



Department
for Education

School and College Voice

**Technical report: 2023 to 2024 academic
year**

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Overview

The Department for Education (DfE) commissioned School and College Voice (SCV) to collect robust and quick turnaround research to support policy development. The SCV aims to help DfE make evidence-based policy decisions and to see how the views and experiences of teachers and leaders in schools and colleges change over time.

This technical report covers each element of the SCV data collection and delivery process during the 2023/24 academic year, across the recruitment phase for school teachers and leaders and college teachers and leaders. The SCV was previously known as the School and College Panel (SCP). Please see the [technical report covering the 2022/23 academic year](#) for information about the 2022/23 SCP. The report is divided into the following sections:

- Section 1: Overview - includes an overview of the aims of the panel and what this document covers
- Section 2: Methodology Overview - summarises the timescales for each wave and the reasons for the method selected
- Section 3: Sampling - outlines the size and structure of the starting sample and a summary of the recruitment phase
- Section 4: Questionnaire - provides details of the questionnaire development and cognitive testing of the questionnaires
- Section 5: Fieldwork - details the process for inviting panel members to participate and subsequent communication processes with panel members
- Section 6: Response Rates - outlines how many people took part in each wave and the breakdown of responses by key respondent groups
- Section 7: Weighting - a summary of the weighting approach
- Section 8: Data Processing and Analysis - an outline of the process for processing and analysing data, including which key subgroups were looked at and how significant differences were tested
- Section 9: Appendices - communications sent to panel members and additional ad hoc analysis

Methodology overview

Overview of Phase 1 and Phase 2

The research was structured into 2 broad phases.

Phase 1: the December 2023 recruitment wave (December 2023 to January 2024) invited teachers and leaders across primary, secondary, and special schools, general further education colleges and sixth form colleges, and leaders of school sixth forms, to take part in a 15-minute online survey and join the SCV. School teachers and leaders were sampled from the School Workforce Census (SWFC) and contacted via the school address by letter and/or via the school email where the school was asked to forward the email on to the sampled individual. Letters and emails were marked for the attention of the named teachers and leaders who had been sampled and invited them to take part in an online survey (push-to-web approach). This was followed by reminder emails and reminder letters. A final reminder letter was sent to all participants at the start of the January 2024 academic term.

General further education colleges were sampled from the Get Information About Schools (GIAS) database. College leaders were invited to take part by email and letter and asked to distribute the survey to teachers within their college. Schools with a sixth form, identified from the SWFC, were sent an email inviting their head of sixth form to participate. More detail on the fieldwork approach can be found in the 'Fieldwork' section. All invite fieldwork materials can be found in Appendix C: Invitations to the SCV (recruitment) .

In Phase 1, fieldwork lasted 8 weeks between 5 December 2023 and 29 January 2024.

Phase 2: subsequent waves involved emailing panel members and inviting them to take part in regular short 5-minute surveys. At each wave, all school teachers and school leaders who had completed the recruitment survey were invited to take part. Results were weighted to be representative of the full panel.

Table 1 gives a breakdown of each wave of fieldwork completed, including the recruitment wave. The table outlines the number of responses achieved and the dates of the fieldwork period.

Table 1: School and College Voice (SCV) waves in 2023/24

Wave	Number of responses	Fieldwork period
Recruitment wave	3,614 school teachers; 1,790 school leaders; 159 college teachers; 205 college / sixth form leaders	5 December 2023 to 29 January 2024
Research wave 1	2,056 school teachers; 834 school leaders; 45 college teachers; 82 college / sixth form leaders	2 February to 12 February 2024
Research wave 2	1,796 school teachers; 701 school leaders; 46 college teachers; 52 college / sixth form leaders	28 February to 11 March 2024
Research wave 3	1,307 school teachers; 507 school leaders	19 March to 27 March 2024
Research wave 4	1,674 school teachers; 619 school leader	24 April to 20 May 2024
Replenishment wave	776 school teachers; 1,804 school leaders	24 April to 20 May 2024
Research wave 5	1,548 school teachers; 846 school leaders; 34 college teachers; 43 college / sixth form leaders	16 May to 24 May 2024

While teachers and leaders in colleges and sixth forms were included in the recruitment wave and research waves 1, 2 and 5, findings from these groups have not been included in the relevant reports and data tables. This is because of low response numbers, which means the findings for these groups are not methodologically robust so do not meet quality criteria for publication.

Sampling

Schools

Sampling frame

Extracts from the 2022/23 School Workforce Census (SWFC) database were shared with Verian. The extracts consisted of two datasets:

- contract dataset - includes characteristics about the teachers and leaders (e.g., gender, age, role, contract type)
- curriculum dataset – includes subjects and the year group teachers teach

Both datasets had GIAS information appended (e.g., school name, school address, number of pupils).

The sample was drawn from the contract dataset using the following approach:

1. ineligible schools excluded
2. duplicate records of teachers and leaders removed
3. variables used in explicit and implicit stratification cleaned
4. overall sample (original issue and the reserve sample) drawn
5. closed schools excluded, and original issue sample drawn

Excluding ineligible schools

The SWFC contract dataset supplied contained 521,690 records. A number of exclusions were applied to the file:

- School type - independent and non-maintained establishments were excluded.
- Open/closed status - the file was filtered to only include open establishments (dated to when the SWFC was conducted - November 2022).
- Individuals' role – the file was filtered to only include leaders and teaching staff.

Additional exclusions were then applied to remove the following:

- Nursery
- Academy Alternative Provision
- Centrally Employed/other

- Free schools – Alternative Provision
- LA Nursery School
- Pupil Referral Unit

Any records with an ineligible school type and/or ineligible school phase were deleted from the sample frame.

The contract dataset also included 30 institutions that were post-16 only and which therefore formed part of the college sample and not the school sample. Records for these institutions were also deleted.

After removing all ineligible schools, the contract dataset had 509,054 records remaining.

Deduplication

There were a number of reasons why a staff member could appear more than once within the SWFC contract data. For example, some individuals teach in multiple schools and have a record for each school or may have multiple roles within the same school.

De-duplication was an iterative process, which aimed to ensure each individual (based on the staff matching reference) only appeared once in the final sample frame.

At each iteration, a different combination of variables was used to identify duplicates. The full list of variables included in the de-duplication process were:

1. StaffMatchingReference (ID for individuals in SWFC)
2. CensusYear (year when the data was collated)
3. URN (ID for institutions in SWFC)
4. SchoolType (e.g., Community school, Academy converter, Foundation school)
5. SchoolPhase (e.g., Primary, Secondary, All-through)
6. Sector_SFR (same with SchoolType except for one category – this variable has the label “Centrally Employed/Other” for the missing category in SchoolType)
7. Gender
8. Age
9. QualificationDate (date of obtaining the Qualified Teacher Status)
10. QTStatus (whether or not an individual has Qualified Teacher Status)
11. ContractAgreementType (e.g., Fixed term, Permanent, Temporary)

12. Post (e.g., Deputy head, Classroom Teacher)

After de-duplication, 495,959 records remained. As such, 2.6% of the records were removed during de-duplication.

After this de-duplication, the list of schools that remained in the SWFC file was compared to a list of eligible schools sourced from GIAS (the former is repeated annually in November so slightly outdated, compared to the latter which is updated throughout the year). This led to the removal of 272 records associated with three additional ineligible institutions as they were either 16-plus, or City Technology Colleges.

In the end, the final SWFC dataset used as the sampling frame had a total of 495,687 records.

Defining teacher and leader type

Primary, secondary, special leaders and special teachers were defined based on the information available in the SWFC. Details are shown in Table 2 and Table 3.

Teachers in “All through” institutions were all allocated to “Secondary” for sampling, but teachers that joined the panel were re-classified to primary or secondary in the questionnaire based on their response to the survey question ‘In the current academic year, which year groups do you mainly teach?’. Teachers were defined as primary teachers if they taught only any of the following year groups: reception, year 1, year 2, year 3, year 4, year 5 or year 6. Teachers were defined as secondary teachers if they taught any of the following year groups: year 7, year 8, year 9, year 10, year 11, year 12 or year 13. If teachers taught both primary and secondary year groups they were defined as secondary teachers. This re-defined school phase variable is what was used in analysis of the survey findings.

Table 2: Defining teacher and leader based on information in the SWFC for sampling

Role - based on variable "Post" in SWFC	Role - recoded for explicit strata
Advisory Teacher	Teacher
Apprentice Teacher	Teacher
Assistant Head	Leader
Classroom Teacher	Teacher
Classroom Teacher, main pay range	Teacher
Classroom Teacher, upper pay range	Teacher
Deputy Head	Leader
Executive Head Teacher	Leader
Headteacher	Leader
Leading Practitioner	Teacher

Table 3: Defining school phase based on information in the SWFC for sampling

School phase - based on variable "SchoolPhase" in SWFC	School phase - recoded for explicit strata
All-through	Secondary
Middle deemed primary	Primary
Middle deemed secondary	Secondary
Not applicable	Special
Primary	Primary
Secondary	Secondary

Stratification

The school phase (Primary/Secondary/Special) was crossed with individuals' role (Teacher/Leader) to form the six explicit strata required to draw the sample:

1. Primary school leader
2. Primary school teacher
3. Secondary school leader
4. Secondary school teacher
5. Special school leader
6. Special school teacher

The supplied SWFC variables were recoded for implicit stratification into the following strata:

- **Region where the school is located** (East Midlands / East of England / London / North-east or missing / North-west / South-east / South-west / West Midlands / Yorkshire and The Humber)
- **Quintile of the total number of pupils in the school, based on GIAS** – calculated separately for primary, secondary and special schools (1st quintile (least number of pupils) / 2nd quintile / 3rd quintile or missing / 4th quintile / 5th quintile (highest number of pupils))
- **Age of individual** (<30 / 30-39 / 40-49 / 50+ or missing)
- **Gender of individual** (Female or missing / Male)¹
- **Date of obtaining teaching qualification** (Missing / 1996 or earlier / 1997 – 2003 / 2004 – 2010 / 2011 – 2017 / 2018 onwards)
- **Main subject the secondary teacher teaches** (Art / Business and Economics / Classical Studies and Languages / Construction and Engineering / Design and Technology / English / Geography / History / IT and Computer Science / Maths / Media and Communication / Modern Languages / Performing arts / Physical Education / PSHE, Careers and Life Skills / Religious Studies / Science / Social Sciences / Other Humanities / Other / Secondary teacher with missing curriculum data / Non secondary teacher)

¹ It is conventional where volumes of missing data in a variable is low, to combine the missing category into another category of the same variable. Where missing data forms a more substantial proportion of the data, it is given its own category.

Selecting the sample

Previous School and College Panel surveys applied a cap of 2 leaders and 5 teachers from each institution. This cap design was not applied to the School and College Voice sample for the following reasons:

1. **Sample size availability** – Using the capped approach, we found that too few special school teachers and leaders (who were out of scope in previous years) would be invited to join the panel.
2. **Precision of estimates** – The capped approach would require weighting to compensate for the varying sampling probabilities of staff within each school (e.g., staff members at larger schools would be given a lower sampling probability). The uncapped approach drew an equal probability sample, which offered more precise survey estimates for the teacher-level analysis – as there would be no design weighting required to compensate for unequal sampling probabilities.

To implement the uncapped approach, within each stratum, the sample frame was sorted by the following variables (in the order presented) prior to drawing the sample:

- Region where the school is located
- Quintile of the school pupil number
- Age of individual
- Gender of individual
- Date of obtaining teaching qualification
- Main subject (for secondary teachers only)

A systematic sample was then selected within each of the six strata as in Table 4.

Table 4: Number of sampled participants within each strata

Explicit strata	Population size	Number of sampled individuals (original issue and reserve sample)
Primary school leader	39,916	16,000
Primary school teacher	204,435	26,666
Secondary school leader	24,293	13,576
Secondary school teacher	203,334	26,666
Special school leader	4,009	4,009
Special school teacher	19,700	15,334
Total	495,687	102,251

Selecting the original issue sample

The staff matching reference number and URN of the 102,251 selected individuals was then shared with DfE. DfE then transferred the name of each sampled individual, as well as the up-to-date school establishment status. This revealed that the sampled records included 1,690 individuals from schools that had closed since the 2022 School Workforce Census.

After excluding individuals sampled at a school which had closed since the SWFC was last collected, the remaining sample was implicitly stratified as previously, and the original issue cases were selected using a systematic sampling approach within the six explicit strata.

Table 5 shows the number of individuals in each stratum excluded from the study (due to their school closing), the number allocated to original issue, and the number allocated to the reserve sample. A reserve sample was selected that was of a similar size and design to the original issue. This was selected to be used to replenish the panel during the academic year to maintain the panel size.

Table 5: Number of individuals in each stratum excluded from the panel

Explicit strata	Number of sampled individuals (incl. closed schools)	Number of sampled individuals (excl. closed schools)	Number of original issue	Number of reserve
Primary school leader	16,000	15,702	8,000	7,702
Primary school teacher	26,666	26,180	13,333	12,847
Secondary school leader	13,576	13,361	6,788	6,573
Secondary school teacher	26,666	26,219	13,333	12,886
Special school leader	4,009	3,960	3,475	485
Special school teacher	15,334	15,139	7,667	7,472
Total	102,251	100,561	52,596	47,965

School replenishment

A replenishment exercise was conducted in April 2024. Replenishment was designed to ensure that at the remaining waves of the 2023-24 study, Verian achieved as close to the target effective sample size as possible for each of the six reporting groups (primary leaders, primary teachers, secondary leaders, secondary teachers, special leaders and special teachers). The target effective sample was c.385 for each of the six groups, to generate estimates with 95% confidence intervals that are no more than $\pm 5\%$ pts.

Verian calculated the number of individuals to invite for the replenishment. This estimate was based on the effective sample sizes that could be achieved for each of the six groups at future survey waves, based on response from the recruited panel. The estimation took into account:

- the size and composition of the panel recruited during the initial survey invite,
- attrition observed at the January and February research waves,
- future likely attrition based on attrition observed in January and February research waves, and response patterns from previous panels,
- the impact of non-response weighting (based on design effects observed at the previous waves of the 2023-2024 panel)

After comparing these estimates to the target, the replenishment was designed to have two parts: drawing a sample from the reserve sample, and recontacting non-responding leaders from the original recruitment survey.

Drawing a fresh sample from the available reserve sample

Individuals from the six strata were randomly selected from the reserve sample. The number sampled from each group varied depending on the expected shortfall relative to the target, for that group. Based on the initial response analysis described above, the new recruitment was targeted predominantly at leaders (primary, secondary and special) and special school teachers. For the following strata, all individuals in the reserve sample were invited: primary leaders, secondary leaders and special leaders.

For primary teachers, secondary teachers and special teachers a sample was drawn from the available reserve cases. For consistency, the sampling strategy applied to the replenishment sample was largely the same as that used for the initial recruitment wave. This involved explicit stratification by the six reporting groups, and systematic sampling with the same variables used to sort the sample frame as for the original issue sample selection. The only difference when drawing the replenishment sample was that the school identifier (URN) was added to the list of variables used in the sorting. This was implemented to ensure that no more than 5 teachers in any single primary or secondary school were sampled from the reserve², which would limit the burden placed on each school.

Re-contacting non-responding leaders from the original recruitment survey.

To maximise leader sample sizes further, leaders who were invited to the initial recruitment wave but did not respond, were selected for the replenishment wave.

² For special schools, it is impossible to implement this limit – as the small number of special schools means that more than five teachers have to be selected from some schools.

The number of individuals who were invited in the replenishment wave is given in Table 6, which is split by the two parts described above.

Table 6: Number of individuals invited in the replenishment wave

Explicit strata	Selected from reserve sample	Re-contacted from original sample	Total
Primary leader	7,702	7,162	14,864
Primary teacher	2,000	0	2,000
Secondary leader	6,573	6,179	12,752
Secondary teacher	2,000	1*	2,001
Special leader	485	3,132	3,617
Special teacher	6,250	0	6,250
Total	25,010	16,474	41,484

* This individual did not respond during the initial recruitment but got in contact and requested to be invited again.

Allocation to contact mode

Verian designed a contact strategy to maximise response, whilst allowing sufficient teachers and leaders to be invited to join the panel and achieve the targets.

Emails and letters were used for the groups which needed the most replenishment – with the aim of maximising response with these groups as far as possible. Letters were sent to all reserve sample cases for secondary leaders, special leaders, and special teachers. For primary leaders, Verian randomly sampled 3,000 individuals to be sent a letter from the 7,702 reserve cases.

Groups that required less replenishment were invited by email only. These groups were primary and secondary teachers and for the sampled non-responding leaders to the original recruitment wave.

Once all individuals were allocated to one of the contact modes (letter and emails or emails only), school burden (measured by the number of emails that schools had to forward to their members of staff) was checked. For schools that had more than 10 emails to forward, the number of email invites was capped at 10 by re-allocating the contact mode for the excessive number of individuals in those schools to be letter only.

Table 7: Replenishment contact mode

Explicit strata	Letter and emails	Emails only	Letter only
Primary school leader	2,996	11,864	4
Primary school teacher	0	2,000	0
Secondary school leader	6,242	6,174	336
Secondary school teacher	0	2,001	0
Special school leader	252	3,124	241
Special school teacher	2,601	0	3,649

Table 8: Number of sampled participants within each strata invited to replenishment

Explicit strata	Issued sample size	Recruited to panel
Primary school leader – reserve sample	7,702	562
Primary school teacher – reserve sample	2,000	159
Secondary school leader – reserve sample	6,573	589
Secondary school teacher – reserve sample	2,000	145
Special school leader – reserve sample	485	32
Special school teacher – reserve sample	6,250	471
Primary school leader – recontact sample	7,156	227
Primary school teacher – recontact sample	2	0
Secondary school leader – recontact sample	6,175	204
Secondary school teacher – recontact sample	1	1
Special school leader – recontact sample	3,128	190
Special school teacher – recontact sample	0	0

Colleges and sixth forms

Target population

All further education (FE) colleges and sixth forms (both sixth form colleges and sixth forms within school) in England that teach students aged 16-19 years were in scope to join the panel. Get Information About Schools (GIAS) was used as the initial sample frame for colleges.

Sampling frame

The following filters were applied to the GIAS database to identify colleges eligible for the study:

- Establishments in England
- Currently open
- That meet either one of these two conditions:
 - “PhaseOfEducation (name)” = “16-plus”
 - “StatutoryLowAge” = 14 or 16
- Excluding “Special post-16” institutions, as these are not in scope for the College panel

This resulted in 303 GIAS records remaining:

- 224 FE colleges (that also all appear on the latest (updated June 2023) Association Of Colleges list of FE colleges). Note the AOC list has 226 Colleges, but two of these closed during the summer.
- 13 Sixth Form centres – all with a statutory low age of 16 & none of which appear in the SWFC data supplied for the school panel
- 66 institutions that are “16-plus” but that are not FE Colleges (a mixture of Academies, Free Schools and LA maintained) – all with a statutory low age of 16 or 14

GIAS only has one record for each FE College group rather than individual colleges. Desk research was used to identify the FE Colleges within each group and to include each of these as a separate record in the final sample frame. Following this, we had 359 colleges. All colleges were invited to participate.

Sixth Form leaders sample

To form the Sixth Form leaders sample, we identified schools with sixth forms in GIAS, that were not closed or otherwise ineligible, in order to recruit the head of that sixth form to the survey. For Sixth Form leaders, the GIAS “URN” field was used to identify schools that were part of the SWFC extract provided after ineligible establishments, who were excluded.

The URNs of the 1,996 schools with a sixth form were transferred to DfE so that the institution email address could be appended. In a small number of instances, DfE were not able to provide an email address and desk research was used to fill in the gaps.

College replenishment

To increase the number of college teachers on the panel, all colleges who were invited to join the panel in December / January were re-invited and encouraged to distribute the sign-up link to all their teacher staff. The invite was sent on 15 May 2024 via the Gov Notify service. These were only sent to General FE colleges and not to Sixth Form leaders. A reminder was planned but unable to go ahead due to pre-election period restrictions prior to the General Election on the 22 May 2024.

Questionnaire

For each survey wave, DfE gathered provisional questions from policy teams across the Department, reviewed submissions and sent provisional questionnaires (one questionnaire for teachers and one for leaders) to Verian. Verian and DfE then worked together to develop and refine the questions until they were ready for cognitive testing. Questions to be cognitively tested were decided jointly by DfE and Verian, depending on the complexity of the question and answer codes and whether the question was new for the particular wave.

Qualitative interviewing with teachers and leaders

Ahead of the recruitment wave, a round of qualitative interviews were conducted with teachers and leaders to test the proposed methodology was suitable and test the website and recruitment materials were engaging and would encourage response.

Verian conducted 27 telephone interviews with 15 teachers and 12 leaders lasting 30 minutes per respondent for each research wave (including recruitment). Interviews were conducted by members of the Verian research team. Leaders were given a £80 gift voucher to thank them for their time and teachers received £50.

Cognitive testing

Cognitive testing was undertaken to test areas of the questionnaire in more depth. The objectives of cognitively testing the questions were to understand whether questions were worded correctly, to be consistently and easily understood by the target audiences. Response lists were also tested to ensure these were appropriate and if there was anything that was missing.

A free find recruitment approach was used for cognitive testing the recruitment wave and research wave 1, where respondents were sourced from recruiter databases. Each research wave aimed to interview 12 leaders and 15 teachers. Subsequent research waves recruited panellists who had agreed to be contacted for additional research when they joined the panel.

Questionnaire checking

After cognitive testing, a report from Verian was delivered to DfE with recommended changes and the final questionnaire was signed-off by DfE. The length of the questionnaire was also reviewed to ensure it was no longer than 15 minutes for the recruitment wave and up to 7 minutes for each research wave. Once the questionnaire

was signed off, it was scripted into the web survey. This web survey was checked extensively by the Verian research team. Once initial checks were complete, “dummy” data was run through the online survey and downloaded as a raw data file. The routing of each question was then double checked using this data. Finally, after all amendments had been made, the survey was signed off by a senior researcher in the Verian team.

Fieldwork

December 2023 / January 2024 recruitment: Initial invites

Schools

Teachers and leaders in schools were invited to complete the initial recruitment survey to join School and College Voice, via a survey weblink using unique log-in details.

Schools were firstly sent a 'warm-up' email to explain that they would be receiving a number of emails to forward on to selected staff members. Across 5 December 2023 and 6 December 2023, Verian sent invitation emails and letters to school teachers and leaders. Schools where 7 or fewer staff were invited to join the panel received invitation emails to named teachers and leaders which were sent to a central school email address. Emails were sent in two batches to ensure schools did not receive too many emails at once. Invitation letters were sent to all teachers and leaders at schools with more than 7 selected staff. This was to minimise burden on schools in distributing invitation emails.

Both the invitation letter and email explained what being part of the panel would involve, why the research was important and that it was being carried out by Verian on behalf of Department for Education. They provided further information about how respondents were chosen, instructions on how to complete the recruitment survey (including log-in details) and the contact information for Verian. Invites for primary, secondary, special teachers and primary leaders explained that upon joining the panel, they could expect to be invited to further short surveys across the 23/24 academic year. Invites for secondary and special leaders were invited to join the panel for the next two academic years.

Colleges and sixth forms

For FE colleges and sixth form colleges, there was no central list of teachers and leaders. As such, invitation emails were sent to colleges directly. The invitation email invited the college principal to complete the leader survey and join the panel, and also to distribute a separate email to their teaching staff so they could join the panel too.

College leaders and teachers could also join the panel directly via the survey website, where an open link to the surveys were accessible.

Leaders of sixth forms within schools were invited via a central school email address and were flagged for the attention of the head of the sixth form. The school was asked to forward the email to the intended recipient.

December 2023 / January 2024 recruitment: Reminder invites

Schools

Reminder emails were sent flexibly to schools during fieldwork to encourage response. A reminder letter was sent to all teachers and leaders who had not completed the survey on 11 January 2024. The reminder letter and emails provided the same information as the invite letter and email and included instructions to complete the survey (including log-in details).

Colleges and sixth forms

Reminder emails were sent flexibly to colleges and sixth forms throughout fieldwork. The reminder email provided the same information as the invite email and included instructions to complete the survey.

April / May 2024 school replenishment: Initial invites

Teachers and leaders in schools were invited to complete the April survey wave to join School and College Voice, via a survey weblink using unique log-in details.

The approach was similar to the December / January recruitment, where schools were firstly sent a 'warm-up' email to explain that they would be receiving a number of emails to forward on to selected staff members. Invitation emails and letters were sent out across 26 April and 30 April 2024.

The invite approach varied depending on the sample type, as discussed in the Sampling chapter. The recontact sample (those who had been invited to join the panel during the December / January recruitment wave but had not joined) were sent invitation emails. Only a very small number were invited by letter, where the number of emails sent to the school exceeded more than 10.

Among the reserve sample a mixture of letters and emails were sent.

April / May 2024 school replenishment: Reminder invites

Similarly to the December / January recruitment, reminder emails were sent flexibly to schools during fieldwork to encourage response. The reminder emails provided the same information as the invite letter and email and included instructions to complete the survey (including log-in details).

Respondent website

Verian created a website for the SCV to host more information about the research. Respondents were directed to this website in all communications. Respondents could log in to access the recruitment survey via the website, as well as access information about the survey, frequently asked questions, the privacy policy and information about how to contact Verian.

The SCV website also hosts a short recruitment survey which is open all year round for college teachers and leaders to sign up to. Those who register their interest via this recruitment survey are then invited to the main research waves.

Helpdesk support

Verian set up a project email mailbox which was shared with panel members in the recruitment survey invite, reminder invite and all subsequent communications with panellists. A freephone number was also set up, with a recorded voicemail box for panel members to use which was monitored frequently. Mailbox activity was checked daily by a member of the team at Verian. All queries were dealt with in 1 to 2 working days.

Escalations

The Department for Education and Verian have an agreed process for escalating any concerning responses recorded in the panel surveys. A list of terms which could raise concern was agreed between DfE and Verian (including but not limited to 'suicide', 'abuse', 'depression' and 'eating disorder'). Subsequently at each wave, Verian review any open text responses recorded by respondents against this list of terms, as well as for responses which are concerning but do not explicitly use one of these terms. If any responses mention a term or are flagged as concerning, they are reviewed by the research team at Verian and flagged up to the Verian project manager and director for review. These checks are conducted daily during research waves and daily for the first ten working days of recruitment waves and at least once a week for the remainder of recruitment fieldwork. The frequency of checks was based on response patterns, as a high proportion of responses are completed in the first ten days of fieldwork.

In cases where a response has mentioned one of the agreed terms, but Verian does not identify evidence of direct harm or threat of harm to the respondent, Verian send an email with support links to the respondent. In cases where a response from teachers or leaders discloses safeguarding concerns or other evidence of direct harm or threat of harm to the respondent or others, then Verian escalate this case to DfE. DfE contact the respondent's school or college designated safeguarding lead to make them aware of the survey response.

In the rare occurrence a respondent presents an immediate threat to harm themselves or others, then Verian will contact the emergency services.

The survey communications with respondents and the privacy policy inform respondents that these steps could be taken by Verian and DfE. A page with links to support services is also presented to all respondents at the end of each survey.

Opt outs

Panellists were able to opt out of the research at any point by contacting Verian via the email mailbox or freephone number. The email address and freephone number is included in all survey invitations and reminders, as well as on the website.

Response rates

Table 9 and Table 11 shows the number of teachers and leaders who have taken part in the recruitment wave. Table 10 and Table 12 shows what response rate this equates to.

Quotas were not applied to ensure that everyone who was invited to take part in the research was able to.

Response rates for the December 2023 / January 2024 panel recruitment

The overall response from contacting 34,333 school teachers and 18,263 school leaders was 10%. The response rates by major subgroups for each subsequent research wave are shown in Table 10 and Table 12 below.

Response rates for recruitment are calculated based on all participants who were invited to join the panel. Response rates for research waves are calculated based on all those who joined the panel. Response rates are typically lower in the recruitment survey compared to subsequent research surveys, when invited participants have already expressed an interest in further surveys.

Table 9: Number of teachers who completed each wave

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
Recruitment	5 December 2023 to 29 January 2024	3,614	1,663	1,326	625	159
Research wave 1	2 February to 12 February 2024	2,056	940	743	373	45
Research wave 2	28 February to 11 March 2024	1,796	811	669	316	46

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
Research wave 3	19 March to 27 March 2024	1,307	573	482	252	N/A
Research wave 4	24 April to 20 May 2024	1,674	747	628	299	N/A
Replenishment wave	24 April to 20 May 2024	776	161	144	471	N/A
Research wave 5	16 May to 24 May 2024	1,548	633	547	368	34

Table 10: Percentage of teachers who completed each wave

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
Recruitment	5 December 2023 to 29 January 2024	11%	12%	10%	8%	N/A
Research wave 1	2 February to 12 February 2024	57%	57%	56%	60%	28%
Research wave 2	28 February to 11 March 2024	49%	49%	50%	50%	40%
Research wave 3	19 March to 27	38%	36%	38%	42%	N/A

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
	March 2024					
Research wave 4	24 April to 20 May 2024	48%	47%	49%	50%	N/A
Replenishment wave	April to 20 May 2024	8%	8%	7%	8%	N/A
Research wave 5	16 May to 24 May 2024	41%	38%	41%	48%	30%

Table 11: Number of leaders who completed each wave

Wave	Fieldwork period	All school leaders	Primary leaders	Secondary leaders	Special school leaders	College / sixth form leaders
Recruitment	5 December 2023 to 29 January 2024	1,790	838	609	343	205
Research wave 1	2 February to 12 February 2024	834	387	300	147	82
Research wave 2	28 February to 11 March 2024	701	319	243	139	52
Research wave 3	19 March to 27 March 2024	507	228	187	92	N/A
Research wave 4	24 April to 20 May 2024	619	297	216	106	N/A

Wave	Fieldwork period	All school leaders	Primary leaders	Secondary leaders	Special school leaders	College / sixth form leaders
Replenishment wave	April to 20 May 2024	1,804	789	793	222	N/A
Research wave 5	16 May to 24 May 2024	846	399	322	125	43

Table 12: Percentage of leaders who completed each wave

Wave	Fieldwork period	All school leaders	Primary leaders	Secondary leaders	Special school leaders	College / sixth form leaders
Recruitment	5 December 2023 to 29 January 2024	10%	10%	9%	10%	N/A
Research wave 1	2 February to 12 February 2024	47%	47%	50%	44%	47%
Research wave 2	28 February to 11 March 2024	39%	38%	40%	40%	40%
Research wave 3	19 March to 27 March 2024	30%	29%	32%	29%	N/A
Research wave 4	24 April to 20 May 2024	36%	38%	37%	33%	N/A
Replenishment wave	24 April to 20 May 2024	6%	5%	6%	6%	N/A

Wave	Fieldwork period	All school leaders	Primary leaders	Secondary leaders	Special school leaders	College / sixth form leaders
Research wave 5	16 May to 24 May 2024	33%	34%	33%	29%	27%

Demographic profile of recruited respondents

5,404 school teachers and leaders joined the SCV panel during the December / January recruitment. The profile of school teachers and leaders is shown in Table 1313 and Table 1414.

Due to the way that school phase was defined within the survey, there is a small proportion of secondary teachers who also teach primary year groups (reception to year 6). Teachers were defined as primary teachers within the survey if they taught only reception, year 1, year 2, year 3, year 4, year 5 or year 6. Teachers were defined as secondary teachers if they taught any of the following year groups: year 7, year 8, year 9, year 10, year 11, year 12 or year 13. If teachers taught both primary and secondary year groups they were defined as secondary teachers.

Table 13: Profile of school teachers surveyed

Profile characteristic	All teachers	Primary school teachers	Secondary school teachers	Special school teachers
Base	3,614	1,663	1,326	625
Teacher of Reception	418	346	1	71
Teacher of year 1	449	346	2	101
Teacher of year 2	437	336	2	99
Teacher of year 3	459	337	5	117
Teacher of year 4	483	354	6	123
Teacher of year 5	503	359	10	134
Teacher of year 6	537	375	18	144
Teacher of year 7	1,313	0	1,046	267
Teacher of year 8	1,347	0	1,069	278
Teacher of year 9	1,396	0	1,125	271
Teacher of year 10	1,450	0	1,119	251
Teacher of year 11	1,430	0	1,181	249
Teacher of year 12	808	0	678	130
Teacher of year 13	750	0	631	119
Academy	1,854	646	976	232
Non-academy	1,760	1,017	350	393
MAT	1,549	594	731	224
Non-MAT	2,065	1,069	595	401
Region: East Midlands	311	151	114	46
Region: East of England	493	211	206	76
Region: London	482	233	173	76
Region: North-east	160	59	58	43
Region: North-west	467	224	158	85
Region: South-east	641	298	230	113
Region: South-west	343	148	138	57
Region: West Midlands	389	170	131	88
Region: Yorkshire and the Humber	328	169	118	41

Base: All school teachers (3,614).

Source: SWFC / SCV 2023 recruitment teacher survey. [For [SUBJECT] / In the current academic year], which year groups do you mainly teach?

Table 14: Profile of school leaders surveyed, year group and eligibility status

Profile characteristic	All leaders	Primary school leaders	Secondary school leaders	Special school leaders
Base	1790	838	609	343
Academy	859	272	465	122
Non-academy	931	566	144	221
MAT	703	244	336	123
Non-MAT	1,087	594	273	220
Region: East Midlands	145	72	40	33
Region: East of England	228	99	90	39
Region: London	228	97	86	45
Region: North-east	84	34	23	27
Region: North-west	257	143	67	47
Region: South-east	323	147	113	63
Region: South-west	168	68	62	38
Region: West Midlands	187	88	70	29
Region: Yorkshire and the Humber	170	90	58	22

Base: All school leaders (1,790). Source: SWFC

Weighting

For SCV, weighting was not applied to college and sixth form teachers and leaders data.

Weighting was applied to the school teachers and leaders data, which is set out in this section.

December 2023 / January 2024 panel recruitment and the replenishment wave

The weighting approaches for both teachers and leaders are different to the weighting approach used in the 2021 to 2023 School and College Panel. For school teachers, the weighting followed a two-stage process – design weighting, followed by raking.

For school leaders, both individual and school level weighting schemes were trialled, to assess the most effective weighting approach for this group. After review, the individual-level weighting approach was used, as survey estimates were more precise compared with school-level weighting. The individual-level weighting design for leaders followed a two-stage process – design weighting, followed by raking.

Design weighting was used to compensate for the disproportionate sample design. For both school teachers and school leaders there were three explicit strata and the sampling probabilities varied between each:

- Primary
- Secondary
- Special

The design weight for each responding case was calculated by inverting the sampling probability.

The second stage consisted of **raking** the interview sample to ensure that the sample profile matched the population profile at the margins across a range of variables. The design weight was input as the base weight for the raking.

The weighting targets were based on population counts from the SWFC database used to draw the survey sample. The weighting included the following variables (for detail on how these were defined see the Stratification section):

- Region where the school is located
- Quintile of the school pupil number (banded within stratum)

- Age of individual (banded)
- Gender of individual
- Date of obtaining teacher status qualification (banded)
- Ofsted rating
- School type

Quintiles of school pupil numbers were banded as follows:

Quintile 1 = <858 Secondary, <100 Special, <205 Primary

Quintile 2 = Secondary 858 -1071, Special 100 – 138, Primary 205 – 292

Quintile 3 = Secondary 1072 – 1287, Special 139 – 178, Primary 293 – 402

Quintile 4 = Secondary 1288 – 1534, Special 179 – 240, Primary 403 – 469

Quintile 5 = Secondary 1535+, Special 241+, Primary 470+

The weighting targets were specified separately for primary, secondary and special teachers and leaders. This ensures that the sample for each group is representative of their respective populations.

Weighting panel surveys waves after recruitment

For each survey wave after the initial recruitment survey, an additional stage of weighting was required to ensure that the responding sample at each wave was representative of the population. This stage of weighting compensated for systematic differences in attrition/response rates between subgroups of the recruited panel.

After each ongoing panel survey, six logistic regression models were developed, each of which was based on the data corresponding to one of the six explicit strata (i.e. Primary/Secondary/Special by Leader/Teacher). Developing models separately for the strata ensured that (1) within each stratum the sample distribution would closely follow the population profile with respect to the variables used in the model, and (2) the strata are in right balance relative to one another.

The variables used in the weighting of the recruitment wave were also used as predictors in the logistic regression models used to estimate the response probabilities at subsequent waves:

- Region where the school is located
- Quintile of the school pupil number (banded within stratum)
- Age of individual (banded)

- Gender of individual
- Date of obtaining teacher status qualification (banded)
- Ofsted rating
- School type

The estimated panel surveys response probabilities were inverted to generate attrition weights. The final weight was then calculated by multiplying the attrition weights with the recruitment survey weights. This final step ensured that the weighting compensated for the initial disproportionate sample design and systematic non-response at the recruitment survey.

As part of the quality checks, the weights at each wave were applied to the panellists at that wave, and then the weighted sample profile was compared to the population with regards to the weighting variables. This comparison was conducted for six strata separately. These checks confirmed that the weighting broadly corrected for imbalances in the weighting variables.

Weighting for SCV replenishment

After replenishment, a new base weight was generated for all individuals recruited to the panel (either at wave 1 or during the replenishment). This involved design weighting to compensate for the variation in sampling probabilities between the six groups. Raking was also used to ensure the sample profile (overall and within each of the six groups) matched the population profile at the margins. This weighting process was exactly the same as that used for the initial recruitment described above.

This base weight was then used to generate the weights for March and April research waves. As for earlier waves, regressions were used to model attrition and to adjust the base weight to compensate for observable bias.

The set up of the attrition models for leaders and teachers were largely the same. The only difference between them was the coding for one variable – the date of obtaining teacher status qualification. While teachers have five categories in this variable (1996 or earlier or Missing / 1997 – 2003 / 2004 – 2010 / 2011 – 2017 / 2018 onwards), leaders have four categories (1996 or earlier or Missing / 1997 – 2003 / 2004 – 2010 / 2011 onwards) due to a very small number of leaders gaining their qualification after 2018.

Design effects and effective sample size

The overall design effect for teacher level analysis at the recruitment survey taking into account the weighting has been estimated as 1.16. The design effect is estimated as 1.03 for primary teacher analysis, 1.03 for secondary teacher analysis, and 1.08 for special teacher analysis. Design effects for subsequent research waves are shown in Table 1515.

The design effects were calculated as $(1 + \text{cov}(W)^2)$ – where $\text{cov}(W)$ is the coefficient of variation of the weights.

Table 15: Design effects for all school teacher surveys

Phase	Base (unweighted)	Design effect
Recruitment – overall teachers	3,614	1.16
Recruitment – primary teachers	1,663	1.03
Recruitment – secondary teachers	1,326	1.03
Recruitment – special teachers	625	1.08
Research wave 1 – overall teachers	2,056	1.22
Research wave 1 – primary teachers	940	1.08
Research wave 1 – secondary teachers	743	1.07
Research wave 1 – special teachers	373	1.15
Research wave 2 – overall teachers	1,796	1.22
Research wave 2 – primary teachers	811	1.07
Research wave 2 – secondary teachers	669	1.09
Research wave 2 – special teachers	316	1.24
Research wave 3 – overall teachers	1,307	1.28
Research wave 3 – primary teachers	573	1.10
Research wave 3 – secondary teacher	482	1.12
Research wave 3 – special teachers	252	1.38
Research wave 4 (including replenishment) – overall teachers	2,450	1.44
Research wave 4 (including replenishment) – primary teachers	908	1.06
Research wave 4 (including replenishment) – secondary teachers	772	1.08
Research wave 4 (including replenishment) – special teachers	770	1.14

Phase	Base (unweighted)	Design effect
Research wave 5 – overall teachers	1,548	1.35
Research wave 5 – primary teachers	632	1.10
Research wave 5 – secondary teachers	548	1.13
Research wave 5 – special teachers	368	1.31

The overall design effect for leader level analysis at the recruitment survey taking into account the weighting has been estimated as 1.21. The design effect is estimated as 1.07 for primary leader analysis, 1.10 for secondary leader analysis, and 1.12 for special leader analysis. Design effects for subsequent research waves are shown in Table 1616.

Table 16: Design effects for all school leader surveys

Phase	Base (unweighted)	Design effect
Recruitment – overall leaders	1,790	1.21
Recruitment – primary leaders	838	1.07
Recruitment – secondary leaders	609	1.10
Recruitment – special leaders	343	1.12
Research wave 1 – overall leaders	834	1.29
Research wave 1 – primary leaders	387	1.10
Research wave 1 – secondary leaders	300	1.29
Research wave 1 – special leaders	147	1.31
Research wave 2 – overall leaders	701	1.33
Research wave 2 – primary leaders	319	1.14
Research wave 2 – secondary leaders	243	1.22
Research wave 2 – special leaders	139	1.39
Research wave 3 – overall leaders	507	1.33
Research wave 3 – primary leaders	228	1.13
Research wave 3 – secondary leaders	187	1.27
Research wave 3 – special leaders	92	1.55
Research wave 4 (including replenishment) – overall leaders	2,423	1.17
Research wave 4 (including replenishment) – primary leaders	1,086	1.06
Research wave 4 (including replenishment) – secondary leaders	1,009	1.07
Research wave 4 (including replenishment) – special leaders	328	1.13
Research wave 5 – overall leaders	846	1.24

Phase	Base (unweighted)	Design effect
Research wave 5 – primary leaders	399	1.11
Research wave 5 – secondary leaders	322	1.19
Research wave 5 – special leaders	125	1.31

Data processing and analysis

Verian produced a data processing specification for how the raw survey data should be processed into an individual (row-level) response dataset and aggregated summary tables. Open questions were coded to a coding specification also created by Verian.

The table specification contained a list of cross-breaks corresponding to key sub-groups of interest, such as 'School Phase'. These cross-breaks were agreed in discussion with DfE. The specification also detailed the base that should be used to analyse each question.

The data tables contained both weighted and unweighted totals, and displayed percentages corresponding to weighted responses for question codes. The aggregated summary tables are published along with reports.

For reporting purposes, the weighted totals for all respondents were presented. Respondents were also split by phase, except in instances where presenting by phase would result in a small base size. Aside from phase, no sub-group analyses were presented in the reports for most topics.

Where indicative findings were reported from a small base size, this was flagged in the reports, and these findings should be treated with caution.

Data checking

The Verian research team checked all data outputs for the research. For the individual response dataset, each variable was checked against a raw dataset download and the individual response dataset specification. Amendments were recorded in the specification, marked as completed by data processors, then marked as checked by the research team. These included checking that:

- all variables were present and in the correct order
- for each variable, the number and percentage giving each response matched the raw individual response dataset
- derived variables were correctly calculated
- base sizes were as specified
- question wording matched the table titles
- recoding of numeric questions were correct where banded amounts were shown
- all variables contained the correct number of respondents

- panellists had not 'flat-lined' through the survey by consistently selecting 'don't know' or 'prefer not to say' answer codes

Researchers also carried out the same checking process for the aggregated summary tables. The tables were compared to raw files with any amendments logged in the specification form. Cross-breaks were checked for correct bases and sense-checked against the variable they were derived from. Summary tables containing multiple variables were also checked to ensure they matched against the variables they derived from, while all numeric questions, re-coded or back-coded questions were also fully checked. Table titles and fieldwork dates were checked to ensure they matched the specification.

Verbatim coding was carried out by an experienced coding team, separately to the main data checks described above. This included checking that responses were appropriate for the question, whether question codes matched-up between different audiences and that the answers given had been assigned the correct code. At least 10% of each new code-frame was checked by the Verian research team mid-way through fieldwork when there was a substantial number of responses, and again at the end of fieldwork. Coding was added once all other data edits had been made. Frequencies of coded variables were then checked against the final agreed code-frame.

Verian carried out additional checks once both the aggregated summary tables and individual response datasets were finalised. These checks focused on base sizes and cross-break checking, but also included spot checks of all data tables and back-coding. A senior team member then carried out final spot checks on the tables.

Margins of error

The data tables include 'Confidence Intervals' to account for the fact that the survey is based on a subset of the population. A 95% Confidence Interval is a margin of error around an estimate, which gives a range of values within which you can be 95% confident that the true mean will lie. For instance, if 1,000 people are interviewed, and 500 (50%) of them say that they agree with a statement, then you can be 95% confident that true proportion of people who agree with the statement is between 50% +/- 3% (47%, 53%).

The analysis of Confidence Intervals within SCV uses the Complex Samples Module within the analytical software package, Statistical Product and Service Solutions (SPSS) to correct for these effects.

Accompanying data tables

A set of aggregated summary tables for each research wave have been published alongside these reports. They include data for teachers and leaders for each recruitment and research wave. They include confidence intervals, total responses and responses by key subgroups for each data set. For further guidance on how to interpret these tables, please see the covering pages of the data tables.

Appendices

Appendix A: Target population size

The weighting targets used for each group are provided in the tables below:

Table 17: Population profile of school teachers

Population characteristic	Primary Teacher	Secondary Teacher	Special Teacher
Region: East Midlands	4.2%	4.1%	0.4%
Region: East of England	5.5%	5.5%	0.5%
Region: London	7.3%	7.6%	0.7%
Region: North-east / Missing	2.2%	2.1%	0.3%
Region: North-west	6.4%	6.1%	0.6%
Region: South-east	7.9%	7.8%	0.8%
Region: South-west	4.6%	4.6%	0.4%
Region: West Midlands	5.1%	5.2%	0.5%
Region: Yorkshire and The Humber	4.7%	4.5%	0.4%
Number of pupils: 1st quintile (least number of pupils)	8.7%	9.2%	0.9%
Number of pupils: 2nd quintile	9.2%	9.3%	0.9%
Number of pupils: 3rd quintile / Missing	10.3%	9.9%	1.0%
Number of pupils: 4th quintile	9.8%	9.6%	0.9%
Number of pupils: 5th quintile (highest number of pupils)	9.9%	9.6%	0.9%
Age: <30	11.6%	10.5%	0.8%
Age: 30-39	17.1%	15.7%	1.6%
Age: 40-49	11.6%	12.4%	1.2%
Age: 50+ / Missing	7.5%	8.9%	1.0%
Gender: Female / Missing	41.8%	31.4%	3.6%
Gender: Male	6.0%	16.1%	1.0%
Obtained QTS**: 1996 or earlier / Missing	5.6%	7.0%	1.1%
Obtained QTS: 1997 – 2003	5.7%	5.9%	0.5%
Obtained QTS: 2004 – 2010	9.3%	10.4%	0.8%
Obtained QTS: 2011 – 2017	15.2%	11.9%	1.1%
Obtained QTS: 2018 onwards	12.1%	12.4%	1.0%
Ofsted rating: Good	32.1%	27.4%	2.1%
Ofsted rating: Missing	6.5%	6.7%	0.6%
Ofsted rating: Outstanding	6.2%	7.9%	1.6%
Ofsted rating: Requires improvement / Serious Weaknesses / Special Measures	3.1%	5.5%	0.2%
Academy school	18.7%	35.6%	1.7%
Community school	18.1%	4.5%	2.2%
Foundation school	1.7%	2.3%	0.5%

Population characteristic	Primary Teacher	Secondary Teacher	Special Teacher
Free School	0.6%	2.1%	0.2%
Voluntary school	8.7%	3.1%	0.0%

*Quintiles calculated at individual teacher / leader level within stratum

** QTS: Qualified Teacher Status

Table 18: Population profile of school leaders

Population characteristic	Primary Leader	Secondary Leader	Special Leader
Region: East Midlands	5.1%	2.8%	0.5%
Region: East of England	6.3%	4.0%	0.5%
Region: London	8.7%	6.1%	1.0%
Region: North-east / Missing	2.9%	1.6%	0.4%
Region: North-west	8.8%	4.6%	0.9%
Region: South-east	8.6%	5.3%	1.0%
Region: South-west	5.2%	3.3%	0.5%
Region: West Midlands	6.7%	4.3%	0.6%
Region: Yorkshire and The Humber	6.3%	3.5%	0.5%
Number of pupils: 1st quintile* (least number of pupils)	13.3%	8.6%	1.4%
Number of pupils: 2nd quintile*	12.9%	7.3%	1.2%
Number of pupils: 3rd quintile* / Missing	11.6%	7.2%	1.2%
Number of pupils: 4th quintile*	10.6%	6.5%	1.1%
Number of pupils: 5th quintile* (highest number of pupils)	10.2%	6.0%	0.9%
Age: <30	1.0%	0.5%	0.1%
Age: 30-39	16.1%	10.5%	1.5%
Age: 40-49	23.8%	15.8%	2.4%
Age: 50+ / Missing	17.7%	8.8%	1.9%
Gender: Female / Missing	45.9%	18.9%	4.1%
Gender: Male	12.6%	16.7%	1.7%
Obtained QTS**: 1996 or earlier / Missing	14.1%	7.8%	1.7%
Obtained QTS**: 1997 – 2003	16.6%	9.9%	1.4%
Obtained QTS**: 2004 – 2010	18.2%	12.2%	1.8%
Obtained QTS**: 2011 onwards	9.5%	5.8%	1.1%
Ofsted rating			
Ofsted rating: Good	38.9%	20.6%	2.7%
Ofsted rating: Missing	8.1%	5.2%	0.8%
Ofsted rating: Outstanding	7.7%	5.4%	2.1%
Ofsted rating: Requires improvement / Serious Weaknesses / Special Measures	3.8%	4.4%	0.3%
Academy school	22.9%	26.4%	2.1%
Community school	21.5%	3.2%	2.9%

Population characteristic	Primary Leader	Secondary Leader	Special Leader
Foundation school	1.9%	1.8%	0.5%
Free School	0.9%	1.9%	0.4%
Voluntary school	11.4%	2.3%	0.0%

*Quintiles calculated at individual teacher / leader level within stratum

** QTS: Qualified Teacher Status

Appendix B: Variables used for analysis

School phase – All leaders and special teachers were analysed based on their phase (primary, secondary, special) based on data from the SWFC (variable 'SchoolPhase'). Leaders from 'all-through' schools were analysed as secondary leaders. Primary and secondary teachers were defined as primary or secondary teachers based on their response to the survey question 'In the current academic year, which year groups do you mainly teach?'. For more information, see the

While teachers and leaders in colleges and sixth forms were included in the recruitment wave and research waves 1, 2 and 5, findings from these groups have not been included in the relevant reports and data tables. This is because of low response numbers, which means the findings for these groups are not methodologically robust so do not meet quality criteria for publication.

Sampling section.

Age – Data from the SWFC based on the following variable:

- Age

Ethnicity - Data from the SWFC based on the following variable:

- Ethnicity_Major

Gender - based on the survey question 'Demogs_gender':

- Which of the following best describes your gender?

Disability status – based on the survey questions 'Demogs_ifdisability' and 'Demogs_disabilitylimit'. Respondents were coded as 'yes' if they said they had a condition or illness that did reduce their ability to carry out day-to-day activities.

- Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?
- Does your condition or illness / do any of your conditions or illnesses reduce your ability to carry out day-to-day activities?

Urban / rural – Data from the SWFC based on the school address.

Academy status – Data from the SWFC based on the following variable. Schools were analysed as an academy if this variable was coded as 'Academies'.

- EstablishmentTypeGroup

MAT status - Data from the SWFC based on the following variable. Schools that were coded as 'supported by a multi-academy trust' were analysed as having a MAT status. All other schools were analysed as not having a MAT status.

- TrustSchoolFlag

FSM / FME quintile – Derived from data in GIAS from November 2023 based on the following variable. Quintiles were created to reflect the distribution of schools, so that 20% of schools fell into each quintile. Quintiles for primary, secondary and special schools were derived separately. Teachers and leaders were allocated to the quintile of their school.

- PercentageFSM

Appendix C: Invitations to the SCV (recruitment)

Email to school administrator



Email subject: School and College Voice – a new research panel for the Department for Education

Ref: {School_ID}

Dear Sir / Madam,

We are writing to ask staff within your school to be part of School and College Voice. School and College Voice is a new research panel which the Department for Education are creating. The panel will include teachers and leaders from schools and colleges across England.

The Department for Education have commissioned Verian (formerly Kantar Public) to run the panel. Verian is an independent research organisation.

Participation in the panel is an opportunity for teachers and leaders to share their views and experiences with the Department for Education on key issues impacting schools. [SPECIAL SCHOOLS: This is a chance for staff at special schools in England to share their experiences and views with the Department for Education.]

Over the next few days, we will be sending email invitations to this email address to invite the selected [teachers/leaders/teachers and leaders] to join the panel. Each will be marked FAO the selected individual's name.

We would be very grateful if you could forward these emails on to the named individuals. We appreciate the effort and time placed on you. If you prefer, Verian can send the emails to the selected members of staff. To do this, we ask you to email [redacted] to let us know and confirm the email addresses to send the emails to.

[IF HAVE SIXTH FORM: We will also send you another email to forward on to the Head of Sixth Form.]

If you have any questions about the research, please email [redacted] or call us on [redacted] between 9am and 5pm on Monday to Friday. More details about the research and your privacy can be found on the School and College Voice website: [redacted]

We very much appreciate your time and support of this research, which will be of great value to the Department for Education.

Yours sincerely,

Michele Weatherburn, Chief Social Researcher
Department for Education

Invite to school leaders

Email



Email subject: FAO [firstname] [lastname]: Join School and College Voice

Ref. {Indiv_ID}

Dear {NAME},

Join School and College Voice: the Department for Education wants to understand your experiences

We are inviting you to join the **new** School and College Voice, a research panel comprising of leaders and teachers from schools and colleges across England.

The Department for Education (DfE) would appreciate your involvement in the panel. We need leaders of [PHASE] schools in [AREA] like you to take part so we can ensure that the survey is representative of all schools and school leaders. Participation in the panel is an opportunity to share your views and experiences with DfE on key issues impacting schools. The results of the surveys will help to inform DfE policies.

School leaders who join the panel will be invited by email to complete short surveys across the next [two academic years / academic year].

The Department for Education have commissioned Verian (formerly Kantar Public) to run these panels. Verian is an independent research organisation.

The surveys are quick and easy to fill out.

- The initial registration survey will take around 10 minutes to complete.
- Shorter surveys will take place around once a month taking around 5 minutes to complete.
- Panel members do not need to complete every survey – if you aren't able to complete every survey that's okay.

The initial registration survey covers a range of topics including pupil behaviour and access to SEND support.

Please click on the button below to complete the registration survey.

[START SURVEY BUTTON]

Your survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR). The survey will cover some sensitive and personal topics such as mental health, but you don't have to answer any questions you don't want to. Your answers will not be shared with anyone from your college, unless you raise a safeguarding concern. Completion of this survey is voluntary.

If you have any questions about the research, please email [redacted] or call us [redacted] between 9am and 5pm on Monday to Friday. More details about the research and your privacy can be found on the School and College Voice website: [redacted]

I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn, Chief Social Researcher

Department for Education

Frequently asked questions:

Why have I been selected to take part?

You have been invited to take part in this important research as you are a senior leader in a school in England. Your details were randomly selected from the School Workforce Census. This database is maintained by the Department for Education. Verian have been given permission to use the contact details for research.

I have taken part in a panel like this before, can I take part again?

Yes, we are happy for you to take part in the panel regardless of whether you have taken part in a survey like this before. You may have been part of a former panel run by DfE – the School and College Panel (SCP). This has now ended and is proceeded by the School and College Voice. We would very much like you to join the **new** SCV panel. The results from last year's surveys can be found at <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

What will happen to the results of the surveys?

The results of the surveys will be used by DfE to inform future policies. Your answers will be grouped with all the answers from thousands of other leaders who take part in the research. The results will be written up in published reports in which it will be impossible to identify you or your school from your individual answers. Quotes from individual written survey responses may be published, however these will be fully anonymous, with any personal identifiers removed. For more information on your privacy, please visit [redacted]. To see last year's results, please visit <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

What policies did the School and College Panel inform?

DfE previously commissioned the School and College Panel to collect views of teachers and leaders in schools and colleges. The results of the research had impact on policy design.

"Last year panel members of the School and College Survey helped the Department for Education build a baseline understanding of the level of awareness and uptake of technologies like chatGPT in a representative way across the education system."

- Head of Emerging Technology

"Last year, the data provided by the School and College survey made a substantial contribution to the Department for Education's business case to fund the new Wraparound Childcare Programme. The Chancellor even referenced findings from the survey in his Budget speech in the House of Commons"

- Head of Wraparound Childcare Unit

How are the DfE researchers working to reduce burden on schools?

We are mindful of the pressures schools are experiencing and in line with DfE's commitment to reduce the burden on schools the research panel will only cover essential information that will be used to inform policy decisions.

Who is conducting the survey?

The Department for Education (DfE) has commissioned Verian (formerly Kantar Public) to carry out this survey on their behalf. Verian is an independent research organisation and is a full member of the Market Research Society with a strong track record of conducting high quality research.

www.veriangroup.com

For more information, the full list of FAQs and the privacy policy, please visit the website at [redacted]



Department
for Education



FAO: {First name} {Last name}

{Address Line 1}

{Address Line 2}

{Address Line 3}

{Postcode}

{Date letter sent}

Ref: {RESP SERIAL NUMBER}

Dear {First name},

Join School and College Voice: the Department for Education wants to understand your experiences

We are inviting you to join the **new** School and College Voice, a research panel comprising of leaders and teachers from schools and colleges across England.

The Department for Education (DfE) would appreciate your involvement in the panel. We need [PHASE] leaders in [AREA] like you to take part so we can ensure that the survey is representative of all leaders. Participating is an opportunity to share your views and experiences on key issues impacting schools. The results of the surveys will help to inform DfE policies.

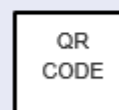
Leaders who join the panel will be invited by email to complete short surveys across the next [two academic years / academic year]. The initial registration survey covers a range of topics including pupil behaviour and access to SEND support.

The surveys are quick and easy to fill out.

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- Shorter surveys will take place around once a month, taking around 5 minutes to complete.
- Panel members do not need to complete every survey

How to take part

- ① Go to [Redacted] or scan the QR code on a smartphone
- ② Enter your username: [username]
- ③ Enter your passcode [passcode]



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Your survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Your answers will not be shared with anyone from your school, unless something you disclose indicates a safeguarding concern. Completion of this survey is voluntary.

I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn, Chief Social Researcher, Department for Education

Why have I been selected to take part?

You have been invited to take part in this research as you are a senior leader in a school in England. Your details were randomly selected from the School Workforce Census. This database is maintained by the DfE. Verian have been given permission to use the contact details for research.

I have taken part in a panel like this before, can I take part again?

Yes, we would appreciate if you take part in the panel regardless of whether you have taken part in a survey like this before. You may have been part of a former panel run by DfE, the School and College Panel. This has now ended and is proceeded by the School and College Voice.

Will my responses be confidential?

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What will happen to the results of the surveys?

The results of the surveys will be used by DfE to inform future policies. Your answers will be grouped with those from thousands of other school teachers who take part in the research. The results will be written up in published reports in which it will be impossible to identify you or your school. Quotes from individual written survey responses may be published, however these will be fully anonymous, with any personal identifiers removed. For more information on your privacy, please visit www.scvoice.co.uk/surveyprivacypolicy.html

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For more information, please visit the website FAQs at [Redacted]

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [Redacted]

☎ Telephone (between 9am and 5pm on Monday to Friday): [Redacted]

Invite to school teachers

Email



Email subject: FAO [firstname] [lastname]: Join School and College Voice

Ref: {Indiv_ID}

Dear {NAME},

Join School and College Voice: the Department for Education wants to understand your experiences

We are inviting you to join the **new** School and College Voice, a panel made up of teachers and leaders from schools and colleges across England.

The Department for Education (DfE) would appreciate your involvement in the panel. We need [PHASE] teachers in [AREA] like you to take part so we can ensure that the survey is representative of all school teachers. Participation in the panel is an opportunity to share your views and experiences with DfE on key issues impacting schools. The results of the surveys will help to inform DfE policies.

Teachers who join the panel will be invited by email to complete short surveys across the 2023/24 academic year.

The Department for Education have commissioned Verian (formerly Kantar Public) to run these panels. Verian is an independent research organisation.

The surveys are quick and easy to fill out.

- The initial registration survey will take around 10 minutes to complete.
- The shorter surveys will then take place around once a month and take around 5 minutes to complete.
- Panel members do not need to complete every survey – if you aren't able to complete every survey that's okay.

The initial registration survey covers a range of topics, including pupil behaviour and access to SEND support.

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[START SURVEY BUTTON]

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If you have any questions about the research, please email [redacted] or call us on [redacted] between 9am and 5pm on Monday to Friday. More details about the research and your privacy can be found on the School and College Voice website: [redacted].

I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn

Chief Social Researcher

Department for Education

Frequently asked questions:

Why have I been selected to take part?

You have been invited to take part in this important research as you currently teach in a school in England. Your details were randomly selected from the School Workforce Census. This database is maintained by the Department for Education. Verian have been given permission to use the contact details for research.

I have taken part in a panel like this before, can I take part again?

Yes, we would be very appreciative if you take part in the panel regardless of whether you have taken part in a survey like this before. You may have been part of a former panel run by DfE – the School and College Panel (SCP). This has now ended and is proceeded by the School and College Voice (SCV). We would very much like you to join the **new** SCV panel. The results from last year's surveys can be found at

<https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

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Letter



Department
for Education

verian

FAO: {First name} {Last name}

{Address Line 1}

{Address Line 2}

{Address Line 3}

{Postcode}

{Date letter sent}

Ref: {RESP SERIAL NUMBER}

Dear [First name],

Join School and College Voice: the Department for Education wants to understand your experiences

We are inviting you to join the **new** School and College Voice, a panel made up of teachers and leaders from schools and colleges across England.

The Department for Education (DfE) would appreciate your involvement in the panel. We need [PHASE] teachers in [AREA] like you to take part so we can ensure that the survey is representative of all teachers. Participating is an opportunity to share your views and experiences on key issues impacting schools. The results of the surveys will help to inform DfE policies.

Teachers who join the panel will be invited by email to complete short surveys across the 2023/24 academic year. The initial registration survey covers a range of topics, including pupil behaviour and access to SEND support.

The surveys are quick and easy to fill out.

- The initial registration survey will take around 10 minutes to complete.
- Shorter surveys will take place around once a month, taking around 5 minutes to complete.
- Panel members do not need to complete every survey.

How to take part

- 1 Go to [REDACTED] or scan the QR code on a smartphone
- 2 Enter your username: [username]
- 3 Enter your passcode [passcode]

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I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn, Chief Social Researcher, Department for Education

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What will happen to the results of the surveys?

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How are the DfE researchers working to reduce burden on schools?

We are mindful of the pressures schools are experiencing and in line with DfE's commitment to reduce the burden on schools, the research panel will only cover essential information that will be used to inform policy decisions.

Who is conducting this research?

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For more information, please visit the website FAQs at [redacted].

To talk to someone about the research or ask not to be contacted further about this research, please contact Verian on:

✉ Email: [redacted].

☎ Telephone (between 9am and 5pm on Monday to Friday): [redacted].

Email to Heads of Sixth Forms in schools



Email subject: FAO Head of Sixth Form - Join School and College Voice

Ref: {Indiv_ID}

Dear Head of Sixth Form at {School name},

Join School and College Voice: the Department for Education wants to understand your experiences

We are inviting you to join the **new** School and College Voice, a panel survey made up of leaders and teachers from schools and colleges across England.

The Department for Education (DfE) would appreciate your involvement in the panel. To ensure the data collected in the survey is representative of the sector, we would like to capture the views and experiences of as many leaders from sixth forms in England as possible.

Your participation in the panel is an opportunity to share your experience with DfE and provide your view on key issues impacting sixth forms and the FE Sector. Panel members will be invited to complete short surveys across the next two academic years. The results of the surveys will be used to help inform DfE policies.

The Department for Education have commissioned Verian (formerly Kantar Public) to run these panels. Verian is an independent research organisation.

The surveys are quick and easy to fill out.

- The initial registration survey will take around 10 minutes to complete.
- Shorter surveys, specific to sixth forms and the FE sector, will then take place around once a month and take around 5 minutes to complete.
- Panel members do not need to complete every survey - we appreciate any surveys you are able to complete.

The initial registration survey covers a range of topics including the challenges of working in FE and support for learners with SEND.

Please click on the button below to complete the leaders' registration survey.

[START SURVEY BUTTON]

All survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR). The survey will cover some sensitive and personal topics such as mental health, but you don't have to answer any questions you don't want to. Your answers will not be shared with anyone from your college, unless you raise a safeguarding concern. Completion of this survey is voluntary.

If you have any questions about the research, please email [redacted] or call us on [redacted] between 9am and 5pm on Monday to Friday. More details about the research and your privacy can be found on the School and College Voice website: [redacted].

I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn
Chief Social Researcher
Department for Education

Frequently asked questions:

Why have I been selected to take part?

You have been invited to take part in this important research as you are a senior leader in a college or sixth form in England. Leaders from all Further Education colleges (including Sixth Form Colleges) and heads of sixth forms have been invited to participate.

I have taken part in the panel before, can I take part again?

Yes, we would be very appreciative of you taking part in the panel regardless of whether you have taken part in previous years. You may have been part of a former panel run by DfE – the School and College Panel (SCP). This has now ended and is now the School and College Voice. We would very much like you to join the new SCV panel. The results from last year's surveys can be found at <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

What will happen to the results of the surveys?

The results of the surveys will be used by DfE to inform future policies. Your answers will be grouped with all the answers from thousands of other leaders who take part in the research. The results will be written up in published reports in which it will be impossible to identify you or your college from your individual answers. Quotes from individual written survey responses may be published, however these will be fully anonymous, with any personal identifiers removed. For more information on your privacy, please visit [redacted]. To see last year's results, please visit <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

What policies did the School and College Panel inform?

DfE previously commissioned the School and College Panel to collect views of teachers and leaders in schools and colleges. The results of the research had impact:

"Last year panel members of the School and College Survey helped the Department for Education build a baseline understanding of the level of awareness and uptake of technologies like chatGPT in a representative way across the education system."

– Head of Emerging Technology

"Last year, the data provided by the School and College survey made a substantial contribution to the Department for Education's business case to fund the new Wraparound Childcare Programme. The Chancellor even referenced findings from the survey in his Budget speech in the House of Commons."

– Head of Wraparound Childcare Unit

How are the DfE researchers working to reduce burden on colleges?

We are mindful of the pressures colleges are experiencing and in line with DfE's commitment to reduce the burden on colleges the research panel will only cover essential information that will be used to inform policy decisions.

What do other people in the FE sector say about the panel?

"The DfE School and College Voice is a great opportunity for college leaders to provide feedback and inform key policy decision making."

- David Hughes, Chief Executive, AoC

Who is conducting the survey?

The Department for Education (DfE) has commissioned Verian (formerly Kantar Public) to carry out this survey on their behalf. Verian is an independent research organisation and is a full member of the Market Research Society with a strong track record of conducting high quality research. www.veriangroup.com

For more information, the full list of FAQs and the privacy policy, please visit the website at [redacted]

Email to college leaders



Department
for Education



Email subject: FAO [firstname] [lastname] / [Establishment name]: Join School and College Voice

Ref: {Indiv_ID}

Dear {FIRST NAME} / [Principal or senior leader at [Establishment name]],

Join School and College Voice: the Department for Education wants to understand your experiences

We are inviting you to join the **new** School and College Voice, a panel survey made up of leaders and teachers from schools and colleges across England.

The Department for Education (DfE) would appreciate your involvement in the panel. To ensure the data collected in the survey is representative of the sector, we would like to capture the views and experiences of as many leaders from colleges in England as possible.

Your participation in the panel is an opportunity to share your experience with DfE and provide your view on key issues impacting Colleges and the FE Sector. Panel members will be invited to complete short surveys across the next two academic years. The results of the surveys will be used to help inform DfE policies.

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The surveys are quick and easy to fill out.

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- Shorter surveys, specific to Colleges and the FE sector, will then take place around once a month and take around 5 minutes to complete.
- Panel members do not need to complete every survey - we appreciate any surveys you are able to complete.

This survey is intended for you AND other interested members of your senior leadership team to complete. Therefore, please forward this email invite on to the rest of your senior leadership team to give them the opportunity to also join the panel.

The initial registration survey covers a range of topics including the challenges of working in FE and support for learners with SEND.

Please click on the button below to complete the leaders' registration survey.

[START SURVEY BUTTON]

We also would like to invite the teaching staff at your college to the join the panel and need your help to do this.

We appreciate your full workload so have aimed to make this as low burden as possible. We have attached a **School and College Voice teacher invitation** to this email which we would like you to circulate to all teaching staff in your college via your usual communication channels such as departmental heads and HR departments. Similar to your leaders' survey, the teacher registration survey takes around 10 minutes to complete and collects information on a variety of sector specific topics, including class sizes and workload.

All survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR). The survey will cover some sensitive and personal topics such as mental health, but you don't have to answer any questions you don't want to. Your answers will not be shared with anyone from your college, unless you raise a safeguarding concern. Completion of this survey is voluntary.

If you have any questions about the research, please email [redacted] or call us on [redacted] between 9am and 5pm on Monday to Friday. More details about the research and your privacy can be found on the School and College Voice website: [redacted].

I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn
Chief Social Researcher
Department for Education

Frequently asked questions:

Why have I been selected to take part?

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I have taken part in the panel before, can I take part again?

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– Head of Wraparound Childcare Unit

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What do other people in the FE sector say about the panel?

"The DfE School and College Voice is a great opportunity for college leaders to provide feedback and inform key policy decision making."

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Email to college teachers



Email subject: Join School and College Voice – share you experiences with DfE

Ref: {School_ID}

Dear Sir / Madam,

Join School and College Voice: the Department for Education wants to understand your experiences

We are inviting you to join the **new** School and College Voice, a panel made up of teachers and leaders from schools and colleges across England.

The Department for Education (DfE) would appreciate your involvement in the panel. To ensure the data collected in the survey is representative of the sector we would like to capture the views and experiences of as many college teachers in England as possible.

This is an opportunity to share your experiences with DfE and help provide your view about key issues impacting colleges and the FE sector. The results of the surveys will be used to help inform DfE policies.

The Department for Education have commissioned Verian (formerly Kantar Public) to run these panels. Verian is an independent research organisation.

The surveys are quick and easy to fill out.

- The initial registration survey will take around 10 minutes to complete.
- Shorter surveys will take place around once a month requiring around 5 minutes to complete.
- Panel members do not need to complete every survey - we appreciate any surveys you are able to complete.

Please only complete the registration survey once. It takes about 10 minutes to complete and should be completed in one sitting; it is not possible to save and resume the registration survey (although future surveys can be paused).

The initial registration survey covers a range of topics relevant to college teaching staff, including class sizes, workload and the challenges of working in the FE sector.

Please click on the button below to complete the registration survey.

[START SURVEY BUTTON]

All survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR). The survey will cover some sensitive and personal topics such as mental health, but you don't have to answer any questions you don't want to. Your answers will not be shared with anyone from your college, unless you raise a safeguarding concern. Completion of this survey is voluntary.

If you have any questions about the research, please email [redacted] or call us on [redacted] between 9am and 5pm on Monday to Friday. More details about the research and your privacy can be found on the School and College Voice website: [redacted]

I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn

Chief Social Researcher

Department for Education

Frequently asked questions:

Why have I been selected to take part?

You have been invited to take part in this important research as you are a teacher in a college in England and have been sent this email by someone in your college's leadership team.

I have taken part in the panel before, can I take part again?

Yes, we would be very appreciative if you take part in the panel regardless of whether you have taken part in previous years. You may have been part of a former panel run by DfE – the School and College Panel (SCP). This has now ended and is preceded by the School and College Voice. We would very much like you to join the **new** SCV panel. The results from last year's surveys can be found at <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

What will happen to the results of the surveys?

The results of the surveys will be used by DfE to inform future policies. Your answers will be grouped with all the answers from hundreds of other college teachers who take part in the research. The results will be written up in published reports in which it will be impossible to identify you or your college from your individual answers. Quotes from individual written survey responses may be published, however these will be fully anonymous, with any personal identifiers removed. For more information on your privacy, please visit [redacted]. To see last year's results, please visit <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

What policies did the School and College Panel inform?

DfE previously commissioned the School and College Panel to collect views of teachers and leaders in schools and colleges. The results of the research had impact:

"Last year panel members of the School and College Survey helped the Department for Education build a baseline understanding of the level of awareness and uptake of technologies like chatGPT in a representative way across the education system."

– Head of Emerging Technology

"Last year, the data provided by the School and College survey made a substantial contribution to the Department for Education's business case to fund the new Wraparound Childcare Programme. The Chancellor even referenced findings from the survey in his Budget speech in the House of Commons"

– Head of Wraparound Childcare Unit

How are the DfE researchers working to reduce burden on colleges?

We are mindful of the pressures colleges are experiencing and in line with DfE's commitment to reduce the burden on colleges the research panel will only cover essential information that will be used to inform policy decisions.

What do other people in the FE sector say about the panel?

"The DfE School and College Voice is a great opportunity for college leaders to provide feedback and inform key policy decision making."

- David Hughes, Chief Executive, AoC

Who is conducting the survey?

The Department for Education (DfE) has commissioned Verian (formerly Kantar Public) to carry out this survey on their behalf. Verian is an independent research organisation and is a full member of the Market Research Society with a strong track record of conducting high quality research. www.veriangroup.com

For more information, the full list of FAQs and the privacy policy, please visit the website at [redacted]

Appendix D: Invitations to regular panel surveys

School teachers and leaders



Email subject: School and College Voice – our new survey is now open!

Ref: {Indiv_ID}

Dear {FIRSTNAME},

Share your experiences with the Department for Education by taking part in the next School and College Voice survey

Thank you for recently joining the School and College Voice panel. **Our new survey is now open.** Please take part as soon as you can. The survey will close on **Tuesday 6th February**.

This is an opportunity for you to voice your experiences and help contribute to policymaking as we enter 2024. The survey questions are sponsored by teams working directly on new and longstanding policy issues at the Department for Education.

This survey will cover a range of topics including attendance, mentors for ITTs and ECTs, and pupil premium.

The survey will typically take 5 to 7 minutes to complete. You don't have to complete the survey in one sitting, you can pause and resume where you left if you need to.

You can complete the survey online here:

[Start survey](#)

Your survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR). The survey will cover some sensitive topics, but you don't have to answer any questions you don't want to. Your answers will not be shared with anyone from your school, unless something you disclose indicates a safeguarding concern. **Completion of this survey is voluntary.**

I very much hope that you will be able to take part in this important research. Thank you in advance for your help.

Yours sincerely,

Michele Weatherburn
Chief Social Researcher
Department for Education

Frequently asked questions:

Why am I being invited to take part?

You have been invited to take part in this important research because you recently joined the School and College Voice panel.

What will happen to the results of the surveys?

The results of the surveys will be used by DfE to inform future policies. Your answers will be grouped with all the answers from thousands of other school teachers who take part in the research. The results will be written up in published reports in which it will be impossible to identify you or your school from your individual answers. Quotes from individual written survey responses may be published, however these will be fully anonymous, with any personal identifiers removed. For more information on your privacy, please visit [redacted]. To see last year's results, please visit <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2022-to-2023>.

What policies did the School and College Panel inform?

DfE previously commissioned the School and College Panel to collect views of teachers and leaders in schools and colleges. The results of that research had impact on policy design.

"Last year panel members of the School and College Survey helped the Department for Education build a baseline understanding of the level of awareness and uptake of technologies like chatGPT in a representative way across the education system."

- Head of Emerging Technology

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This survey will cover a range of topics including class sizes and [IF LEADER: mental health support teams / IF TEACHER: progression to leadership].

The survey will typically take 5 to 7 minutes to complete. You don't have to complete the survey in one sitting, you can pause and resume where you left if you need to.

You can complete the survey online here:

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Appendix E: Glossary

FSM – Free School Meal. Eligibility for FSM is used as a proxy for socioeconomic status. Schools with a higher proportion of pupils eligible for FSMs are considered to be in greater socioeconomic deprivation than those with a smaller proportion of pupils who were eligible for FSMs.

GIAS - Get Information about Schools - The Get Information about Schools database is a register of educational establishments in England and Wales, including academies, free schools, maintained schools, independent schools, further education colleges (further education and sixth form corporations, specialist designated colleges and special post 16 institutions) and higher education institutions.

IDACI – Income Deprivation Affecting Children Index – An index that measures the proportion of all children aged 0 to 15 living in income deprived families. It is a subset of the Income Deprivation Domain which measures the proportion of the population in an area experiencing deprivation relating to low income. The definition of low income used includes both those people that are out-of-work, and those that are in work but who have low earnings (and who satisfy the respective means tests).

LSOA – Lower Layer Super Output Areas – Small geographic areas that are designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. There are 32,844 Lower-layer Super Output Areas (LSOAs) in England. They were produced by the Office for National Statistics for the reporting of small area statistics.

MAT - multi-academy trust - Multi-academy trusts (MATs) are not-for-profit companies that run more than one academy. Not all academies are part of a multi-academy trust

QTS – Qualified Teacher Status – A legal requirement to teach in many English schools and is considered desirable for teachers in the majority of schools in England. QTS is not a legal requirement for all schools in the English state sector, academy schools and free schools can employ teachers without QTS.

School URN (unique reference number) – a unique reference number that is allocated to all schools.

SWFC - School Workforce Census - The School Workforce Census is a database of staff employed by schools compiled by the Department for Education. Data is collected annually and is the department's primary source of data on school staff, and informs departmental policy on pay and the monitoring of the effectiveness and diversity of the school workforce.



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