



Department
for Education

Working lives of teachers and leaders: wave 3

Technical report

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Definitions

This is a description of key terms used throughout the wave 3 core report:

- **Teachers** – where the report refers to a teacher, this includes all who specified in the survey that they were one of the following: leading practitioner, middle leader, classroom teacher (not early career teacher); classroom teacher (early career teacher), or; unqualified teacher. **Base size=8,099**
- **Leaders** – where the report refers to a leader, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, or; assistant headteacher. **Base size=1,755**
- **Middle leaders** – where the report refers to middle leaders, this includes all who specified in the survey that their current job role was middle leader. For example, Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of phase or Head of Year Group. **Base size=2,199**
- **Senior leaders** – where the report refers to senior leaders, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, assistant headteacher or; leading practitioner. **Base size=2,019**

Classroom teachers - where the report refers to a teacher, this includes all non-ECT teachers who specified in the survey that they were a classroom teacher.

Base size=5,856

- **Those with teaching responsibilities** – where the report refers to those with teaching responsibilities, this includes all who reported that they were a classroom teacher or who indicated that their responsibilities included classroom teaching. This includes those who specified they were leaders but undertook classroom teaching. **Base size=9,118**
- **Panellists** – where the report refers to panellists, this means those teachers and leaders who took part in previous waves of the survey as well as wave 3. Analysis of panellists' data comprises the longitudinal element of the study. Some longitudinal analysis of panellists is based on those who took part in wave 1, wave 2 and wave 3 and some just wave 2 and wave 3 (see chapter 5 for more detail on longitudinal analysis). The report makes clear which group of panellists the analysis refers to.
 - **W1 to W3 panellists base size=4,397**
 - **W2 to W3 panellists base size=6,413**

- **Early career teachers (ECTs)** – we use the term early career teachers or ECTs throughout this report to mean teachers who are in the first two years of their teaching career after qualifying and are participating in the Early Career Framework (ECF). ECT applies to those who started their induction in September 2021 onwards when the DfE rolled out changes to the statutory induction for teachers. In wave 1 of the survey, we included those in their second year of teaching under the old newly qualified teachers (NQT) process to facilitate comparisons in the experiences of those early on in their career. **Base size=1,685**
- **Initial teacher training (ITT)** – this refers to the training undertaken by teachers and leaders prior to them qualifying as a teacher. Analysis by ITT route in the report is derived from responses to survey question G1a which is asked of all ECTs teaching or leading in an English state school. ITT route is split into the following categories:
 - University-led course / Higher Education Institution – **base size=796**
 - School Direct (salaried) - **base size=55**
 - Post Graduate Teaching Apprenticeship (Teaching Apprenticeship) - **base size=51**
 - School Direct (fee-funded) - **base size=175**
 - SCITT (School Centred ITT) - **base size=476**
 - High Potential ITT (delivered by Teach First) - **base size=92**
- **Phase** – the phase of the school at which the teacher or leader works are defined as one of the following:
 - **Primary** – if the teacher or leader indicated through the survey that the school they work at is primary only. **Base size=5,095**
 - **Secondary** – if the teacher or leader indicated through the survey that the school they work at is either secondary only or primary and secondary (i.e. an all through school). **Base size=4,385**, this includes 65 at an all through school
 - **Special / PRU / AP** – if the school the teachers or leader works at is defined as a special school, pupil referral unit or other alternative provision through the 2022 SWC. **Base size=540**
- **Free school meals (FSM) % quintiles** – throughout the report, analysis is conducted using the proportion of pupils in a school in receipt of free school meals (FSM). This serves as a proxy indicator for the level of disadvantage within a school. The analysis is split into quintiles, with the lowest quintile (quintile 1)

representing schools with the lowest proportion of pupils in receipt of FSM through to the highest quintile (quintile 5) representing schools with the highest proportion of pupils in receipt of FSM. The percentage of FSM in each quintile is as follows:

- **Quintile 1** – 0-10.1% of pupils receiving FSM
 - **Quintile 2** – >10.1-16.5% of pupils receiving FSM
 - **Quintile 3** – >16.5-25.3% of pupils receiving FSM
 - **Quintile 4** – >25.3-38.0% of pupils receiving FSM
 - **Quintile 5** – >38.0% of pupils receiving FSM
- **School size quintiles** – quintiles are also used for analysis by school size (number of pupils), with the lowest quintile (quintile 1) representing schools with the lowest number of pupils and the highest quintile (quintile 5) representing schools with the highest number of pupils. The number of pupils in each quintile are as follows:
 - **Quintile 1** – 0-144 pupils
 - **Quintile 2** – 145-217 pupils
 - **Quintile 3** – 218-345 pupils
 - **Quintile 4** – 346-510 pupils
 - **Quintile 5** – 511+ pupils
 - **Percentage point** – the term ‘percentage point’ is used in the report when describing the difference between two percentages. A percentage point is a unit of measure equal to one percent
 - **Special educational needs and disability (SEND)** – the term ‘SEND’ refers to pupils who have a learning difficulty and/or a disability that means they need special health and education support
 - **English as an additional language (EAL)** – the term ‘EAL’ refers to pupils who are recorded as having English as an additional language as they are exposed to a language at home that is known or believed to be other than English
 - **Physical or mental health condition** - this group is defined by those who responded ‘yes’ to question O1 ‘Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?’
 - **Those living with a disability** – this group is defined by those who responded ‘yes’ to question O1 ‘do you have any physical or mental health conditions or

illnesses lasting or expected to last 12 months or more?' and 'yes – a lot' or 'yes – a little' to question O2 'do any of your conditions or illnesses reduce your ability to carry-out day-to-day activities?'

Introduction

The Working lives of teachers and leaders (WLTL) is a longitudinal study intended to run for at least five years, up to 2026. It is intended to provide a representative picture of the experiences of teachers and leaders in state schools in England. The third wave was carried out in Spring 2024. It was conducted by IFF Research and the Institute of Education (IoE), on behalf of the Department for Education (DfE). The first wave was carried out in Spring 2022.

The aim of the study is to examine issues around teacher supply, recruitment and retention in the school teaching and leadership workforce in England. The study is intended to help the DfE to design policies that better support teachers and leaders, as part of delivering on the commitments set out in the Teacher Recruitment and Retention Strategy and the Schools White Paper.^{1,2} Specifically, the study looks at in-school factors in recruitment and retention of teachers (e.g. pupil behaviour, pay and rewards, flexible working, workload, continuing professional development (CPD)) according to an intersection of variables such as phase, job role, subject area, length of service, gender, race/ethnic background.

This technical report covers:

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

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

¹ Department for Education, 'Teacher Recruitment and Retention Strategy', January 2019. Source: <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

² Department for Education, '[Schools White Paper delivers real action to level up education - GOV.UK](https://www.gov.uk/government/publications/schools-white-paper-delivers-real-action-to-level-up-education)' (www.gov.uk)'

1. Survey sampling

Overview

The WLTL survey was sampled to be representative of teachers and leaders in state-funded primary, secondary, special schools, pupil referral units (PRUs) or alternative provision (AP) in England. This includes early career teachers (ECTs), defined as those in their first or second year of teaching (to align with the Early Career Framework).³

Those not in scope included:

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

The survey is longitudinal, with participants from previous years invited to take part in the subsequent year's survey. In addition to this longitudinal group, new teachers and leaders are invited to participate in each wave. This approach has been taken for the following reasons:

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

The main source of population data for teachers and leaders is the School Workforce Census (SWC), which collects information from schools and local authorities on the school workforce in state-funded schools in England each November.⁴ Data from the SWC is available in the following June each year. For the academic year 2023-24, in

³ [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/early-career-framework) "The early career framework (ECF) sets out what early career teachers are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits".

⁴ [School workforce in England, Reporting year 2023 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.service.gov.uk/guidance/school-workforce-census) "The census, which runs each November, collects information from schools and local authorities on the school workforce in state-funded schools in England."

which wave 3 was conducted, the SWC shows that there were 506,029 in-scope teachers and leaders. While the survey results were weighted to match the breakdown of the school workforce using the SWC data from the 2023-24 academic year, the same year the survey was conducted, the top-up sample was drawn from the SWC data from the 2022-2023 academic year due to fieldwork timings.

Sampling panellists

In the first wave of the survey, the sample was drawn from the 2020 SWC and the Database of trainee teachers and providers (DTTP) for ECTs. In total 11,177 teachers and leaders took part. Of the 11,177 wave 1 participants, 7,019 participated in wave 2 and 4,793 participated in wave 3.⁵

The survey continues to use a longitudinal design so that those who took part in the preceding year are approached to participate in the following wave – even if they were not part of the original 11,177 wave 1 respondents. All those who completed the wave 2 survey (10,411) were invited to take part, 6,413 of whom completed the wave 3 survey (excluding the 520 leavers at wave 3).

Drawing new top-up sample

Anonymised SWC data for the population of teachers and leaders was provided securely by the DfE. From this, a top-up sample of 21,827 records were drawn for non-ECT teachers, to achieve a target of c.2,400 completions. These records were then returned to the DfE for contact information to be appended. The 21,827 was reduced to 21,329 after records that were duplicates of panel and ECT sample, and those who were at schools which were marked as ‘closed’ in GIAS were removed. Table 1.1 shows how the sample volumes and estimated response rates for these groups and those completing the survey in wave 1 were designed to give an overall achieved sample of c.10,000 interviews.

The 2022 SWC was used for sampling as this was the latest data available at the beginning of the fieldwork period. Survey responses were later weighted according to the 2023 SWC, when this became available, as detailed in Chapter 6.

The SWC could not be used to draw a top-up sample for those in their first year of teaching (first year ECTs), as at the time of the 2022 SWC they had not yet started

⁵ The 7,019 in wave 2 and 4,793 in wave 3 includes those who had left English state school teaching and leadership when they took the survey (i.e. leavers).

teaching in a school. Instead, these were drawn from ‘manage training for early career teachers’, the DfE’s ECT data portal. Because this database included direct email addresses for ECTs it was also used to sample those in their second year of teaching (second year ECTs) rather than sampling them from the SWC where contact had to be made indirectly, via the school they taught at (which would result in a lower response rate).⁶

To sample ECTs, the DfE provided an anonymised cut of the teachers in the ECT data portal. From this, 17,591 records were drawn (falling to 17,138 once those out of scope had been removed), to achieve a target of c.1,000 interviews. These drawn records were returned to the DfE for contact information to be appended so they could be invited to take part in the survey. Initially 10,091 records were drawn (9,000 first year ECTs and 1,091 second year ECTs – 9,815 once those out of scope had been removed), but this was supplemented with an additional 7,500 records (split evenly by first and second year ECTs, falling to 7,323 once those out of scope had been removed) later in the fieldwork period to ensure the achieved sample included enough ECTs for robust subgroup analysis.

Table 1.1 Sample drawing and target interviews

	Wave 1 Response rate	Wave 2 Response rate	Wave 3 Drawn⁷ sample	Wave 3 Target interviews	Wave 3 Target response rate
Existing panel sample	-	63%	10,401	6,598	63%
New sample					
ECT – first two years of teaching career	9%	9%	17,138	1,000	6%
Non-ECT teachers and leaders	11%	14%	21,329	2,402	11%
Total	11%	-	48,868	10,000	-

During the sample design phase for wave 3 two steps were taken to ensure that the top-up sample remained representative of the population of teachers and leaders in England and achieved high enough numbers in particular subgroups for analysis purposes.

- 1) the wave 2 achieved profile was compared against the population profile (using SWC 2022 data) to determine whether certain groups had been under-

⁶ [Manage training for early career teachers \(education.gov.uk\)](https://www.education.gov.uk/manage-training-for-early-career-teachers)

⁷ These figures show the drawn sample after the de-duplication process and removing anyone for whom no URN nor contacts were held (i.e. those who would have been uncontactable).

represented in wave 2 (i.e. had a lower response rate compared with the overall response rate). Comparison against various key demographic, teaching and school characteristics determined that the wave 2 achieved profile was broadly in line with the population, meaning no oversampling was necessary in wave 3 to adjust for this

- 2) as with previous years, ECTs were oversampled to ensure that robust subgroup analysis could be conducted on ECTs

A random sampling approach was used. Response rate data for wave 2 was used to estimate the number of records needed to achieve a sufficient sample for all groups that were oversampled. For ECTs, this was a randomly drawn sample from the DfE's ECT data portal sample. As the ECT data portal contains no demographic information, this could not be taken into account when sampling. Nevertheless, drawing this sample randomly meant that it would be distributed in line with the ECT population.

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

SWC top up sample

- once the SWC 2022 was received from the DfE, exclusion groups were removed (nursery and post-16 only, centrally employed teachers, anyone <18, those with no school URN)
- SWC sample was drawn at random

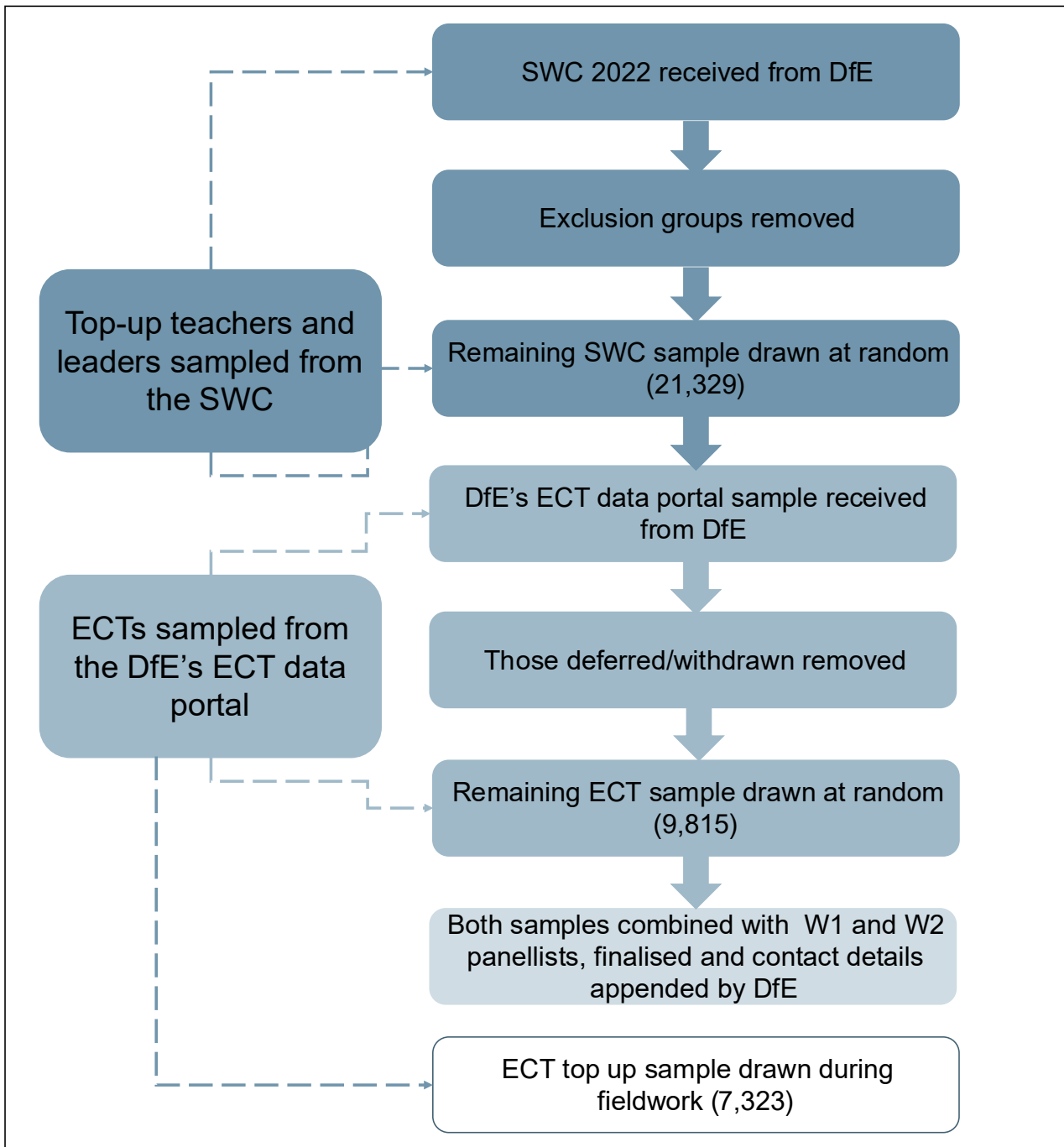
ECT top up sample

- ECTs were sampled from the ECT data portal (which was received from the DfE) before those who had deferred or withdrawn were removed
- ECT sample was drawn at random

Once both the SWC and ECT top up sample was drawn, it was combined with wave 1 and wave 2 panellists, finalised and contact details were appended by DfE.

As noted earlier in this chapter, due to lower than anticipated response rates for ECTs, additional sample was drawn towards the end of the fieldwork period. Due to the limited time remaining in field once this sample was drawn, there were fewer opportunities to contact this group of ECTs, meaning a lower response rate compared with ECTs who had been in the original sample drawn.

Figure 1.1 Sampling process flow chart



2. Questionnaire development

The wave 3 questionnaire for the WLTL study was designed collaboratively between the DfE, IoE and IFF Research.

In the demographic and wellbeing sections harmonised questions are used to allow for comparison with other surveys. For example, the wellbeing questions mirrored those used by the Office for National Statistics (ONS).⁸ This allows for comparison across other national datasets, such as the Annual Population Survey.

As with wave 2, in the wave 3 design phase the questionnaire was reviewed in full and minor amends were made where it was deemed necessary. However, the questionnaire remained largely unchanged to allow for comparison across waves. This included keeping question wording exactly the same where possible to allow for direct comparisons. Members of the study's External Advisory Group (including academic experts, key sector bodies and representatives from teacher and school leadership unions) were also approached for input during the set up of the survey.

Amendments are outlined later in this chapter.

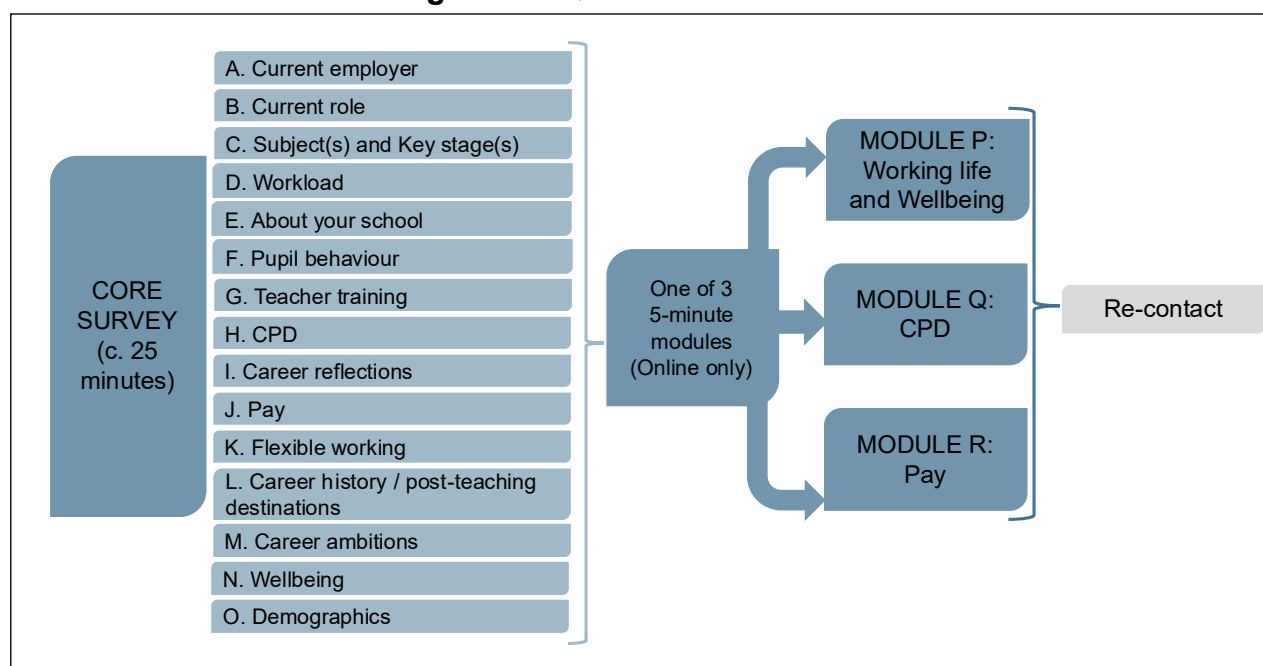
Questionnaire coverage

Figure 2.1 outlines the topics covered in the questionnaire; these remained the same as in wave 1 and wave 2. As shown, the survey comprised a core survey and three modules, each asked of a third of online respondents.⁹ At the beginning of the survey respondents were informed that their survey responses would be linked, via an anonymous identifier, to other information that the DfE holds on them for analysis purposes. At the end of the survey, respondents' contact details were collected and they were asked whether they would consent to being recontacted for qualitative follow up interviews.

⁸ [Surveys using our four personal well-being questions - Office for National Statistics](#)

⁹ Modules were only asked of online survey respondents. As telephone surveys take longer to complete than online surveys adding an additional module would have added extra time to the survey and would likely have had an adverse effect on willingness to take part in the research.

Figure 2.1 Questionnaire outline



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

The full wave 3 questionnaire can be found in Appendix A – questionnaire.

Cognitive testing

Ahead of the launch of the wave 3 survey, IFF Research and IoE cognitively tested the parts of the questionnaire that had changed since wave 2 with teachers and leaders. This was to determine the comprehension, relevance, and appropriateness of new or amended questions. The full questionnaire was not cognitively tested as most of it had not changed since wave 2. All unchanged questions between wave 2 and wave 3 had previously been cognitive tested, prior to either wave 1, when the full questionnaire was tested, or wave 2 if additions were made between wave 1 and wave 2.

A total of 20 cognitive interviews were conducted via teleconferencing between 4th December and Monday 18th December 2023. The profile of respondents according to teacher type and phase is outlined in Table 2.1 below.

Table 2.1 Profile of respondents for cognitive testing

Phase	Achieved interviews
Primary	8
Secondary	9
Leavers	3
Teacher / Leader type	Achieved interviews
Teacher	11
Leader	6
SENCO	3
Total interviews	20

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

Questionnaire changes between wave 2 and wave 3

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

- **screenener:** no significant changes
- **section A – current employer:** A3 was removed and A3a was changed to an 'ask all', so instead of determining the year and term in which the teacher or leader started working at their current school they were asked how long they have worked at their current school
- **section B – current role:** 'SENCO' was added as a new code to B1 as previously this was a common response in the 'other' option, and the routing at B3 was amended to include SENCOs. The 'other' option was closed off at B1 and B2, meaning no verbatim response could be provided. This was to avoid the scenario of previous years where the verbatim response is coded to one of the existing B1 codes after the end of fieldwork, but where questions have been routed from B1 'live' during the survey the respondent would not have been routed according to their back-coded response. For example, if a respondent's 'other' verbatim

indicated they were a classroom teacher, they would not have been routed to questions for classroom teachers during the survey as they would have been routed by the 'other' response option instead of the classroom teacher response option

B4NW1 replaced B4NW to explicitly ask a Yes/No question about whether the respondent had been promoted since the end of the last spring term. This avoids the scenario of previous years where this data had to be derived from various questions/variables. B4NW2 was asked of those who had received a promotion to ask what job role they had been promoted from

B5 was removed for wave 3

- **section C – subject(s) and Key Stage(s):** the subject list at C3 and C3a was changed for wave 3, by grouping some subjects together which had previously been separate, e.g. Maths, Further Maths and Statistics was grouped into a single 'Maths' code

C4a routing was changed to ask qualification held in each subject selected at C3

C6 was removed for wave 3

- **section D – workload:** a soft check was added to D2 to ask teachers or leaders who reported they spent over 35 teaching in the classroom in the reference week if that was correct, given it is a high number of hours to spend teaching
- **section E – about your school:** no significant changes
- **section F – pupil behaviour:** no significant changes
- **section G – teacher training:** no significant changes
- **section H - Continuing Professional Development (CPD):** H2 was changed to ask teachers and leaders whether they had undertaken each CPD activity in the last three years, or ever, as well as the last 12 months. Analysis of this data showed that the changes to this question disrupted the time series for CPD activities undertaken in the last 12 months so cross-sectional analysis of this question was not reported
- **section I - career reflections:** no significant changes
- **section J – pay:** J5 and J5New were added in wave 3 to determine reasons given for not receiving a pay increase

J11New and J11aNew were added in wave 3 to determine awareness of the STRB-recommended 6.5% pay uplift in Summer 2023 and whether teachers and leaders had received this uplift

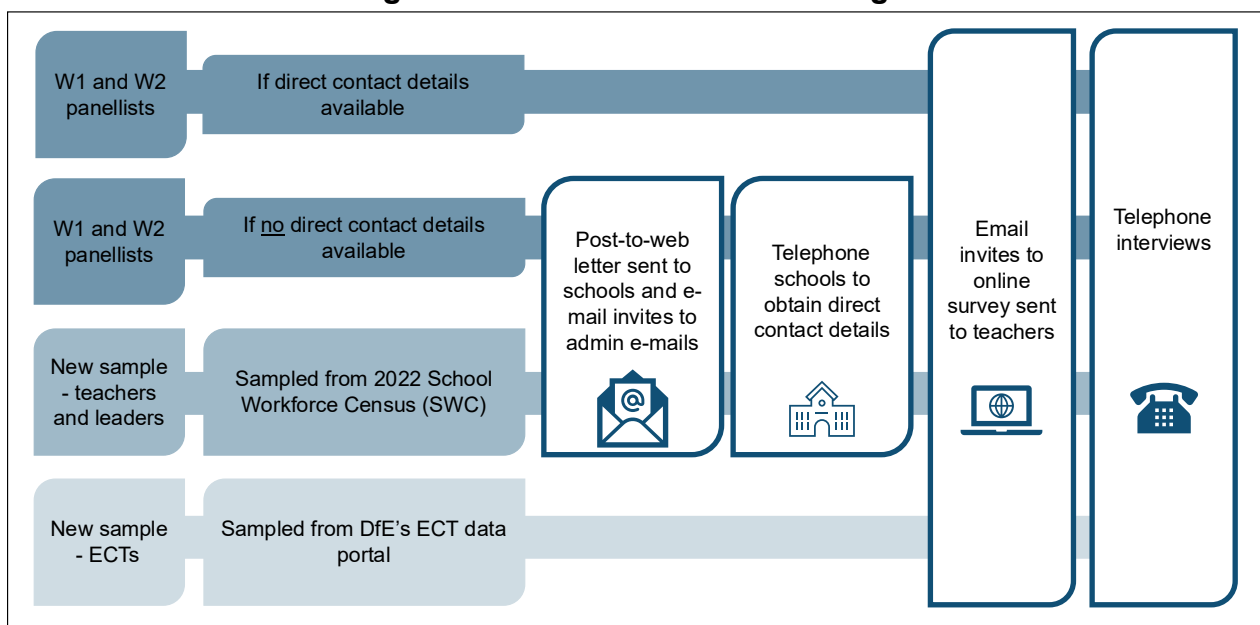
- **section K – flexible working:** no significant changes
- **section L - career history / post-teaching destination:** no significant changes
- **section M – career ambitions:** open text options at M5other and M7 were removed for wave 3, with the most common responses from these being included in the M5 and M6 codeframes respectively
- **section N - wellbeing:** no significant changes
- **section O – demographics:** the routing to O1a (age) and O6 (ethnicity) was changed to 'ask all' so that up to date information was captured for all respondents
- **module P – working life/ wellbeing:** P2 and P4 were removed for wave 3. These questions determined whether teachers and leaders' schools had strategies for managing and planning professional time and whether certain policies had been revised in an attempt to reduce workloads
- **module Q – CPD:** questions Q5 and Q7 were removed for wave 3
- **module R – pay:** R3 and R5 were made into pre-coded questions rather than open text questions. Common responses from previous waves were used to create the codeframe for wave 3

R10, R11 and R12 were removed for wave 3

3. Mainstage fieldwork

The fieldwork period involved both a recruitment and survey phase, as shown in Figure 3.1. Panellists (those who took part in wave 2, some of whom also took part in wave 1) with contact details available and ECTs sampled from the DfE’s ECT data portal received direct email invitations to the online survey and were later called to take part in a telephone interview if they had not completed online. Wave 1 and wave 2 panellists without available contact details and teachers and leaders sampled from the 2022 SWC first received a post-to-web letter sent to their school and email invitations to their school’s administration email account. Schools were then telephoned to collect direct contact details for teachers and leaders before the teachers and leaders were directly sent the email invitation to the online survey or called to take part in the interview over the phone.

Figure 3.1 Fieldwork invitation stages



Fieldwork invitation stages

The precise fieldwork timings are outlined in Table 3.1. As shown, fieldwork began in w/c 29th January 2024, with letter invitations landing and email invitations sent to those where an email address was held. During the spring half term and Easter holidays no communications were sent and the only telephone appointments honoured were those where the respondent had specifically requested a call.

Table 3.1 Fieldwork invitation stages

Week	Online completes	Telephone completes	Communications
29th January	1,662	0	Letter invites land. Email invites sent to panel sample and ECTs
5th February	1,851	0	First email reminder to panel sample and ECTs. Email invite to 'care of the school' new sample
12th February	826	0	Second email reminder to panel sample and ECTs (if not on half term)
19th February	613	0	Second email reminder to panel sample and ECTs (if not on half term)
26th February	67	510	Beginning of telephone fieldwork and school chasing
4th March	186	525	
11th March	167	410	
18th March	162	287	
25th March	124	153	
1st April	70	13	Easter holidays – no communications
8th April	2	59	Easter holidays – no communications
15th April	365	323	Post-Easter reminder to panel and ECT sample
22nd April	306	411	Email invites and first reminders sent to ECT top up sample
29th April	1085	363	Final email reminders to all
TOTAL	7,486	3,054	

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

Contacting respondents directly

Panel sample with an email address and all new ECT sample were emailed with a survey invitation which included a link to the online survey. This took place on the first day of fieldwork (29th Jan) for panel sample and ECTs.

These individuals received two subsequent reminder emails across w/c 5th and w/c 12th or w/c 19th, before we began contacting them over the telephone to offer the option of taking part in a telephone interview. In addition, this sample also received a reminder

email w/c 15th April, at the beginning of the summer term. During the final week of fieldwork (w/c 29th April) a final e-mail reminder was sent.

Contacting respondents via their school

Stage one: Post-to-web letter

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

Stage two: email invitation to 'care of the school'

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

Stage three: contacting schools to request contact details

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

Stage four: direct contact with teachers and leaders

Beginning in w/c 26th February 2024, teachers and leaders whose work email addresses had been obtained from their schools (stage three above) were sent a survey invitation email. This was an ongoing process with teachers and leaders contacted in batches, typically the week after their contact details had been obtained. Where timing allowed, these teachers and leaders received a survey invitation email and three reminder emails.

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

This sample received a final reminder during the last week of fieldwork (w/c 29th April). Where a direct email address had not been obtained, this email was sent 'care of the school' to a school's generic email address.

Fieldwork response

Achieved responses

The total number of responses achieved across the fieldwork period was 10,540, 10,020 of which were from those still teaching or leading in an English state school and 520 from those who had left since wave 2. Of the full 10,540, 7,486 completed online and 3,054 completed over the phone. Table 3.2 below shows the full breakdown of the achieved unweighted core and module completes by role, phase, school type, working hours, gender and ethnicity for the 10,020 who were still teaching or leading in an English state school in wave 3.¹⁰

¹⁰ The online survey included three module sections that were each allocated to a third of the responding sample. Panel participants were directed to the same module as in wave 2 while non-panel participants were allocated a module randomly.

Table 3.2 Unweighted Respondent Profile of those still teaching or leading in an English state school in wave 3 (2024 survey)

Subgroup	Population (%)	Core (n)	Core (%)	Module 1 (n)	Module 1 (%)	Module 2 (n)	Module 2 (%)	Module 3 (n)	Module 3 (%)
Role: heads	4.4%	694	6.9%	95	4.0%	101	4.3%	110	4.7%
Role: deputy and assistant heads	9.9%	1,061	10.6%	176	7.4%	183	7.8%	182	7.7%
Role: leading practitioners	0.7%	264	2.6%	62	2.6%	56	2.4%	59	2.5%
Role: classroom teacher – non-ECT	73.8%	5,856	58.4%	1,404	59.4%	1,383	58.6%	1,488	63.0%
Role: classroom teacher – ECT – 2 nd year	3.8%	718	7.2%	175	7.4%	166	7.0%	172	7.3%
Role: classroom teacher – ECT – 1 st year	4.3%	967	9.7%	330	14.0%	356	15.1%	257	10.9%
Role: unqualified teacher	3.2%	59	0.6%	16	0.7%	20	0.8%	15	0.6%
Role: SENCO	-	235	2.3%	67	2.8%	50	2.1%	45	1.9%
Role: unknown/other	-	166	1.7%	39	1.6%	44	1.9%	35	1.5%
Phase: primary	48.2%	5,095	50.8%	1,204	50.9%	1,142	48.4%	1,181	50.0%
Phase: secondary	45.8%	4,385	43.8%	1,043	44.1%	1,090	46.2%	1,061	44.9%
Phase: special / PRU / AP	6.0%	540	5.4%	117	4.9%	127	5.4%	121	5.1%
School type: academy	59.9%	5,423	54.1%	1,278	54.1%	1,267	53.7%	1,293	54.7%

Subgroup	Population (%)	Core (n)	Core (%)	Module 1 (n)	Module 1 (%)	Module 2 (n)	Module 2 (%)	Module 3 (n)	Module 3 (%)
School type: LA-maintained	40.1%	4,126	41.2%	966	40.9%	966	40.9%	962	40.7%
School type: Unknown	-	471	4.7%	120	5.1%	126	5.3%	108	4.6%
Working hours: full time	76.3%	8,160	81.4%	1,928	81.6%	1,929	81.8%	1,906	80.7%
Working hours: part time	23.7%	1,860	18.6%	436	18.4%	430	18.2%	457	19.3%
Gender (sample): female	75.6%	7,568	75.5%	1,824	77.2%	1,776	75.3%	1,813	76.7%
Gender (sample): male	24.3%	2,347	23.4%	523	22.1%	555	23.5%	526	22.3%
Gender (sample): other	0.1%	105	1.0%	17	0.7%	28	1.2%	24	1.0%
Ethnicity (sample): Asian or Asian British	5.0%	408	4.1%	88	3.7%	85	3.6%	78	3.3%
Ethnicity (sample): black or black British, Caribbean or African	2.4%	206	2.1%	43	1.8%	43	1.8%	43	1.8%
Ethnicity (sample): mixed or multiple ethnic group	1.6%	240	2.4%	68	2.9%	54	2.3%	66	2.8%
Ethnicity (sample): white	80.0%	8,953	89.4%	2,115	89.5%	2,132	90.4%	2,130	90.1%
Ethnicity (sample): any other ethnic group	0.8%	53	0.5%	14	0.6%	15	0.6%	9	0.4%
Ethnicity (sample): unknown	10.3%	160	1.6%	36	1.5%	30	1.3%	37	1.6%

Response rates

The fieldwork outcomes and associated response rates are outlined in Table 3.3 below. Analysis was conducted to determine the true, contactable sample, by matching SWC 2022 and ECT data portal data to the SWC 2023 SWC to determine who had moved schools and would no longer be contactable via the school. Those whose school did not match the 2023 SWC are marked as 'uncontactable' in Table 3.3 as it was assumed they were no longer at the school their survey invitation was sent to at the time of fieldwork. This was only an issue for new sample, as we held a personal email address or phone number for the vast majority of panel sample. This reduced the starting sample from 48,868 to 44,328 and increased the overall response rates as follows:

- new SWC sample – from 11.6% to 14.3%
- new ECT sample – from 6.6% to 6.8%

Table 3.3 Fieldwork response

	Wave 1&2 panellists	New SWC sample	New ECTs	TOTAL
Starting sample	10,401	21,329	17,138	48,868
Uncontactable	0	4,023	517	4,540
Contactable	10,401	17,306	16,621	44,328
Completed online	4,248	2,111	1,127	7,486
Completed over the phone	2,685	369	0	3,054
Total responses	6,933 <i>(includes 520 leavers at wave 3)</i>	2,480	1,127	10,540
Opt out	9	120	3	132
Refusal	240	57	0	297
No final outcome	3,219	14,649	15,491	33,359
Response rate (starting sample)	66.66%	11.63%	6.58%	-
Response rate (excluding uncontactable)	66.66%	14.33%	6.78%	-

Breakdowns of responses by role, phase, gender and ethnicity are shown in Table 3.4 and Table 3.5 below. This data cannot be shown for new ECTs as school and individual characteristics were not available on the sample for this group.

As shown in Table 3.4, panel response was highest amongst the below groups. These figures compare to an overall response rate of 66.7% for all starting sample.

- leading practitioners: of 76.6% of starting sample

- deputy heads: 70.8% of starting sample
- those teaching in a special school, pupil referral unit or other alternative provision: 68.9% of starting sample

Conversely, panel response was lowest for:

- second year ECTs: 53.9% of starting sample
- those whose gender was unknown: 55.21% of starting sample
- Asian or Asian British teachers and leaders: 57.3% of starting sample

Table 3.4 Response by job role, phase, gender and ethnicity for wave 3 (2024 survey)– panel sample¹¹

	Starting sample ¹²	Completed responses	Starting sample response rate (%)
Job Role (sample)			
Heads (incl. executive heads)	666	442	66.37%
Assistant heads	520	342	65.77%
Deputy heads	377	267	70.82%
Leading practitioner	64	49	76.56%
Classroom teacher - not ECT	7376	5061	68.61%
Classroom teacher - ECT – 2 nd year	1118	603	53.94%
Classroom teacher - ECT – 1 st year	-	-	-
Unknown	280	169	60.36%
Phase (sample)			
Primary	5183	3415	65.89%
Secondary	4723	3177	67.27%
Special/PRUs/AP	495	341	68.89%
Gender (sample)			
Female	7747	5204	67.17%
Male	2486	1637	65.85%
Other	5	2	40.00%
Unknown	163	90	55.21%
Ethnicity (sample)			
Asian or Asian British	436	250	57.34%
Black or black British, Caribbean or African	201	133	66.17%
Mixed or multiple ethnic group	150	94	62.67%
White	8543	5759	67.41%
Any other ethnic group	65	42	64.62%
Unknown	1,006	655	65.11%
Total	10,401	6,933	66.66%

As for new SWC sample, response was highest amongst the following groups. These figures compare to an overall response rate of 14.3% for contactable sample and 11.6% for all starting sample.

- heads (incl. executive heads): 28.5% for contactable sample and 23.0% for starting sample
- deputy heads: 24.0% for contactable sample and 20.6% for starting sample

¹¹ To determine response rates, it was necessary to use sample data rather than survey data. This means there are some differences in completion figures for these subgroups when compared to the survey data. This is partly due to the difference in time between the SWC 2022 being collected and the survey fieldwork taking place, but also due to different data collection methodologies.

¹² This includes 520 who had left English state school teaching and leadership between the 2023 and 2024 surveys. Their job role and phase has been classified as what it would have been at the time of sampling.

- assistant heads: 21.8% for contactable sample and 18.8% for starting sample

Response was lowest for:

- black or black British, Caribbean or African teachers and leaders: 9.3% for contactable sample and 7.0% for starting sample
- Asian or Asian British teachers and leaders: 10.1% for contactable sample and 7.9% for starting sample
- classroom teachers (excl. ECTs): 12.5% for contactable sample and 10.1% for starting sample

Table 3.5 Response by job role, phase, gender and ethnicity – new SWC sample¹³

	Starting sample	Contactable sample	Completed responses	Starting sample response rate (%)	Contactable sample response rate (%)
Job Role (sample)					
Heads (incl. executive heads)	988	797	227	23.0%	28.5%
Assistant heads	1309	1127	246	18.8%	21.8%
Deputy heads	867	746	179	20.6%	24.0%
Leading practitioner	132	104	14	10.6%	13.5%
Classroom teacher - not ECT	18033	14532	1814	10.1%	12.5%
Phase (sample)					
Primary	10498	8579	1389	13.2%	16.2%
Secondary	9661	7775	923	9.6%	11.9%
Special/PRUs/AP	1170	952	168	14.4%	17.6%
Gender (sample)					
Female	16131	13144	1866	11.6%	14.2%
Male	5190	4156	614	11.8%	14.8%
Other	8	6	0	-	-
Ethnicity (sample)					
Asian or Asian British	988	774	78	7.9%	10.1%
Black or black British, Caribbean or African	515	387	36	7.0%	9.3%
Mixed or multiple ethnic group	287	226	35	12.2%	15.5%
White	17410	14292	2104	12.1%	14.7%
Any other ethnic group	157	115	21	13.4%	18.3%
Unknown	1972	1512	206	10.4%	13.6%
Total	21,329	17,306	2,480	11.6%	14.3%

Telephone interviewing and quality assurance

Those who completed the survey over the phone were introduced to the survey by being told that they were being called by IFF Research on behalf of the DfE to invite them to take part. They were provided with information on what the survey was about and given information about their rights under GDPR. If they did not have time to complete the survey when called, they were offered the option of booking in a time to be called back or providing an email address to complete the survey online. Telephone interviews lasted around 29 minutes on average, excluding call introductions, screening questions and module questions (modules were only asked in the online survey). Online surveys were

¹³ To determine response rates, it was necessary to use sample data rather than survey data. This means there are some differences in completion figures for these subgroups when compared to the survey data. This is partly due to the difference in time between the SWC 2022 being collected and the survey fieldwork taking place, but also due to different data collection methodologies.

completed in 19 minutes on average by comparison. The full telephone screener can be seen at the start of the questionnaire in Appendix A below.

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

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

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

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

4. Encouraging ongoing panel engagement

As a longitudinal survey, establishing an identity for the panel was important to support ongoing engagement and retention of respondents. As in previous waves, this was achieved through a survey microsite, DfE sector communications, and a link to the wave 2 summary report was provided to sampled teachers and leaders.

Website

The survey microsite, created ahead of the first wave of the survey, was updated to help provide information and reassurances of legitimacy to prospective survey participants. This featured the DfE, IFF and IoE logos, as well as the survey logo designed by IFF's marketing team.

The home page noted that IFF and IoE were conducting the survey on behalf of the DfE and outlined the purpose of the survey and the topics covered. There were then links to the following:

- an FAQs document
- a more detailed overview of the research timings
- data sharing notices for schools
- privacy notice

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

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

Wave 2 summary report

With the aim of boosting engagement with wave 3, a link to the wave 2 summary findings was included to potential participants in reminder emails. The summary provided an overview of who had participated in wave 2 of the survey alongside some of the headline findings. It also included a quote from the Directors of Teaching Workforce and National Tutoring Programme at the DfE outlining how the findings had been used as evidence in the designing of education policy.

The wave 2 summary report can be found [here](#).

Sector communications

The DfE shared communications via several channels to increase awareness of the survey within the education sector. For example, information about the survey was circulated among other updates in a newsletter that was sent from the DfE to the whole sector in advance of fieldwork.

5. Data processing and analysis

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

Data processing

Converting survey data to final data outputs

Raw data files containing survey data from UniCom Dimensions, and coded verbatim responses (see 'coding' section below), were converted to an SPSS file and data tables, based on an agreed specification.¹⁴ This specification detailed how each variable was to be programmed, what the base should be, and how tables and variables should be labelled to make them intuitive to use. The SPSS file and data tables were then used to inform the writing of the core report.

Data cleaning

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

- **partial completes** – in order to maximise the achieved sample, respondents who had completed the whole of the core survey (sections A-N) were counted as a complete. Where data was missing for a question, the response was forced to 'don't know' or 'prefer not to say' to ensure a consistent base size across questions.
- **data edits** - some of the survey questions allowed respondents to provide an open-text response under "other – please specify" boxes. These were then processed at the data analysis stage. In some cases, responses were assigned to an existing questionnaire code. In other cases, a new code was created.¹⁵ If assigned to an existing questionnaire code that was used in the routing of subsequent questions, these respondents were retrospectively added to the base of the later question.

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

¹⁴ UniCom Dimensions is the software used by IFF Research to assist in conducting surveys and to store survey data once collected.

¹⁵ New codes were created if there were a sufficient number of similar responses grouped under a similar category or theme. Typically, they would need to account for c.2% of the respondents asked the question. If they did not, they would remain under the general "other" category.

- **logic checks** – checks were conducted to remove impossible and sometimes implausible data. If the data was considered implausible but not impossible, consideration was given as to whether this could be valid data in certain circumstances, decisions about which were taken on a case-by-case basis.
- **removing school level data for leavers** – where a respondent’s survey data indicated that they no longer taught or led in an English state school, their data was removed for school and professional data (e.g. phase, school type) for the 2024 survey and 2023 SWC, although we retained this data from the 2023 survey and 2022 SWC so it was possible to conduct analysis by the type of school / role that the respondent was in before they left.

Coding

Open-ended survey responses, where verbatim data were collected, were coded by the IFF Research coding team. Codeframes in the final dataset were kept consistent with the 2023 survey, although some new codes were added at various questions.¹⁶ Therefore, some codes appear in the final dataset with zero responses. These have been retained in the data to allow for consistency with the data from previous waves and to allow these codes to be used again in future survey waves.

Matching to other data sources

Some variables used in the reporting and analysis used school-level and individual-level information from SWC and Get Information About Schools (GIAS) data.^{17,18} Data was matched so that additional information about teachers and leaders, not captured through the survey because there is already existing data available or due to space limitations in the survey, can be used for analysis.

Matching to the SWC

The following data was incorporated from the SWC 2023 and used for analysis of the wave 3 survey data:

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

Data was collected in the survey for some variables that also appear in the SWC. This is primarily to ensure that the data we hold is up to date, as some data may change

¹⁶ This is data which either indicates that a respondent’s answer does not fit within one of the pre-coded or prompted survey answers or is collected at a purely open-ended question that has no pre-coded or prompted responses that a respondent is able to select.

¹⁷ [School workforce in England \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

¹⁸ [Get Information about Schools - GOV.UK \(get-information-schools.service.gov.uk\)](https://get-information-schools.service.gov.uk)

between the time the SWC data is collected and time of the survey. For demographic variables, the survey data is used as default in analysis and reporting for this reason. This approach differed slightly from the 2023 (wave 2) survey when sample information was used for gender, ethnicity and age. Gender and ethnicity data from SWC 2023 was used for weighting purposes in 2024 (wave 3).

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

While data from the 2024 survey was matched to the latest available data source, the 2023 SWC, the time lag between SWC data being collected (November 2023) and the survey fieldwork (spring 2024) meant that some data linked from the SWC may have been out of date at the time the respondent completed the survey.

In addition, it was not possible to match every respondent to the SWC 2023. Of the 10,020 teachers and leaders who completed the wave 3 survey and were still teaching or leading in an English state school, 9,800 (93%) were matched to the SWC. A failure to match to the SWC occurred when the SMR or TRN held could not be successfully linked with the same identifier on the SWC. This most commonly indicated that the individual is no longer in the SWC (and by proxy it was assumed they had left English state school teaching or leadership), although it can occasionally be because a SMR or TRN has changed. This can happen, for example, if someone changes their name or their national insurance number changes.

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

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

- to ensure up to date data is captured. As noted above, the time lag between SWC collection and fieldwork timings means some SWC information can be out of date by the time the respondent completes the survey
- it is not always possible to match every single record from the SWC against the survey data
- SWC may not have complete data for every record

Matching to GIAS

The following data was incorporated from GIAS and used for analysis of the wave 3 survey data:

- Ofsted rating

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

This matching was conducted at a school-level, using the school's Unique Reference Number (URN) as an identifier. GIAS data is updated on a regular basis so the data used to link with the survey data was taken from 29 May 2024, after wave 3 fieldwork ended.

In the wave 3 survey, a URN could not be obtained for 4 of the 10,020 teachers and leaders. This is because they indicated the URN held on sample was incorrect and declined to provide the name of their school when asked in the survey.

There were an additional 105 records for whom a URN was matched against the GIAS database but the database had no information for the respondent's school at the desired variable.

Grouping of survey responses for analysis

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

Certain figures used in the core report were derived by combining responses at Likert scale questions. For example, when analysing current job satisfaction, the proportion shown as satisfied was derived by combining the proportions reporting that they were satisfied 'most of the time' and 'all of the time'. This approach was used when reporting on all Likert scale questions. Another example of parameterisation used for reporting the data from wave 3 was the banding of numeric survey responses, such as when reporting on teachers and leaders' working hours.

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

Derived variables

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

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

Creating longitudinal data outputs

In the wave 3 survey, it was possible to derive variables which took information from panellists' responses in wave 1 or wave 2, and the wave 3 surveys, to show how their views and experiences had changed over time. After consultation with the DfE it was agreed that variables relating to change in career trajectories would be based on change between wave 1 and wave 3, while other longitudinal variables would be based on the change between wave 2 and wave 3. These variables are referred to as longitudinal 'change' variables and are appended to the wave 3 survey data. The change variables used for analysis in wave 3 were:

Wave 1 to wave 3 longitudinal 'change' variables ('career trajectories')

- K1: whether teachers and leaders flexible working arrangements had changed
- B1: whether job role changed
- Sx2 and Sx3: whether changed phase
- R6: whether receipt of allowance payments changed
- M2: intentions to seek promotion (at current or new school), move to a new school, leave English state school teaching or leadership, or retire in wave 1, compared with the reality in wave 3

Wave 2 to wave 3 longitudinal 'change' variables

- D1 and D2: whether teachers and leaders' working and teaching hours had changed (including split by those working full-time in both waves and part-time in both waves)
- D4: whether teachers and leaders' workload perceptions had changed
- E1, E2 and E4: whether teachers and leaders' views about their own school, management, and wider accountability and inspection measures had changed
- F1: whether teachers and leaders' views on pupil behaviour had changed
- J1: whether teachers and leaders' views on pay had changed
- K1: whether teachers and leaders flexible working arrangements had changed
- M1: whether teachers and leaders' current job satisfaction had changed
- N1 and N2: teachers and leaders' wellbeing changes over time
- B1 and M2: whether those considering applying for promotion in wave 2 were promoted by wave 3 (either at current school or in new school)

Leavers

- L9: whether leaver was in work in wave 3
- L11: leavers' change in flexible working arrangements compared to wave 2 (2023) when they were teaching or leading in an English state school
- L13: leavers' change in working hours compared to wave 2 (2023) when they were teaching or leading in an English state school
- L14: leavers' change in workload perceptions compared to wave 2 (2023) when they were teaching or leading in an English state school
- L16: leavers' change in salary satisfaction compared to wave 2 (2023) when they were teaching or leading in an English state school
- M2: intentions to leave in wave 2 compared with the reality in wave 3
- N1 and N2: leavers' wellbeing changes compared to wave 2 (2023) when they were teaching or leading in an English state school

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

Analysis

Significance testing

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

The significance testing used independent sample t-tests for means and z-tests for percentages. For analysis of significant differences within the wave 3 data, two types of testing were used: a) between each set of cross-break headings (e.g. comparing between different age categories within the age cross-break header) and b) comparing data within each subgroup break to the total, minus the data for category in question – this refers to analysis against the 'overall' figure. For example, if the report refers to those aged under 25 being significantly different to the overall figure, the significance testing would use the overall percentage and the significance would be tested against all except those under the age of 25.

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

Cross-sectional analysis between the wave 1, wave 2 and wave 3 data also used independent sample t-tests for means and z-tests for percentages at the 95% confidence level. This was for both comparison of the full sample from both waves and for subgroup analysis.

Subgroup analysis

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

- school-based characteristics
 - school phase
 - school size
 - percentage of pupils in receipt of FSM
 - school type (academy or local authority-maintained)
- teacher and leader characteristics
 - teacher / leader status
 - detailed job role
 - years qualified
 - school tenure
 - full / part time status
 - age
 - gender
 - ethnicity

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

Comparing to data from previous waves

Cross-sectional analysis

The core report typically reports firstly on each question cross-sectionally, comparing findings from wave 3 to wave 2 and wave 1 at an overall level or, where relevant, by key groups such as all leaders from wave 3 with all leaders from waves 1 and 2.

Subsequently, the chapters present subgroup analysis of the wave 3 data, providing an indication of whether differences were consistent or different to previous waves.

Longitudinal analysis of teachers and leaders

In addition to cross-sectional reporting, the report includes some analysis of the longitudinal sample (i.e. those who completed the wave 3 and wave 2 surveys, or those who completed the wave 3 and wave 1 surveys) to analyse how their responses had changed between waves. This analysis is helpful in giving an indication of whether experiences for the longitudinal sample have improved or worsened between waves, for example in terms of: views on pupil behaviour; views on salary, and; reported wellbeing. This analysis is typically presented at the end of a chapter.

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

Analysis of leavers

The sample of leavers comes from participants who completed the wave 2 survey (and were teaching or leading in the English state school sector) and then in the wave 3 survey indicated that they had left the sector (determined by questions early on in the survey). These respondents were then routed to a range of questions about their current employment situation, reasons for leaving and likelihood to return.

While the majority of analysis of leavers in the report is from the specific leavers questions, there is also some longitudinal analysis of leavers' responses to other survey questions. This includes analysis of intentions to leave the English state school sector in wave 2 compared to the fact that they had left by wave 3, change in pay satisfaction between survey waves, and change in flexible working arrangements. A list of these longitudinal variables can be found in Appendix B.

Sampling error

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

a simple random sample) and the survey result (the closer to 50% the less confident statistically we can be in the finding).¹⁹

The sample of 10,020 teachers and leaders means that, statistically, we can be 95% confident that the 'true' value of any survey finding of 50% will lie within a +/- 1.1% range (i.e., 48.9% - 51.1%). Results based on a sub-set of teachers and leaders interviewed are subject to a wider margin of error. For example, where Table 5.1 indicates that a survey result is based on all leaders (1,755 responses), we can be 95% confident that the true figure lies within the range 47.5% to 52.5% where the survey result is 50%.

Table 5.1 shows the sampling error based on any survey finding of 50% because this percentage produces the maximum possible variation. If a survey finding is further away from 50%, the sampling error will be smaller. For example, with a survey finding of either 75% or 25% at a question based on all teachers and leaders, we can be 95% confident that the 'true' value of the survey findings will lie within a +/- 0.9% range (e.g., 74.1%-75.9%).

¹⁹ A survey result of 50% has been used as an example to show that as a percentage moves closer to a null result, the less confidence we can have in the result. It is important to note, however, that this example assumes there are two response options (and no option for non-response) – e.g., a yes/no question – meaning 50% is the null result and where there are more options the null result may not be 50%.

Table 5.1 Sampling error in wave 3 of the WLTL survey

Group	Base size	Effective base size	Sampling error for survey findings of 50%
All teachers and leaders	10,020	8,299	+/- 1.1%
All primary	5,095	4,327	+/- 1.5%
All secondary	4,385	3,640	+/- 1.6%
All special/PRUs/AP	540	382	+/- 5.0%
All leavers	520	379	+/- 5.0%
All leaders	1,755	1,504	+/- 2.5%
All primary leaders	1,121	1,057	+/- 3.0%
All secondary leaders	498	402	+/- 4.9%
All special/PRUs/AP leaders	136	127	+/- 8.7%
All teachers	8,099	6,716	+/- 1.2%
All primary teachers	3,913	3,330	+/- 1.7%
All secondary teachers	3,793	3,148	+/- 1.7%
All special/PRUs/AP teachers	393	273	+/- 5.9%

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

Using the data

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

Weights used for analysis

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

- **core weight** (applies to teachers and leaders still in the English state school sector only - this excludes leavers): this weight is used for survey variables in sections A to O except those questions asked of leavers

- **module P weight** (applies to teachers and leaders who were asked module P questions): this weight is used for survey variables from section P
- **module Q weight** (applies to teachers and leaders who were asked module Q questions): this weight is used for survey variables from section Q
- **module R weight** (applies to teachers and leaders who were asked module R questions): this weight is used for survey variables from section R
- **longitudinal core weight (wave 1 to wave 3)**: this weight is used for longitudinal change variables which compare wave 1 and wave 3 data
- **longitudinal core weight (wave 2 to wave 3)**: this weight is used for longitudinal change variables which compare wave 2 and wave 3 data and survey questions answered by leavers (L9-L16, M6-7, M9-10)
- **longitudinal module weight (wave 1 to wave 3)**: this was not used for any core reporting as longitudinal variables used core survey questions, but this weight can be used by data users if creating longitudinal variables from module questions for analysis between wave 1 and wave 3
- **longitudinal module weight (wave 2 to wave 3)**: this was not used for any core reporting as longitudinal variables used core survey questions, but this weight can be used by data users if creating longitudinal variables from module questions for analysis between wave 2 and wave 3

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

6. Survey weighting

With both cross-sectional and longitudinal analysis, it is necessary to create different weights for the different types of analysis. This section first describes the process of creating the wave 3 (cross-sectional) weights before covering the longitudinal weighting approach.

Wave 3 weighting

Once fieldwork had closed, post-stratification weighting was used to align the survey responses as closely as possible with the target population.²⁰ Weighting was applied to the core and module data to correct for a) variable non-response by subgroups and b) purposive oversampling of ECTs.

As with previous waves, a post-stratification approach was used for the wave 3 survey weighting using the following variables:

- school phase
- job role
- gender
- ethnicity

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

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

The weights were then added to the dataset. To check they had been created correctly, the weighting grids were recreated for the survey data with the weights applied and the resultant proportions were checked against those in the 2023 SWC.

Teachers and leaders completing the survey online were assigned to one of three modules. If they completed the survey in wave 2 (including those who had also taken part in wave 1) they were assigned to the same module they completed previously, while

²⁰ The target population for the wave 3 weighting was derived using the most recent population data available, the 2023 SWC, which was collected in November 2023. As mentioned earlier, the timings of the SWC release meant that we could not use the 2023 SWC at the sampling stage. As it was released in advance of the weighting stage – and because the survey itself focused on experiences in the 2023/2024 academic year – it was agreed that weighting back to the 2023 SWC was most appropriate.

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

In a small number of cases, the derived weight was capped at 5. The number of records that were capped for each wave 3 weight are shown below:

- core survey weight: 14 / 10,020
- module P weight: 6 / 2,364
- module Q weight: 0 / 2,359
- module R weight: 4 / 2,363

Weighting targets and applied weights for the four wave 3 weights can be found in Appendix C.

Longitudinal weighting

In multi-wave studies, the issue of non-response, where participants may drop out or fail to provide data for one or more waves of data collection, can introduce bias. Longitudinal non-response weighting addresses this challenge by adjusting for non-response bias and ensuring a representative sample over time by assigning appropriate weights to participants based on their demographics and other relevant characteristics.

Longitudinal weight for those participating in waves 1, 2 and 3 (excludes those that left by wave 2)

Regression modelling was used to predict the probability of teachers who completed all previous waves also completing wave 3. The starting population was teachers who completed waves 1 and 2, excluding those who left the profession prior to wave 2. Their response pattern at wave 2 was used to predict whether they were a 'productive' case for wave 3. The model was created on the data file for the wave 2 survey, weighted by a rescaled version of the wave 1 to wave 2 longitudinal weight²¹. The dependent variable was an indicator capturing whether a teacher had also responded to the wave 3 of the survey (yes vs no).

²¹ This 'input' weight was rescaled to sum to the base size of the wave 2 survey.

Predictors for the model were selected in several iterations of screening. All variables of interest were reviewed and, where needed, decisions were made to combine variable categories due to low base sizes being insufficient for modelling, such as where we only had a small 'don't know' category. Chi-squared analysis was used to shortlist possible demographic and non-demographic predictors of response to the wave 2 survey. We initially screened from demographic variables using forward and backwards entry regression and then evaluated other non-demographic variables in the same way. The variables selected as significant in the final regression model include age band, region, ethnicity, length of time at school, key stage taught, parent guardian status, caring responsibilities, additional responsibilities, local authority-maintained, years qualified, free school meals, time since starting teaching, control over workload, views on school, views on policies and regime, types of CPD, views on flexible working, job satisfaction, overall feelings of happiness, whether work flexibly, and career changes.

Using the final model, for cases completing the wave 3 survey, a non-response weight was calculated as 1 divided by the probability of completion.

A composite weight was created from the non-response weight by multiplying it by the corresponding longitudinal weight from the wave 2 survey. The sum of the weights across cases for the wave 3 survey was rescaled to the population total and profiles were run for phase, size band, region, variables used in modelling and all the two-way combinations of these variables to evaluate against the profile of the larger weighted base of the wave 2 survey. A final weight for the wave 3 survey was created from the product of the new weight and the longitudinal weight for the wave 2 survey.

This final weight is used as the default weight for longitudinal analysis between wave 1 and wave 3.

Longitudinal weight for participating in wave 2 and wave 3

A second longitudinal weight was created for the larger base of all teachers who completed wave 2 and wave 3 of the survey, including those in the new sample introduced in wave 2. This was created from the combination of:

- the longitudinal weight for smaller base of those participating in waves 1,2 and 3 (see previous section)
- a new longitudinal weight for the new sample added in wave 2, derived using regression modelling which predicts the probability of teachers in the top-up wave 2 sample completing wave 3.

A new model was created on the new sample for the wave 2 survey, weighted by a rescaled version of core weight created for these cases in wave 2.²² The dependent variable was an indicator capturing whether a teacher had responded to the wave 3 survey (yes vs no).

Predictors for the model of new wave 2 sample were selected in several iterations of screening. All variables of interest were reviewed and, where needed, decisions were made to combine variable categories due to low base sizes being insufficient for modelling, such as where we only had a small 'don't know' category. Chi-squared analysis was used to shortlist possible demographic and non-demographic predictors of response to the second survey. We initially screened from demographic variables using forward and backwards entry regression and then evaluated other non-demographic variables in the same way. The variables selected as significant in the final regression model include age band, key stage taught, gender, caring responsibilities, job role, additional responsibilities, years qualified, time since starting teaching, acceptability of workload, views on school, views on management, views on policies and regime, types of CPD, whether work flexibly, and career changes.

A composite weight was created for the new wave 2 sample non-response weight by multiplying it by the input core weight from wave 2. These new weighted cases were combined with cases participating in waves 1,2 and 3, weighted by the wave 1-3 longitudinal weight. The ratio between the newly weighted wave 2 cases and the longitudinal wave 1 to 3 cases was rescaled to be equivalent to the weighted ratio of new to longitudinal cases in wave 2, excluding teachers that left the profession between waves 1 and 2.²³ Profiles were run for phase, size band and region, variables used in modelling and all the two-way combinations of these variables to evaluate against the profile of the larger weighted base of the wave 2 survey.

This final weight is used as the default weight for analysing teachers who took part in both wave 2 and wave 3, including the new wave 2 sample.

Module Weight

Each respondent who completed the wave 3 survey online was allocated to a module. The exclusion from modules for those completing via the telephone can introduce bias in variables correlated with response mode. Module non-response weighting addresses this challenge by adjusting for non-response bias and ensuring a representative sample by assigning appropriate weights to participants based on their demographics and other relevant characteristics.

²² Scaled to sum to the base size of the wave 2 boost sample

²³ The wave 2 core weight was used to get the correct ratio of these two portions of the sample.

Regression modelling was used to predict the probability of teachers and leaders with different response patterns being assigned to a module. Two module weights were built:

- A) a longitudinal weight for those completing a module in both wave 1 and wave 3. The input weight was the wave 1 to 3 longitudinal weight for these cases, rescaled to sum to the base size for this smaller group who completed modules in both wave 1 and wave 3
- B) a longitudinal weight for those completing the main stage of wave 2 and a module in wave 3. The input weight was the wave 2 to 3 longitudinal weight (including the new wave 2 cases) set out in the last section. After creating the weight, this base was additionally filtered to provide a version of the weight for the base including those who completed modules in both wave 2 and wave 3²⁴

In each case, the dependent variable was an indicator capturing whether a teacher or leader has been assigned to a module for in the wave 3 survey (yes vs no).

The list of predictors selected for the main stage longitudinal weighting model (see previous section) were initially simplified further to ensure sufficient base sizes for modelling. Chi-squared analysis was used to shortlist possible demographic and non-demographic predictors of whether a module was assigned. We initially screened from demographic variables using forward and backwards entry regression and then evaluated other variables in the same way.

The variables selected as significant in the final regression model for (A) were age band, teaching responsibilities, ethnicity, key stage taught, gender, parent or guardian status, job role, additional responsibilities, local authority-maintained, acceptability of workload, views on school, views on policies and regime, pupil behaviour, types of CPD, views on pay, views on flexible working, job satisfaction, consideration of retirement, whether work flexibly, and career changes.

The variables selected as significant in the final regression model for (B) were age band, ethnicity, key stage taught, gender, parent or guardian status, additional responsibilities, acceptable workload, views on school, views on policies and regime, pupil behaviour, types of CPD, views on pay, views on flexible working, job satisfaction, overall feelings of happiness and whether work flexibly.

For each model, a non-response weight was calculated as 1 divided by the probability of completing a module in wave 3. Final composite weights were created by multiplying the new weights by their input weights, with rescaling to ensure the weights sum to the base size for the relevant group.

²⁴ Unlike (A), the Wave 2 to 3 module weight (B) is designed so that questions in mainstage wave 2 can also be compared with questions from the module in wave 3. Two versions of this weight were provided: one with this larger base, and one with just the base of those completing modules in both waves.

A summary of the regression model for the longitudinal weights can be found in Appendix D.

Appendices

Appendix A – questionnaire

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

Welcome!

- **We really appreciate you taking the time to take part in the Working Lives of Teachers and Leaders survey [IF ENTRYWAVE=1: for a third year running; IF ENTRYWAVE=2: for a second year running]. Your contribution will help the DfE to design policies that better support teachers and school leaders.**

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

Further information

- **PLEASE NOTE: to add further context to your survey responses, they are linked to information the Department for Education (DfE) already holds about you / your school, or to which it is lawfully permitted access (e.g., Get Information About Schools (GIAS) and the School Workforce Census). Despite this, your survey responses will remain confidential at all times, with data linking completed via an anonymous identifier. Furthermore, analysis will not be broken down by individual teachers or schools, so neither individuals nor schools will be identifiable from the analysis and reporting.**
- The study is being administered by IFF Research and IOE, UCL’s Faculty of Education and Society on the DfE’s behalf.
- The survey will take about 20 minutes to complete and you can stop and start as many times as you like, without losing your place (just click on the link in your email to return to the last question you answered).
- If you are employed as a teacher / school leader but you are on extended leave – such as maternity, paternity or sick leave –we would still like to hear from you. Please respond about your working life as a teacher or school leader on the basis that you are still in the profession.
- If you have left the profession, we will only invite you to take part in the 2024 survey, after which we’ll remove your details from the survey panel.
- When completing the survey please only use the ‘previous’ and ‘next’ buttons at the bottom of the page, not the ‘back’ and ‘forward’ buttons in your browser.
- Responses to this survey will be kept entirely confidential, in line with the Code of Conduct of the Market Research Society and General Data Protection Regulation (GDPR). Your personal details and those of your school will not be shared with anyone outside of IFF Research, UCL IOE and the DfE You have a right to have a copy of your data, change your data, or withdraw from the research at any point. If you’d like to do this, you can consult our website at: ifresearch.com/gdpr.

- You can find the results of the first year of the Working Lives of Teachers and Leaders study here and the full report here.
- If you have any questions, you can email IFF Research on Workinglivesofteachersandleaders@IFFResearch.com and/or the DfE on WorkingLives.TEACHERS-LEADERS@Education.gov.uk

CATI SCREENER

ASK TELEPHONIST

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

ADD IF NECESSARY:

- 'Working Lives of Teachers and Leaders' is an important longitudinal study aimed at collecting robust data regarding the experiences and opinions of classroom teachers, middle leaders and school leaders in England. This is the third year that surveys have been conducted as part of this study.
- The questions will cover a range of areas, from teacher workload and wellbeing to career reflections and future ambitions.
- By taking part, teachers and school leaders will be helping the DfE to design policies that better support teachers and school leaders.
- If you are employed as a teacher / school leader but you are on extended leave – such as maternity, paternity or sick leave –we would still like to hear from you. Please respond about your working life as a teacher or school leader on the basis that you are still in the profession.
- If you have left the profession, we will only invite you to take part in the 2024 survey, after which we'll remove your details from the survey panel.

INFORMATION ON GDPR – ADD IF NECESSARY:

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

Transferred	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	MAKE APPOINTMENT
Engaged	4	CALL BACK
Refusal	5	GO TO S2a
Refusal – taken part in recent survey	6	GO TO S2a
Refusal – bad time at school due to exams	7	GO TO S2a
Refusal – bad time at school due to the stage of term we're in	8	GO TO S2a
Not available in deadline	10	CLOSE
No answer	11	CALL BACK
Answer phone	12	CALL BACK
Residential Number	13	CLOSE
Wrong number	14	CLOSE
No longer works for the school	15	GO TO S2b
Need reassurances	16	GO TO REASSURANCES
Send reassurance email	17	TAKE EMAIL (DELIVERED VIA SCRIPT)
Request IFF number to arrange interview	18	GO TO S1x

ASK IF S1=18

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

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

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

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

[IF PANELLIST: We are contacting you about the Working Lives of Teachers and Leaders study, which we are running on behalf of the DfE. You kindly took part last year. We are now conducting the third year of the study to understand if/how your situation has changed, including whether or not you

have left the teaching profession. As you will remember from last time, by taking part you will be helping the DfE to create policies that better support teachers and school leaders. I appreciate you are really busy but I'd like to run through some questions with you now please?] Are you happy to continue now?

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

ADD IF NECESSARY: [IF PANELLIST: If you have changed roles, moved schools, or left the profession, we are still interested in knowing what you are doing now. If you have left the profession, we will only invite you to take part in the 2024 survey, after which we'll remove your details from the survey panel.]

ADD IF NECESSARY:

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

INFORMATION ON GDPR – ADD IF NECESSARY:

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

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	MAKE APPOINTMENT
Engaged	4	CALL BACK

Refusal	5	GO TO S2a
Refusal – taken part in recent survey	6	GO TO S2a
Refusal – bad time at school due to exams	7	GO TO S2a
Refusal – bad time at school due to the stage of term we're in	8	GO TO S2a
Not available in deadline	10	CLOSE
Need reassurances	11	GO TO REASSURANCES
Send reassurance email	12	TAKE EMAIL (DELIVERED VIA SCRIPT)

IF REFUSED (S1=5-8 OR S2=5-8)

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

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

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

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

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

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

ASK ALL

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

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

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

Additionally, to add further context to your survey responses, they will be linked to information the Department for Education (DfE) already holds about

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

ADD IF NECESSARY: If you would like further information, I can provide you with a link to the privacy notice.

DO NOT READ OUT UNLESS REQUESTED: The link is www.workinglivesofteachers.com/privacy-policy

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

Yes	1	CONTINUE
No	2	THANK AND CLOSE

REASSURANCES TO USE IF NECESSARY

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

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

If you would like to speak to someone at IFF Research you can call Heather Naylor or Anna Campbell on 020 7250 3035 or email workinglivesofteachersandleaders@iffresearch.com. If you would like to talk to someone at the DfE you can email WorkingLives.TEACHERS-LEADERS@Education.gov.uk.

Screening questions

ASK ALL

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

SINGLE CODE.

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

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

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

MULTI CODE. READ OUT.

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

ASK ALL IF SCHOOL COVERS MORE THAN ONE PHASE (SX2=MULTI)

Sx3 And which of these phases do you teach or lead?

MULTI CODE.

DS: ONLY PULL THROUGH CODES SELECTED AT SX2

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

DUMMY VARIABLE: PHASE_DUM

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

DUMMY VARIABLE: LEAVER_TYPE

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

X Dummy variables

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

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

DUMMY VARIABLE: SAMTYPE

Y1 panellist (SAMTYPE=1 AND ENTRYWAVE=1)	1
Y2 panellist (SAMTYPE=1 AND ENTRYWAVE=2)	2
New to panel (SAMTYPE=2)	3

DUMMY VARIABLE: ECTSTATUS

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

DUMMY VARIABLE: SAMSOURCE (from sample)

DTTP	1
SWC	2
ECT portal	3

DUMMY VARIABLE: HASQUALDATE

Yes	1
No	2

A Current employer

IF KNOW SCHOOL NAME FROM SAMPLE (HASSCHOOL=1 AND PHASE_DUM=1-2)

- A1 **[IF NEW RESPONDENT (SAMTYPE=2) AND SCHOOL NAME KNOWN ON SAMPLE: According to our records, you are currently teaching at [NAME OF SCHOOL FROM SAMPLE][IF PANELLIST (SAMTYPE=1): When we spoke to you last year you were teaching at [NAME OF SCHOOL FROM SAMPLE]. Is this [IF PANELLIST (SAMTYPE=1): still] correct? SINGLE CODE.**
ADD IF NECESSARY: This information will be used for analysis purposes only. No attempts will be made to contact your school about your answers.

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

Yes	1
No	2

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

- A2 **Please could you provide the name and postcode for the school you are currently teaching at?**
If you are teaching at more than one school, please provide the name and postcode of the school you consider to be your main school. This may be the school where you do the majority of your teaching, where you have taught for longer or where your position is more permanent/longer-term etc.

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

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

ASK ALL

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

SINGLE CODE. PROMPT AS NECESSARY.

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

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

B Current role

ASK ALL PHASE_DUM=1/2

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

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

SINGLE CODE. READ OUT.

Executive Headteacher	1
Headteacher	2
Deputy Headteacher	3
Assistant Headteacher	4
<p>Leading Practitioner</p> <p>PLEASE NOTE: The salary for this role exceeds the Upper Pay Range and involves leading the improvement of teaching skills. ADD IF NECESSARY: Specific duties include, but are not limited to...:</p> <ul style="list-style-type: none"> • Coaching, mentoring and induction of teachers, trainees and ECTs • Advising on practice, research, and continuing professional development provision • Helping teachers who are experiencing difficulties • Supporting the school or groups of schools in provision of high quality schemes of work to reduce workload 	5
<p>PHASE_DUM=1: Middle Leader (e.g., Head of Key Stage phase, Head of Year Group, etc.)</p> <p>PHASE_DUM=2: Middle Leader (Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of Phase, Head of Year Group, etc.)</p> <p>PHASE_DUM=1 AND 2: Middle Leader (e.g., Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of phase, Head of Year Group, etc.)</p>	6
<p>Special Educational Needs Coordinator (SENCO)</p> <p>Please note: this covers leading and co-ordinating a school's provision for children and young people with special educational needs and disabilities, and does NOT include classroom teachers with SEN teaching responsibilities.</p>	12

Classroom teacher - Qualified teacher (QTS/QTLS) not serving statutory induction ADD IF NECESSARY: This includes if you are a classroom teacher with additional responsibilities (e.g. TLR) or a supply teacher.	7
Classroom teacher - Early Career Teacher (ECT) serving statutory induction ADD IF NECESSARY: Until recently, teachers in this role were called Newly Qualified Teachers (NQTs)	8
Unqualified teacher	9
Other	10
DO NOT READ OUT: Prefer not to say	11

ASK IF MIDDLE LEADER (B1=6)

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

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

SINGLE CODE. READ OUT.

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

DUMMY VARIABLES

HEAD - DETAIL

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

HEAD - SUM

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. READ OUT.

Responsibility	Yes	No	DO NOT READ OUT: Don't know
MIDDLE LEADERS/CLASSROOM TEACHERS/SENCO/OTHER (B1=6-8, 10, 12): Head of year/phase	1	2	3
MIDDLE LEADERS/CLASSROOM TEACHERS /SENCO/OTHER (B1=6-8, 10, 12): Head of subject/faculty	1	2	3
ALL: EXCEPT SENCO (B1<>12): SENCO Special Education Needs Coordinator	1	2	3
MIDDLE LEADERS/CLASSROOM TEACHERS/SENCO/OTHER (B1=6-8, 10, 12): Pastoral lead	1	2	3
SENIOR/MIDDLE LEADERS/UNQUALIFIED TEACHER/SENCO/OTHER (B1=1-6,9-12): Classroom teaching	1	2	3
ROLE MORE SENIOR THAN ECT (B1=1-7, 10, 12): Early Career Framework (ECF) Mentor	1	2	3

DUMMY VARIABLES

TEACHING RESPONSIBILITIES

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

ASK ALL EXCEPT ECT (B1 = 1-7, 9-12)

B4NW1 Were you promoted into your current role as [B1 ANSWER] at any point between now and the end of the spring term last year (April 2023)?

By ‘promotion’, we mean a change in job level that involves increased responsibilities. For example moving from being a classroom teacher to a middle leadership role. A pay increase within the same job level should not be considered a promotion.

SINGLE CODE.

Yes	1
No	2
Don't know	3

ASK IF PROMOTED AND ARE ABOVE ECT (B4NW1 = 1 AND B1=1-7 OR 12)

B4NW2 What role did you have immediately before this promotion?

SINGLE CODE. READ OUT.

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

PHASE_DUM=1 AND 2: Middle Leader (e.g., Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of phase, Head of Year Group, etc.)	
Classroom teacher - Qualified teacher (QTS/QTLS) not serving statutory induction ADD IF NECESSARY: This includes if you are a classroom teacher with additional responsibilities (e.g. TLR) or a supply teacher.	6
Classroom teacher - Early Career Teacher (ECT) serving statutory induction ADD IF NECESSARY: Until recently, teachers in this role were called Newly Qualified Teachers (NQTs)	7
Unqualified teacher	8
Special Educational Needs Coordinator (SENCO)	9
OTHER	10
DO NOT READ OUT: Prefer not to say	11

C Subject(s) and Key Stage(s)

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

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

[IF PHASE_DUM = 1: Early years foundation stage: Reception]	1
[IF PHASE_DUM = 1: Key Stage 1]	2
[IF PHASE_DUM = 1: Key Stage 2]	3
[IF PHASE_DUM = 2: Key Stage 3]	4
[IF PHASE_DUM = 2: Key Stage 4]	5
[IF PHASE_DUM = 2: Key Stage 5]	6
DO NOT READ OUT: None of these key stages	7
DO NOT READ OUT: Prefer not to say	8

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

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

None: I am not qualified to teach any Key Stage(s)	1
Early years foundation stage: Nursery	2
Early years foundation stage: Reception	3
Key Stage 1	4
Key Stage 2	5
Key Stage 3	6
Key Stage 4	7
Key Stage 5	8
DO NOT READ OUT: None of these key stages	9
DO NOT READ OUT: Prefer not to say	10

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

C3 **Which subject(s) do you teach at your current school? Please include all subjects you were timetabled to teach over the last year.**
MULTICODE. PROMPT AS NECESSARY.

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

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

Accounting	1
Ancient Languages	2
Astronomy	3
Art and Design (including Photography)	4
Business Studies	5
Child development/childcare	6
Citizenship	7
Classics	8
Computer Science/Computing	9
Dance	10
Drama and Theatre	11
Design and Technology	12
Economics	13
English (including English Language and Literature)	14
Extended project	15
Film studies	16
Food preparation and nutrition	17
Geography (including Environmental Science and Geology)	18
History (incl. Ancient history, Classical Civilisation and Archaeology)	19
History of Art	20
Law	21
Maths (including Statistics and Further Maths)	22
Media Studies	23
Modern Foreign Languages: French	24
Modern Foreign Languages: German	25
Modern Foreign Languages: Spanish	26
Modern Foreign Languages: Other	27
Music (incl. Music Technology)	28
Personal, Social, Health & Economic (PSHE) Education (including Sex and Relationship Education)	29
Physical Education	30
Politics	31
Psychology	32

Religious Education and/or Philosophy	33
Science: Biology	34
Science: Chemistry	35
Science: Physics	36
Sciences: Combined	37
Sociology	38
Travel and Tourism	39
Support / SEN Teacher	40
Other (specify)	41
Other (specify)	42
Other (specify)	43
I do not have one subject that I spend the most time teaching (C3a only)	44
Prefer not to say	45

THERE IS NO C4

ASK IF ANYTHING EXCEPT PNTS / NO MAIN SUBJ (C3 = 1-43)

C4a We would also like to understand more about your qualifications in the subject(s) you teach. Please note:

- **By “teach a subject” we mean subjects you were timetabled to teach over the last year.**
- **We are asking this for analysis purposes only. It is not an audit exercise and neither the DfE nor your school will follow up on your answers.**

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

MULTICODE

Qualification	Initial Teacher Training (ITT) Qualification e.g. PGCE	Degree level qualifications or higher (not including ITT)	Below degree level qualification e.g. A levels or lower	No official qualifications (DS: MAKE EXCLUSIVE)	DO NOT READ OUT: Prefer not to say (DS MAKE EXCLUSIVE)
Subject 1 (from C3)	1	2	3	4	5
Subject 2 (from C3)	1	2	3	4	5
Subject 3 etc (from C3)	1	2	3	4	5

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

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

SINGLECODE. PROMPT AS NECESSARY.

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

ASK IF HAS A DEGREE-LEVEL QUALIFICATION (C5NEW=1-4)

C5aNEW What subject(s) is this qualification in?

MULTICODE. PROMPT AS NECESSARY.

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

D Workload

ASK ALL PHASE_DUM=1/2

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

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

In your answer...

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

ADD IF NECESSARY:

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

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

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

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

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

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

DS SOFT CHECK – ALLOW RESPONDENT TO MOVE FORWARD IF THEY CLICK NEXT: “You’ve reported spending more than 35 hours teaching in the classroom in your most recent full working week. This is quite a high number of hours so we just want to check if this is correct. If it is correct please click ‘next’ to continue, or if it is not correct please change your answer.”

ASK ALL PHASE_DUM=1/2

D4 **Thinking about the current academic year, so 2023/2024, to what extent do you agree or disagree with the following statements?**

SINGLE CODE. ONE PER ROW.

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

PRECODE LIST FOR CLASSROOM TEACHERS AND MIDDLE LEADERS (B1=6-12):

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

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

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

E About your school

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

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

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

SINGLE CODE. ONE PER ROW.

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

F Pupil behaviour

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. READ OUT.

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

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

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

SINGLE CODE. READ OUT.

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

G Teacher Training

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

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

SINGLE CODE. READ OUT.

University-led course / Higher Education Institution	1
School Direct (salaried)	2
Post Graduate Teaching Apprenticeship (Teaching Apprenticeship)	3
School Direct (fee-funded)	4
SCITT (School Centred ITT)	5
High Potential ITT (delivered by Teach First)	6
Other (please specify)	7
Not applicable – I am currently unqualified / have not completed my teacher training (GO TO H2)	8
DO NOT READ OUT: Don't know	9

ASK ALL ECTS (ECTSTATUS=1-2) WHO ARE QUALIFIED (G1A<>8) AND PHASE_DUM=1-2

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

SINGLE CODE. READ OUT.

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

ASK ALL ECTS (ECTSTATUS=1-2) WHO ARE QUALIFIED (G1A<>8) AND PHASE_DUM=1-2

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

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

SINGLE CODE. ONE PER ROW. READ OUT

DS: ROTATE ORDER OF STATEMENTS

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

ASK ALL NEW SAMPLE (ENTRYWAVE = 3-4)

G4 Did you gain your teaching qualification in England?

SINGLE CODE.

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

H Continuing Professional Development (CPD)

THERE IS NO H1.

ASK ALL PHASE_DUM=1/2

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

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

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

SINGLE-CODE. DS ROTATE ORDER. READ OUT.

	Yes, I've undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months, but have in the past 3 years	I have undertaken this activity, but not in the past 3 years	I have never undertaken this activity	Don't know
Early Career Framework (ECF)	1	2	3	4	5
A National Professional Qualification (NPQ)	1	2	3	4	5
Other formal qualification (e.g. a masters degree, Level 1 – 5 qualification)	1	2	3	4	5
Receiving coaching or mentoring (not including ECF/NPQ)	1	2	3	4	5
Training designed and delivered by staff in your own school/ Multi-Academy Trust	1	2	3	4	5

(MAT) / Local Authority (LA), excluding NPQs and ECT					
Training designed and delivered by external providers, excluding NPQs and ECT	1	2	3	4	5
Training designed externally but delivered by staff in your own school MAT or LA (e.g. train the trainer, cascades, teach ins, etc.)	1	2	3	4	5
Training designed and delivered by a Teaching School Hub (including at your own school, but excluding NPQs and ECF)	1	2	3	4	5
Had others observe and feedback on your lesson(s)	1	2	3	4	5
Observed other teachers' lessons for your own development (please exclude any lessons you have observed in a management capacity)	1	2	3	4	5
Participated in a network of teachers formed specifically for the professional	1	2	3	4	5

development of teachers					
Attended education conferences where teachers and/or researchers present their research or discuss educational issues	1	2	3	4	5
Undertaken any professional reading	1	2	3	4	5

ASK ALL WHO HAVE RECEIVED ONE OR MORE FORM OF CPD (ANY OF H2_X=1)

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

SINGLE CODE

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

I Career reflections

ASK ALL PHASE_DUM=1/2 WHO TEACH (TEACHING RESPONSIBILITIES=1)
K1 How confident are you with the following? Please answer using a scale of 1-5, where '1' means "not at all confident" and '5' means "very confident"?

SINGLE CODE. ONE PER ROW. READ OUT.

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

ALL WHO TEACH SECONDARY ((TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=2) AND C3=ANY EXCEPT 44/45)
I2 Thinking about subject knowledge specifically. How confident are you in your knowledge of the subject(s) you teach?

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

SINGLE CODE. ONE PER ROW. READ OUT.

DS. SHOW ALL SUBJECTS SELECTED AT C3.

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

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

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

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

J Pay

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

ASK ALL PHASE_DUM=1/2 : Great. We would now like to understand if you have experienced a change in pay in the last year or so, either as a result of a change in role or your school's pay reviews. Specifically, we would like you to think of the period between now and the end of the last Spring term, so April 2023.

ASK ALL PHASE_DUM=1/2

J2 Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2023?

SINGLE CODE.

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

ASK IF RECEIVED PAY INCREASE (J2=1)

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

SINGLE CODE.

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

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

J4 Were you expecting to receive a pay increase in the period between now and the end of the last Spring term, so April 2023?

SINGLE CODE.

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

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

J5new What was the reason, or reasons, provided for not receiving [J2=2: a pay increase; J3=3 the increase in pay you were expecting]?

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

IF DON'T KNOW/PREFER NOT TO SAY WHY DID NOT RECEIVE A PAY INCREASE (J5NEW=1)

J5 Were any of the following reasons provided for not receiving [J2=2: a pay increase; J3=3 the increase in pay you were expecting]?

MULTICODE. DO NOT READ OUT.

I am at the top of my current pay scale	1
Uplifts to the national pay framework were lower than I expected	2
I was told I would need to take on more responsibilities in order to receive a pay increase	3
Performance appraisal	4
School budget pressures	5
My expectations exceeded typical rates of pay progression	6
None of these (DS: MAKE EXCLUSIVE)	7
Don't know (DS: MAKE EXCLUSIVE)	8

ASK ALL STILL TEACHING/LEADING (PHASE_DUM=1/2)

J11new In Summer 2023, the School Teachers' Review Body (STRB) recommended a pay award of at least 6.5% across all pay scales, which was accepted in full by the government.

Were you aware of this?

SINGLE CODE.

Yes, I was fully aware	1
Yes, I think so	2
No, I was not	3
Don't know/prefer not to say	4

IF AWARE (J11NEW=1-2)

J11new Did you receive this 6.5% uplift to your pay?

If you were already considering this uplift in your response to the earlier question which asked whether you had received a pay increase since April 2023 that's fine, please let us know again here.

SINGLE CODE.

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

ASK ALL EXCEPT HEADTEACHERS (B1=3-12 AND PHASE_DUM=1/2)

J6 And overall, to what extent do you agree with the following statements regarding the decisions your school has taken regarding your pay in the period between now and the end of the last Spring term, so April 2023? Would you say?

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

J7 And overall, to what extent do you agree or disagree with the following statements regarding the decisions your school / governors / academy trust have taken regarding your pay in the period between now and the end of the last Spring term, so April 2023. Would you say...?

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

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

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

Yes	1
No	2
Don't know	3

IF USES FLEXIBILITIES (J8=1)

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

MULTICODE. READ OUT.

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

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

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

MULTICODE. PROMPT AS NECESSARY.

Because it can be seen as divisive/bad for staff morale	1
Insufficient funding to allow effective differentiation	2
Unnecessary as recruitment and retention issues are manageable without (further) differentiation	3
Do not believe (further) differentiating pay would be effective at addressing recruitment and retention issues	4
DfE policies (such as Maths & Physics Retention Payments, for example) differentiate pay sufficiently for the teachers I would target	5
Too difficult administratively to ensure the fairness of decisions cannot be challenged	6
Lack of interest from teaching staff due to the anticipated increases in workload of additional responsibilities associated with pay increases	7
Other (specify)	8
J8=1: No, I am not restricted	9
DO NOT READ OUT: Don't know	10

K Flexible Working

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

ASK PHASE_DUM=1/2

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

MULTI CODE. READ OUT.

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

ASK PHASE_DUM=1/2

K2 To what extent do you agree or disagree with the following statements?

SINGLE CODE. ONE PER ROW. READ OUT.

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

L Career History / Post-teaching destination

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

ASK ALL PHASE_DUM =1/2

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

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

MULTI-CODE. READ OUT

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

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

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

MULTI-CODE. READ OUT

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

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

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

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

SINGLE CODE.

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

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

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

SINGLE CODE. READ OUT

In this academic year (2023/2024)	1
In the academic year 2022/2023	2
In the academic year 2021/2022	3
In the academic year 2020/2021 or earlier	4
DO NOT READ OUT: N/A: I pursued a career elsewhere before I started my teaching or school leadership career in any state schools in England (Please specify)	5
DO NOT READ OUT: Don't know/Prefer not to say	6

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

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

MULTI-CODE. PROMPT AS NECESSARY.

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

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

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

SINGLE CODE. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know/not applicable
I had an effective induction	1	2	3	4	5	6
My mentor/coach was supportive	1	2	3	4	5	6
My manager(s) was supportive	1	2	3	4	5	6
The role met my expectations	1	2	3	4	5	6
My subject knowledge was sufficiently up-to-date	1	2	3	4	5	6
I had suitably recent classroom experience	1	2	3	4	5	6
My pay was as anticipated	1	2	3	4	5	6

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

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

MULTI-CODE. READ OUT.

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

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

SINGLE-CODE. PROMPT AS NECESSARY.

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

ALL LEAVER_TYPE=1

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

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

SINGLE-CODE. READ OUT.

Working in education

Working in a state school/s in England but not teaching	1
Supply teaching	2
Working in an independent school in England	3
Teaching in a Sixth Form / Further Education College	4
Teaching in a Higher Education Institution	5

Working in a school outside of England	6
Self-employed in the education sector, e.g., as a private tutor	7
Other (please specify)	8

Working outside of education

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

Not currently working

In education or training (including completing an apprenticeship or traineeship)	14
Volunteering	15
Undertaking caring responsibilities	16
On a period of maternity, paternity or adoption leave (or equivalent)	17
Retired	18
Other (please specify)	19
DO NOT READ OUT: Don't know / Prefer not to say	20

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

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

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

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

SINGLE-CODE. READ OUT.

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

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

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

MULTICODE. READ OUT.

Part-time	1
Job share	2
Annualised hours	3
Compressed hours	4
With the option to reclaim time off in lieu (TOIL)	5
Staggered hours	6
Phased retirement	7
Home / remote working	8
Flexitime	9
Ad-hoc personal days off at my manager's discretion, for ad-hoc requests (this does not include statutory entitlements such as sick days or bereavement leave, etc.)	10
Ad-hoc days at my manager's discretion to start late or finish early (this does not include statutory entitlements such as sick days or bereavement leave, etc.)	11

DO NOT READ OUT: None of these (EXCLUSIVE CODE)	12
DO NOT READ OUT: Don't know (EXCLUSIVE CODE)	13

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

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

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

SINGLE CODE. READ OUT.

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

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

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

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

In your answer...

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

ADD IF NECESSARY:

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

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

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

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

SINGLE CODE. ONE PER ROW.

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

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

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

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

SINGLE CODE. READ OUT.

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

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

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

SINGLE CODE. ONE PER ROW. READ OUT.

DS - RANDOMISE ROWS

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

M Career Ambitions

ASK PHASE_DUM=1/2

M1 To what extent would you say that...?

SINGLE CODE. ONE PER ROW. READ OUT.

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

ASK PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

As a reminder, this survey is anonymous and your answers cannot be seen by your school or trust.

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

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

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

SINGLE CODE. READ OUT.

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

ASK ALL PHASEDUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

IF CONSIDERING LEAVING STATE EDUCATION (M2_4=1)

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

SINGLE CODE. ONE PER ROW. READ OUT. DS: ROTATE ORDER THAT CODES APPEAR.

Statement	1 Not at all important	2	3	4	5 Very important	DO NOT READ OUT: Don't Know
High workload	1	2	3	4	5	6
Government initiatives / policy changes	1	2	3	4	5	6
Dealing with parents/carers	1	2	3	4	5	6
Other pressure relating to pupil outcomes or inspection (e.g. from Ofsted)	1	2	3	4	5	6
Dissatisfaction with pay	1	2	3	4	5	6
Lack of support from my superiors	1	2	3	4	5	6
Lack of opportunities for progression/promotion	1	2	3	4	5	6
Pupil behaviour	1	2	3	4	5	6
Lack of flexible working opportunities	1	2	3	4	5	6
Teachers' views not being valued by policymakers, e.g. the government	1	2	3	4	5	6
Stress and/or poor wellbeing, including having a poor work life balance	1	2	3	4	5	6
Poor mental and/or physical health	1	2	3	4	5	6
Experiences of bullying and/or harassment	1	2	3	4	5	6
Negative public perceptions of teaching	1	2	3	4	5	6
Lack of state school funding	1	2	3	4	5	6
Mismanagement of school/academy	1	2	3	4	5	6
Staff shortages	1	2	3	4	5	6

IF PHASE_DUM=3

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

SINGLE CODE. ONE PER ROW. READ OUT. DS: ROTATE ORDER THAT CODES APPEAR.

Factor	1 Not at all important	2	3	4	5 Very important	DO NOT READ OUT: Don't Know
High workload	1	2	3	4	5	6
Government initiatives / policy changes	1	2	3	4	5	6
Other pressure relating to pupil outcomes or inspection (e.g. from Ofsted)	1	2	3	4	5	6
Dissatisfaction with pay	1	2	3	4	5	6
Personal reasons	1	2	3	4	5	6
Lack of support from my superiors	1	2	3	4	5	6
Lack of opportunities for progression/promotion	1	2	3	4	5	6
Pupil behaviour	1	2	3	4	5	6
Lack of flexible working opportunities	1	2	3	4	5	6
Teachers' views not being valued by policymakers, e.g. the government	1	2	3	4	5	6
Stress and/or poor wellbeing	1	2	3	4	5	6
Poor mental and/or physical health	1	2	3	4	5	6
Experiences of bullying and/or harassment	1	2	3	4	5	6
Negative public perceptions of teaching	1	2	3	4	5	6
Lack of state school funding	1	2	3	4	5	6
Mismanagement of school/academy	1	2	3	4	5	6
Staff shortages	1	2	3	4	5	6

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

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

MULTICODE. DS: ROTATE CODES 1-9

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

ALL LEAVERS (PHASE_DUM=3)

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

SINGLE CODE. READ OUT.

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

LIKELY TO RETURN (M9=4/5)

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

MULTICODE – DO NOT READ OUT

DS: ROTATE CODES 1-13

Change in personal circumstances	1	
Improved funding for schools	2	
Flexible working opportunities	3	
Improved working conditions	4	
Increase in pay	5	
More supportive environment	6	
Reduced workload	7	
Improved pupil behaviour	8	
Changes to inspections / Ofsted	9	
Leadership role	10	
Better opportunities for progression	11	
Personal enjoyment of teaching	12	
Finding the 'right' job	13	
Other	14	
Don't know	15	

N Wellbeing

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

ASK ALL

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

SINGLE CODE. ONE PER ROW. READ OUT.

Question	0 No t at all	1	2	3	4	5	6	7	8	9	10. Co mp let ely	DO NOT READ OUT: Prefer not to say
_1 Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10	11
_2 Overall, to what extent do you feel that the things you do in your life are worthwhile?	0	1	2	3	4	5	6	7	8	9	10	11
_3 Overall, how happy did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10	11

ASK ALL

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

0 Not at all anxious	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10 Completely anxious	10
DO NOT READ OUT: Prefer not to say	11

IF PHASE_DUM = 1/2

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

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

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

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

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

O Demographics

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

AGE

ASK ALL

O1a **What is your age?**

DS: SET UPPER RANGE 99

WRITE IN AGE (NUMERIC)

Prefer not to say

1

PHYSICAL AND MENTAL HEALTH

ASK ALL

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

SINGLE CODE.

Yes	1
No	2
Prefer not to say	3

ASK IF HAS HEALTH CONDITIONS (O1=1)

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

SINGLE CODE.

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

GENDER

ASK ALL

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

SINGLE CODE

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

ASK ALL

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

SINGLE CODE.

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

ASK ALL

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

SINGLE CODE.

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

ETHNICITY

ASK ALL

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

White

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

Mixed / multiple ethnic groups

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

Asian / Asian British

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

Black / African / Caribbean / Black British

African	14
Caribbean	15

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

Other ethnic group

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

RELIGION

ASK ALL

O7 What is your religion?

MULTI CODE.

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

PARENT AND CARING RESPONSIBILITIES

ASK ALL

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

SINGLE CODE.

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

ASK ALL

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

SINGLE CODE.

Please EXCLUDE:

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

Yes	1
No	2
Don't know	3

DS – IF SAMTYPE=1 ASSIGN SAME MODULE AS 'MODULE_Y2' SAMPLE VARIABLE

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

Work life/wellbeing	1
CPD	2
Pay	3

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

P MODULE 1: Working life / wellbeing

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

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

PRECODE LIST FOR CLASSROOM TEACHERS AND MIDDLE LEADERS (B1=6-12):

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

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

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

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

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

DS - RANDOMISE ROWS

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

Q MODULE 2: CPD

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

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

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

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

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

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

SINGLE CODE. PROMPT AS NECESSARY.

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

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

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

MULTI-CODE. READ OUT.

DS: ROTATE ORDER

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

ASK ALL MODULE 2 WHO HAVE RECEIVED SOME CPD (ANY OF H2_X=1) and PHASE_DUM=1/2

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

MULTI-CODE. READ OUT.

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

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

THERE IS NO Q5

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

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

MULTI-CODE. READ OUT.

DS: ROTATE CODES

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

THERE IS NO Q7

R MODULE 3: PAY

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

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

SINGLE CODE. READ OUT.

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

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

B1=1-4: Leadership pay range	1
B1=1-4: Headteacher pay range	2
B1=5: Leading practitioner pay range (as noted elsewhere, the salary for this role exceeds the upper pay range. The role involves supporting the induction and development of staff, leading the improvement of teaching skills etc.)	3
B1=6-12: Upper pay range	4
B1=6-12: Main pay range	5
Unqualified pay range	6
Other	7
DO NOT READ OUT: Don't know / Prefer not to say	8

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

R1 **Which of the following best describes the pay range you were in at the end of the 2023 Spring term, so around April 2023?**

SINGLE CODE. READ OUT.

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

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

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

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

R2 You indicated that you are on the Main Pay Range (MPR). Did you either expect or apply for progression to the Upper Pay Range (UPR) at any point between now and the end of the 2023 Spring term, so around April 2023?

Yes – I expected/applied for progression to the Upper Pay Range (UPR) in the period between now and the end of the last Spring term, so April 2023	1
No – I did not expect/apply for progression to the Upper Pay Range (UPR) in this time	2
Don't know/prefer not to say	3

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

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

MULTICODE

DS: ROTATE CODES 1-9

I am already in the UPR / have applied / will be applying soon	1
I am concerned about the potential impact on work-life balance	2
I am not seeking progression at this stage	3
I do not feel it would be approved	4
I was not aware that I could apply for this	5
Lack of experience / don't meet the criteria	6
The increase in pay would not compensate for the increase in responsibility	7
There are no progression opportunities at the moment	8
I am working through the Main Pay Range (MPR)	9
Other (specify)	10
Don't know	11
Prefer not to say	12

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

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

MULTICODE. DO NOT READ OUT.

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

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

R5 You mentioned earlier that you received a pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, around April 2023, and that the amount you've received was higher than expected. What reason(s) were you given for the higher amount, if any?

MULTICODE. DO NOT READ OUT.

DS: ROTATE CODES 1-5

To give appropriate compensation for my role	1
I was promoted / increase in responsibilities	2
This increase was based on my performance	3
As an incentive to retain me	4
Cost of living / inflation	5
Other (specify)	6
Don't know (EXCLUSIVE CODE)	7
Prefer not to say (EXCLUSIVE CODE)	8

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

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

MULTI CODE. READ OUT.

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

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

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

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

DUMMY VARIABLES

NOTLR_SEN

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

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

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

SINGLE CODE. PROMPT AS NECESSARY.

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

ASK IF R7=1

R8 What do you understand the reason to be?

MULTI-CODE. PROMPT AS NECESSARY.

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

ASK IF R6=1-5

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

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

T Contact Details

ASK ALL

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

DS: ALLOW SKIP.

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

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

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

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

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

SINGLE CODE.

Yes	1
No	2

Thank you for taking part in the survey.

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

IF PHASE_DUM=1/2

We look forward to hearing your views again in the next wave of the survey in 2025. If you do not wish to be contacted again as part of this research please email IFF Research via working-livesofteachersandleaders@IFFResearch.com

Appendix B – derived variables used for analysis

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

For longitudinal analysis a number of variables were derived to allow for comparison of responses between wave 1 and wave 3 or wave 2 and wave 3.

Table A.1 Derived variables

Variable name	Variable description	How it was derived
NUMBEROFPUPILS_GIAS_BANDED	School size based on the number of pupils (from GIAS)	Variable derived from number of pupils at school in GIAS data and split into quintiles. Respondents in quintile 1 work at the smallest schools and those in quintile 5 work at the largest schools
SAMPLE_SOURCE	Sample source	Variable derived from sample variables to indicate the sample source of each respondent. This could either be the Database of trainee teachers and providers (DTTP), the SWC or the DfE's ECT data portal
FSM_BANDED	Percentage of pupils at school in receipt of free school meals - quintiles (from GIAS)	Variable derived from percentage FSM in GIAS data and split into quintiles. Respondents in quintile 1 work at schools with the lowest proportion of pupils entitled to free school meals (FSM) and those in quintile 5 work in schools with the highest FSM entitlement
PHASE	Phase (from survey and sample data)	Derived variable from survey questions Sx1 (primary) and Sx2 (secondary) and sample information from the SWC (special/PRU/AP)
FTPT_SURVEY	Whether work full or part time	Variable derived from survey question K1

Variable name	Variable description	How it was derived
ECTSTATUS	Whether an Early Career Teacher (ECT) or not	ECTs are sampled from the DfE's ECT data portal. Those labelled as 'no longer ECT' are those in at least their third year since qualification
SPECIALSCHOOL	Whether work in a special school or not	Variable derived from 'SECTOR_SFR' on the SWC 2023
AP_PRU	Whether work in alternative provision (AP) or pupil referral unit (PRU) or not	Variable derived from 'SECTOR_SFR' on the SWC 2023
ENTRYWAVE	Wave entered the study	Derived from year at which respondent entered the study
ACADEMY_LAMAINTAINE D	Whether school is an academy or local authority (LA) maintained	Derived variable from 'SCHOOL_TYPE' and 'NEWSEPCADS' on the SWC 2023
RETURNER	Returned to state school sector since 2020/21 academic year	Variable derived from survey question L2aNew
LEAVER	Leaver	Variable derived from survey screener information. Respondents are marked as a leaver (1) if they indicate they are no longer teaching or leading in a state school in England (Sx1) or are not teaching or leading in primary or secondary school (Sx2/3)
LEAVERTYPE	Leaver type	Variable derived from survey screener information. Code 1 is derived from responses at Sx1. Codes 2-4 are derived from responses at Sx2/3
REGION_DERIVED	Region (derived)	Region derived from GIAS 'GOR (name)' using school URN
TEACHINGRESP	Whether undertake classroom teaching as part of job role	Derived variable combining answers from B1 and B3 to determine which respondents have teaching responsibilities as part of their job role

Variable name	Variable description	How it was derived
B1_DERIVED	Current job role (derived)	Derived variable from responses at B1 and B2
B1_DERIVED_ECT_FROM_SAMPLE	Current job role (derived)	Combining answers from B1. 'Which of the following best describes your current role?' and B2. 'Middle leadership responsibilities aside, which of the following best describes your current job role?' All ECTs are assigned their role at this variable based on information from the DfE's ECT data portal.
C2C1	Whether teaching Key Stage without Key Stage qualification	Combining answers from C1. 'What Key Stage(s) do you teach at your current school?' and C2. 'And which Key Stage(s) do you have qualification(s) to teach?'
C3C4	Qualification level in main subject	Variable derived from data at C3a. 'Which subject do you spend most of your time teaching at your current school?' and C4a. 'What qualifications, if any, do you have in [SUBJECT]?' to determine what level of qualification was held in main subject taught
SECONDARY_CONFIDENCE_MAIN_SUBJECT_TAUGHT	Secondary teachers' confidence with main subject taught	Combining answers from C3. 'What subject(s) do you teach at your current school?', C3a. 'Which subject do you spend most of your time teaching at your current school?' and I2. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the subject(s) you teach?' to determine secondary teachers' confidence in their main subject taught
SECONDARY_CONFIDENCE_SUBJECTS_TAUGHT	Secondary teachers' confidence with subject knowledge confidence across all subjects taught	Combining answers from C3. 'What subject(s) do you teach at your current school?' and I2. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the subject(s) you teach?' to determine secondary teachers' confidence across all subjects taught

Variable name	Variable description	How it was derived
PRIMARY_CONFIDENCE_CORE_SUBJECTS	Primary teachers' core subject knowledge confidence	Variable derived from data at I3. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the following...?' to determine primary teachers' confidence in the three core subjects
PRIMARY_CONFIDENCE_FOUNDATION_SUBJECTS	Primary teachers' foundation subject knowledge confidence	Variable derived from data at I3. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the following...?' to determine primary teachers' confidence in all subjects taught as part of the primary curriculum
J5NEW_NOINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5new. 'What was the reason, or reasons, provided for not receiving a pay increase / the increase in pay you were expecting?' so it is only 'asked' of those that did not indicate they received a pay increase at J2. 'Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2023'
J5NEW_LOWERINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5new. 'What was the reason, or reasons, provided for not receiving a pay increase / the increase in pay you were expecting?' so it is only 'asked' of those that indicated they received a lower pay increase than expected at J3. 'Was the amount you received the amount you expected, more than you expected or less than you expected?'
J5_NONINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5. 'Were any of the following reasons provided for not receiving a pay increase / the increase in pay you were expecting?' so it is only 'asked' of those that did not indicate they received a pay increase at J2. 'Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2023?'

Variable name	Variable description	How it was derived
J5_LOWERINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5. 'Were any of the following reasons provided for not receiving a pay increase / the increase in pay you were expecting?' so it is only 'asked' of those that indicated they received a lower pay increase than expected at J3. 'Was the amount you received the amount you expected, more than you expected or less than you expected?'
J5NEW_J5_SUM	Reasons for either not receiving a pay increase, or not receiving the expected amount	Variable derived by merging responses from J5 new 'What was the reason, or reasons, provided for not receiving a pay increase / the increase in pay you were expecting?' and J5 'Were any of the following reasons provided for not receiving a pay increase / the increase in pay you were expecting?'
J5NEW_J5_SUM_NOINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5NEW_J5_SUM so it is only 'asked' of those that did not indicate they received a pay increase at J2. 'Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2023?'
J5NEW_J5_SUM_LOWERINCREASE	Reasons for either not receiving a pay increase, or not receiving the expected amount	Rebasing J5NEW_J5_SUM so it is only 'asked' of those that indicated they received a lower pay increase than expected at J3. 'Was the amount you received the amount you expected, more than you expected or less than you expected?'
J10_NOTUSE	Reason for not using pay flexibilities	Rebasing J10. 'Reasons for not using pay flexibilities / being restricted from using pay flexibilities more than you currently do?' so that is only 'asked' of those saying they <i>do not</i> use the flexibilities in the pay system at J8. 'Do you currently use the flexibilities in the pay system to support recruitment and retention in your school?'

Variable name	Variable description	How it was derived
J10_RESTRICTED	Reason for being restricted from using pay flexibilities more than you currently do	Rebasing J10. 'Reasons for not using pay flexibilities / being restricted from using pay flexibilities more than you currently do?' so that is only 'asked' of those saying they <i>do</i> use the flexibilities in the pay system at J8. 'Do you currently use the flexibilities in the pay system to support recruitment and retention in your school?'
TEACHER_LEADER	Whether respondent is a teacher or leader	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE: "Which of the following best describes your job role?" to determine whether respondent is a teacher or leader
PHASE_ROLE	Respondent role and phase	Variable derived from data at Sx2 ("Are you teaching or leading in a state school in England?"), Sx3 ("Which of the following phases does your school cover?") and B1_DERIVED_ECT_FROM_SAMPLE: ("Which of the following best describes your job role?") to determine respondent phase and job role
PHASE_SCHOOLTYPE	Respondent phase and school type	Variable derived from data at Sx2 ("Are you teaching or leading in a state school in England?"), Sx3 ("Which of the following phases does your school cover?") and 'ACADEMY_LAMAINED' to determine respondent phase and school type
PHASE_LEVEL	Respondent phase and level	Variable derived from data at Sx2 ("Are you teaching or leading in a state school in England?"), Sx3 ("Which of the following phases does your school cover?") and B1_DERIVED_ECT_FROM_SAMPLE ("Which of the following best describes your job role?") to determine respondent phase and level (teacher or leader)
PHASE_TEACHINGRESP	Respondent phase and whether has teaching responsibilities	Variable derived from data at Sx2 ("Are you teaching or leading in a state school in England?"), Sx3 ("Which of the following phases does your school cover?") and B1_DERIVED_ECT_FROM_SAMPLE ("Which of the following best describes your job role?") and B3 ("Do you have any of the following

Variable name	Variable description	How it was derived
		responsibilities?") to determine respondent phase and whether they have teaching responsibilities
PHASE_SENIOR_MIDDLE_LEADER	Respondent phase and whether senior or middle leader	Variable derived from data at Sx2 ("Are you teaching or leading in a state school in England?"), Sx3 ("Which of the following phases does your school cover?") and B1 ("Which of the following best describes your job role?") to determine respondent phase and whether they are a senior or middle leader
LEVEL_TEACHINGRESP	Respondent level and whether has teaching responsibilities	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE ("Which of the following best describes your job role?") and B1_DERIVED_ECT_FROM_SAMPLE ("Which of the following best describes your job role?") and B3 ("Do you have any of the following responsibilities?") to determine level (teacher or leader) and whether they have teaching responsibilities
SENIOR_MIDDLE_LEADER	Whether senior or middle leader	Variable derived from data at B1 ("Which of the following best describes your job role?") to determine whether respondent is senior or middle leader
LEVEL_SENIOR_MIDDLE_LEADER	Respondent level and whether senior or middle leader	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE ("Which of the following best describes your job role?") and B1 ("Which of the following best describes your job role?") to determine respondent level (teacher or leader) and whether they are a senior or middle leader
FTPT_LEVEL	Whether full-time or part-time and level	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE ("Which of the following best describes your job role?") and K1 ("Do you currently work in any of the following ways?") to determine respondent level (teacher or leader) and working pattern

Variable name	Variable description	How it was derived
FTPT_MOVEMENT_W1W3	Whether has changed working pattern (between wave 1 and wave 3)	Longitudinal change variable derived by comparing working arrangements in wave 1 with working arrangements in wave 3
JOB_ROLE_MOVEMENT_W1W3	Whether has changed job role (between wave 1 and wave 3)	Longitudinal change variable derived by comparing job role in wave 1 with job role in wave 3
JOB_ROLE_MOVEMENT_LEADER	Whether has moved from teacher to leader (between wave 1 and wave 3)	Longitudinal change variable derived by comparing job role in wave 1 with job role in wave 3 (movement from teachers to leaders)
PHASE_MOVEMENT_W1W3	Whether has changed phase (between wave 1 and wave 3)	Longitudinal change variable derived by comparing phase in wave 1 with phase in wave 3
ALLOWANCE_PAYMENT_MOVEMENT	Whether has had change in receipt of allowance payments (between wave 1 and wave 3)	Longitudinal change variable derived by comparing receipt of allowance payments in wave 1 with receipt of allowance payments phase in wave 3
CONSIDERING_PROMOTION_CURRENT_SCHOOL_MOVEMENT	Whether any change in considering applying for promotion in current school (between wave 1 and wave 3)	Longitudinal change variable derived by comparing whether teacher or leader was considering applying for promotion in their current school in wave 1 and wave 3
CONSIDERING_PROMOTION_NEW_SCHOOL_MOVEMENT	Whether any change in considering applying for promotion at a new school (between wave 1 and wave 3)	Longitudinal change variable derived by comparing whether teacher or leader was considering applying for promotion at a new school in wave 1 and wave 3

Variable name	Variable description	How it was derived
CONSIDERING_NEW_SCHOOL_SAMELEVEL_MOVEMENT	Whether any change in considering moving school at the same level (between wave 1 and wave 3)	Longitudinal change variable derived by comparing whether teacher or leader was considering moving to a new school (at the same level) in wave 1 and wave 3
CONSIDERING_LEAVING_STATE_SCHOOL_MOVEMENT	Whether any change in considering leaving English state school teaching or leadership (between wave 1 and wave 3)	Longitudinal change variable derived by comparing whether teacher or leader was considering leaving English state school teaching or leadership in wave 1 and wave 3
CONSIDERING_RETIREMENT_MOVEMENT	Whether any change in considering retirement (between wave 1 and wave 3)	Longitudinal change variable derived by comparing whether teacher or leader was considering retirement in wave 1 and wave 3
D1_CHANGE_W2W3	Change in working hours (between wave 1 and wave 2)	Longitudinal change variable derived by comparing working hours in wave 2 to working hours in wave 3
D1_CHANGE_FT_W2W3	Change in working hours (between wave 1 and wave 2) – if full-time in both waves	Longitudinal change variable derived by comparing working hours in wave 2 to working hours in wave 3 – full-time in both waves
D1_CHANGE_PT_W2W3	Change in working hours (between wave 1 and wave 2) – if part-time in both waves	Longitudinal change variable derived by comparing working hours in wave 2 to working hours in wave 3 – part-time in both waves
D2_CHANGE	Change in teaching hours (between wave 1 and wave 2)	Longitudinal change variable derived by comparing teaching hours in wave 2 to teaching hours in wave 3

Variable name	Variable description	How it was derived
D2_CHANGE_FT_W2W3	Change in teaching hours (between wave 1 and wave 2) if full-time in both waves	Longitudinal change variable derived by comparing teaching hours in wave 2 to teaching hours in wave 3 – full-time in both waves
D2_CHANGE_PT_W2W3	Change in teaching hours (between wave 1 and wave 2) if part-time in both waves	Longitudinal change variable derived by comparing teaching hours in wave 2 to teaching hours in wave 3 – part-time in both waves
D4SUM_1_CHANGE_W2W3	Change in perception that I have sufficient control over my own workload (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on workload in wave 2 to views on workload in wave 3
D4SUM_2_CHANGE_W2W3	Change in perception that I have an acceptable workload (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on workload in wave 2 to views on workload in wave 3
E1SUM_1_CHANGE_W2W3	Change in whether I feel valued by my school (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on school in wave 2 to views on school in wave 3
E1SUM_2_CHANGE_W2W3	Change in whether school provides staff with opportunities to participate in decisions (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on school in wave 2 to views on school in wave 3
E1SUM_3_CHANGE_W2W3	Change in whether SLT sets high expectations for pupil behaviour (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on school in wave 2 to views on school in wave 3

Variable name	Variable description	How it was derived
E1SUM_4_CHANGE_W2W3	Change in whether my school's SLT supports flexible working (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on school in wave 2 to views on school in wave 3
E2SUM_1_CHANGE_W2W3	Change in opinion on whether manager trusts you to work independently (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on manager in wave 2 to views on manager in wave 3
E2SUM_2_CHANGE_W2W3	Change in opinion on whether manager trusts you to work independently (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on manager in wave 2 to views on manager in wave 3
E2SUM_3_CHANGE_W2W3	Change in opinion whether manager supports your wellbeing (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on manager in wave 2 to views on manager in wave 3
E4SUM_1_CHANGE_W2W3	Change in opinion on whether school accountability measures provide important information about school performance (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on school in wave 2 to views on school in wave 3
E4SUM_2_CHANGE_W2W3	Change in opinion on whether the school inspection regime provides a fair assessment of school performance (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on school in wave 2 to views on school in wave 3

Variable name	Variable description	How it was derived
E4SUM_3_CHANGE_W2W3	Change in opinion on whether teachers' views are valued by policymakers, e.g. the government (between wave 1 and wave 2)	Longitudinal change variable derived by comparing teachers' views on being valued by policymakers in wave 2 to views on teachers being valued in wave 3
F1SUM_CHANGE_W2W3	Change in opinion on pupil behaviour (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on pupil behaviour in wave 2 to views on pupil behaviour in wave 3
J1SUM_1_CHANGE_W2W3	Change in - I am satisfied with the salary I receive for the work (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on salary in wave 2 to views on salary in wave 3
J1SUM_2_CHANGE_W2W3	Change in - I am satisfied overall with national-level changes to teachers' pay in the last year (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on salary in wave 2 to views on salary in wave 3
J1SUM_3_CHANGE_W2W3	Change in - teaching offers me a good salary compared to other careers I if I left (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on salary in wave 2 to views on salary in wave 3
J1SUM_4_CHANGE_W2W3	Change in - I am satisfied with long-term salary compared to other careers I if I left (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on salary in wave 2 to views on salary in wave 3

Variable name	Variable description	How it was derived
J1SUM_5_CHANGE_W2W3	Change in - teacher pay structure allows my pay to increase at a fair rate (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on salary in wave 2 to views on salary in wave 3
K1_CHANGE_W2W3	Flexible working change (between wave 1 and wave 2)	Longitudinal change variable derived by comparing flexible working circumstances in wave 2 to their flexible working circumstances in wave 3
M1_1_CHANGE_W2W3	Change in job satisfaction (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on job satisfaction in wave 2 to views on job satisfaction in wave 3
M1_2_CHANGE_W2W3	Change in enjoyment of classroom teaching (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on enjoyment of classroom teaching in wave 2 to views on job satisfaction in wave 3
M1_1_SUM_CHANGE_W2W3	Change in career satisfaction - current job (between wave 1 and wave 2) – summary variable	Longitudinal change variable derived by comparing views on job satisfaction in wave 2 to views on job satisfaction in wave 3 - summary
M1_2_SUM_CHANGE_W2W3	Change in career satisfaction – enjoyment of classroom teaching (between wave 1 and wave 2) – summary variable	Longitudinal change variable derived by comparing views on enjoyment of classroom teaching in wave 2 to views on job satisfaction in wave 3 - summary
N1_1_CHANGE_W2W3	Change in life satisfaction (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on life satisfaction in wave 2 to views on life satisfaction in wave 3
N1_2_CHANGE_W2W3	Change in worthwhileness (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on worthwhileness in wave 2 to views on worthwhileness in wave 3

Variable name	Variable description	How it was derived
N1_3_CHANGE_W2W3	Change in happiness (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on happiness in wave 2 to views on happiness in wave 3
N2_CHANGE_W2W3	Change in anxiety (between wave 1 and wave 2)	Longitudinal change variable derived by comparing views on anxiety in wave 2 to views on anxiety in wave 3
B1_M2_PROMOTION_CURRENT_SCHOOL_CHANGE_W2W3	Whether those considering applying for promotion at current school in wave 2 were promoted by wave 3	Longitudinal change variable derived by comparing whether considering promotion at current school in wave 2 to whether promoted wave 3
B1_M2_PROMOTION_NEW_SCHOOL_CHANGE_W2W3	Whether those considering applying for promotion at a new school in wave 2 were promoted by wave 3	Longitudinal change variable derived by comparing whether considering promotion at a new school in wave 2 to whether promoted wave 3
LEAVERS_INTENTIONS_W2W3	Intentions to leave in wave 2 vs. reality in wave 3	Longitudinal change variable derived by comparing leavers' intentions of leaving the English state school sector in wave 2 and whether or not they had done in wave 3
LEAVERS_SUM_W2W3	Whether leaver in work in wave 3	Derived variable indicating whether leavers are in work or not in wave 3
LEAVERS_FLEX_CHANGE_W2W3	Leavers' change in flexible working (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' flexible working circumstances in wave 2 to their flexible working circumstances in wave 3
LEAVERS_SALARYSAT_CHANGE_W2W3	Leavers' change in satisfaction with salary (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on salary in wave 2 to their views on salary in wave 3

Variable name	Variable description	How it was derived
LEAVERS_WORKLOAD_CHANGE_1	Leavers' change in perception that I have sufficient control over my own workload (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on workload in wave 2 to leavers' views on workload in wave 3
LEAVERS_WORKLOAD_CHANGE_2	Leavers' change in perception that I have an acceptable workload (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on workload in wave 2 to leavers' views on workload in wave 3
LEAVERS_L16_CHANGE_1_W2W3	Leavers' change in perception that I experience stress in my work (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 2 to leavers' views on workload in wave 3
LEAVERS_L16_CHANGE_2_W2W3	Leavers' change in perception that my job does not leave me enough time for my personal life (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 2 to leavers' views on workload in wave 3
LEAVERS_L16_CHANGE_3_W2W3	Leavers' change in perception that my job negatively affects my mental health (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 2 to leavers' views on workload in wave 3
LEAVERS_L16_CHANGE_4_W2W3	Leavers' change in perception that my job negatively affects my physical health (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 2 to leavers' views on workload in wave 3

Variable name	Variable description	How it was derived
N1_1_CHANGE_LEAVERS	Change in satisfaction for leavers (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on life satisfaction in wave 2 to their views on life satisfaction in wave 3
N1_2_CHANGE_LEAVERS	Change in worthwhileness for leavers (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on worthwhileness in wave 2 to their views on worthwhileness in wave 3
N1_3_CHANGE_LEAVERS	Change in happiness for leavers (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on happiness in wave 2 to their views on happiness in wave 3
N2_CHANGE_LEAVERS	Change in anxiety for leavers (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' views on anxiety in wave 2 to their views on anxiety in wave 3
LEAVERS_WORKING_HOURS_CHANGE_BANDED	Difference in number of hours worked for leavers (between wave 2 and wave 3)	Longitudinal change variable derived by comparing leavers' working hours in wave 2 to their working hours in wave 3

Appendix C – weighting targets and applied weights

This appendix displays the weighting targets and the applied weights for the following wave 3 weights:

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

Table A.2 Core weight - targets

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	3.25%	2.42%	2.23%	0.91%	22.40%	2.44%	2.83%	0.14%
FEMALE: mixed or multiple ethnic group	0.04%	0.01%	0.02%	0.43%		0.06%	0.06%	
FEMALE: Asian or Asian British	0.05%	0.09%	0.14%	0.06%	0.93%	0.08%	0.16%	0.02%
FEMALE: black, black British, Caribbean or African	0.03%	0.04%	0.06%	0.02%	0.49%	0.06%	0.09%	

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: any other ethnic group	0.02%	0.01%	0.02%	0.01%	0.15%	0.02%	0.02%	
FEMALE: unknown/prefer not to say	0.22%	0.16%	0.06%	0.06%	1.91%	0.32%	0.50%	0.02%
MALE: white	1.18%	0.57%	0.48%	0.22%	3.22%	0.29%	0.47%	0.04%
MALE: mixed or multiple ethnic group	0.02%			0.05%		0.01%	0.01%	
MALE: Asian or Asian British	0.01%	0.01%		0.07%		0.02%	0.02%	
MALE: black, black British, Caribbean or African	0.01%			0.04%		0.01%		
MALE: any other ethnic group	0.02%							
MALE: unknown/prefer not to say	0.04%	0.05%	0.05%	0.01%	0.31%	0.01%	0.03%	

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
Gender unknown	0.03%					0.13%	0.39%	
Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.55%	0.56%	1.01%	0.71%	15.88%	1.70%	2.03%	0.15%
FEMALE: mixed or multiple ethnic group	0.01%	0.01%		0.01%	0.33%	0.04%	0.12%	
FEMALE: Asian or Asian British	0.02%		0.06%	0.01%	0.88%	0.09%	0.17%	0.01%
FEMALE: black, black British, Caribbean or African	0.03%			0.03%	0.44%	0.03%	0.12%	
FEMALE: any other ethnic group	0.02%			0.22%		0.02%	0.05%	

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: unknown/prefer not to say	0.04%	0.02%	0.11%	0.05%	1.66%	0.32%	0.50%	0.02%
MALE: white	0.97%	0.47%	0.75%	0.34%	7.80%	0.78%	0.81%	0.07%
MALE: mixed or multiple ethnic group	0.01%	0.01%	0.02%	0.01%	0.15%	0.05%	0.02%	0.01%
MALE: Asian or Asian British	0.01%	0.03%		0.01%	0.31%	0.05%	0.06%	
MALE: black, black British, Caribbean or African	0.01%	0.01%	0.02%	0.01%	0.28%	0.02%	0.02%	
MALE: any other ethnic group	0.01%		0.01%	0.01%	0.07%	0.01%		
MALE: unknown/prefer not to say	0.08%	0.05%	0.11%	0.02%	1.02%	0.14%	0.19%	0.02%
Gender unknown	0.12%					0.25%	0.55%	

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.28%	0.24%	0.30%	0.13%	2.05%	0.17%	0.25%	0.04%
FEMALE: mixed or multiple ethnic group	0.03%	0.03%	0.09%	0.01%	0.39%	0.05%	0.11%	0.04%
FEMALE: Asian or Asian British								
FEMALE: black, black British, Caribbean or African								
FEMALE: any other ethnic group								
FEMALE: unknown/prefer not to say								
MALE: white	0.13%	0.09%	0.14%	0.03%	0.53%	0.02%	0.04%	0.01%

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: mixed or multiple ethnic group	0.02%		0.01%	0.01%	0.13%	0.03%		
MALE: Asian or Asian British								
MALE: black, black British, Caribbean or African								
MALE: any other ethnic group								
MALE: unknown/prefer not to say								
Gender unknown								

Table A.3 Core weight – applied weights

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.66	0.66	0.81	0.07	1.15	0.49	0.44	4.21
FEMALE: mixed or multiple ethnic group	0.64	1.88	1.57	0.93		0.52	0.88	
FEMALE: Asian or Asian British	0.89	0.45	0.63	0.07	1.49	1.07	0.80	2.80
FEMALE: black, black British, Caribbean or African	0.92	0.50	0.69	0.05	0.94	0.62	0.84	
FEMALE: any other ethnic group	0.37	1.09	0.73	0.08	1.49	0.70	1.67	
FEMALE: unknown/prefer not to say	0.86	0.80	2.55	0.09	1.45	0.62	0.56	3.75
MALE: white	0.66	0.70	0.79	0.04	1.11	0.69	0.43	3.78

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: mixed or multiple ethnic group	0.83			1.23		0.56	1.36	
MALE: Asian or Asian British	0.89	1.57		1.56		0.38	0.94	
MALE: black, black British, Caribbean or African	1.39			1.29		2.52		
MALE: any other ethnic group	2.15							
MALE: unknown/prefer not to say	1.80	0.68	0.78	0.04	1.32	2.76	2.03	
Gender unknown	0.69					0.01	0.01	

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.50	0.88	1.46	0.39	1.12	0.50	0.40	4.55
FEMALE: mixed or multiple ethnic group	0.55	3.91		0.78	1.20	0.90	0.57	
FEMALE: Asian or Asian British	1.48		1.40	2.74	1.65	1.33	0.80	9.55
FEMALE: black, black British, Caribbean or African	2.20			0.46	1.52	1.55	1.26	
FEMALE: any other ethnic group	0.69			0.91		0.88	0.82	
FEMALE: unknown/prefer not to say	0.79	2.79	1.44	0.61	1.48	0.54	0.50	7.84
MALE: white	0.38	1.02	1.49	0.47	1.17	0.63	0.59	4.76

Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
MALE: mixed or multiple ethnic group	0.40	0.75	0.81	0.24	1.19	0.34	0.91	1.70
MALE: Asian or Asian British	1.13	2.15		1.31	2.09	1.05	1.52	
MALE: black, black British, Caribbean or African	0.50	1.00	1.28	0.76	1.40	1.13	4.49	
MALE: any other ethnic group	0.32		0.58	0.22	1.27	2.76		
MALE: unknown/prefer not to say	0.55	0.98	1.11	0.80	1.24	0.71	0.69	4.21
Gender unknown	0.15					0.01	0.01	

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	0.59	0.71	0.97	0.13	1.23	0.58	0.42	7.92
FEMALE: mixed or multiple ethnic group	0.83	0.89	0.57	0.40	1.44	0.57	0.35	2.09
FEMALE: Asian or Asian British								
FEMALE: black, black British, Caribbean or African								
FEMALE: any other ethnic group								
FEMALE: unknown/prefer not to say								
MALE: white	0.74	0.74	0.83	0.17	1.38	1.16	0.75	10.96

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
MALE: mixed or multiple ethnic group	1.33		1.83	0.06	1.47	2.12		
MALE: Asian or Asian British								
MALE: black, black British, Caribbean or African								
MALE: any other ethnic group								
MALE: unknown/prefer not to say								
Gender unknown								

Table A.4 Module P weight - targets

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.86%	1.78%	1.27%	1.35%	23.52%	2.71%	4.06%	0.21%
FEMALE: other	0.30%	0.17%	0.17%	0.08%	3.85%	0.51%	1.35%	0.08%
MALE: white	0.63%	0.25%	0.51%	0.13%	3.60%	0.25%	0.68%	0.04%
MALE: other	0.08%			0.68%		0.04%		
Gender unknown	0.17%						0.59%	
Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.38%	0.55%	1.14%	0.72%	15.57%	1.78%	3.13%	0.13%
FEMALE: other	0.08%	0.08%		0.13%	3.43%	0.63%	1.52%	
MALE: white	0.34%	0.25%	0.51%	0.13%	7.66%	0.68%	1.02%	0.13%
MALE: other	0.08%	0.04%	0.08%	0.04%	2.12%	0.25%	0.47%	
Gender unknown	0.38%						0.68%	

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.21%	0.17%	0.17%	0.08%	2.24%	0.13%	0.13%	
FEMALE: other	0.08%			0.21%		0.04%	0.21%	0.08%
MALE: white	0.13%	0.08%	0.08%	0.76%		0.04%		
MALE: other	0.04%					0.04%		
Gender unknown								

Table A.5 Module P weight – applied weights

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.15	0.90	1.42	0.05	1.09	0.44	0.31	2.78
FEMALE: other	0.99	1.29	1.94	0.14	1.36	0.72	0.38	2.24
MALE: white	1.22	1.57	0.74	0.07	0.99	0.79	0.30	
MALE: other	2.47			0.97		3.93		
Gender unknown	0.13						0.01	
Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.72	0.89	1.29	0.39	1.14	0.48	0.26	5.37
FEMALE: other	0.61	5.08		0.65	1.51	0.62	0.59	
MALE: white	1.09	1.89	2.20	1.25	1.19	0.72	0.47	2.62
MALE: other	0.76	2.03	2.57	0.97	1.22	0.78	0.97	
Gender unknown	0.05						0.01	

Special/PRUs/AP								
FEMALE: white	0.78	1.00	1.71	0.19	1.12	0.78	3.31	
FEMALE: other	1.21			2.67		0.67	0.18	0.99
MALE: white	0.75	0.79	1.38	0.97		3.85		
MALE: other	5.57					1.50		
Gender unknown								

Table A.6 Module Q weight - targets

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.87%	1.53%	1.78%	0.64%	22.72%	2.08%	4.32%	0.13%
FEMALE: other	0.13%	0.21%	0.13%	0.04%	3.43%	0.55%	1.23%	0.04%
MALE: white	0.51%	0.51%	0.34%	0.21%	3.43%	0.13%	0.72%	0.08%
MALE: other	0.08%	0.04%		0.47%		0.08%	0.21%	
Gender unknown	0.76%							
Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.51%	0.38%	0.85%	0.68%	16.07%	1.91%	2.92%	0.30%
FEMALE: other	0.04%	0.04%	0.30%	0.08%	3.22%	0.51%	1.36%	0.08%
MALE: white	0.89%	0.30%	0.55%	0.55%	8.14%	0.89%	1.31%	0.08%
MALE: other	0.08%	0.04%	0.21%	0.08%	1.57%	0.34%	0.42%	0.04%
Gender unknown	0.17%					0.30%	0.97%	

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2 nd year	Classroom teacher – ECT 1 st year	Unqualified teachers
FEMALE: white	0.08%	0.21%	0.13%	0.13%	2.33%	0.13%	0.59%	
FEMALE: other	0.04%			0.30%		0.04%	0.17%	0.08%
MALE: white	0.13%	0.08%	0.04%	0.04%	0.51%	0.04%	0.13%	
MALE: other	0.04%			0.04%	0.08%			
Gender unknown								

Table A.7 Module Q weight – applied weights

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.15	1.05	1.01	0.11	1.13	0.57	0.29	4.63
FEMALE: other	2.30	1.03	2.58	0.29	1.53	0.66	0.42	4.48
MALE: white	1.52	0.78	1.11	0.04	1.04	1.57	0.28	1.78
MALE: other	1.13	2.67		1.41		0.54	0.57	
Gender unknown	0.04							
Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.54	1.28	1.74	0.41	1.10	0.45	0.28	2.30
FEMALE: other	1.22	2.43	1.10	0.98	1.60	0.77	0.36	4.74
MALE: white	0.41	1.62	2.03	0.29	1.12	0.55	0.37	3.92
MALE: other	0.76	2.03	1.03	0.49	1.64	0.59	0.59	4.76
Gender unknown	0.10					0.01	0.01	

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.94	0.80	2.27	0.13	1.08	0.78	0.71	
FEMALE: other	2.42			1.90		0.67	0.23	0.98
MALE: white	0.75	0.79	2.75	0.12	1.44	0.55	1.10	
MALE: other	1.06			0.01		2.99		
Gender unknown								

Table A.8 Module R weight - targets

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.99%	2.07%	2.03%	0.51%	24.42%	2.50%	3.30%	0.25%
FEMALE: other	0.13%	0.17%	0.17%	0.25%	3.85%	0.51%	0.85%	
MALE: white	0.55%	0.30%	0.51%	0.08%	3.22%	0.42%	0.59%	
MALE: other	0.04%			0.08%	0.55%	0.04%		
Gender unknown	0.30%						0.30%	
Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.72%	0.63%	0.51%	0.80%	16.97%	1.74%	2.33%	0.17%
FEMALE: other	0.04%			0.13%	3.47%	0.47%	1.06%	
MALE: white	0.85%	0.34%	0.38%	0.38%	8.59%	0.85%	0.89%	0.04%
MALE: other	0.08%	0.04%		0.04%	1.82%	0.08%	0.34%	0.08%
Gender unknown	0.13%					0.25%	0.68%	

Spe- cial/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.21%	0.13%	0.08%	0.17%	2.12%	0.13%	0.34%	0.04%
FEMALE: other	0.04%	0.08%	0.08%	0.04%	0.47%	0.04%	0.08%	
MALE: white	0.08%	0.04%	0.13%	0.04%	0.55%	0.04%		0.04%
MALE: other	0.08%							
Gender un- known	0.04%							

Table A.9 Module R weight – applied weight

Primary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.08	0.77	0.89	0.13	1.05	0.47	0.38	2.32
FEMALE: other	2.31	1.29	1.94	0.05	1.36	0.72	0.83	
MALE: white	1.41	1.34	0.74	0.11	1.11	0.47	0.59	
MALE: other	4.94			0.01	1.19	3.93		
Gender unknown	0.07						0.02	
Secondary	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.38	0.77	2.90	0.34	1.04	0.49	0.35	4.03
FEMALE: other	11.39			0.65	1.49	0.84	0.85	
MALE: white	0.43	1.42	2.93	0.42	1.06	0.58	0.54	7.86
MALE: other	0.76	7.17		0.97	1.41	2.35	0.73	2.38
Gender unknown	0.14					0.01	0.01	

Special/PRUs/AP	Heads	Assistant head teacher	Deputy head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.78	1.33	3.42	0.10	1.19	0.78	0.31	7.47
FEMALE: other	0.59	0.32	0.60	0.09	1.21	0.67	1.44	
MALE: white	1.13	1.57	0.92	0.12	1.33	1.26		2.59
MALE: other	3.49							
Gender unknown	0.10							

Appendix D – longitudinal weight: regression model summaries

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

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

Longitudinal core weight summary (wave 1 to wave 3)

Table A.10 Longitudinal core weight (wave 1 to wave 3): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	7768.419	7775.210	7766.419	-	-	-
Final	7541.622	7887.980	7439.622	326.797	50	0.000

Table A.11 Longitudinal core weight (wave 1 to wave 3): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	6597.732	6526	0.264
Deviance	7439.622	6526	0.000

Table A.12 Longitudinal core weight (wave 1 to wave 3): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.048
Nagelkerke	0.070
McFadden	0.042

Table A.13 Longitudinal core weight (wave 1 to wave 3): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	7541.622	7887.980	7439.622a	0.000	0	-
Ageband_c5	7550.064	7869.256	7456.064	16.441	4	0.002
Region_c9 Region (derived)	7543.896	7835.923	7457.896	18.273	8	0.019
Ethnicity_c3	7546.245	7879.020	7448.245	8.623	2	0.013
LoT_c5	7541.107	7860.299	7447.107	7.484	4	0.112
NEWSEPACADS_C5	7544.897	7864.089	7450.897	11.274	4	0.024
YEARSQUALIFIED_c5	7540.097	7859.290	7446.097	6.475	4	0.166
SX4_c5	7542.512	7868.496	7446.512	6.890	3	0.075
C1_W2_E_new	7561.268	7900.834	7461.268	21.645	1	0.000
O8_C2	7543.954	7883.521	7443.954	4.332	1	0.037
O9_C2	7545.337	7884.903	7445.337	5.714	1	0.017
B3_02_W2_new	7546.591	7886.158	7446.591	6.969	1	0.008
FSM_c5 Percentile Group of FSM	7543.692	7862.885	7449.692	10.070	4	0.039
D4_1_W2_c5	7561.560	7901.127	7461.560	21.938	1	0.000
E1_4_W2_c5	7544.034	7883.601	7444.034	4.412	1	0.036
E4_1_W2_c5	7552.304	7891.871	7452.304	12.682	1	0.000
E4_3_W2_c5	7549.993	7889.560	7449.993	10.371	1	0.001
H2_W2_E_new	7542.899	7882.466	7442.899	3.277	1	0.070
H2_W2_F_new	7543.214	7882.781	7443.214	3.592	1	0.058
H2_W2_I_new	7547.328	7886.894	7447.328	7.705	1	0.006
H2_W2_J_new	7545.248	7884.814	7445.248	5.625	1	0.018

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
K2_2_W2_c5	7547.102	7886.669	7447.102	7.480	1	0.006
M1_1_W2_c5	7552.171	7891.738	7452.171	12.549	1	0.000
N1_3_W2_c11	7543.527	7883.093	7443.527	3.904	1	0.048
K1_W2_J_new	7552.995	7892.561	7452.995	13.373	1	0.000
L1NEW_W2C_new	7544.866	7884.432	7444.866	5.243	1	0.022

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

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

Table A.14 Longitudinal core weight (wave 1 to wave 3): parameter estimates

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	1.683	0.277	36.829	1	0.000	-	-	-
[Ageband_c5=1]	-0.834	0.247	11.409	1	0.001	0.434	0.268	0.705
[Ageband_c5=2]	-0.462	0.140	10.839	1	0.001	0.630	0.478	0.829
[Ageband_c5=3]	-0.389	0.122	10.179	1	0.001	0.678	0.534	0.861
[Ageband_c5=4]	-0.270	0.119	5.149	1	0.023	0.763	0.604	0.964
[Ageband_c5=5]	0b	-	-	0	-	-	-	-
[Region_c9 Region (derived)=1]	0.182	0.137	1.763	1	0.184	1.199	0.917	1.568
[Region_c9 Region (derived)=2]	0.311	0.125	6.172	1	0.013	1.364	1.068	1.743
[Region_c9 Region (derived)=3]	0.234	0.120	3.799	1	0.051	1.264	0.999	1.600
[Region_c9 Region (derived)=4]	0.079	0.158	0.249	1	0.618	1.082	0.794	1.475
[Region_c9 Region (derived)=5]	-0.087	0.120	0.523	1	0.470	0.917	0.724	1.160
[Region_c9 Region (derived)=6]	0.084	0.113	0.546	1	0.460	1.087	0.871	1.357
[Region_c9 Region (derived)=7]	0.058	0.131	0.193	1	0.660	1.059	0.819	1.371
[Region_c9 Region (derived)=8]	-0.017	0.129	0.017	1	0.896	0.983	0.764	1.266
[Region_c9 Region (derived)=9]	0b	-	-	0	-	-	-	-
[Ethnicity_c3=1]	-0.006	0.132	0.002	1	0.965	0.994	0.768	1.287
[Ethnicity_c3=2]	-0.376	0.169	4.929	1	0.026	0.687	0.493	0.957
[Ethnicity_c3=3]	0b	-	-	0	-	-	-	-
[LoT_c5=1]	0.154	0.126	1.508	1	0.219	1.167	0.912	1.492
[LoT_c5=2]	0.058	0.123	0.221	1	0.638	1.060	0.833	1.348
[LoT_c5=3]	0.250	0.097	6.702	1	0.010	1.284	1.063	1.552
[LoT_c5=4]	0.136	0.082	2.768	1	0.096	1.145	0.976	1.344
[LoT_c5=5]	0b	-	-	0	-	-	-	-

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[NEWSEPCADS_C5=1]	0.302	0.152	3.942	1	0.047	1.353	1.004	1.824
[NEWSEPCADS_C5=2]	-0.133	0.171	0.600	1	0.438	0.876	0.626	1.225
[NEWSEPCADS_C5=3]	0.260	0.157	2.769	1	0.096	1.298	0.955	1.763
[NEWSEPCADS_C5=4]	-0.054	0.152	0.125	1	0.723	0.948	0.703	1.277
[NEWSEPCADS_C5=5]	0b	-	-	0	-	-	-	-
[YEARSQUALIFIED_c5=1]	0.028	0.205	0.018	1	0.893	1.028	0.688	1.535
[YEARSQUALIFIED_c5=2]	0.326	0.207	2.472	1	0.116	1.385	0.923	2.078
[YEARSQUALIFIED_c5=3]	-0.104	0.146	0.509	1	0.476	0.901	0.676	1.200
[YEARSQUALIFIED_c5=4]	0.051	0.114	0.198	1	0.656	1.052	0.842	1.315
[YEARSQUALIFIED_c5=5]	0b	-	-	0	-	-	-	-
[SX4_c5=1]	-0.044	0.217	0.040	1	0.841	0.957	0.626	1.464
[SX4_c5=2]	-0.265	0.161	2.716	1	0.099	0.767	0.560	1.051
[SX4_c5=3]	-0.269	0.111	5.858	1	0.016	0.764	0.615	0.950
[SX4_c5=4]	0b	-	-	0	-	-	-	-
C1_W2_E_new	0.512	0.109	22.138	1	0.000	1.668	1.348	2.064
O8_C2	-0.134	0.064	4.327	1	0.038	0.875	0.771	0.992
O9_C2	0.188	0.079	5.622	1	0.018	1.207	1.033	1.410
B3_02_W2_new	0.162	0.062	6.947	1	0.008	1.176	1.042	1.327
[FSM_c5 Percentile Group of FSM=1]	-0.154	0.099	2.410	1	0.121	0.857	0.705	1.041
[FSM_c5 Percentile Group of FSM=2]	-0.234	0.099	5.606	1	0.018	0.792	0.653	0.961

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[FSM_c5 Percentile Group of FSM=3]	-0.181	0.098	3.387	1	0.066	0.835	0.689	1.012
[FSM_c5 Percentile Group of FSM=4]	-0.283	0.094	9.113	1	0.003	0.754	0.627	0.906
[FSM_c5 Percentile Group of FSM=5]	0b	-	-	0	-	-	-	-
D4_1_W2_c5	-0.127	0.027	21.928	1	0.000	0.881	0.836	0.929
E1_4_W2_c5	0.052	0.025	4.411	1	0.036	1.054	1.004	1.107
E4_1_W2_c5	-0.095	0.027	12.708	1	0.000	0.909	0.863	0.958
E4_3_W2_c5	-0.123	0.038	10.464	1	0.001	0.884	0.821	0.953
H2_W2_E_new	0.134	0.074	3.301	1	0.069	1.143	0.990	1.321
H2_W2_F_new	-0.118	0.062	3.583	1	0.058	0.889	0.787	1.004
H2_W2_I_new	-0.195	0.071	7.619	1	0.006	0.822	0.716	0.945
H2_W2_J_new	-0.147	0.062	5.641	1	0.018	0.863	0.765	0.975
K2_2_W2_c5	-0.069	0.025	7.530	1	0.006	0.933	0.889	0.981
M1_1_W2_c5	0.138	0.039	12.589	1	0.000	1.148	1.064	1.239
N1_3_W2_c11	-0.027	0.014	3.889	1	0.049	0.973	0.947	1.000
K1_W2_J_new	-0.296	0.080	13.597	1	0.000	0.744	0.635	0.870
L1NEW_W2C_new	0.159	0.070	5.198	1	0.023	1.172	1.023	1.343

a. The reference category is: .00 No.

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

Longitudinal core weight summary (wave 2 to wave 3)

Table A.15 Longitudinal core weight (wave 2 to wave 3): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	5235.345	5241.597	5233.345	-	-	-
Final	5149.022	5342.824	5087.022	146.323	30	0.000

Table A.16 Longitudinal core weight (wave 2 to wave 3): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	3699.161	3554	0.044
Deviance	4902.742	3554	0.000

Table A.17 Longitudinal core weight (wave 2 to wave 3): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.037
Nagelkerke	0.050
McFadden	0.028

Table A.18 Longitudinal core weight (wave 2 to wave 3): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	5149.022	5342.824	5087.022a	0.000	0	
Ageband_c5_int	5147.937	5316.732	5093.937	6.915	4	0.140
sex_c2_int	5152.264	5339.814	5092.264	5.242	1	0.022
B1_DERIVED_ECT_C4_int	5147.516	5322.563	5091.516	4.494	3	0.213
YEARSQUALIFIED_c4_int	5151.719	5326.765	5095.719	8.697	3	0.034
sx4_c5_int	5150.846	5325.893	5094.846	7.824	3	0.050
C1_W2_A_new	5149.265	5336.815	5089.265	2.243	1	0.134
O9_C2	5154.311	5341.861	5094.311	7.289	1	0.007
B3_01_W2_new	5149.713	5337.263	5089.713	2.691	1	0.101
B3_05_W2_new	5151.539	5339.089	5091.539	4.517	1	0.034
D4_2_W2_c5	5152.989	5340.539	5092.989	5.967	1	0.015
E1_1_W2_c5	5152.911	5340.461	5092.911	5.889	1	0.015
E2_1_W2_c5	5151.990	5339.540	5091.990	4.968	1	0.026
E4_1_W2_c5	5161.430	5348.980	5101.430	14.408	1	0.000
H2_W2_B_new	5154.182	5341.732	5094.182	7.160	1	0.007
H2_W2_C_new	5151.973	5339.523	5091.973	4.951	1	0.026
H2_W2_E_new	5154.704	5342.253	5094.704	7.681	1	0.006
H2_W2_I_new	5158.293	5345.843	5098.293	11.271	1	0.001
H2_W2_K_new	5154.244	5341.794	5094.244	7.222	1	0.007
K1_W2_A_new	5151.133	5338.683	5091.133	4.111	1	0.043
K1_W2_H_new	5156.665	5344.215	5096.665	9.643	1	0.002

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
L1NEW_W2A_new	5150.055	5337.605	5090.055	3.033	1	0.082

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

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

Table A.19 Longitudinal core weight (wave 2 to wave 3): parameter estimates

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	0.152	0.260	0.341	1	0.559			
[Ageband_c5_int=1.00]	-0.054	0.192	0.078	1	0.780	0.948	0.651	1.380
[Ageband_c5_int=2.00]	-0.093	0.158	0.349	1	0.555	0.911	0.669	1.241
[Ageband_c5_int=3.00]	-0.064	0.142	0.205	1	0.651	0.938	0.711	1.238
[Ageband_c5_int=4.00]	0.171	0.143	1.429	1	0.232	1.187	0.896	1.572
[Ageband_c5_int=5.00]	0b			0				
[sex_c2_int=1.00]	0.179	0.078	5.250	1	0.022	1.197	1.026	1.395
[sex_c2_int=2.00]	0b			0				
[B1_DERIVED_ECT_C4_int=1.00]	-0.158	0.228	0.479	1	0.489	0.854	0.546	1.336
[B1_DERIVED_ECT_C4_int=2.00]	0.120	0.189	0.400	1	0.527	1.127	0.778	1.633
[B1_DERIVED_ECT_C4_int=3.00]	0.176	0.139	1.606	1	0.205	1.192	0.908	1.565
[B1_DERIVED_ECT_C4_int=4.00]	0b			0				
[YEARSQUALIFIED_c4_int=1.00]	0.233	0.183	1.634	1	0.201	1.263	0.883	1.806
[YEARSQUALIFIED_c4_int=2.00]	0.387	0.218	3.132	1	0.077	1.472	0.959	2.258
[YEARSQUALIFIED_c4_int=3.00]	0.498	0.171	8.451	1	0.004	1.645	1.176	2.301
[YEARSQUALIFIED_c4_int=4.00]	0b			0				
[sx4_c5_int=1.00]	-0.250	0.186	1.807	1	0.179	0.779	0.541	1.121
[sx4_c5_int=2.00]	-0.157	0.205	0.585	1	0.444	0.855	0.572	1.278
[sx4_c5_int=3.00]	-0.441	0.165	7.103	1	0.008	0.643	0.465	0.890
[sx4_c5_int=4.00]	0b			0				
C1_W2_A_new	-0.178	0.119	2.250	1	0.134	0.837	0.663	1.056
O9_C2	0.245	0.091	7.218	1	0.007	1.277	1.068	1.527
B3_01_W2_new	0.218	0.133	2.666	1	0.103	1.243	0.957	1.615

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
B3_05_W2_new	-0.188	0.088	4.512	1	0.034	0.829	0.697	0.986
D4_2_W2_c5	-0.076	0.031	5.973	1	0.015	0.927	0.872	0.985
E1_1_W2_c5	0.080	0.033	5.891	1	0.015	1.084	1.016	1.156
E2_1_W2_c5	0.087	0.039	4.973	1	0.026	1.091	1.011	1.179
E4_1_W2_c5	-0.114	0.030	14.366	1	0.000	0.892	0.841	0.946
H2_W2_B_new	0.291	0.109	7.067	1	0.008	1.337	1.079	1.657
H2_W2_C_new	-0.331	0.148	4.971	1	0.026	0.718	0.537	0.961
H2_W2_E_new	0.203	0.073	7.692	1	0.006	1.225	1.061	1.414
H2_W2_I_new	-0.280	0.084	11.163	1	0.001	0.756	0.641	0.891
H2_W2_K_new	-0.192	0.072	7.222	1	0.007	0.825	0.717	0.949
K1_W2_A_new	-0.204	0.100	4.121	1	0.042	0.816	0.670	0.993
K1_W2_H_new	-0.603	0.195	9.571	1	0.002	0.547	0.374	0.802
L1NEW_W2A_new	-0.129	0.074	3.028	1	0.082	0.879	0.760	1.016

a. The reference category is: .00 No.

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

Longitudinal module weight summary (wave 1 to wave 3)

Table A.20 Longitudinal module weight (wave 1 to wave 3): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	6316.060	6322.494	6314.060	-	-	-
Final	6004.432	6216.769	5938.432	375.628	32	0.000

Table A.21 Longitudinal module weight (wave 1 to wave 3): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	4608.344	4570	0.342
Deviance	5938.432	4570	0.000

Table A.22 Longitudinal module weight (wave 1 to wave 3): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.078
Nagelkerke	0.105
McFadden	0.059

Table A.23 Longitudinal module weight (wave 1 to wave 3): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	6004.432	6216.769	5938.432a	0.000	0	-
Ageband_c5_int	6001.158	6187.758	5943.158	4.726	4	0.317
Ethnicity_c3_int	6004.385	6203.853	5942.385	3.953	2	0.139
sex_c2_int O3. What is your sex?	6005.344	6211.247	5941.344	2.912	1	0.088
C1_W2_D_new	6004.152	6210.055	5940.152	1.720	1	0.190
O8_C2	6002.737	6208.640	5938.737	0.305	1	0.581
B3_02_W2_new	6009.809	6215.712	5945.809	7.377	1	0.007
B3_05_W2_new	6004.414	6210.316	5940.414	1.982	1	0.159
D4_2_W2_c5	6014.975	6220.878	5950.975	12.543	1	0.000
E1_2_W2_c5	6009.322	6215.225	5945.322	6.890	1	0.009
E4_1_W2_c5	6014.255	6220.158	5950.255	11.823	1	0.001
E4_3_W2_c5	6011.448	6217.350	5947.448	9.016	1	0.003
F1_W2_c5	6009.584	6215.487	5945.584	7.152	1	0.007
H2_W2_A_new	6013.247	6219.150	5949.247	10.815	1	0.001
H2_W2_D_new	6013.137	6219.040	5949.137	10.705	1	0.001
H2_W2_F_new	6012.417	6218.319	5948.417	9.985	1	0.002
H2_W2_L_new	6011.527	6217.430	5947.527	9.095	1	0.003
H2_W2_M_new	6009.263	6215.166	5945.263	6.831	1	0.009
J1_1_W2_c5	6005.849	6211.752	5941.849	3.417	1	0.065
J1_5_W2_c5	6008.191	6214.094	5944.191	5.759	1	0.016
K1_W2_A_new	6005.765	6211.668	5941.765	3.333	1	0.068

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
K1_W2_C_new	6007.735	6213.638	5943.735	5.303	1	0.021
K1_W2_H_new	6007.791	6213.694	5943.791	5.359	1	0.021
K1_W2_J_new	6017.717	6223.620	5953.717	15.285	1	0.000
K1_W2_K_new	6013.924	6219.826	5949.924	11.492	1	0.001
K1_W2_L_new	6005.244	6211.147	5941.244	2.812	1	0.094
K2_1_W2_c5	6017.795	6223.698	5953.795	15.363	1	0.000
M1_1_W2_c5	6036.675	6242.578	5972.675	34.243	1	0.000
N1_3_W2_c11	6005.594	6211.497	5941.594	3.162	1	0.075

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

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

Table A.24 Longitudinal module weight (wave 1 to wave 3): parameter estimates

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	0.586	0.347	2.854	1	0.091	-	-	-
[Ageband_c5_int=1]	-0.329	0.264	1.558	1	0.212	0.720	0.429	1.206
[Ageband_c5_int=2]	0.119	0.116	1.066	1	0.302	1.127	0.898	1.413
[Ageband_c5_int=3]	0.014	0.119	0.013	1	0.908	1.014	0.803	1.279
[Ageband_c5_int=4]	0.021	0.119	0.032	1	0.859	1.021	0.809	1.289
[Ageband_c5_int=5]	0b	-	-	0	-	-	-	-
[Ethnicity_c3_int=1]	0.122	0.139	0.770	1	0.380	1.129	0.860	1.483
[Ethnicity_c3_int=2]	-0.146	0.192	0.575	1	0.448	0.865	0.593	1.259
[Ethnicity_c3_int=3]	0b	-		0	-	-	-	-
[sex_c2_int O3. What is your sex?=1]	0.130	0.076	2.916	1	0.088	1.139	0.981	1.322
[sex_c2_int O3. What is your sex?=2]	0b	-	-	0	-	-	-	-
C1_W2_D_new	0.094	0.072	1.719	1	0.190	1.099	0.955	1.264
O8_C2	-0.040	0.072	0.305	1	0.581	0.961	0.835	1.106
B3_02_W2_new	0.181	0.067	7.370	1	0.007	1.199	1.052	1.366
B3_05_W2_new	-0.095	0.067	1.982	1	0.159	0.910	0.797	1.038
D4_2_W2_c5	0.113	0.032	12.531	1	0.000	1.120	1.052	1.192
E1_2_W2_c5	-0.075	0.029	6.874	1	0.009	0.927	0.876	0.981
E4_1_W2_c5	0.101	0.029	11.806	1	0.001	1.106	1.044	1.171
E4_3_W2_c5	0.138	0.046	8.968	1	0.003	1.148	1.049	1.256
F1_W2_c5	-0.084	0.031	7.140	1	0.008	0.920	0.865	0.978
H2_W2_A_new	-0.326	0.099	10.790	1	0.001	0.722	0.594	0.877
H2_W2_D_new	-0.235	0.072	10.735	1	0.001	0.790	0.687	0.910

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
H2_W2_F_new	-0.208	0.066	9.977	1	0.002	0.812	0.713	0.924
H2_W2_L_new	-0.227	0.075	9.113	1	0.003	0.797	0.688	0.924
H2_W2_M_new	-0.176	0.067	6.821	1	0.009	0.839	0.735	0.957
J1_1_W2_c5	-0.059	0.032	3.407	1	0.065	0.943	0.886	1.004
J1_5_W2_c5	0.081	0.034	5.763	1	0.016	1.084	1.015	1.159
K1_W2_A_new	-0.184	0.101	3.320	1	0.068	0.832	0.683	1.014
K1_W2_C_new	-0.367	0.161	5.227	1	0.022	0.693	0.506	0.949
K1_W2_H_new	-0.359	0.156	5.270	1	0.022	0.698	0.514	0.949
K1_W2_J_new	-0.435	0.112	15.218	1	0.000	0.647	0.520	0.805
K1_W2_K_new	-0.373	0.110	11.477	1	0.001	0.689	0.555	0.854
K1_W2_L_new	0.155	0.092	2.822	1	0.093	1.167	0.975	1.398
K2_1_W2_c5	-0.094	0.024	15.267	1	0.000	0.910	0.868	0.954
M1_1_W2_c5	-0.258	0.044	33.950	1	0.000	0.773	0.709	0.843
N1_3_W2_c11	-0.027	0.015	3.155	1	0.076	0.974	0.946	1.003

a. The reference category is: .00 No.

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

Longitudinal module weight summary (wave 2 to wave 3)

Table A.25 Longitudinal module weight (wave 2 to wave 3): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	9553.669	9560.513	9551.669	-	-	-
Final	9111.677	9433.347	9017.677	533.991	46	0.000

Table A.26 Longitudinal module weight (wave 2 to wave 3): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	6932.767	6886	0.343
Deviance	9017.677	6886	0.000

Table A.27 Longitudinal module weight (wave 2 to wave 3): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.074
Nagelkerke	0.099
McFadden	0.056

Table A.28 Longitudinal module weight (wave 2 to wave 3): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	9111.677	9433.347	9017.677a	0.000	0	
Ageband_c5_int	9113.183	9407.477	9027.183	9.506	4	0.050
Ethnicity_c3_int	9122.656	9430.639	9032.656	14.979	2	0.001
sex_c2_int O3. What is your sex?	9114.514	9429.340	9022.514	4.836	1	0.028
B1_DERIVED_ECT_C5_int	9120.939	9415.233	9034.939	17.262	4	0.002
NEWSEPACADS_c5_int	9115.289	9409.583	9029.289	11.612	4	0.020
TeachingResp_c2	9109.753	9424.579	9017.753	0.076	1	0.783
C1_W2_C_new	9111.355	9426.181	9019.355	1.677	1	0.195
C1_W2_D_new	9116.730	9431.556	9024.730	7.052	1	0.008
C1_W2_F_new	9111.228	9426.054	9019.228	1.551	1	0.213
O8_C2	9119.140	9433.966	9027.140	9.463	1	0.002
B3_02_W2_new	9132.585	9447.411	9040.585	22.907	1	0.000
B3_03_W2_new	9110.851	9425.678	9018.851	1.174	1	0.279
B3_04_W2_new	9113.383	9428.210	9021.383	3.706	1	0.054
B3_05_W2_new	9118.531	9433.357	9026.531	8.854	1	0.003

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
D4_2_W2_c5	9121.400	9436.226	9029.400	11.722	1	0.001
E1_2_W2_c5	9113.562	9428.388	9021.562	3.885	1	0.049
E4_1_W2_c5	9123.833	9438.659	9031.833	14.156	1	0.000
E4_3_W2_c5	9130.041	9444.868	9038.041	20.364	1	0.000
F1_W2_c5	9120.274	9435.100	9028.274	10.597	1	0.001
H2_W2_A_new	9114.920	9429.747	9022.920	5.243	1	0.022
H2_W2_D_new	9121.457	9436.283	9029.457	11.780	1	0.001
H2_W2_F_new	9112.250	9427.076	9020.250	2.573	1	0.109
H2_W2_J_new	9112.517	9427.343	9020.517	2.839	1	0.092
H2_W2_L_new	9121.886	9436.712	9029.886	12.208	1	0.000
H2_W2_M_new	9114.207	9429.033	9022.207	4.530	1	0.033
J1_2_W2_c5	9118.813	9433.640	9026.813	9.136	1	0.003
J1_5_W2_c5	9119.913	9434.739	9027.913	10.236	1	0.001
K1_W2_H_new	9114.811	9429.637	9022.811	5.134	1	0.023
K1_W2_J_new	9123.999	9438.825	9031.999	14.322	1	0.000
K1_W2_K_new	9129.992	9444.818	9037.992	20.315	1	0.000
K1_W2_L_new	9121.450	9436.276	9029.450	11.773	1	0.001
K2_1_W2_c5	9124.887	9439.713	9032.887	15.209	1	0.000
L1NEW_W2B_new	9112.970	9427.796	9020.970	3.292	1	0.070
L1NEW_W2C_new	9116.984	9431.810	9024.984	7.307	1	0.007
M1_1_W2_c5	9138.978	9453.804	9046.978	29.300	1	0.000
M2_05_W2_new	9112.198	9427.024	9020.198	2.521	1	0.112

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

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

Table A.29 Longitudinal module weight (wave 2 to wave 3): parameter estimates

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	-0.507	0.262	3.757	1	0.053	-	-	-
[Ageband_c5_int=1]	-0.151	0.166	0.826	1	0.363	0.860	0.620	1.191
[Ageband_c5_int=2]	0.186	0.106	3.051	1	0.081	1.204	0.978	1.484
[Ageband_c5_int=3]	0.159	0.110	2.105	1	0.147	1.173	0.946	1.454
[Ageband_c5_int=4]	0.196	0.105	3.491	1	0.062	1.216	0.990	1.494
[Ageband_c5_int=5]	0b	-	-	0	-	-	-	-
[Ethnicity_c3_int=1]	0.079	0.091	0.762	1	0.383	1.082	0.906	1.293
[Ethnicity_c3_int=2]	-0.337	0.134	6.303	1	0.012	0.714	0.549	0.929
[Ethnicity_c3_int=3]	0b	-	-	0	-	-	-	-
[sex_c2_int O3. What is your sex?=1]	0.136	0.062	4.839	1	0.028	1.146	1.015	1.294
[sex_c2_int O3. What is your sex?=2]	0b	-	-	0	-	-	-	-
[B1_DERIVED_ECT_C5_int=1]	-0.213	0.172	1.528	1	0.216	0.808	0.576	1.133
[B1_DERIVED_ECT_C5_int=2]	-0.168	0.126	1.774	1	0.183	0.845	0.660	1.082
[B1_DERIVED_ECT_C5_int=3]	0.235	0.190	1.533	1	0.216	1.265	0.872	1.835
[B1_DERIVED_ECT_C5_int=4]	-0.313	0.097	10.512	1	0.001	0.731	0.605	0.884
[B1_DERIVED_ECT_C5_int=5]	0b	-	-	0	-	-	-	-
[NEWSEPACADS_c5_int=1]	0.300	0.131	5.259	1	0.022	1.349	1.045	1.743
[NEWSEPACADS_c5_int=2]	0.250	0.145	2.966	1	0.085	1.283	0.966	1.705
[NEWSEPACADS_c5_int=3]	0.089	0.135	0.434	1	0.510	1.093	0.839	1.423
[NEWSEPACADS_c5_int=4]	0.206	0.126	2.653	1	0.103	1.229	0.959	1.574
[NEWSEPACADS_c5_int=5]	0b	-	-	0	-	-	-	-
TeachingResp_c2	0.041	0.148	0.076	1	0.783	1.042	0.779	1.392

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
C1_W2_C_new	0.094	0.072	1.678	1	0.195	1.098	0.953	1.266
C1_W2_D_new	0.259	0.097	7.060	1	0.008	1.296	1.070	1.568
C1_W2_F_new	0.091	0.073	1.550	1	0.213	1.095	0.949	1.264
O8_C2	-0.180	0.059	9.456	1	0.002	0.835	0.745	0.937
B3_02_W2_new	0.329	0.069	22.818	1	0.000	1.389	1.214	1.590
B3_03_W2_new	-0.126	0.116	1.173	1	0.279	0.882	0.703	1.107
B3_04_W2_new	-0.250	0.130	3.708	1	0.054	0.779	0.604	1.004
B3_05_W2_new	-0.199	0.067	8.849	1	0.003	0.820	0.719	0.934
D4_2_W2_c5	-0.088	0.026	11.719	1	0.001	0.916	0.871	0.963
E1_2_W2_c5	0.047	0.024	3.881	1	0.049	1.048	1.000	1.099
E4_1_W2_c5	-0.090	0.024	14.138	1	0.000	0.914	0.872	0.958
E4_3_W2_c5	-0.160	0.036	20.232	1	0.000	0.852	0.794	0.913
F1_W2_c5	0.084	0.026	10.577	1	0.001	1.088	1.034	1.145
H2_W2_A_new	-0.190	0.083	5.231	1	0.022	0.827	0.702	0.973
H2_W2_D_new	-0.204	0.059	11.801	1	0.001	0.815	0.726	0.916
H2_W2_F_new	-0.086	0.053	2.573	1	0.109	0.918	0.827	1.019
H2_W2_J_new	-0.092	0.055	2.841	1	0.092	0.912	0.819	1.015
H2_W2_L_new	-0.217	0.062	12.229	1	0.000	0.805	0.713	0.909
H2_W2_M_new	-0.117	0.055	4.528	1	0.033	0.890	0.799	0.991
J1_2_W2_c5	0.096	0.032	9.084	1	0.003	1.101	1.034	1.172
J1_5_W2_c5	-0.087	0.027	10.229	1	0.001	0.917	0.869	0.967
K1_W2_H_new	-0.302	0.134	5.057	1	0.025	0.739	0.568	0.962

DV: Whether completed Y3 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
K1_W2_J_new	-0.353	0.093	14.280	1	0.000	0.703	0.585	0.844
K1_W2_K_new	-0.415	0.092	20.242	1	0.000	0.660	0.551	0.791
K1_W2_L_new	0.207	0.060	11.776	1	0.001	1.230	1.093	1.385
K2_1_W2_c5	0.075	0.019	15.152	1	0.000	1.078	1.038	1.120
L1NEW_W2B_new	-0.158	0.087	3.299	1	0.069	0.854	0.721	1.013
L1NEW_W2C_new	0.157	0.058	7.290	1	0.007	1.170	1.044	1.312
M1_1_W2_c5	0.182	0.034	29.180	1	0.000	1.199	1.123	1.281
M2_05_W2_new	-0.187	0.118	2.523	1	0.112	0.830	0.659	1.045

a. The reference category is: .00 No.

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



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