qualification(s), if any, do you have in** [IF C3=SINGLECODE: C3; IF C3a=ANY EXCEPT 54-55: INSERT C3a; IF C3a=55 OR C3=ANY EXCEPT 54 AND C3a=54 : these subjects]...?

PhD (Doctoral degree) or equivalent	1
Postgraduate degree (Masters) or equivalent, but not including Initial Teacher Training (ITT)	2
Initial Teacher Training (ITT) e.g., a Postgraduate Certificate in Education (PGCE)	3
Undergraduate degree or equivalent (e.g. BEd, BSc, BA etc.)	4
Other qualification below undergraduate	5
No official qualifications	6
DO NOT READ OUT: Don't know	7
DO NOT READ OUT: Prefer not to say	8

ASK IF MORE THAN ONE OPTION SELECTED AT C3

C4aNew We would also like to understand whether you are ever required to teach any (other) subjects without degree level qualifications. Please note:

- By “teach a subject” we mean anything from providing short-term cover to longer-term teaching commitments in the subject.
- We are asking this for analysis purposes only. It is not an audit exercise and neither the DfE nor your school would follow up on your answers.

So...what qualifications, if any, do you have in:

DS DISPLAY ALL C3 OPTIONS SELECTED WHERE THEY WERE NOT SELECTED AT C3A

MULTICODE

Qualification	Initial Teacher Training (ITT) Qualification	Degree level qualifications or higher (not including ITT)	Below degree level qualifications	No official qualifications (DS: MAKE EXCLUSIVE)	DO NOT READ OUT: Prefer not to say (DS MAKE EXCLUSIVE)
Subject 1	1	2	3	4	5
Subject 2	1	2	3	4	5
Subject 3 etc	1	2	3	4	5

ASK ALL WHO TEACH PRIMARY (TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=1)

C5NEW What is the highest level of qualification that you hold?

SINGLECODE. PROMPT AS NECESSARY.

PhD (Doctoral degree) or equivalent	1
Postgraduate degree (Masters) or equivalent, but not including Initial Teacher Training (ITT)	2
Initial Teacher Training (ITT) e.g., a Postgraduate Certificate in Education (PGCE)	3
Undergraduate degree or equivalent (e.g. BEd, BSc, BA etc.)	4
Other qualification below undergraduate	5
DO NOT READ OUT: Don't know	6
DO NOT READ OUT: Prefer not to say	7

ASK IF HAS A DEGREE-LEVEL QUALIFICATION (C5NEW=1-4)
 C5aNEW **What subject(s) is this qualification in?**

MULTICODE. PROMPT AS NECESSARY.

English	1
Maths	2
Science	3
Computing	4
Physical Education	5
Citizenship	6
Arts	7
Design and Technology	8
Humanities	9
Modern Foreign Languages	10
Music	11
Religious Education	12
Sex and Relationship Education	13
Education (including Primary Education)	14
Childcare and development	15
Other (please specify)	16

D Workload

ASK ALL PHASE_DUM=1/2

- D1** In your most recent full working week, approximately how many hours did you work? By “full working week” we mean your last working week covering Monday to Sunday that was not shortened by illness, religious breaks, public holidays, or other exceptional circumstances.

ADD IF NECESSARY: If you do not know the exact hours, an estimate is fine.

In your answer...

- **PLEASE INCLUDE:** all hours for all activities related to your job, regardless of whether they take place in school hours or during weekends, evenings and other out-of-school hours.
- **PLEASE EXCLUDE:** time spent travelling to work, unless you also work during this time.

ADD IF NECESSARY:

- **It does not matter if your last week was not a ‘typical’ working week as we will aggregate responses across the workforce as a whole.**
- DS EXPANDO TEXT: + “What do I do about lunch breaks?” If you consider yourself to be working during your lunch break, please include that time
- DS EXPANDO TEXT: + “What if I work while commuting?” If you consider yourself to be working while travelling to or from your place of work, please include that time

WRITE IN	Write in hours
Don't know / prefer not to say	1

ASK IF TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=1/2

- D2** And in your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)?

ADD IF NECESSARY: If you do not know the exact hours, an estimate is fine.

WRITE IN	Write in hours
Don't know / prefer not to say	1

ASK ALL PHASE_DUM=1/2

D4 **Thinking about the current academic year, so 2022/2023, to what extent do you agree or disagree with the following statements?**

SINGLE CODE. ONE PER ROW.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
...I have sufficient control over my own workload	1	2	3	4	5	6
...I have an acceptable workload	1	2	3	4	5	6

ASK ALL PHASE_DUM=1/2

D3 **Across the whole school year, is the amount of time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or is the statement not applicable to you? Please note: We are interested in how you would expect/ideally like to spend the time. This can be due to factors beyond your control and as such, this is not a mark on your performance.**

SINGLE CODE. ONE PER ROW. READ OUT.

PRECODE LIST FOR CLASSROOM TEACHERS AND MIDDLE LEADERS (B1=6-11):

LIST A	Far too little	Too little	About right	Too much	Far too much	DO NOT READ OUT: Not applicable
Individual planning or preparation of lessons either at school or out of school	1	2	3	4	5	6
Marking/correcting of pupils' work	1	2	3	4	5	6
Recording, inputting, monitoring, and analysing data in relation to pupil performance and for other purposes	1	2	3	4	5	6
General administrative work ADD IF NECESSARY: Including communication, paperwork, work emails, and other clerical duties you undertake in your job as a teacher	1	2	3	4	5	6
Pupil counselling, supervision and tuition	1	2	3	4	5	6

ADD IF NECESSARY: Including career guidance and virtual counselling, lunch supervision, homework clubs, emotional support						
Following up on behaviour incidents ADD IF NECESSARY: Including detentions, pupil support, administration, communication with parents	1	2	3	4	5	6

PRECODE LIST FOR SENIOR LEADERS (B1=1-5):

LIST B	Far too little	Too little	About right	Too much	Far too much	DO NOT READ OUT: Not applicable
Administration within the school. ADD IF NECESSARY: Including applying regulations to the school, reporting, school budget, preparing timetables, and class composition.	1	2	3	4	5	6
Administrative and management with external bodies. ADD IF NECESSARY: Including responding to requests from local, regional, or national education officials, social services, or other similar agencies	1	2	3	4	5	6
Performance management of staff. ADD IF NECESSARY: Including human resource/personnel issues, classroom observations, mentoring, initial teacher training and continuing professional development	1	2	3	4	5	6
Data analysis. ADD IF NECESSARY: Including analysis of performance data at the level of the teacher and the school and record keeping for external bodies / regulatory purposes	1	2	3	4	5	6
Recruitment for teaching and support staff	1	2	3	4	5	6
Responding to changes in latest government policy including, for example, centrally required policy changes	1	2	3	4	5	6

E About your school

ASK ALL PHASE_DUM=1/2

E1 To what extent do you agree or disagree with the following statements about your school?

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
I feel valued by my school	1	2	3	4	5	6
My school provides staff with opportunities to actively participate in whole school decisions	1	2	3	4	5	6
My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes	1	2	3	4	5	6
My school's SLT supports flexible working	1	2	3	4	5	6

READ OUT TO ALL: The next few questions are focused on your manager. IF HEAD-SUM=1: By "manager" we mean the person(s) in charge of monitoring your performance. IF HEAD-SUM=2: By "manager" we mean the person(s) in charge of monitoring and supporting your progress/development.

ASK ALL PHASE_DUM=1/2

E2 To what extent would you agree or disagree that your manager...?

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
... trusts you to work independently	1	2	3	4	5	6
... is considerate of your work-life balance	1	2	3	4	5	6

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
... supports your wellbeing	1	2	3	4	5	6

IF HEAD OR LEADING PRACTITIONER (HEAD-SUM=1 OR B1=5)

E3 To what extent would you agree or disagree that your governing body/board support...?

SINGLE CODE. ONE PER ROW.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
...staff wellbeing across the school	1	2	3	4	5	6
...your wellbeing	2	2	3	4	5	6

ASK ALL PHASE_DUM=1/2

E4 To what extent do you agree or disagree with the following statements?

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
School accountability measures – such as performance tables – provide important information about school performance	1	2	3	4	5	6
The school inspection regime provides a fair assessment of school performance	1	2	3	4	5	6
Teachers' views are valued by policy-makers, e.g. the government	1	2	3	4	5	6

F Pupil behaviour

ASK ALL PHASE_DUM=1/2

F1 In general, how would you rate pupil behaviour in your school?

SINGLE CODE. READ OUT.

Very good	1
Good	2
Acceptable	3
Poor	4
Very poor	5
DO NOT READ OUT: Don't know	6

ASK ALL PHASE_DUM=1/2 WHO TEACH (TEACHING RESPONSIBILITIES=1)

F2 When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...?

SINGLE CODE. READ OUT.

Always	1
Mostly	2
Sometimes	3
Occasionally	4
Never	5
DO NOT READ OUT: Don't know	6

G Teacher Training

ASK ALL ECTS (ECTSTATUS=1-2) AND PHASE_DUM=1-2

G1a Through which of the following routes did you complete your teacher training qualification?

SINGLE CODE. READ OUT.

University-led course / Higher Education Institution	1
School Direct (salaried) / Post Graduate Teaching	2
Apprenticeship (Teaching Apprenticeship)	3
School Direct (fee-funded) / SCITT (School Centred ITT)	4
High Performance ITT (delivered by Teach First)	5
Other (please specify)	6
Not applicable – I am currently unqualified / have not completed my teacher training (GO TO H2)	7
DO NOT READ OUT: Don't know	8

ASK ALL ECTS (ECTSTATUS=1-2) WHO ARE QUALIFIED (G1A<>7) AND PHASE_DUM=1-2

G1 Overall, how satisfied are you with the training that you received in order to qualify as a teacher? This is sometimes referred to as “initial” or “pre-service” training and takes place before any ECT induction.

SINGLE CODE. READ OUT.

Very satisfied	1
Fairly satisfied	2
Neither satisfied nor dissatisfied	3
Fairly dissatisfied	4
Very dissatisfied	5
DO NOT READ OUT: Don't know	6

ASK ALL ECTS (ECTSTATUS=1-2) WHO ARE QUALIFIED (G1A<>7) AND PHASE_DUM=1-2

G2 Specifically, how well did the training prepare you for the following aspects of your role?

To remind you, we are referring to training that you received in order to qualify as a teacher, which is sometimes referred to as “initial” or “pre-service” training and takes place before any ECT induction. Please respond using a scale of 1-5, where 1 means “Very well” and 5 means “Very badly”.

SINGLE CODE. ONE PER ROW. READ OUT

DS: ROTATE ORDER OF STATEMENTS

Aspect	1: Very well	2	3	4	5: Very badly	DO NOT READ OUT: Not ap- plicable (not part of your role)	DO NOT REA D OUT: Don't know
_1 Professional conduct	1	2	3	4	5	6	7
_2 Pupil safeguarding	1	2	3	4	5	6	7
_3 Planning effective lessons	1	2	3	4	5	6	7
_4 Managing poor behaviour / disruption in class	1	2	3	4	5	6	7
_5 Assessing pupils' achieve- ment	1	2	3	4	5	6	7
_6 Providing effective feed- back to pupils	1	2	3	4	5	6	7
_7 Identifying your profes- sional development needs	1	2	3	4	5	6	7
_8 [IF PRIMARY, PHASE_DUM=1) Teaching all allocated curriculum subjects	1	2	3	4	5	6	7
_9 [IF SECONDARY, PHASE_DUM=2] Teaching your specialist subject(s)	1	2	3	4	5	6	7
_10 Teaching across a range of abilities	1	2	3	4	5	6	7
_11 Teaching in a multi-cul- tural or multi-lingual setting	1	2	3	4	5	6	7
_12 Teaching pupils with Spe- cial Educational Needs and Disability (SEND)	1	2	3	4	5	6	7

ASK ALL NOT ECT (ECTSTATUS=3-4)

G4 **Did you gain your teaching qualification in England?**

SINGLE CODE.

Yes	1
No (please specify country)	2
DO NOT READ OUT: Don't know	3

H Continuing Professional Development (CPD)

THERE IS NO H1.

ASK ALL PHASE_DUM=1/2

H2 **Which of the following CPD activities have you undertaken in the past 12 months? Please consider formal forms of activity and support only.**

[IF ECT: Please note: if you completed your Initial Teacher Training (ITT) in the last 12 months, please only include CPD from the start of this academic year and do not include any training or CPD that was part of your ITT.]

DS EXPANDO TEXT: + What is formal CPD? CPD describes any structured and/or pre-planned learning activities which professionals engage in to develop and enhance their abilities, including activities such as training workshops, studying for a qualification, conferences and events, e-learning programs, coaching, mentoring, lesson observation etc.

MULTI-CODE. DS ROTATE ORDER. READ OUT.

Early Career Framework (ECF)	1
A National Professional Qualification (NPQ)	2
Other formal qualification (e.g. a masters degree, Level 1 – 5 qualification)	3
Coaching or mentoring (not including ECF/NPQ)	4
Training designed and delivered by staff in your own school/ Multi-Academy Trust (MAT) / Local Authority (LA), excluding NPQs and ECT	5
Training designed and delivered by external providers, excluding NPQs and ECT	6
Training designed externally but delivered by staff in your own school MAT or LA (e.g. train the trainer, cascades, teach ins, etc.)	7
Training designed and delivered by a Teaching School Hub (including at your own school, but excluding NPQs and ECF)	8
Had others observe and feedback on your lesson(s)	9
Observed other teachers' lessons for your own development (please exclude any lessons you have observed in a management capacity)	10
Participated in a network of teachers formed specifically for the professional development of teachers	11
Attended education conferences where teachers and/or researchers present their research or discuss educational issues	12
Undertaken any professional reading	13
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	14
DO NOT READ OUT: None of these (EXCLUSIVE CODE)	15

ASK ALL WHO HAVE RECEIVED ONE OR MORE FORM OF CPD (H2=1-13)

H3 Taking into account all of the CPD you've done in the last 12 months, how would you rate the overall impact on your ability to perform your role? Please provide an answer using a scale of 1-10, where '1' means 'no impact' and '10' means 'extremely positive impact'.

SINGLE CODE

1 No impact	2	3	4	5	6	7	8	9	10 Extremely positive impact	11 Don't Know
1	2	3	4	5	6	7	8	9	10	11

I Career reflections

ASK ALL PHASE_DUM=1/2 WHO TEACH (TEACHING RESPONSIBILITIES=1)

K1 **How confident are you with the following? Please answer using a scale of 1-5, where '1' means "not at all confident" and '5' means "very confident"?**

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	1: Not at all confident	2	3	4	5: Very confident	DO NOT READ OUT: Not applicable (not part of your role)	DO NOT READ OUT: Don't know
Providing opportunities for all pupils to learn essential knowledge, skills, and principles of the subject	1	2	3	4	5	6	7
Assessing pupils' progress by checking their knowledge and understanding	1	2	3	4	5	6	7
Applying rules on behaviour appropriately and fairly to all pupils	1	2	3	4	5	6	7
Adapting teaching to the needs of all pupils, including those with diverse needs, including those with Special Educational Needs and Disability (SEND) or English as an additional language (EAL)	1	2	3	4	5	6	7

ASK ALL WHO TEACH SECONDARY (TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=2) AND C3=ANY EXCEPT 54

I2 Thinking about subject knowledge specifically. How confident are you in your knowledge of the subject(s) you teach?

Please answer using a scale of 1-5, where '1' means "not at all confident" and '5' means "very confident"

SINGLE CODE. ONE PER ROW. READ OUT.

DS. SHOW ALL SUBJECTS SELECTED AT C3.

Subject	1: Not at all confi- dent	2	3	4	5: Very confi- dent	DO NOT READ OUT: N/A	DO NOT READ OUT: Don't Know
DS: LIST ALL SUB- JECTS SELECTED AT C3	1	2	3	4	5	6	7

ASK ALL WHO TEACH PRIMARY (TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=1)

13 Thinking about subject knowledge specifically. How confident are you in your knowledge of the following....?

Please answer using a scale of 1-5, where ‘1’ means “not at all confident” and ‘5’ means “very confident”. [IF PANELLIST: As last year,] [IF NEW RESPONDENT: Please note:] your answers will be treated with the strictest of confidence and you will not be identifiable in the results.

SINGLE CODE. ONE PER ROW. READ OUT.

Subject	1: Not at all confident	2	3	4	5: Very confident	DO NOT READ OUT: N/A	DO NOT READ OUT: Don't Know
English	1	2	3	4	5	6	7
Maths	1	2	3	4	5	6	7
Science	1	2	3	4	5	6	7
Art and Design	1	2	3	4	5	6	7
Citizenship/PHSE	1	2	3	4	5	6	7
Computing	1	2	3	4	5	6	7
Design and Technology	1	2	3	4	5	6	7
Languages	1	2	3	4	5	6	7
Geography	1	2	3	4	5	6	7
History	1	2	3	4	5	6	7
Music	1	2	3	4	5	6	7
Physical Education	1	2	3	4	5	6	7
Religious Education	1	2	3	4	5	6	7

J Pay

ASK ALL PHASE_DUM=1/2: The next few questions are about pay. We would like to start by understanding your overall views.

ASK ALL PHASE_DUM=1/2

J1 **How strongly do you agree or disagree with the following statements about pay and your job?**

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
I am satisfied with the salary I receive for the work I do	1	2	3	4	5	6
I am satisfied overall with national-level changes to teachers' pay in the last year By 'national-level changes' we mean: changes to the national pay framework, rather than decisions made by your school	1	2	3	4	5	6
At this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave	1	2	3	4	5	6
I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave	1	2	3	4	5	6
The teacher pay structure allows for my pay to increase at a rate that fairly reflects my growing expertise, regardless of whether I take on additional duties and responsibilities	1	2	3	4	5	6

ASK ALL PHASE_DUM=1/2 : Great. We would now like to understand if you have experienced a change in pay in the last year or so, either as a result of a change in role or your school's pay reviews. Specifically, we would like you to think of the period between now and the end of the last Spring term, so April 2022.

ASK ALL PHASE_DUM=1/2

J2 Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2022?

SINGLE CODE.

Yes	1
No	2
Don't know/prefer not to say	3

ASK IF RECEIVED PAY INCREASE (J2=1)

J3 Was the amount you received the amount you expected, more than you expected or less than you expected?

SINGLE CODE.

I received the amount I expected	1
I received MORE than I expected	2
I received LESS than I expected	3
Don't know/prefer not to say	4

ASK IF DID NOT RECEIVE PAY INCREASE (J2=2)

J4 Were you expecting to receive a pay increase in the period between now and the end of the last Spring term, so April 2022?

SINGLE CODE.

Yes	1
No	2
Don't know/prefer not to say	3

ASK IF DID NOT RECEIVE A PAY INCREASE OR IF RECEIVED A PAY INCREASE THAT WAS LESS THAN EXPECTED (J2=2 OR J3=3)

J5 What was the reason, or reasons, provided for not receiving [J2=2: a pay increase] [J3=3: the increase in pay you were expecting]?

MULTICODE. DO NOT READ OUT.

I am at the top of my current pay scale	1
Uplifts to the national pay framework were lower than I expected	2
I was told I would need to take on more responsibilities in order to receive a pay increase	3
Performance appraisal	4
School budget pressures	5
My expectations exceeded typical rates of pay progression	6
My retention payment ended	7
Other (write in)	8
Don't know / No reason provided	9

ASK ALL PHASE_DUM=1/2 EXCEPT (EXECUTIVE) HEADTEACHER (B1=3-11)

J6 And overall, to what extent do you agree with the following statements regarding the decisions your school has taken regarding your pay in the period between now and the end of the last Spring term, so April 2022? Would you say?

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
My school followed its own pay policy in making decisions about my pay	1	2	3	4	5	6
The decisions my school took about my pay were fair	1	2	3	4	5	6
I am satisfied with how my school communicated decisions about my pay to me	1	2	3	4	5	6

ASK ALL PHASE_DUM=1/2 (EXECUTIVE) HEADTEACHERS (B1=1-2)

J7 And overall, to what extent do you agree or disagree with the following statements regarding the decisions your school / governors / academy trust have taken regarding your pay in the period between now and the end of the last Spring term, so April 2022. Would you say...?

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
The decisions taken about my pay were fair	1	2	3	4	5	6
I am satisfied with how decisions about my pay were communicated to me	1	2	3	4	5	6

READ OUT TO ALL (EXECUTIVE) HEADTEACHERS (B1=1-2)
In the following questions, we would like to understand a little more about how you implement the pay system for teachers in your school.

ASK ALL PHASE_DUM=1/2 (EXECUTIVE) HEADTEACHERS (B1=1-2)

J8 Do you currently use the flexibilities in the pay system to support recruitment and retention in your school?

Yes	1
No	2
Don't know	3

IF USES FLEXIBILITIES (J8=1)

J9 In which of the following ways do you currently use your flexibilities?

MULTICODE. READ OUT.

Pay shortage subject-specialist teachers a premium	1
Support faster pay progression for high performing teachers	2
To encourage high performing teachers to stay in the school	3
Offer higher salaries on entry to the school to support recruitment	4
Use indirect ways to boost pay for some teachers (e.g. providing greater opportunities to receive TLRs or become Assistant Heads)	5
Refusing or reducing pay progression or the pay award for one or more teachers	6
Other (specify)	7
DO NOT READ OUT: Don't know	8

ASK IF AWARE OF USE OF FLEXIBILITIES (J8=1/2)

J10 [J8=2: Why do you not currently use your pay flexibilities?][J8=1: are you restricted from using pay flexibilities more than you do currently for any reason?]

MULTICODE. PROMPT AS NECESSARY.

Because it can be seen as divisive/bad for staff morale	1
Insufficient funding to allow effective differentiation	2
Unnecessary as recruitment and retention issues are manageable without (further) differentiation	3

Do not believe (further) differentiating pay would be effective at addressing recruitment and retention issues	4
DfE policies (such as Maths & Physics Retention Payments, for example) differentiate pay sufficiently for the teachers I would target	5
Too difficult administratively to ensure the fairness of decisions cannot be challenged	6
Lack of interest from teaching staff due to the anticipated increases in workload of additional responsibilities associated with pay increases	7
Other (specify)	8
J8=1: No, I am not restricted	9
DO NOT READ OUT: Don't know	10

K Flexible Working

ASK ALL: The next section is about flexible working. Flexible working can be defined as arrangements which allow employees to vary the amount, timing, or location of their work. Examples can include forms of part-time working (such as working less than full-time hours, job share arrangements, or phased retirement), varied hours (for example, staggered, compressed, or annualised hours) and in-year flexibility (including personal days, lieu time or home working).

ASK PHASE_DUM=1/2

K1 Do you currently work in any of the following ways?

MULTI CODE. READ OUT.

Part-time	1
Job share	2
Annualised hours	3
Compressed hours	4
With the option to reclaim time off in lieu (TOIL)	5
Staggered hours	6
Phased retirement	7
Home / remote working (formally agreed as part of directed time/timetabled hours)	8
Planning, Preparation and Assessment (PPA) time offsite	9
Ad-hoc personal days off at my manager's discretion, for ad-hoc requests (this does not include statutory entitlements such as sick days or bereavement leave, etc.)	10
Ad-hoc days at my manager's discretion to start late or finish early (this does not include statutory entitlements such as sick days or bereavement leave, etc.)	11
DO NOT READ OUT: None of these (EXCLUSIVE CODE)	12
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	13

ASK PHASE_DUM=1/2

K2 To what extent do you agree or disagree with the following statements?
 SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
Flexible working is compatible with a career in teaching	1	2	3	4	5	6
Choosing to work flexibly would not affect my opportunities for career progression	1	2	3	4	5	6
THOSE NOT CURRENTLY WORKING FLEXIBLY (K1=12, 13) OR WHOSE ONLY FLEXIBLE WORKING IS OCCASIONAL DAYS OFF / LEAVING EARLY (K1=10 OR 11) AND (NOT 1-9): I would feel confident requesting either formalised or ad-hoc flexible working arrangements if I needed to	1	2	3	4	5	6
THOSE CURRENTLY WORKING FLEXIBLY (K1=1-9): I would feel confident requesting additional flexible working arrangements (beyond the occasional day off or late start/early finish) if I needed to	1	2	3	4	5	6

L Career History / Post-teaching destination

ASK ALL PHASE_DUM =1/2: **The next set of questions are about your career history, and specifically about whether you have ever pursued a career outside of state school teaching or school leadership in England.**

ASK ALL PHASE_DUM =1/2

L1NEW Have you ever pursued your career outside of English state school teaching or school leadership?

By ‘career’, we mean any occupation that you worked in for a significant period of time and which you did not consider as a casual or temporary role.

MULTI-CODE. READ OUT

No, I have only ever pursued a career in English state school teaching or school leadership (DS: MAKE EXCLUSIVE)	1
Yes, I have worked in a different kind of school (including state schools located outside of England or in an independent or private school)	2
Yes, I have worked outside of teaching and school leadership altogether	3
DO NOT READ OUT: Don't know/Prefer not to say (DS: MAKE EXCLUSIVE)	4

ASK IF PURSUED OTHER CAREER (L1NEW=2/3)

L2NEW In what type of role did you previously work when pursuing your career outside of English state school teaching or school leadership?

MULTI-CODE. READ OUT

In another role within education (please specify)	1
In a private sector role outside of education entirely	2
In a public sector role outside of education entirely	3
Other (please specify)	4
DO NOT READ OUT: Don't know/Prefer not to say (DS: MAKE EXCLUSIVE)	5

ASK IF PURSUED OTHER CAREER (L1NEW=2/3)

L2aNEW Had you worked as a teacher or school leader in an English state school prior to pursuing another career?

We are asking this to determine whether this is your first period of time as a teacher or school leader in an English state school, or whether you have returned to the profession, having pursued another career in the meantime.

SINGLE CODE.

Yes	1
No	2
DO NOT READ OUT: Don't know/Prefer not to say	3

ASK IF PURSUED OTHER CAREER BEFORE RETURNING (L2aNEW=1)

L3NEW When did you resume your career in teaching or school leadership in an English state school?

SINGLE CODE. READ OUT

In this academic year (2022/2023)	1
In the academic year 2021/2022	2
In the academic year 2020/2021 or earlier	3
DO NOT READ OUT: N/A: I pursued a career elsewhere before I started my teaching or school leadership career in any state schools in England	4
DO NOT READ OUT: Don't know/Prefer not to say	5

ASK IF PURSUED OTHER CAREER BEFORE RETURNING (L2aNEW=1)

L6 Why did you decide to return to teaching or school leadership in the state sector?

MULTI-CODE. PROMPT AS NECESSARY.

It offered a clear path in terms of career progression	1
It offered a public sector pension scheme	2
It offered a secure job	3
It offered the opportunity to work with children and young people	4
Due to a change in personal circumstances	5
It offered better pay than my other options	6
It offered a rewarding career path	12
I missed teaching and wanted to return	7
I had to leave my previous job, and teaching offered a suitable alternative	8
Other (WRITE IN)	10
DO NOT READ OUT: Don't know/Prefer not to say (DS: MAKE EXCLUSIVE)	11

ASK IF PURSUED ANOTHER CAREER BEFORE RETURNING (L2aNEW=1)

L7 To what extent do you agree with the following statements about your return to teaching in the state sector?

SINGLE CODE. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know/not applicable
I had an effective induction	1	2	3	4	5	6
My mentor/coach was supportive	1	2	3	4	5	6
My manager(s) was supportive	1	2	3	4	5	6
The role met my expectations	1	2	3	4	5	6

My subject knowledge was sufficiently up-to-date	1	2	3	4	5	6
I had suitably recent classroom experience	1	2	3	4	5	6
My pay was as anticipated	1	2	3	4	5	6

ASK IF PURSUED ANOTHER CAREER BEFORE RETURNING (L2aNEW=1)

L8 On your return to teaching, which of the following did you get support from?

MULTI-CODE. READ OUT.

ASK IF MENTION MORE THAN ONE TYPE OF SUPPORT (L8=MULTICODE)

L8a And which of these was the most helpful to you?

SINGLE-CODE. PROMPT AS NECESSARY.

Return to Teaching Advisor (RTTA)	1
Teaching colleagues	2
Senior leadership team at the school	3
Middle leadership team (e.g. subject/faculty heads) at the school	4
School-based mentor	5
Online GOV.UK resources/website	6
Training programmes aimed at returning teachers	7
Other (WRITE IN)	8
DO NOT READ OUT: None of these (EXCLUSIVE CODE)	9
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	10

ALL LEAVER_TYPE=1

L9 Which of the following best describes what you are doing now?

If you are currently doing more than one of these activities, please choose what you consider to be your main activity. This may be what you spend most of your time on or what you currently consider to be your main focus.

SINGLE-CODE. READ OUT.

Working in education

Working in a state school/s in England but not teaching	1
Supply teaching	2
Working in an independent school in England	3
Teaching in a Sixth Form / Further Education College	4
Teaching in a Higher Education Institution	5
Working in a school outside of England	6
Self-employed in the education sector, e.g., as a private tutor	7
Other (please specify)	8

Working outside of education

Employed in the private sector	9
Employed in the public sector	10
Employed in the third sector (charity / voluntary sector)	11
Self-employed outside of education	12
Other (please specify)	13

Not currently working

In education or training (including completing an apprenticeship or traineeship)	14
Volunteering	15
Undertaking caring responsibilities	16

On a period of maternity, paternity or adoption leave (or equivalent)	17
Retired	18
Other (please specify)	19
DO NOT READ OUT: Don't know / Prefer not to say	20

SHOW TO ALL LEAVERS IN WORK ON SEPARATE PAGE (L9=1-13 OR LEAVERTYPE=2-4): **The next few questions are about the role/s you are currently working in, not your previous role in state school teaching / school leadership.**

ALL LEAVERS IN WORK (L9=1-13 OR LEAVERTYPE=2-4)

L10 Which of the following best describes how your total current earnings compare to your earnings from your previous role in state sector teaching / school leadership?

ADD IF NECESSARY: **Please only your earnings from your current job role(s), not any other income (e.g. household income, investments).**

SINGLE-CODE. READ OUT.

It is substantially higher	1
It is slightly higher	2
It is around the same	3
It is slightly lower	4
It is substantially lower	5
DO NOT READ OUT: Don't know / Prefer not to say (EXCLUSIVE CODE)	6

ALL LEAVERS IN WORK (L9=1-13 OR LEAVERTYPE=2-4)

L11 Do you currently work in any of the following ways?

MULTICODE. READ OUT.

Part-time	1
Job share	2
Annualised hours	3
Compressed hours	4
With the option to reclaim time off in lieu (TOIL)	5
Staggered hours	6
Phased retirement	7

Home / remote working	8
Flexitime	9
Ad-hoc personal days off at my manager's discretion, for ad-hoc requests (this does not include statutory entitlements such as sick days or bereavement leave, etc.)	10
Ad-hoc days at my manager's discretion to start late or finish early (this does not include statutory entitlements such as sick days or bereavement leave, etc.)	11
DO NOT READ OUT: None of these (EXCLUSIVE CODE)	12
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	13

ALL LEAVERS WORKING FLEXIBLY (L11=1-11)

L12 How do your current contracted working hours compare to your previous role in state school teaching / leadership? Please note that your answer should relate to the hours you are contracted to work, not how many hours you actually work.

ADD IF NECESSARY: If you have multiple employments, please think about your combined contracted hours from all employments

SINGLE CODE. READ OUT.

My contracted hours are at least 5 hours higher than in my previous role	1
My contracted hours are similar to my previous role	2
My contracted hours are at least 5 hours lower than in my previous role	3
Don't know / Prefer not to say	4

ALL LEAVERS IN WORK (L9=1-13 OR LEAVERTYPE=2-4)

L13 In your most recent full working week, approximately how many hours did you work? By "full working week" we mean your last working week covering Monday to Sunday that was not shortened by illness, religious breaks, public holidays, or other exceptional circumstances.

ADD IF NECESSARY: If you do not know the exact hours, an estimate is fine.

In your answer...

- **PLEASE INCLUDE:** all hours for all activities related to your job, regardless of whether they take place in the typical working week, during weekends, or in the evenings.
- **PLEASE EXCLUDE:** time spent travelling to work, unless you also work during this time.

ADD IF NECESSARY:

- **It does not matter if your last week was not a 'typical' working week as we will aggregate responses across the workforce as a whole.**

- DS EXPANDO TEXT: + “What do I do about lunch breaks?” If you consider yourself to be working during your lunch break, please include that time
- DS EXPANDO TEXT: + “What if I work while commuting?” If you consider yourself to be working while travelling to or from your place of work, please include that time

WRITE IN	Write in response
Don't know / prefer not to say	1

ALL LEAVERS IN WORK (L9=1-13 OR LEAVERTYPE=2-4)

L14 Thinking about your current role, to what extent do you agree or disagree with the following statements?

SINGLE CODE. ONE PER ROW.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
...I have sufficient control over my own workload	1	2	3	4	5	6
...I have an acceptable workload	1	2	3	4	5	6

ALL LEAVERS IN WORK (L9=1-13 OR LEAVERTYPE=2-4)

L15 To what extent would you say that you are satisfied with your current job...?

ADD IF NECESSARY: If you currently have multiple employments, please think about your satisfaction with your overall working life.

SINGLE CODE. READ OUT.

All of the time	1
Most of the time	2
Some of the time	3
Occasionally/rarely	4
Not at all	5
DO NOT READ OUT: Don't know / Prefer not to say	6

ALL LEAVERS IN WORK (L9=1-13 OR LEAVERTYPE=2-4)

L16 To what extent do you agree or disagree with the following statements...?

SINGLE CODE. ONE PER ROW. READ OUT.

DS - RANDOMISE ROWS

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know / Prefer not to say
I experience stress in my work	1	2	3	4	5	6
My job does not leave me enough time for my personal life	1	2	3	4	5	6
My job negatively affects my mental health	1	2	3	4	5	6
My job negatively affects my physical health	1	2	3	4	5	6
I am satisfied with the salary I receive for the work I do	1	2	3	4	5	6

M Career Ambitions

ASK PHASE_DUM=1/2

- M1 To what extent would you say that...?**
SINGLE CODE. ONE PER ROW. READ OUT.

Statement	All of the time	Most of the time	Some of the time	On occasion/Rarely	Not at all	DO NOT READ OUT: Don't know
...you are satisfied with your current job	1	2	3	4	5	6
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): ...you enjoy classroom teaching	1	2	3	4	5	6

ASK PHASE_DUM=1/2

- M2 In the next 12 months, are you considering any of the following?**

SINGLE CODE. ONE PER ROW. READ OUT.

Please select "yes" for any/all of those you are considering, even if you haven't taken any concrete steps towards it just yet.

Statement	YES	NO	DO NOT READ OUT: Don't Know
_1 Applying for promotion (including applying for upper pay range) in your current school	1	2	3
_2 Moving to another state school on promotion	1	2	3
_3 Moving to a job at another state school, at the same level	1	2	3
_4 Leaving the state school sector (excluding retirement)	1	2	3
_5 Retirement	1	2	3

ASK ALL NOT CONSIDERING PROMOTION AND NOT CONSIDERING LEAVING
(M2_1=2/3 AND M2_2=2/3 AND M2_5=2/3)

M3 Which of the following best explains why you do not intend to seek promotion within the next 12 months?

SINGLE CODE. READ OUT.

I have recently been promoted	1
I am happy at my current level	2
I am concerned about the potential impact on work-life balance	3
I don't think I possess the right skills to progress	4
I don't see teaching as a long-term career path	5
I am concerned that promotion will mean less time in the class-room	6
I don't think my school will allow me to continue my current working pattern in a senior position	7
I have been unsuccessful in the past, so am discouraged to try again	8
The increase in pay would not compensate for the increase in responsibility	9
Lack of pay portability	10
[IF B1=1-2] There is no position I can be promoted to	13
[IF B1=3-11] There are no promotion opportunities at the moment	14
Other (please specify)	11
DO NOT READ OUT: Don't know	12

ASK ALL PHASEDUM=1/2

M4 To what extent do you agree or disagree with the following statement?

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't Know	DO NOT READ OUT: N/a
I know what I need to do in order to progress to the next level in my career	1	2	3	4	5	6	7

IF CONSIDERING LEAVING STATE EDUCATION (M2_4=1)

M5 How important have the following factors been in making you consider leaving the state education sector?

SINGLE CODE. ONE PER ROW. READ OUT

Statement	1 Not at all important	2	3	4	5 Very important	DO NOT READ OUT: Don't Know
High workload	1	2	3	4	5	6
Government initiatives / policy changes	1	2	3	4	5	6
Dealing with pupils' parents/carers	1	2	3	4	5	6
Other pressure relating to pupil outcomes or inspection	1	2	3	4	5	6
Dissatisfaction with pay	1	2	3	4	5	6
Personal reasons	1	2	3	4	5	6
Lack of support from my superiors	1	2	3	4	5	6
Lack of opportunities for progression/promotion	1	2	3	4	5	6
[IF PHASE_DUM=2] Having to teach subjects I do not feel qualified or have enough knowledge in to teach	1	2	3	4	5	6
Pupil behaviour	1	2	3	4	5	6
Poor relationship with peers	1	2	3	4	5	6
Lack of flexible working opportunities	1	2	3	4	5	6
Teachers' views not being valued by policymakers, e.g. the government	1	2	3	4	5	6
Stress and/or poor wellbeing	1	2	3	4	5	6
Poor mental and/or physical health	1	2	3	4	5	6
Experiences of bullying and/or harassment	1	2	3	4	5	6

IF CONSIDERING LEAVING STATE EDUCATION (M2_4=1)

M5oth Have there been any other factors making you consider leaving the state education sector. If so what are they?

WRITE IN	Write in answer
No Other factors	1

IF OTHER REASON GIVEN (M5OTH<>1)

M5oth2 And how important has {INSERT M5OTH RESPONSE} been in making you consider leaving the state education sector?

[M5OTH RESPONSE]	1 Not at all important	2	3	4	5 Very important	DO NOT READ OUT: Don't Know
[M5OTH RESPONSE]	1	2	3	4	5	6

IF PHASE_DUM=3

M6 How important were the following factors in your decision to [IF LEAVER_TYPE=1: leave the state education sector / IF LEAVER_TYPE=2-4: stop teaching in a [IF PHASE (SAMPLE)=1: primary / IF PHASE (SAMPLE)=2: secondary] setting]?

SINGLE CODE. ONE PER ROW. READ OUT

Factor	1 Not at all important	2	3	4	5 Very important	DO NOT READ OUT: Don't Know
High workload	1	2	3	4	5	6
Government initiatives / policy changes	1	2	3	4	5	6
Dealing with pupils' parents/carers	1	2	3	4	5	6
Other pressure relating to pupil outcomes or inspection	1	2	3	4	5	6
Dissatisfaction with pay	1	2	3	4	5	6
Personal reasons	1	2	3	4	5	6
Lack of support from my superiors	1	2	3	4	5	6
Lack of opportunities for progression/promotion	1	2	3	4	5	6

Factor	1 Not at all important	2	3	4	5 Very important	DO NOT READ OUT: Don't Know
[IF PHASE_SV=2] Having to teach subjects I did not feel qualified or have enough knowledge in to teach	1	2	3	4	5	6
Pupil behaviour	1	2	3	4	5	6
Poor relationship with peers	1	2	3	4	5	6
Lack of flexible working opportunities	1	2	3	4	5	6
Teachers' views not being valued by policymakers, e.g. the government	1	2	3	4	5	6
Stress and/or poor wellbeing	1	2	3	4	5	6
Poor mental and/or physical health	1	2	3	4	5	6
Experiences of bullying and/or harassment	1	2	3	4	5	6

IF PHASE_DUM=3

M7 Were there any other factors that influenced your decision to [IF LEAVER_TYPE=1: leave the state education sector / IF LEAVER_TYPE=2-4: stop teaching in a [IF PHASE (SAMPLE)=1: primary / IF PHASE (SAMPLE)=2: secondary]] setting?

WRITE IN

No other factors	1
Don't know	2

IF OTHER REASON GIVEN AT M7 (M7<>1 OR 2)

M7a And how important has {INSERT M7 RESPONSE} been in making your decision to [IF LEAVER_TYPE=1: leave the state education sector / IF LEAVER_TYPE=2-4: stop teaching in a [IF PHASE (SAMPLE)=1: primary / IF PHASE (SAMPLE)=2: secondary]] setting?

[M7 RESPONSE]	1 Not at all important	2	3	4	5. Very important	DO NOT READ OUT: Don't Know
[M7 RESPONSE]	1	2	3	4	5	6

IF CONSIDERED LEAVING IN PREVIOUS SURVEY YEAR, BUT HAVE REMAINED IN THE PROFESSION (SAMTYPE=1 AND PHASE_DUM=1/2 AND CONSIDERINGLEAVING=1)

M8 In the last survey wave you indicated that you were considering leaving state sector teaching in England. Which of the following best describes why you have remained in the profession?

MULTICODE.

I haven't decided what I want to do next	2
Personal circumstances have changed	3
I have changed role within the school	4
I have moved to a new school	5
My workload has improved	6
I want / need the stability of the role, e.g. with regards to salary, pension, etc.	7
I have changed working pattern (e.g., from full time to part time)	8
The school leadership situation at my school has improved	1
I enjoy teaching / I enjoy working with children	9
Other (please specify)	10
DO NOT READ OUT: Don't know	11

ALL LEAVERS (PHASE_DUM=3)

M9 On a scale of 1 to 5 where 1 is “very unlikely” and 5 is “very likely”, how likely would you say you are to return to working in state sector teaching / school leadership in the next five years?

SINGLE CODE. READ OUT.

1 Very unlikely	1
2	2
3	3
4	4
5 Very likely	5
Don't know / Prefer not to say	6

LIKELY TO RETURN (M9=4/5)

M10 What would lead you to return to a career in teaching / school leadership in the state sector?

WRITE IN

Don't know	1
------------	---

N Wellbeing

READ OUT TO ALL: The next few questions are about your feelings on aspects of your life and wellbeing. To remind you, your responses will remain completely confidential, there are no right or wrong answers and you do not have to answer anything you do not want to.

ASK ALL

N1 For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is “not at all” and 10 is “completely”

SINGLE CODE. ONE PER ROW. READ OUT.

Question	0 Not at all	1	2	3	4	5	6	7	8	9	10. Completely	DO NOT READ OUT: Prefer not to say
_1 Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10	11
_2 Overall, to what extent do you feel that the things you do in your life are worthwhile?	0	1	2	3	4	5	6	7	8	9	10	11
_3 Overall, how happy did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10	11

ASK ALL

N2 On a scale where 0 is “not at all anxious” and 10 is “completely anxious”, overall, how anxious did you feel yesterday?

SINGLECODE. READ OUT.

0 Not at all anxious	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7

8	8
9	9
10 Completely anxious	10
DO NOT READ OUT: Prefer not to say	11

IF PHASE_DUM = 1/2

N3 As a teacher, in the last 12 months, have you experienced either of the following...?

SINGLECODE. **ONE PER ROW. READ OUT.**

DS EXPANDO TEXT: + **What do you mean by bullying and harassment?** By this we mean any behaviour that makes someone feel intimidated or offended e.g. spreading malicious rumours; unfair treatment; picking on or regularly undermining someone; denying someone's training or promotion opportunities etc. this may or may not focus on demographic or protected characteristics (e.g. age, gender reassignment, married or civil partnership, pregnant or maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation).

Statement	Yes	No	DO NOT READ OUT: Prefer not to say
_1 Discrimination	1	2	3
_2 Bullying and Harassment	1	2	3

ADD IF NECESSARY: Thank you for going through those questions. If you found any of them difficult and/or are experiencing difficulties, please do consider discussing this with someone you trust. You can also access support from organisations such as the Samaritans (call 116 123 or email jo@samaritans.org) or Education Support (call 08000 562 561 or text 07909 341229 (answered within 24 hours)).

O Demographics

READ OUT TO ALL: We'd now like to ask a few questions about yourself to help us understand the experiences of teachers and school leaders from different backgrounds and circumstances. Everything you say is confidential, will be used for research purposes only, and you can decline to answer individual questions if you wish.

AGE

ASK IF ECTSTATUS=1/2

O1a What is your age?

DS: SET UPPER RANGE 99

WRITE IN AGE (NUMERIC)

Prefer not to say	1
-------------------	---

PHYSICAL AND MENTAL HEALTH

ASK ALL

O1 Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

SINGLE CODE.

Yes	1
No	2
Prefer not to say	3

ASK IF HAS HEALTH CONDITIONS (O1=1)

O2 Do any of your conditions or illnesses reduce your ability to carry-out day-to-day activities?

SINGLE CODE.

Yes – a lot	1
Yes – a little	2
No	3
Don't know	4

GENDER

ASK ALL

- O3 What is your sex? This does not need to be the same as on your birth certificate.**

SINGLE CODE

Female	1
Male	2
DO NOT READ OUT Prefer not to say	3

ASK ALL

- O4 Is the gender you identify with the same as your sex registered at birth?**

SINGLE CODE.

Yes	1
No, enter gender identity (free text)	2
Prefer not to say	3

ASK ALL

- O5 How would you best describe your sexual orientation?**

SINGLE CODE.

Heterosexual or straight	1
Gay or lesbian	2
Bisexual	3
Pansexual	4
Other	5
Prefer not to say	6

ETHNICITY

ASK ALL NEW TO THE PANEL (SAMTYPE=2)

- O6 To which of these ethnic groups do you consider you belong? By this we mean your cultural background. Please select one response. SINGLE CODE. PROMPT AS NECESSARY.**

White

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

Mixed / multiple ethnic groups

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

Asian / Asian British

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

Black / African / Caribbean / Black British

African	14
Caribbean	15

Any other Black / African / Caribbean background, please describe	16
---	----

Other ethnic group

Arab	17
Any other ethnic group, please describe	18
Prefer not to say	19

RELIGION

ASK ALL

O7 What is your religion?

MULTI CODE.

No religion (EXCLUSIVE CODE)	1
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	2
Buddhist	3
Hindu	4
Jewish	5
Muslim	6
Sikh	7
Any other religion, (please describe)	8
Prefer not to say (EXCLUSIVE CODE)	9

PARENT AND CARING RESPONSIBILITIES

ASK ALL

O8 Are you the parent or guardian of anyone aged under 18 currently living in your household? This can include biological and step-children, foster, or adopted children.

SINGLE CODE.

Yes (please specify the number)	1
Yes, but prefer not to specify the number	2
No	3

ASK ALL

O9 Do you look after, or give any help or support to anyone because they have problems related to old age, or because they have long-term physical or mental health conditions or illnesses?

SINGLE CODE.

Please EXCLUDE:

- Anything you do as part of your paid employment.
- The day-to-day care of your own children UNLESS this includes caring for them as a result of a long-term physical or mental health conditions or illness.

Yes	1
No	2
Don't know	3

DS – IF SAMTYPE=1 ASSIGN SAME MODULE AS 'MODULE_Y1' SAMPLE VARIABLE

IF SAMTYPE=2 SELECT ONE ADDITIONAL MODULE TO ASK ABOUT AT RANDOM

Work life/wellbeing	1
CPD	2
Pay	3

Thank you very much for your time today. We would really appreciate just a few minutes more to cover some important questions about teacher [IF MODULE=1 workloads and working life / IF MODULE=2 career professional development (CPD) / IF MODULE=3 pay]...

P MODULE 1: Working life / wellbeing

ASK ALL MODULE 1 (MODULE=1) AND PHASE_DUM=1/2

- P1** Across the whole school year, is the amount of time you spend outside lessons on the following far too little, too little, about right, too much, far too much or is the statement not applicable to you?
SINGLE CODE. ONE PER ROW. READ OUT.

PRECODE LIST FOR CLASSROOM TEACHERS AND MIDDLE LEADERS (B1=6-11):

LIST A	Far too little	Too little	About right	Too much	Far too much	DO NOT READ OUT: N/a	DO NOT READ OUT: Don't know
Communication and co-operation with parents or guardians ADD IF NECESSARY: Including parents evenings and written reports	1	2	3	4	5	6	7
Contact with people or organisations outside of school other than parents	1	2	3	4	5	6	7
Delivering uncontracted extracurricular activities ADD IF NECESSARY: Including sports and cultural activities after school	1	2	3	4	5	6	7
Team work and dialogue with colleagues within this school ADD IF NECESSARY: Including department meetings, collaborative planning, informal conversations with colleagues, and CPD conducted with team	1	2	3	4	5	6	7

PRECODE LIST FOR SENIOR LEADERS (B1=1-5):

LIST B	Far too little	Too little	About right	Too much	Far too much	DO NOT READ OUT: N/a	DO NOT READ OUT: Don't know
Leadership and management within the school. ADD IF NECESSARY: Including strategic planning, preparing for and participating in governing board and/or trustee board meetings, staff meetings and other school-centred management activities, such as those associated with the management of federated schools	1	2	3	4	5	6	7
Curriculum planning. ADD IF NECESSARY: Including developing curriculum and student evaluation	1	2	3	4	5	6	7
Student interactions. ADD IF NECESSARY: Including counselling and conversations outside structured learning activities, discipline	1	2	3	4	5	6	7
School policy development and financial planning	1	2	3	4	5	6	7

ASK ALL MODULE 1 (MODULE=1) and PHASE_DUM=1/2

P3 To what extent do you agree or disagree with the following statements...?
SINGLE CODE. ONE PER ROW. READ OUT.

DS - RANDOMISE ROWS

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
I experience stress in my work	1	2	3	4	5	6
My job does not leave me enough time for my personal life	1	2	3	4	5	6
My job negatively affects my mental health	1	2	3	4	5	6
My job negatively affects my physical health	1	2	3	4	5	6
My school provides access to teacher support schemes and/or wellbeing programmes for staff e.g. Employee Assistance Programmes	1	2	3	4	5	6

Q MODULE 2: CPD

ASK ALL MODULE 2 (MODULE=2) AND PHASE_DUM=1/2

Q1 To what extent do you agree or disagree with the following statements?

DS EXPANDO TEXT: What is CPD? CPD is the term used to describe the learning activities professionals engage in to develop and enhance their abilities, including activities such as training workshops, studying for a qualification, conferences and events, e-learning programs, coaching, mentoring, sharing best practice techniques and ideas, lesson observation etc .

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
Good quality CPD and qualifications are available to help me progress my career/ support my development	1	2	3	4	5	6
My school prioritises the training and development of all staff	1	2	3	4	5	6
My school values an equal, diverse, and inclusive workforce	1	2	3	4	5	6
My school recognises and rewards high performance from the teaching/leadership staff	1	2	3	4	5	6
My manager is actively engaged in my professional development	1	2	3	4	5	6
My manager gives me sufficient, clear and actionable feedback	1	2	3	4	5	6
I think the teaching profession is valued by society	1	2	3	4	5	6

ASK ALL MODULE 2 (MODULE=2) AND PHASE_DUM=1/2

Q2 Approximately how much time (in hours) have you spent on Continuing Professional Development (CPD) activities in the last 12 months? Please consider formal forms of activity and support only.

ADD IF NECESSARY: By this we mean any structured or pre-planned learning activities which professionals engage in to develop and enhance their abilities, including activities such as training workshops, studying for a qualification, conferences and events, e-learning programs, coaching, mentoring, lesson observation etc.

Please note: if you completed your Initial Teacher Training (ITT) in the last 12 months, please only include CPD from the start of this academic year and do not include any training or CPD that was part of your ITT.

SINGLE CODE. PROMPT AS NECESSARY.

I have not undertaken any CPD in the last 12 months	1
1-10 hours	2
11-20 hours	3
21-30 hours	4
31-40 hours	5
41-50 hours	6
51-60 hours	7
61-70 hours	8
71-80 hours	9
81 or more hours	10
Don't know	11

ASK ALL MODULE 2 (MODULE=2) and PHASE_DUM=1/2

Q3 Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months?

MULTI-CODE. READ OUT.

DS: ROTATE ORDER

Time (due to workload or competing priorities)	1
Funding / cost of CPD	2
Lack of support from senior colleagues / or governors	3
Lack of cover	4
Cost of cover	5
Lack of appropriate opportunities available	6
Other [WRITE IN]	7
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	8
DO NOT READ OUT: I have not experienced any barriers (EXCLUSIVE CODE)	9

ASK ALL MODULE 2 WHO HAVE RECEIVED SOME CPD (H2=1-13) and PHASE_DUM=1/2

Q4 Which of the following topics were included in your CPD activities during the last 12 months?

MULTI-CODE. READ OUT.

DS: ROTATE ORDER. KEEP CODES 3 AND 4 TOGETHER, 3 ALWAYS APPEARING DIRECTLY BEFORE 4.

ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Subject or phase specific knowledge or pedagogy	1
Student assessment practices	2
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Using technology while teaching	3
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Use of technology at the school	4
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Classroom management	5
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Managing poor behaviour/disruption in class	18
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Teaching students with Special Educational Needs and Disability (SEND)	6
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Teaching in a multicultural or multilingual setting	7
Working in partnership with parents and carers	8
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Curriculum design and planning	9
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Leading school culture	10
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Dealing with persistently disruptive and / or challenging pupils	11
ALL MIDDLE AND SENIOR LEADERS (B1=1-6): School management (including finance and HR)	12
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Leading in a multicultural or multilingual setting	13
Student safeguarding	14
Something else (WRITE IN)	15
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	16
DO NOT READ OUT: None of these (EXCLUSIVE CODE)	17

ASK ALL MODULE 2 (MODULE=2) and PHASE_DUM=1/2

Q5 In the last 12 months, have you been involved in organising, designing, or delivering CPD in your school? This may include running a workshop or teach in, or delivering mentoring.

SINGLE-CODE

Yes	1
No	2
Don't know/can't remember	3

ASK ALL MODULE 2 (MODULE 2) and PHASE_DUM=1/2

Q6 Which of the following topics/areas would you like further development or training in over the next 12 months?

MULTI-CODE. READ OUT.

DS: ROTATE CODES

IF Q6= MORE THAN 3

Q7 And which would be the top three areas that you need training in?

CODE UP TO 3 OPTIONS

ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Subject or phase specific knowledge or pedagogy	1
Student assessment practices	2
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Using technology while teaching	3
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Use of technology at the school	4
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Class-room management	5
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Managing poor behaviour/disruption in class	18
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Teaching students with Special Educational Needs and Disability (SEND)	6
ALL WHO TEACH (TEACHING RESPONSIBILITIES=1): Teaching in a multicultural or multilingual setting	7
Working in partnership with parents and carers	8
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Curriculum design and planning	9
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Leading school culture	10
ALL MIDDLE & SENIOR LEADERS (B1=1-6): Dealing with persistently disruptive and / or challenging pupils	11
ALL MIDDLE AND SENIOR LEADERS (B1=1-6): School management (including finance and HR)	12

ALL MIDDLE & SENIOR LEADERS (B1=1-6): Leading in a multi-cultural or multilingual setting	13
Student safeguarding	14
Something else (WRITE IN)	15
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	16
DO NOT READ OUT: None of these (EXCLUSIVE CODE)	17

R MODULE 3: PAY

ASK ALL MODULE 3 (MODULE=3 AND PHASE_DUM=1/2)

R1x **What pay range does your current salary fall under?**

SINGLE CODE. READ OUT.

DS EXPANDO TEXT: + **Why are you asking me for this?** This is to help us ask you the most appropriate questions through the rest of the survey

DS EXPANDO TEXT: + **What if I work for a school or academy that uses its own pay structure?** Please let us know which pay range is the closest equivalent to your current salary.

B1=1-4: Leadership pay range	1
B1=1-4: Headteacher pay range	2
B1=5: Leading practitioner pay range (as noted elsewhere, the salary for this role exceeds the upper pay range. The role involves supporting the induction and development of staff, leading the improvement of teaching skills etc.)	3
B1=6-11: Upper pay range	4
B1=6-11: Main pay range	5
Unqualified pay range	6
Other	7
DO NOT READ OUT: Don't know / Prefer not to say	8

ASK ALL NON-ECT PORTAL SAMPLE IN MODULE 3 (SAMSOURCE=1-2 AND MODULE=3 AND PHASE_DUM=1-2)

R1 **Which of the following best describes the pay range you were in at the end of the 2022 Spring term, so around April 2022?**

SINGLE CODE. READ OUT.

DS EXPANDO TEXT: + **Why are you asking me for this?** This is to help us ask you the most appropriate questions through the rest of the survey

DS EXPANDO TEXT: + **What if I work for a school or academy that uses its own pay structure?** Please let us know which pay range is the closest equivalent to your current salary.

Leadership pay range	1
Headteacher pay range	2
Leading practitioner pay range (as noted elsewhere, the salary for this role exceeds the upper pay range. The role involves supporting the induction and development of staff, leading the improvement of teaching skills etc.)	3
Upper pay range	4
Main pay range	5
Unqualified pay range	6
Other	7
DO NOT READ OUT: Don't know / Prefer not to say	8

ASK TEACHERS WHO ARE MAIN PAY RANGE AND WERE THE PREVIOUS YEAR TOO (R1x=5 AND R1=5)

R2 You indicated that you are on the Main Pay Range (MPR). Did you either expect or apply for progression to the Upper Pay Range (UPR) at any point between now and the end of the 2022 Spring term, so around April 2022?

Yes – I expected/applied for progression to the Upper Pay Range (UPR) in the period between now and the end of the last Spring term, so April 2022	1
No – I did not expect/apply for progression to the Upper Pay Range (UPR) in this time	2
Don't know/prefer not to say	3

ASK OF TEACHERS WHO ARE MAIN PAY RANGE AND DID NOT APPLY TO UPR (R2=2)

R3 Why did you neither expect nor apply for progression to the Upper Pay Range (UPR)?

WRITE IN

Prefer not to say	1
-------------------	---

ASK TEACHERS WHO EXPECTED OR APPLIED TO UPR BUT DID NOT GET UPR (R2=1)

R4 You say you expected or applied for progression to the Upper Pay Range (UPR). Do you know why you did not receive this progression?

MULTICODE. DO NOT READ OUT.

Performance appraisal	1
School budget pressures	2
My expectations exceeded typical rates of pay progression	3
Did not meet school's pay policy for the upper pay range (e.g. on wider school contribution)	4
Other (write in)	5
Don't know / No reason provided (EXCLUSIVE CODE)	6

ASK IF MODULE 3 AND PHASE_DUM=1/2 AND RECEIVED A PAY INCREASE OF MORE THAN EXPECTED (MODULE 3 AND J3=2)

- R5 You mentioned earlier that you received a pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, around April 2022, and that the amount you've received was higher than expected. What reason(s) were you given for the higher amount, if any?**

WRITE IN

Prefer not to say

1

ASK ALL MODULE 3 (MODULE=3) AND PHASE_DUM=1/2

- R6 Are you receiving any of the following allowance payments as part of your current salary?**

MULTI CODE. READ OUT.

DS EXPANDO TEXT: **+ What is a TLR allowance?** TLR payments are Teaching and Learning Responsibility Payments and there are three types. TLRs 1&2 are paid to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. TLRs are for paid for time limited projects and activities.

DS EXPANDO TEXT: **+ What is a SEN allowance?** Special Educational Needs allowances can be paid to classroom teachers whose daily work involves a significant amount of teaching with SEN pupils.

DS EXPANDO TEXT: **+ What is a safeguarded payment?** These are paid to teachers/school leaders as a result of a pre-existing role that may have been cut short for reasons outside of their control e.g., as a result of a school restructure. In most cases the payments will continue for up to three years after the TLR was terminated, unless it was a short-term project that was not due to last for this duration. They are paid to ensure teachers/school leaders have sufficient time to adjust to the reduced income following the termination of the role.

B3_1,2,4=1: A TLR for a current role	1
A safeguarded TLR for a previous role	2
B3_3=1:SEN allowance for a current role	3
A safeguarded SEN allowance for a previous role	4
Any other allowance (please specify)	5
No – but I think I should for one of my roles (please specify which role you think you should get an additional allowance for) (EXCLUSIVE CODE)	6
No – there is no reason I should (EXCLUSIVE CODE)	7

DUMMY VARIABLES

NOTLR_SEN

Head of year/phase	B3_1=1 and R6<>1	1
Head of subject/faculty	B3_2=1 and R6<>1	2
Pastoral lead	B3_4=1 and R6<>1	3
SENCO (Special Education Needs Coordinator)	B3_3=1 and R6<>3	4

ASK IF NOTLR_SEN=1-4 ASK R7 AND R8 IN A LOOP FOR EACH ITERATION OF NOTLR_SEN IF MULTICODE

R7 Do you understand why you are not awarded an additional payment for this role?

SINGLE CODE. PROMPT AS NECESSARY.

Yes, I understand why	1
No, but I have asked for an explanation	2
No, but I have NOT asked for an explanation	3
DO NOT READ OUT: Don't know/Prefer not to say	4

ASK IF R7=1

R8 What do you understand the reason to be?

MULTI-CODE. PROMPT AS NECESSARY.

My duties are not substantial enough	1
The school feels the role is covered by my regular pay (e.g., seen as part of the wider-school role expected of an upper pay range teacher)	2
I have not been in the position for long enough	3
School budget pressures	4
Other (please specify)	5
DO NOT READ OUT: No reason given (EXCLUSIVE CODE)	6
DO NOT READ OUT: Don't know/Prefer not to say (EXCLUSIVE CODE)	7

ASK IF R6=1-5

- R9 To what extent do you agree that your [R6=1 or 2: TLR allowance; R6=3 or 4: SEN allowance; R6=5: your allowance payments) fairly compensates you for the additional responsibility that comes with the role?**
SINGLE CODE.

Strongly agree	1
Tend to agree	2
Neither agree nor disagree	3
Tend to disagree	4
Strongly disagree	5
Don't know	6

ASK ALL MODULE 3 AND HEAD TEACHERS (MODULE 3 AND B1=1-2): **In the following questions, we would like to understand a little more about the process followed in setting your own pay.**

ASK ALL MODULE 3 AND HEAD TEACHERS (MODULE=3 AND B1=1-2) AND PHASE_DUM=1/2

- R10 When you began your headship at [INSERT SCHOOL FROM SAMPLE OR A2], how was your starting salary set?**
READ OUT. SINGLE CODE.

According to the School Teachers' Pay and Conditions Document (STPCD) formula, based on school size and characteristics	1
Based on the STPCD formula but with some flexibility applied by governors	2
Independently of the STPCD formula, with a fixed offer from the school	3
Independently of the STPCD formula and negotiated between me and the school	4
OTHER (please specify)	5
DO NOT READ OUT: Don't know	6

ASK ALL MODULE 3 AND HEAD TEACHERS (MODULE=3 AND B1=1-2) AND PHASE_DUM=1/2

R11 For your latest pay review (in 2022), how was your pay increase (or lack of increase) determined? Was it....?

READ OUT. SINGLE CODE.

IF HEADTEACHER (B1=2)	
I received a pay rise greater than the annual award due to progression along my headteacher pay range	9
I received a pay rise greater than the annual award due to an increase in responsibilities in my role	5
Based on the School Teachers' Review Body (STRB)-recommended award for school leaders but with some flexibility applied (e.g., with a fixed additional premium such as 'STRB recommendation + 2%')	2
By the STRB-recommended award for school leaders alone	1
Independently of the STRB recommendation, as a fixed offer from the school	3
Independently of the STRB recommendation, as a negotiated agreement with the school	4
I did not receive any increase	6
OTHER [PLEASE SPECIFY]	7
DO NOT READ OUT: Don't know	8

ASK IF R11 = 2, 3 or 4

R12 You said your pay rise was determined [R11 = 3 or 4: independently of the STRB recommendation] [R11=2: with flexibility applied to the STRB recommendation]. Was it higher or lower than the recommendation?

Higher	1
Lower	2
The same, just decided independently	3
Don't know / can't remember	3

T Contact Details

ASK ALL

- T1 Thank you so much for your responses today. We would just like to confirm the best way to get in touch with you about the future Working Lives of Teachers and Leaders surveys. Please enter your contact information below. If possible, we would like your work and personal email address, so we have an alternative way of contacting you if you leave the school you are currently working at, or your work email mailbox is full. This will allow us to contact you if you move schools or leave the profession. We would also appreciate you giving us your preferred contact name to ensure our records are fully up to date. Our surveys are optimised to allow completion on mobile phones. This means if you receive an email from us on your mobile, you can complete it ‘on the go’.**

DS: ALLOW SKIP.

DS: PLEASE APPLY STANDARD CHECKS ON EMAIL ADDRESSES / PHONE NUMBERS.

WORK EMAIL ADDRESS:
PERSONAL EMAIL ADDRESS:
WORK CONTACT NUMBER:
MOBILE CONTACT NUMBER:
PREFERRED CONTACT NAME:

ASK ALL NOT SKIPPING T1. DS – SHOW IN SCRIPT FROM START OF FIELD-WORK

- T2 We may contact you again in a few months’ time about conducting an interview to understand your answers in more detail. Would you be willing to be contacted for this purpose?**

This interview would be conducted via either a Microsoft Teams or Zoom call. You do not have to agree to take part at this stage, as you will be able to decline or opt out when we contact you if you are no longer interested.

SINGLE CODE.

Yes	1
No	2

Thank you for taking part in the survey.

The research findings will be published following each wave of research and will be available on Gov.uk. The full research reports, research summaries, newsletters and other news about the survey will be shared on the survey website <http://www.working-livesofteachersandleaders.co.uk>

IF PHASE_DUM=1/2

We look forward to hearing your views again in the next wave of the survey in 2024. If you do not wish to be contacted again as part of this research please email IFF Research via working-livesofteachersandleaders@IFFResearch.com

Appendix B – derived variables used for analysis

The table below shows the full list of derived variables (which were derived by combining responses from multiple survey variables, by combining survey responses with sample information, or by rebasing questions to look at responses among a particular group used for analysis) and how these variables were derived.

For longitudinal analysis a number of variables were derived to allow for comparison of responses between wave 1 and wave 2.

Table 2. 1 Derived variables

Variable name	Variable description	How it was derived
NUMBEROFPUPILS_GIAS_BANDED	School size based on the number of pupils (from GIAS)	Variable derived from number of pupils at school in GIAS data and split into quintiles. Respondents in quintile 1 work at the smallest schools and those in quintile 5 work at the largest schools.
FSM_BANDED	Percentage of pupils at school in receipt of free school meals - quintiles (from GIAS)	Variable derived from percentage FSM in GIAS data and split into quintiles. Respondents in quintile 1 work at schools with the lowest proportion of pupils entitled to free school meals (FSM) and those in quintile 5 work in schools with the highest FSM entitlement.
PHASE	Phase (from survey and sample data)	Derived variable from survey questions Sx1 (primary) and Sx2 (secondary) and sample information from the SWC (special/PRU/AP)
YEARSQUALIFIED	Years since qualification	For panellists, this is taken from the data provided in the first year of the study, with a year added to that figure. For new respondents sampled from the SWC 2021, this is taken from SWC 2021 'qualificationdate' variable. This is taken from the SWC 2021 at the time of sampling and is not updated to use SWC 2022 data because the individual's qualification date should not change.

Variable name	Variable description	How it was derived
		For new respondents sampled from the DfE's ECT data portal - 1st years ECTs are assigned a value of 0 at this variable and 2nd year ECTs are assigned a value of 1.
FTPT_SURVEY	Whether work full or part time	Variable derived from survey question K1
ECTSTATUS	Whether an Early Career Teacher (ECT) or not	ECT Year 1 are sampled from the DfE's ECT data portal ('Manage training for early career teachers' on gov.uk). ECT Year 2 are sampled either from the DfE's ECT data portal if a new respondent or from the DTTP 2020-21 if a panellist. Those labelled as 'no longer ECT' are those in at least their third year since qualification.
SPECIALSCHOOL	Whether work in a special school or not	Variable derived from 'SECTOR_SFR' on the SWC 2022
AP_PRU	Whether work in alternative provision (AP) or pupil referral unit (PRU) or not	Variable derived from 'SECTOR_SFR' on the SWC 2022
ENTRYWAVE	Wave entered the study	Derived from year at which respondent entered the study
ACADEMY_LAMAINTAINE D	Whether school is an academy or local authority (LA) maintained	Derived variable from 'SCHOOL_TYPE' and 'NEWSEPCADS' on the SWC 2022
RETURNER	Returned to state school sector since 2020/21 academic year	Variable derived from survey question L2aNew
LEAVER	Leaver	Variable derived from survey screener information. Respondents are marked as a leaver (1) if they indicate they are no longer teaching or leading in a state

Variable name	Variable description	How it was derived
		school in England (Sx1) or are not teaching or leading in primary or secondary school (Sx2/3)
LEAVERTYPE	Leaver type	Variable derived from survey screener information. Code 1 is derived from responses at Sx1. Codes 2-4 are derived from responses at Sx2/3
TEACHINGRESP	Whether undertake classroom teaching as part of job role	Derived variable combining answers from B1 and B3 to determine which respondents have teaching responsibilities as part of their job role
REGION_DERIVED	Region (derived)	Region derived from GIAS 'GOR (name)' using school URN
A3_DERIVED	Length of time working in school	Variable is derived from responses to A3 and A3a
B1_DERIVED	Current job role (derived)	Derived variable from responses at B1 and B2
B1_DERIVED_ECT_FROM_SAMPLE	Current job role (derived)	Combining answers from B1. 'Which of the following best describes your current role?' and B2. 'Middle leadership responsibilities aside, which of the following best describes your current job role?' All ECTs are assigned their role at this variable based on information from the DfE's ECT data portal.
B4_DERIVED	What role did you have before your current role?	Combining answers from B4. 'Which of the following best describes the job role you had at the end of the 2022 Spring term, so around April 2022?' and B5. 'Middle leadership responsibilities aside, which of the following best describes the job role you had at the end of the 2022 Spring term, so around April 2022?' All ECTs are assigned their role at this variable based on information from the DfE's ECT data portal.

Variable name	Variable description	How it was derived
B4B1	Whether moved up a job role	<p>Combining answers from B1. 'Which of the following best describes your current role?' and B4. 'Which of the following best describes the job role you had at the end of the 2022 Spring term, so around April 2022?'</p> <p>All ECTs are assigned their status at this variable based on information from the DfE's ECT data portal.</p>
C2C1	Whether teaching Key Stage without Key Stage qualification	Combining answers from C1. 'What Key Stage(s) do you teach at your current school?' and C2. 'And which Key Stage(s) do you have qualification(s) to teach?'
C3_ADD_SUBJ	Whether teaching a subject in addition to main subject	For each individual subject, this is derived by removing cases where a subject was selected as a respondent's main subject at C3a. 'Which subject do you spend most of your time teaching at your current school?'
C3C4_SPLIT	Qualification level in main subject	Variable derived from data at C3a. 'Which subject do you spend most of your time teaching at your current school?' and C4. 'What specific qualification(s), if any, do you have in [SUBJECT]?' to determine what level of qualification was held in main subject taught.
I2_ADD_SUBJ	Additional subject knowledge confidence	For each individual subject, this is derived by removing cases where a subject was selected as a respondent's main subject at C3a. 'Which subject do you spend most of your time teaching at your current school?'
SECONDARY_CONFIDENCE_MAIN_SUBJECT_TAUGHT	Secondary teachers' confidence with main subject taught	Combining answers from C3. 'What subject(s) do you teach at your current school?', C3a. 'Which subject do you spend most of your time teaching at your current school?' and I2. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the subject(s) you teach?' to determine secondary teachers' confidence in their main subject taught.

Variable name	Variable description	How it was derived
SECONDARY_CONFIDENCE_SUBJECTS_TAUGHT	Secondary teachers' confidence with subject knowledge confidence across all subjects taught	Combining answers from C3. 'What subject(s) do you teach at your current school?' and I2. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the subject(s) you teach?' to determine secondary teachers' confidence across all subjects taught.
PRIMARY_CONFIDENCE_CORE_SUBJECTS	Primary teachers' core subject knowledge confidence	Variable derived from data at I3. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the following...?' to determine primary teachers' confidence in the three core subjects.
PRIMARY_CONFIDENCE_FOUNDATION_SUBJECTS	Primary teachers' foundation subject knowledge confidence	Variable derived from data at I3. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the following...?' to determine primary teachers' confidence in all subjects taught as part of the primary curriculum.
J5_NONINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5. 'What was the reason provided for not receiving a pay increase / the increase in pay you were expecting?' so it is only 'asked' of those that did not indicate they received a pay increase at J2. 'Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2022?'
J5_LOWERINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5. 'What was the reason provided for not receiving a pay increase / the increase in pay you were expecting?' so it is only 'asked' of those that indicated they received a lower pay increase than expected at J3. 'Was the amount you received the amount you expected, more than you expected or less than you expected?'
J10_NOTUSE	Reason for not using pay flexibilities	Rebasing J10. 'Reasons for not using pay flexibilities / being restricted from using pay flexibilities more than you currently do?' so that is only 'asked' of those saying they <i>do not</i> use the flexibilities in the pay system at J8. 'Do you

Variable name	Variable description	How it was derived
		currently use the flexibilities in the pay system to support recruitment and retention in your school?’
J10_RESTRICTED	Reason for being restricted from using pay flexibilities more than you currently do	Rebasing J10. ‘Reasons for not using pay flexibilities / being restricted from using pay flexibilities more than you currently do?’ so that is only ‘asked’ of those saying they <i>do</i> use the flexibilities in the pay system at J8. ‘Do you currently use the flexibilities in the pay system to support recruitment and retention in your school?’
Q6Q7	Top three topics/areas training needed in	Variable derived from all responses to Q7. ‘And which would be the top three areas that you need training in?’ and all single coded responses to Q6. ‘Which of the following topics/areas would you like further development or training in over the next 12 months?’ to determine the top three areas that teachers and leaders would like further training in. Where a respondent gave fewer than four answers at Q6, their Q6 responses are used at this variable. Where a respondent gave more than three answers at Q6, their Q7 responses are used at this variable.
D1_CHANGE	Change in working hours (between W1 and W2)	Longitudinal change variable derived by comparing working hours in W1 to working hours in W2
D2_CHANGE	Change in teaching hours (between W1 and W2)	Longitudinal change variable derived by comparing teaching hours in W1 to teaching hours in W2
D4SUM_1_CHANGE	Change in perception that I have sufficient control over my own workload (between W1 and W2)	Longitudinal change variable derived by comparing views on workload in W1 to views on workload in W2

Variable name	Variable description	How it was derived
D4SUM_2_CHANGE	Change in perception that I have an acceptable workload (between W1 and W2)	Longitudinal change variable derived by comparing views on workload in W1 to views on workload in W2
E1SUM_1_CHANGE	Change in whether I feel valued by my school (between W1 and W2)	Longitudinal change variable derived by comparing views on school in W1 to views on school in W2
E1SUM_2_CHANGE	Change in whether school provides staff with opportunities to participate in decisions (between W1 and W2)	Longitudinal change variable derived by comparing views on school in W1 to views on school in W2
E1SUM_3_CHANGE	Change in whether SLT sets high expectations for pupil behaviour (between W1 and W2)	Longitudinal change variable derived by comparing views on school in W1 to views on school in W2
E1SUM_4_CHANGE	Change in whether my school's SLT supports flexible working (between W1 and W2)	Longitudinal change variable derived by comparing views on school in W1 to views on school in W2
E2SUM_1_CHANGE	Change in opinion whether manager trusts you to work independently (between W1 and W2)	Longitudinal change variable derived by comparing views on manager in W1 to views on manager in W2
E4SUM_1_CHANGE	Change in opinion whether school accountability measures provide important information about	Longitudinal change variable derived by comparing views on school in W1 to views on school in W2

Variable name	Variable description	How it was derived
	school performance (between W1 and W2)	
E4SUM_2_CHANGE	Change in opinion whether the school inspection regime provides a fair assessment of school performance (between W1 and W2)	Longitudinal change variable derived by comparing views on school in W1 to views on school in W2
E4SUM_3_CHANGE	Change in opinion whether teachers' views are valued by policymakers, e.g. the government (between W1 and W2)	Longitudinal change variable derived by comparing teachers' views on being valued by policymakers in W1 to views on teachers being valued in W2
F1SUM_CHANGE	Change in opinion on pupil behaviour (between W1 and W2)	Longitudinal change variable derived by comparing views on pupil behaviour in W1 to views on pupil behaviour in W2
J1SUM_1_CHANGE	Change in - I am satisfied with the salary I receive for the work (between W1 and W2)	Longitudinal change variable derived by comparing views on salary in W1 to views on salary in W2
J1SUM_2_CHANGE	Change in - I am satisfied overall with national-level changes to teachers' pay in the last year (between W1 and W2)	Longitudinal change variable derived by comparing views on salary in W1 to views on salary in W2
J1SUM_3_CHANGE	Change in - teaching offers me a good salary compared to other	Longitudinal change variable derived by comparing views on salary in W1 to views on salary in W2

Variable name	Variable description	How it was derived
	careers I if I left (between W1 and W2)	
J1SUM_4_CHANGE	Change in - I am satisfied with long-term salary compared to other careers I if I left (between W1 and W2)	Longitudinal change variable derived by comparing views on salary in W1 to views on salary in W2
J1SUM_5_CHANGE	Change in - teacher pay structure allows my pay to increase at a fair rate (between W1 and W2)	Longitudinal change variable derived by comparing views on salary in W1 to views on salary in W2
K1_CHANGE	Flexible working change (between W1 and W2)	Longitudinal change variable derived by comparing flexible working circumstances in W1 to their flexible working circumstances in W2
L14SUM_1_CHANGE	Leavers' change in perception that I have sufficient control over my own workload (between W1 and W2)	Longitudinal change variable derived by comparing leavers' views on workload in W1 to leavers' views on workload in W2
L14SUM_2_CHANGE	Leavers' change in perception that I have an acceptable workload (between W1 and W2)	Longitudinal change variable derived by comparing leavers' views on workload in W1 to leavers' views on workload in W2
M1_1_CHANGE	Change in career satisfaction - current job (between W1 and W2)	Longitudinal change variable derived by comparing views on career satisfaction in W1 to views on job satisfaction in W2
N1_1_CHANGE	Change in life satisfaction (between W1 and W2)	Longitudinal change variable derived by comparing views on life satisfaction in W1 to views on life satisfaction in W2

Variable name	Variable description	How it was derived
N1_2_CHANGE	Change in worthwhileness (between W1 and W2)	Longitudinal change variable derived by comparing views on worthwhileness in W1 to views on worthwhileness in W2
N1_3_CHANGE	Change in happiness (between W1 and W2)	Longitudinal change variable derived by comparing views on happiness in W1 to views on happiness in W2
N2_CHANGE	Change in anxiety (between W1 and W2)	Longitudinal change variable derived by comparing views on anxiety in W1 to views on anxiety in W2
LEAVERS_INTENTIONS	Intentions to leave W1 vs. reality in W2	Longitudinal change variable derived by comparing leavers' intentions of leaving the English state school sector in W1 and whether or not they had done in W2
LEAVERS_FLEX_CHANGE	Leavers' change in flexible working (between W1 and W2)	Longitudinal change variable derived by comparing leavers' flexible working circumstances in W1 to their flexible working circumstances in W2
LEAVERS_SALARYSAT_CHANGE	Leavers' change in satisfaction with salary (between W1 and W2)	Longitudinal change variable derived by comparing leavers' views on salary in W1 to their views on salary in W2
N1_1_CHANGE_LEAVERS	Change in satisfaction for leavers (between W1 and W2)	Longitudinal change variable derived by comparing leavers' views on life satisfaction in W1 to their views on life satisfaction in W2
N1_2_CHANGE_LEAVERS	Change in worthwhileness for leavers (between W1 and W2)	Longitudinal change variable derived by comparing leavers' views on worthwhileness in W1 to their views on worthwhileness in W2
N1_3_CHANGE_LEAVERS	Change in happiness for leavers (between W1 and W2)	Longitudinal change variable derived by comparing leavers' views on happiness in W1 to their views on happiness in W2
N2_CHANGE_LEAVERS	Change in anxiety for leavers (between W1 and W2)	Longitudinal change variable derived by comparing leavers' views on anxiety in W1 to their views on anxiety in W2

Variable name	Variable description	How it was derived
W1_PART	Took part in wave 1	Derived from whether or not the respondent took part in W1
D1_L13_BANDED_LEAVE RS	Difference in number of hours worked for leavers (between W1 and W2)	Longitudinal change variable derived by comparing leavers' working hours in W1 to their working hours in W2

Appendix C – weighting targets and applied weights

This appendix displays the weighting targets and the applied weights for the following wave 2 weights:

- Core weight
- Module P weight
- Module Q weight
- Module R weight

Table 2. 2 Core weight- targets Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	2.36%	1.87%	2.06%	1.23%	21.87%	3.09%	3.22%	0.16%
FEMALE: mixed or multiple ethnic group	0.01%	0.03%	0.02%	0.01%	0.29%	0.13%	0.11%	
FEMALE: Asian or Asian British	0.05%	0.08%	0.11%	0.04%	0.98%	0.21%	0.16%	0.04%
FEMALE: black, black British, Caribbean or African	0.01%	0.07%	0.06%	0.02%	0.47%	0.12%	0.07%	
FEMALE: any other ethnic group	0.03%			0.12%		0.04%	0.03%	
FEMALE: unknown/prefer not to say	0.134%	0.19%	0.07%	0.09%	1.73%	0.42%	0.56%	0.03%
MALE: white	0.93%	0.41%	0.40%	0.20%	3.30%	0.57%	0.57%	0.05%
MALE: mixed or multiple ethnic group	0.04%					0.02%	0.01%	

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
MALE: Asian or Asian British	0.01%		0.02%	0.02%	0.14%	0.03%	0.04%	
MALE: black, black British, Caribbean or African	0.02%			0.03%		0.01%		
MALE: any other ethnic group	0.01%							
MALE: unknown/prefer not to say	0.03%	0.05%	0.02%	0.01%	0.36%	0.02%	0.02%	
Gender unknown	0.03%					0.24%	0.35%	

Table 2. 3 Core weight- targets Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.80%	0.43%	1.05%	0.62%	14.79%	2.81%	2.47%	0.18%
FEMALE: mixed or multiple ethnic group	0.02%	0.01%	0.02%	0.02%	0.23%	0.04%	0.12%	
FEMALE: Asian or Asian British	0.04%			0.02%	1.05%	0.20%	0.16%	0.04%
FEMALE: black, black British, Caribbean or African	0.03%			0.01%	0.37%	0.05%	0.07%	
FEMALE: any other ethnic group	0.03%			0.12%		0.06%	0.02%	
FEMALE: unknown/prefer not to say	0.08%	0.04%	0.08%	0.05%	1.50%	0.46%	0.40%	0.01%
MALE: white	1.46%	0.48%	0.74%	0.26%	7.51%	1.22%	1.04%	0.08%

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
MALE: mixed or multiple ethnic group	0.01%			0.01%	0.15%	0.05%	0.05%	
MALE: Asian or Asian British	0.02%	0.01%	0.02%	0.02%	0.33%	0.11%	0.07%	
MALE: black, black British, Caribbean or African	0.02%	0.02%	0.01%	0.05%	0.28%	0.03%	0.02%	0.02%
MALE: any other ethnic group	0.01%			0.02%	0.07%	0.01%	0.03%	
MALE: unknown/prefer not to say	0.14%	0.03%	0.07%	0.83%		0.18%	0.21%	
Gender unknown	0.35%						0.62%	

Table 2. 4 Core weights- targets Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.29%	0.18%	0.28%	0.09%	1.71%	0.18%	0.24%	0.07%
FEMALE: mixed or multiple ethnic group	0.07%	0.02%	0.07%	0.02%	0.27%	0.07%	0.06%	0.04%
FEMALE: Asian or Asian British								
FEMALE: black, black British, Caribbean or African								
FEMALE: any other ethnic group								
FEMALE: unknown/prefer not to say								
MALE: white	0.09%	0.07%	0.11%	0.02%	0.36%	0.05%	0.02%	0.04%
MALE: mixed or multiple ethnic group	0.01%			0.01%	0.12%	0.03%		0.01%

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: Asian or Asian British								
MALE: black, black British, Caribbean or African								
MALE: any other ethnic group								
MALE: unknown/prefer not to say								
Gender unknown								

Table 2. 5 Core weight – applied weights Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.906	0.874	0.863	0.056	1.195	0.459	0.403	3.386
FEMALE: mixed or multiple ethnic group	2.426	0.637	1.531	0.185	1.353	0.263	0.489	
FEMALE: Asian or Asian British	0.890	0.557	0.795	0.104	1.389	0.513	0.583	1.373
FEMALE: black, black British, Caribbean or African	2.652	0.323	0.648	0.082	0.965	0.427	0.931	
FEMALE: any other ethnic group	1.137			1.954		0.406	1.028	
FEMALE: unknown/prefer not to say	1.408	0.620	2.134	0.078	1.521	0.512	0.432	2.430
MALE: white	0.852	0.977	0.900	0.053	1.109	0.418	0.399	3.137

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: mixed or multiple ethnic group	1.969					0.226	1.335	
MALE: Asian or Asian British	1.524		0.535	0.031	0.773	0.377	0.448	
MALE: black, black British, Caribbean or African	0.690			1.838		2.549		
MALE: any other ethnic group	4.436							
MALE: unknown/prefer not to say	2.293	0.605	1.850	0.041	1.076	1.943	3.613	
Gender unknown	0.534					0.005	0.009	

Table 2. 6 Core weight- applied weights Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.331	1.084	1.340	0.426	1.198	0.406	0.385	3.535
FEMALE: mixed or multiple ethnic group	0.246	0.739	1.442	0.349	1.613	1.106	0.526	
FEMALE: Asian or Asian British	2.698			0.955	1.318	0.668	0.823	1.755
FEMALE: black, black British, Caribbean or African	2.071			1.466	1.660	1.369	1.689	
FEMALE: any other ethnic group	0.466			1.633		0.375	1.845	
FEMALE: unknown/prefer not to say	0.385	1.197	1.794	0.494	1.460	0.504	0.529	11.222
MALE: white	0.258	0.990	1.488	0.596	1.206	0.525	0.528	4.143

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: mixed or multiple ethnic group	2.654			0.226	1.129	0.392	0.632	
MALE: Asian or Asian British	0.524	1.750	2.317	0.690	1.889	0.597	1.317	
MALE: black, black British, Caribbean or African	0.259	0.421	2.409	0.173	1.341	1.043	1.242	2.131
MALE: any other ethnic group	0.908			0.051	1.298	0.706	0.537	
MALE: unknown/prefer not to say	0.271	1.462	1.600	1.371		0.605	1.047	
Gender unknown	0.026						0.006	

Table 2. 7 Core weight- applied weights Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.566	0.876	0.987	0.190	1.425	0.621	0.424	4.181
FEMALE: mixed or multiple ethnic group	0.33	1.33	0.64	0.25	1.92	0.65	0.57	1.76
FEMALE: Asian or Asian British								
FEMALE: black, black British, Caribbean or African								
FEMALE: any other ethnic group								
FEMALE: unknown/prefer not to say								
MALE: white	1.121	1.000	1.022	0.298	1.939	0.692	1.184	2.656

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: mixed or multiple ethnic group	4.73			0.13	1.62	0.61		5.13
MALE: Asian or Asian British								
MALE: black, black British, Caribbean or African								
MALE: any other ethnic group								
MALE: unknown/prefer not to say								
Gender unknown								

Table 2. 8 Module P weight – targets Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	1.67%	1.38%	2.03%	0.85%	21.29%	3.90%	3.94%	0.16%
FEMALE: other	0.28%	0.12%	0.16%	0.12%	3.70%	1.30%	1.22%	0.12%
MALE: white	0.57%	0.28%	0.28%	0.12%	3.01%	0.65%	0.69%	
MALE: other	0.04%			0.61%		0.12%		
Gender unknown	0.08%					0.24%	0.41%	

Table 3. 1 Module P weight- targets Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	0.45%	0.45%	0.73%	0.41%	14.91%	3.66%	3.21%	0.24%
FEMALE: other	0.08%	0.04%	0.12%	0.12%	3.13%	1.10%	1.14%	
MALE: white	0.65%	0.37%	0.41%	0.08%	7.23%	1.54%	1.42%	0.08%

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: other	0.37%	0.12%	0.12%	0.16%	1.83%	0.57%	0.41%	
Gender unknown	0.49%						0.81%	

Table 3. 2 Module P weight- targets Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	0.16%	0.08%	0.12%	0.04%	1.71%	0.33%	0.24%	0.04%
FEMALE: other	0.04%	0.04%	0.04%	0.20%		0.08%	0.12%	0.08%
MALE: white	0.04%			0.45%		0.08%		
MALE: other	0.16%							0.04%
Gender unknown	0.08%							

Table 3. 3 Module P weight – applied weights Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.285	1.185	0.873	0.080	1.228	0.364	0.329	3.401
FEMALE: other	1.013	1.734	1.909	0.132	1.368	0.330	0.351	1.427
MALE: white	1.395	1.418	1.276	0.088	1.219	0.364	0.545	
MALE: other	4.763			1.057		1.509		
Gender unknown	0.189					0.005	0.007	

Table 3. 4 Module P weight- applied weights Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.590	1.049	1.918	0.654	1.188	0.313	0.296	2.646
FEMALE: other	0.612	2.205	2.383	0.543	1.517	0.453	0.648	
MALE: white	0.580	1.299	2.708	1.900	1.252	0.415	0.385	3.917

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: other	0.161	0.623	1.608	0.270	1.293	0.403	1.035	
Gender unknown	0.019						0.004	

Table 3. 5 Module P weight- applied weights Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	1.003	1.968	2.255	0.405	1.428	0.348	0.418	6.919
FEMALE: other	0.552	0.629	1.064	2.567		0.541	0.271	0.832
MALE: white	6.697			1.596		1.944		
MALE: other	1.483							1.199
Gender unknown	0.131							

Table 3. 6 Module Q weight- targets Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.22%	1.34%	1.22%	0.77%	21.53%	3.74%	4.47%	0.04%
FEMALE: other	0.08%	0.24%	0.12%	0.20%	3.78%	1.02%	1.14%	0.04%
MALE: white	0.49%	0.32%	0.32%	0.20%	3.17%	0.81%	0.69%	0.08%
MALE: other	0.04%		0.04%	0.49%		0.12%	0.24%	
Gender unknown	0.16%						0.41%	

Table 3. 7 Module Q weight - targets Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.69%	0.28%	1.34%	0.65%	14.74%	3.29%	3.78%	0.20%
FEMALE: other	0.04%	0.04%	0.16%	0.04%	2.84%	0.85%	0.93%	0.12%
MALE: white	1.02%	0.16%	0.57%	0.24%	7.76%	1.34%	1.34%	0.04%

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: other	0.08%	0.04%	0.04%	0.04%	1.83%	0.37%	0.77%	
Gender unknown	0.49%						0.85%	

Table 3. 8 Module Q weight - targets Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	0.16%	0.16%	0.12%	0.12%	1.71%	0.16%	0.53%	0.16%
FEMALE: other	0.04%				0.32%	0.08%	0.08%	
MALE: white	0.16%			0.04%	0.28%		0.08%	0.04%
MALE: other	0.16%							
Gender unknown	0.04%							

Table 4. 1 Module Q weight – applied weights Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.76	1.22	1.46	0.09	1.21	0.38	0.29	13.61
FEMALE: other	3.55	0.87	2.55	0.08	1.34	0.42	0.38	4.28
MALE: white	1.63	1.24	1.12	0.05	1.16	0.29	0.33	1.85
MALE: other	3.26		1.51	1.32		0.49	0.51	
Gender unknown	0.10						0.01	

Table 4. 2 Module Q weight- applied weights Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.38	1.65	1.05	0.41	1.20	0.35	0.25	3.18
FEMALE: other	1.22	2.21	1.79	1.63	1.67	0.58	0.50	2.26
MALE: white	0.37	2.93	1.94	0.63	1.17	0.48	0.41	7.84

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: other	0.72	1.87	4.82	1.08	1.29	0.63	0.54	
Gender unknown	0.02						0.00	

Table 4. 3 Module Q weight- applied weights Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	1.00	0.98	2.26	0.14	1.43	0.70	0.19	1.73
FEMALE: other	2.36				1.59	0.54	1.24	
MALE: white	1.67			0.14	2.61		0.28	2.51
MALE: other	1.78							
Gender unknown	0.26							

Table 4. 4 Module R weight – targets Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	1.86%	1.30%	1.50%	0.81%	21.17%	4.73%	4.57%	0.20%
FEMALE: other	0.16%		0.12%	0.04%	3.48%	1.34%	1.38%	0.04%
MALE: white	0.45%	0.40%	0.28%	0.32%	3.04%	0.73%	0.89%	0.08%
MALE: other	0.04%	0.04%		0.53%		0.04%	0.04%	
Gender unknown	0.36%						0.57%	

Table 4. 5 Module R weight- targets Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	0.49%	0.36%	0.69%	0.73%	14.37%	4.29%	3.08%	0.20%
FEMALE: other	0.12%		0.16%	0.08%	3.20%	1.09%	1.09%	0.08%
MALE: white	1.21%	0.40%	0.53%	0.16%	6.52%	1.78%	1.42%	0.04%
MALE: other	0.16%			0.04%	1.42%	0.57%	0.40%	0.04%

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
Gender unknown	0.36%						0.85%	

Table 4. 6 Module R weight- targets Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	0.16%	0.16%	0.12%	1.34%		0.24%	0.20%	0.04%
FEMALE: other	0.08%	0.04%	0.08%	0.04%	0.24%	0.12%		
MALE: white	0.04%	0.04%		0.49%		0.08%		0.04%
MALE: other								
Gender unknown								

Table 4. 7 Module R weight – applied weight Primary

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.15	1.26	1.18	0.08	1.24	0.30	0.28	2.73
FEMALE: other	3.09		2.56	0.40	1.45	0.32	0.31	4.30
MALE: white	1.78	1.00	1.28	0.03	1.21	0.32	0.25	1.86
MALE: other	2.21	2.57		1.22		1.48	3.07	
Gender unknown	0.05						0.01	

Table 4. 8 Module R weight- applied weight Secondary

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.54	1.29	2.04	0.36	1.23	0.27	0.31	3.19
FEMALE: other	1.15		1.79	0.82	1.48	0.45	0.42	3.40
MALE: white	0.31	1.17	2.09	0.95	1.39	0.36	0.39	7.87
MALE: other	2.04			1.08	1.67	0.40	0.58	4.61

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
Gender unknown	0.02						0.00	

Table 5. 1 Module R weight- applied weight Special/PRUs/AP

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	1.01	0.99	2.26	1.84		0.47	0.50	6.95
FEMALE: other	0.28	0.63	0.53	0.12	2.13	1.19		
MALE: white	2.74	5.10		1.86		0.91		3.74
MALE: other								
Gender unknown								

Appendix D – longitudinal weight: regression model summaries

This appendix shows the summary of the longitudinal weighting models. For both the longitudinal core weight and the longitudinal module weight, the following outputs are shown:

- Model fitting information
- Goodness of fit
- Pseudo R-Square
- Likelihood ratio tests
- Parameter estimates

Longitudinal core weight summary

Table 5. 2 Longitudinal core weight: model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	14777.944	14785.266	14775.944	-	-	-
Final	14360.853	14639.074	14284.853	491.091	37	0.000

Table 5. 3 Longitudinal core weight: goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	11167.820	11139	0.422
Deviance	14284.853	11139	0.000

Table 5. 4 Longitudinal core weight: pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.043
Nagelkerke	0.059
McFadden	0.033

Table 5. 5 Longitudinal core weight: likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	14360.853	14639.074	14284.853 ^a	0.000	0	-
Ageband_new	14366.466	14615.401	14298.466	13.613	4	0.009
Module_rec	14452.362	14708.619	14382.362	97.509	3	0.000
REGION_NAME_2021_SWC_rec	14371.658	14576.663	14315.658	30.805	10	0.001
Ethnic_rec	14382.060	14652.960	14308.060	23.207	1	0.000
C1_A_rec	14361.215	14632.114	14287.215	2.362	1	0.124
O9_rec	14361.377	14632.276	14287.377	2.524	1	0.112
B3_2_rec	14364.173	14635.073	14290.173	5.320	1	0.021
Newsepacads_derived_rec	14361.679	14632.579	14287.679	2.826	1	0.093
D1_rec_banded	14367.566	14638.466	14293.566	8.713	1	0.003
E1_3_rec	14363.776	14634.676	14289.776	4.923	1	0.027
E1_4_rec	14363.676	14634.575	14289.676	4.823	1	0.028
E2_2_rec	14362.941	14633.841	14288.941	4.088	1	0.043
E4_2_rec	14365.795	14636.695	14291.795	6.942	1	0.008
E4_3_rec	14387.060	14657.959	14313.060	28.207	1	0.000
H2_E	14368.721	14639.621	14294.721	9.868	1	0.002
H2_F	14376.897	14647.797	14302.897	18.044	1	0.000
H2_M	14369.096	14639.996	14295.096	10.243	1	0.001
J1_4_rec	14359.883	14630.783	14285.883	1.030	1	0.310
K2_1_rec	14366.289	14637.188	14292.289	7.436	1	0.006
K2_2_rec	14369.418	14640.318	14295.418	10.565	1	0.001

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
M2_4	14368.201	14639.101	14294.201	9.348	1	0.002
K1_K	14373.462	14644.362	14299.462	14.609	1	0.000
K1_M	14364.325	14635.224	14290.325	5.472	1	0.019

The chi-square statistic is the difference in -2 log-likelihoods between the final model and a reduced model. The reduced model is formed by omitting an effect from the final model. The null hypothesis is that all parameters of that effect are 0.

a. This reduced model is equivalent to the final model because omitting the effect does not increase the degrees of freedom.

Table 5. 6 Longitudinal core weight: parameter estimates

DV: Whether completed Y2 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	-0.283	0.206	1.898	1	0.168	-	-	-
1 Aged up to 24	-0.256	0.112	5.271	1	0.022	0.774	0.622	0.963
2 Aged 25-34	-0.166	0.082	4.073	1	0.044	0.847	0.720	0.995
3 Aged 35-44	-0.059	0.083	0.515	1	0.473	0.942	0.801	1.108
4 Aged 45-54	-0.007	0.084	0.007	1	0.935	0.993	0.843	1.170
5 Aged 55+	0 ^b			0				
1 Work life/wellbeing	0.832	0.094	77.803	1	0.000	2.299	1.911	2.766
2 CPD	0.900	0.095	90.451	1	0.000	2.459	2.043	2.960
3 Pay	0.885	0.095	87.638	1	0.000	2.423	2.013	2.916
4 Phoned/unknown	0 ^b			0				
1.00 EAST MIDLANDS	0.184	0.113	2.683	1	0.101	1.203	0.964	1.500
2.00 EAST OF ENGLAND	0.102	0.104	0.979	1	0.323	1.108	0.904	1.357
3.00 INNER LONDON	0.085	0.126	0.452	1	0.501	1.089	0.850	1.394
4.00 NORTH EAST	-0.067	0.127	0.278	1	0.598	0.935	0.730	1.199
5.00 NORTH WEST	-0.211	0.105	4.081	1	0.043	0.809	0.659	0.994
6.00 OUTER LONDON	0.091	0.107	0.723	1	0.395	1.096	0.888	1.352
7.00 SOUTH EAST	0.071	0.100	0.504	1	0.478	1.074	0.882	1.306
8.00 SOUTH WEST	0.071	0.110	0.413	1	0.521	1.073	0.865	1.331
9.00 WEST MIDLANDS	0.079	0.108	0.537	1	0.464	1.083	0.875	1.339
10.00 YORKSHIRE AND THE HUMBER	-0.102	0.107	0.901	1	0.342	0.903	0.732	1.115
11.00 UNMATCHED	0 ^b			0				
Ethnic_1 White	0.316	0.065	23.350	1	0.000	1.371	1.207	1.559
C1_A_reception	0.107	0.070	2.344	1	0.126	1.113	0.970	1.277

DV: Whether completed Y2 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
O9_Care responsibilities	0.086	0.054	2.512	1	0.113	1.090	0.980	1.213
B3_2_Head of subject/faculty	0.097	0.042	5.317	1	0.021	1.102	1.015	1.197
Newsepacads_derived_LA MAINTAINED	0.073	0.043	2.824	1	0.093	1.075	0.988	1.171
D1_rec_banded	0.055	0.019	8.718	1	0.003	1.056	1.019	1.095
E1_3_rec	-0.042	0.019	4.908	1	0.027	0.959	0.923	0.995
E1_4_rec	-0.044	0.020	4.817	1	0.028	0.957	0.920	0.995
E2_2_rec	0.039	0.019	4.090	1	0.043	1.040	1.001	1.081
E4_2_rec	-0.057	0.022	6.963	1	0.008	0.945	0.906	0.986
E4_3_rec	-0.141	0.027	28.175	1	0.000	0.868	0.824	0.915
H2_E_1 Training designed and delivered by staff in your own school/ Multi-Academy Trust (MAT) / Local Authority (LA)	0.142	0.045	9.901	1	0.002	1.153	1.055	1.260
H2_F_1 Training designed and delivered by external providers excluding NPQs and ECT	0.179	0.042	18.019	1	0.000	1.196	1.101	1.299
H2_M_1 Undertaken any professional reading	0.134	0.042	10.248	1	0.001	1.143	1.053	1.241
J1_4_rec	-0.019	0.019	1.031	1	0.310	0.981	0.946	1.018
K2_1_rec	0.046	0.017	7.414	1	0.006	1.047	1.013	1.083
K2_2_rec	-0.063	0.019	10.585	1	0.001	0.939	0.903	0.975
M2_4	-0.109	0.036	9.350	1	0.002	0.897	0.836	0.962
K1_K_1 Ad-hoc days - at my manager's discretion - to start late or finish early to accommodate ad-hoc	0.330	0.088	14.210	1	0.000	1.391	1.172	1.652

DV: Whether completed Y2 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
K1_M_1 Don't know	-0.353	0.151	5.496	1	0.019	0.702	0.523	0.944

a. The reference category is: .00 No.

b. This parameter is set to zero because it is redundant.

Longitudinal module weight

Table 5. 7 Longitudinal module weight: model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	3112.660	3119.517	3110.660	-	-	-
Final	2115.336	2341.596	2049.336	1061.325	32	0.000

Table 5. 8 Longitudinal module weight: goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	9125.700	6976	0.000
Deviance	2049.336	6976	1.000

Table 6. 1 Longitudinal module weight: pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.140
Nagelkerke	0.392
McFadden	0.341

Table 6. 2 Longitudinal module weight: likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	2341.038	2560.442	2277.038	227.702	1	0.000
C1_B_rec	2115.035	2334.439	2051.035	1.699	1	0.192
C1_C_rec	2118.143	2337.547	2054.143	4.807	1	0.028
C1_D_rec	2116.410	2335.814	2052.410	3.075	1	0.080
C1_E_rec	2117.128	2336.532	2053.128	3.793	1	0.051
C1_F_rec	2113.539	2332.943	2049.539	0.204	1	0.652
B3_1_rec	2124.644	2344.048	2060.644	11.309	1	0.001
B3_2_rec	2148.699	2368.103	2084.699	35.364	1	0.000
B3_3_rec	2118.103	2337.507	2054.103	4.768	1	0.029
B3_5_rec	2117.762	2337.166	2053.762	4.426	1	0.035
Newsepacads_derived_rec	2121.472	2340.876	2057.472	8.136	1	0.004
E1_1_rec	2117.793	2337.197	2053.793	4.458	1	0.035
E1_2_rec	2116.579	2335.983	2052.579	3.244	1	0.072
E1_3_rec	2117.877	2337.281	2053.877	4.541	1	0.033
E4_3_rec	2138.395	2357.799	2074.395	25.059	1	0.000
H2_A	2138.129	2357.533	2074.129	24.794	1	0.000
H2_C	2122.888	2342.292	2058.888	9.552	1	0.002
H2_D	2126.793	2346.197	2062.793	13.458	1	0.000
H2_E	2119.269	2338.673	2055.269	5.933	1	0.015
H2_F	2133.292	2352.696	2069.292	19.956	1	0.000
H2_G	2132.929	2352.333	2068.929	19.594	1	0.000
H2_H	2119.051	2338.455	2055.051	5.715	1	0.017
H2_J	2122.971	2342.375	2058.971	9.636	1	0.002

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
H2_M	2120.780	2340.184	2056.780	7.445	1	0.006
J1_5_rec	2126.797	2346.201	2062.797	13.461	1	0.000
K2_1_rec	2132.652	2352.056	2068.652	19.316	1	0.000
K1_A	2116.925	2336.329	2052.925	3.589	1	0.058
K1_B	2123.021	2342.425	2059.021	9.686	1	0.002
K1_C	2132.976	2352.380	2068.976	19.641	1	0.000
K1_H	2135.297	2354.701	2071.297	21.962	1	0.000
K1_I	2119.662	2339.067	2055.662	6.327	1	0.012
K1_J	2137.261	2356.665	2073.261	23.925	1	0.000
K1_K	2161.966	2381.370	2097.966	48.631	1	0.000

The chi-square statistic is the difference in -2 log-likelihoods between the final model and a reduced model. The reduced model is formed by omitting an effect from the final model. The null hypothesis is that all parameters of that effect are 0.

Table 6. 3 Longitudinal module weight: parameter estimates

DV: Whether completed a module / completed online	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	5.688	0.426	177.988	1	0.000	-	-	-
C1_B_rec	0.231	0.179	1.669	1	0.196	1.260	0.887	1.789
C1_C_rec	0.352	0.161	4.770	1	0.029	1.422	1.037	1.951
C1_D_rec	0.410	0.233	3.088	1	0.079	1.507	0.954	2.382
C1_E_rec	0.506	0.258	3.843	1	0.050	1.659	1.000	2.753
C1_F_rec	-0.096	0.212	0.205	1	0.651	0.909	0.600	1.376
B3_1_rec	0.888	0.286	9.622	1	0.002	2.431	1.387	4.262
B3_2_rec	0.867	0.151	33.043	1	0.000	2.379	1.770	3.196
B3_3_rec	-0.437	0.197	4.951	1	0.026	0.646	0.439	0.949
B3_5_rec	-0.305	0.145	4.446	1	0.035	0.737	0.555	0.979
Newsepacads_derived_rec	0.386	0.136	8.016	1	0.005	1.471	1.126	1.922
E1_1_rec	-0.173	0.083	4.354	1	0.037	0.841	0.715	0.990
E1_2_rec	0.130	0.072	3.276	1	0.070	1.139	0.989	1.312
E1_3_rec	-0.161	0.076	4.436	1	0.035	0.851	0.733	0.989
E4_3_rec	-0.311	0.061	26.019	1	0.000	0.733	0.651	0.826
H2_A	-0.821	0.161	26.015	1	0.000	0.440	0.321	0.603
H2_C	-0.615	0.193	10.182	1	0.001	0.541	0.371	0.789
H2_D	-0.481	0.130	13.735	1	0.000	0.618	0.479	0.797
H2_E	-0.404	0.170	5.650	1	0.017	0.667	0.478	0.932
H2_F	-0.615	0.140	19.230	1	0.000	0.541	0.411	0.712
H2_G	-0.571	0.129	19.510	1	0.000	0.565	0.439	0.728
H2_H	-0.325	0.134	5.834	1	0.016	0.723	0.556	0.941
H2_J	-0.406	0.131	9.661	1	0.002	0.667	0.516	0.861
H2_M	-0.387	0.144	7.248	1	0.007	0.679	0.512	0.900

DV: Whether completed a module / completed online	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
J1_5_rec	-0.212	0.058	13.524	1	0.000	0.809	0.723	0.906
K2_1_rec	0.220	0.051	18.668	1	0.000	1.246	1.128	1.378
K1_A	0.372	0.200	3.438	1	0.064	1.450	0.979	2.148
K1_B	-0.889	0.275	10.482	1	0.001	0.411	0.240	0.704
K1_C	-1.082	0.234	21.457	1	0.000	0.339	0.214	0.536
K1_H	-1.033	0.216	22.896	1	0.000	0.356	0.233	0.543
K1_I	-0.419	0.164	6.536	1	0.011	0.658	0.477	0.907
K1_J	-0.892	0.179	24.874	1	0.000	0.410	0.289	0.582
K1_K	-1.227	0.171	51.566	1	0.000	0.293	0.210	0.410

a. The reference category is: .00 No.

b. This parameter is set to zero because it is redundant.



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