



Department  
for Education

# School and College Voice

**Technical report: 2024 to 2025 academic  
year**

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Government  
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## Overview

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

This technical report covers each element of the SCV data collection and delivery process during the 2024/25 academic year, across the recruitment phase for school teachers and leaders and college teachers and leaders. Please see the [technical report covering the 2023/24 academic year](#) for information about the 2023/24 SCV. The report is divided into the following sections:

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

# Methodology overview

## Overview of Phase 1 and Phase 2

The research is structured into 2 broad phases.

Phase 1: the September to October 2024 recruitment wave invited teachers and leaders across primary, secondary, and special schools to take part in a 15-minute online survey and join the SCV. School teachers and leaders were sampled from the School Workforce Census (SWFC) and contacted via the school address by letter and/or via the school email where the school was asked to forward the email on to the sampled individual. Letters and emails were marked for the attention of the named teachers and leaders who had been sampled and invited them to take part in an online survey (push-to-web approach). This was followed by reminder emails and reminder letters. The fieldwork period lasted four weeks between 27 September and 28 October 2024.

The recruitment of college teachers and leaders took place between November 2024 and January 2025. All general further education colleges from the Get Information About Schools (GIAS) database were invited. College leaders were invited to take part by email and letter and asked to distribute the survey to teachers within their college. Schools with a sixth form, identified from the SWFC, were sent an email inviting their head of sixth form to participate. More detail on the fieldwork approach can be found in the 'Fieldwork' section. The fieldwork period lasted seven weeks between 15 November 2024 and 2 January 2025.

All invite fieldwork materials can be found in Appendix C: Invitations to the SCV (recruitment) .

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

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

**Table 1: School and College Voice (SCV) waves in 2024/25**

Wave	Number of responses	Fieldwork period
Recruitment wave	2,683 school teachers; 2,347 school leaders	27 September to 28 October 2024
November 2024	1,268 school teachers; 1,102 school leaders	7 November to 17 November 2024
College recruitment	140 college teachers; 156 college / sixth form leaders	15 November 2024 to 2 January 2025
December 2024	1,090 school teachers; 1,221 school leaders	10 December to 23 December 2024
January 2025	1,077 school teachers; 998 school leaders; 43 college teachers; 32 college / sixth form leaders	16 January 2025 and 10 February 2025
Replenishment 1	807 school teachers; 801 school leaders	16 January 2025 and 10 February 2025
February 2025	727 school teachers; 1,015 school leaders; 36 college / sixth form leaders	10 February 2025 and 17 February 2025
March 2025	711 school teachers; 989 school leaders	19 March 2025 and 26 March 2025

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

# Sampling

## Schools

### Sampling frame

When conducting the survey in 2023/24, special leaders and secondary leaders were recruited to the panel for two years and as such continued to be part of the panel in 2024/25. It was also decided that all panellists who agreed to be re-contacted for further research in 2023/24 should be invited to join the 2024/25 panel. All of these individuals are referred to as 'ongoing panellists' in this report. In addition, fresh sample was used for all types of teachers and leaders based on the School Workforce Census (SWFC).

Extracts from the 2023/24 SWFC database were shared with Verian. The extracts consisted of two datasets:

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

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

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

1. Ineligible schools excluded
2. Duplicate records of teachers and leaders removed
3. Variables used in explicit and implicit stratification cleaned
4. Ongoing panellists from last survey year identified
5. Fresh sample (original issue and the reserve sample) drawn (excluding ongoing panellists)
6. Closed schools excluded, and original issue sample drawn

### Excluding ineligible schools

The SWFC contract dataset supplied contained 522,139 records. A number of exclusions were applied to the file:

- School type - non-maintained establishments were excluded.
- Open/closed status - the file was filtered to only include open establishments



(dated to when the SWFC was conducted - November 2023).

- Individuals' role – the file was filtered to only include leaders and teaching staff.

Additional exclusions were then applied to remove the following:

- Academy Alternative Provision
- Centrally Employed/other
- Free Schools – Alternative Pro
- LA Nursery School
- Pupil Rehabilitation Unit
- Independent schools

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

The contract dataset also included 34 institutions that were post-16 only and which therefore formed part of the college sample and not the school sample. Records for these institutions were also deleted.

Following this, the list of schools that remained in the SWFC file was compared to a list of eligible schools sourced from GIAS (the former is repeated annually in November so slightly outdated, compared to the latter which is updated throughout the year). This led to the removal of 8,528 records associated with closed schools in GIAS (downloaded on 15 August 2024).

After removing all ineligible schools, the contract dataset had 499,923 records remaining.

## **Deduplication**

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

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

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

1. StaffMatchingReference (ID for individuals in SWFC)

2. CensusYear (year when the data was collated)
3. URN (ID for institutions in SWFC)
4. SchoolType (e.g., Community school, Academy converter, Foundation school)
5. SchoolPhase (e.g., Primary, Secondary, All-through)
6. Gender
7. Age
8. QualificationDate (date of obtaining the Qualified Teacher Status)
9. QTStatus (whether or not an individual has Qualified Teacher Status)
10. ContractAgreementType (e.g., Fixed term, Permanent, Temporary)
11. Post (e.g., Deputy head, Classroom Teacher)

After de-duplication, 486,679 records remained. As such, 2.6% of the records were removed during de-duplication.

In the end, the final SWFC dataset used as the sampling frame had a total of 486,679 records.

### **Defining teacher and leader type**

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

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

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

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

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

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

## Stratification

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

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

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

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

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

## Identifying ongoing panellists

In 2023/24, special leaders and secondary leaders were recruited to the panel for two years and as such continued to be part of the panel in 2024/25. All panellists who agreed to be re-contacted for further research in 2023/24 were also invited to remain on the panel for 2024/25.

Table 4 shows the number of ongoing panellists in each sample stratum. However, not all of these individuals were present in the SWFC extract used as the 2024/25 sample frame (for example, having left the English state school sector since the 2023/24 survey sample was drawn). This led to a slight reduction in the numbers of ongoing panellists that were available for the 2024/25 panel.

**Table 4 Number of ongoing panellists within each stratum**

Explicit strata	Count in SWFC sample frame used for 2023/24 survey	Number present in SWFC sample frame used for 2024/25 survey
Primary Leader	1,077	1,024
Secondary Leader	1,288	1,214
Special Leader	445	436
Special Teacher	472	458
Total	3,282	3,132

A flag was derived for these ongoing panellists in the SWFC extract used as the 2024/25 sample frame. This flag enabled us to ensure that these individuals were invited to continue in the panel in 2024/25. This flag also ensured that the ongoing panellists were excluded from the next stage of fresh sample selection (to ensure these individuals were not selected and invited to the study twice).

## Selecting the fresh sample

All six strata had fresh cases drawn from the latest SWFC. The way in which the fresh cases were sampled differed, depending on whether the strata had ongoing panellists or not.

For three of the strata that had ongoing panellists (primary leader, secondary leader, special teacher), a fresh sample was selected that compensated for biases in the

ongoing sample profile. First, for each stratum a regression model was used to estimate the likelihood of being an existing panellist based on SWFC variables (including age, school region, school size). The regression model was then applied to all fresh cases available in the sample frame, to generate a predicted probability for each individual (based on their characteristics and their school characteristics). Those with a low probability were quite different to the ongoing panel sample and were under-represented on the panel, those with a high probability were similar to the ongoing panel sample and were over-represented. Within each stratum, fresh cases were allocated to a quintile based on their predicted probability – from most similar to the ongoing panel, to least similar. Taking into account the expected response rates for both the ongoing panel and the fresh sample – the sampling probabilities were varied for each quintile with the objective of maximising the representativity of the responding panel (ongoing and fresh) at wave 1 of the 2024/25 study across the SWFC variables used for weighting the study. The Microsoft Excel Solver algorithm was used to determine the optimal sample size to draw from each quintile.

For special leaders, although there were ongoing panellists, no regression modelling was required. This is because all fresh members of staff available were selected for the 2024/25 study, and as such there was no need to compensate for existing biases in ongoing panellists for this stratum.

For the two strata with no ongoing panellists (primary teacher, secondary teacher), a completely fresh sample was selected, using the same approach as for the 2023/24 panel<sup>2</sup>.

Within each stratum, the sample frame was sorted by the following variables (in the order presented) prior to drawing the fresh sample:

- region where the school is located
- quintile of the school pupil number
- age of individual
- gender of individual
- date of obtaining teaching qualification
- main subject (for secondary teachers only)

After the sample frame was sorted, a systematic sampling was conducted within each stratum. For the three strata where regression modelling was used, the similarity quintile was included in the explicit stratification, expanding these three strata to 15 strata. A

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<sup>2</sup> [School and College Voice 2023/24 technical report](#)

systematic sample was then selected within each of the 15 strata using the number produced earlier by the Microsoft Excel Solver algorithm. For special leaders, all available fresh members were selected. For the two strata with no ongoing panellists, a systematic sample was selected in the same way as for the 2023/24 panel.

The number of sampled participants (including ongoing panellists) for each of the six strata is shown in Table 5.

Note that previous School and College Panel surveys conducted before 2023 applied a cap of 2 leaders and 5 teachers from each institution. This cap design was not applied to the School and College Voice sample for the following reasons:

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

**Table 5: Number of sampled participants within each strata**

Explicit strata	Population size	Number of sampled individuals (original issue and reserve sample)
Primary school leader	39,080	19,312
Primary school teacher	196,536	18,500
Secondary school leader	24,979	21,414
Secondary school teacher	201,633	19,775
Special school leader	4,127	4,127
Special school teacher	20,324	20,324
<b>Total</b>	<b>486,679</b>	<b>103,452</b>

**Table 6 Number of sampled participants within each strata by sample type**

<b>Explicit strata</b>	<b>Number of sampled individuals - original issue and reserve sample</b>	<b>Number of sampled individuals – original issue ongoing panellists</b>	<b>Number of sampled individuals - original issue fresh sample</b>	<b>Number of reserve</b>
Primary school leader	19,312	1,024	8,288	10,000
Primary school teacher	18,500	0	8,500	10,000
Secondary school leader	21,414	1,214	10,200	10,000
Secondary school teacher	19,775	0	9,775	10,000
Special school leader	4,127	436	3,691	0
Special school teacher	20,324	458	10,200	9,666
<b>Total</b>	<b>103,452</b>	<b>3,132</b>	<b>50,654</b>	<b>49,666</b>

### Selecting the original issue fresh sample

The staff matching reference number and URN of the 100,320 selected fresh cases was then shared with DfE. DfE then transferred the name of each sampled individual, as well as the up-to-date school establishment status. This revealed that the sampled records included 638 individuals from schools that had closed since the GIAS data was downloaded and used to exclude closed schools (on 15 August 2024).

After excluding individuals sampled at a school which had closed since GIAS was last downloaded, the remaining sample was implicitly stratified as previously, and the original issue cases were selected using a systematic sampling approach within the explicit strata (15 strata where similarity quintile was included as part of the stratification, plus three strata, representing primary teachers, secondary teachers and special leaders respectively).

Table 7 shows the number of individuals in each stratum excluded from the study (due to their school closing), the number allocated to original issue, and the number allocated to the reserve sample. A reserve sample was selected that was of a similar size and design to the original issue. This was selected to be used to replenish the panel during the academic year to maintain the panel size.



**Table 7: Number of individuals in each stratum excluded from the panel**

<b>Explicit strata</b>	<b>Number of sampled individuals (incl. closed schools)</b>	<b>Number of sampled individuals (excl. closed schools)</b>	<b>Number of original issue*</b>	<b>Number of reserve</b>
Primary school leader	19,312	19,139	9,312	9,827
Primary school teacher	18,500	18,329	8,500	9,829
Secondary school leader	21,414	21,319	11,414	9,905
Secondary school teacher	19,775	19,701	9,775	9,926
Special school leader	4,127	4,105	4,105	N/A
Special school teacher	20,324	20,221	10,658	9,563
<b>Total</b>	<b>103,452</b>	<b>102,814</b>	<b>53,764</b>	<b>49,050</b>

\*Original issue includes ongoing panellists

## School replenishment

Verian and DfE agreed to replenish panel twice, in January 2025 and again in May 2025. Replenishment was designed to ensure that at the remaining waves of the 2024/25 study, Verian achieved as close to the target effective sample size as possible for each of the six reporting groups (primary leaders, primary teachers, secondary leaders, secondary teachers, special leaders and special teachers). The target effective sample size was c.385 for each of the six groups, to generate estimates with 95% confidence intervals that are no more than  $\pm 5\%$ pts.

### January 2025 replenishment

To calculate the number of individuals to invite for the January replenishment, Verian estimated the effective sample sizes that were likely to be achieved for each of the six reporting groups at remaining 2024/25 survey waves. This estimation was done for the ongoing sample (i.e. individuals who were already recruited to the panel) and took into account:

- the response rate of the initial survey invite in 2024/25 as well as in 2023/24,
- future likely attrition based on observed response patterns from the existing research waves of the 2024/25 panel and all past research waves of the 2023/24 panel,
- the impact of non-response weighting (based on design effects observed at the previous waves of the 2023/24 panel)

Once the sample sizes (and effective sample sizes) that would likely be achieved at remaining waves from the ongoing panel was estimated, the volume of replenishment sample to issue for each reporting group was then calculated to compensate, as far as possible, for the shortfall expected from the ongoing panel in relation to the effective sample size target.

The January replenishment was then designed to have two parts: drawing a sample from the reserve sample, and recontacting non-responding leaders from the original recruitment survey.

### **Drawing a fresh sample from the available reserve sample**

Fresh sample was randomly selected from the reserve sample available for each of the six strata, with an exception for special leaders which were all selected for the initial recruitment wave. For consistency, the sampling approach used for the January replenishment was largely the same as that used for the initial recruitment wave. This involved explicit stratification by the six reporting groups. The number sampled from each stratum varied depending on the expected shortfall relative to the target. Within each stratum, the same variables were used to sort the sample frame as for the original issue sample selection and a random systematic sample was then drawn.

### **Re-contacting non-responding leaders from the original recruitment survey**

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

The number of individuals who were invited in the January replenishment wave is given in Table 8, which is split by the two parts described above.

**Table 8 Number of individuals invited in the January replenishment wave**

<b>Explicit strata</b>	<b>Selected from reserve sample</b>	<b>Re-contacted from original sample</b>	<b>Total</b>
Primary Leader	3,000	7,582	10,582
Primary Teacher	5,500	1*	5,501
Secondary Leader	4,500	9,465	13,965
Secondary Teacher	5,600	0	5,600
Special Leader	0 <sup>+</sup>	3,418	3,418
Special Teacher	6,000	1*	6,001
<b>Total</b>	<b>24,600</b>	<b>20,467</b>	<b>45,067</b>

\* These individuals did not respond during the initial recruitment but got in contact and requested to be invited again.

<sup>+</sup> All special leaders were selected for the initial recruitment wave, so no one from this stratum could be selected as fresh cases from the reserve sample.

### **Allocation to contact mode**

With the aim of maximising response from secondary leaders and special teachers as far as possible, Verian planned to send letters to all fresh cases selected from the reserve sample for these two groups. For primary leaders, Verian randomly sampled 1,500 individuals to be sent a letter from the 3,000 January replenishment cases and invited the remaining 1,500 fresh primary leaders via email only. This experimental design would allow the evaluation of the impact of letter compared with email on survey response and therefore would provide evidence for designing the contact strategy for future survey recruitment.

Groups that required less of a top-up from the replenishment and where a large volume of reserve sample available were allocated to be invited by email only. These groups were primary and secondary teachers.

Leaders that did not respond to the initial recruitment and that were re-invited to the January replenishment were also allocated to be invited by email only. Given that these

individuals had already chosen not to respond to the study it was felt that sending them another letter was likely to offer poor value for money.

Once all individuals were allocated to one of the contact modes (letter only or email only), school burden (measured by the number of emails that schools had to forward to their sampled members of staff) was checked and the contact approach refined.

For schools that had more than 10 emails to forward, the number of email invites was capped at 10, by re-allocating some individuals from the email only contact strategy to letter only. Additionally, for schools that had less than 10 emails to forward, Verian reassigned some who were previously allocated to letter only to now receive both emails and letter while maintaining the school-level email cap of 10. This decision was made to increase the opportunities of contacting the sampled members and therefore to maximise the achieved sample sizes.

**Table 9: January replenishment contact mode**

Explicit strata	Letter and emails	Emails only	Letter only
Primary school leader	1,500	9,082	0
Primary school teacher	0	5,501	0
Secondary school leader	4,386	9,427	152
Secondary school teacher	0	5,180	420
Special school leader	0	3,400	18
Special school teacher	4,395	1	1,605

**Table 10: Number of sampled participants within each strata at January replenishment**

Explicit strata	Issued sample size	Recruited to panel
Primary school leader – reserve sample	3,000	164
Primary school teacher – reserve sample	5,500	187
Secondary school leader – reserve sample	4,500	320

<b>Explicit strata</b>	<b>Issued sample size</b>	<b>Recruited to panel</b>
Secondary school teacher – reserve sample	5,600	166
Special school leader – reserve sample	0	0
Special school teacher – reserve sample	6,000	454
Primary school leader – recontact sample	7,582	116
Primary school teacher – recontact sample	1	0
Secondary school leader – recontact sample	9,465	127
Secondary school teacher – recontact sample	0	0
Special school leader – recontact sample	3,418	74
Special school teacher – recontact sample	1	0

## Colleges and sixth forms

### Target population

When conducting the survey in 2023/24, college leaders were recruited to the panel for two years and as such continued to be part of the panel in 2024/25. As a result, 141 college leaders were included in the sample for 2024/25.

In addition, all further education (FE) colleges and sixth forms (both sixth form colleges and sixth forms within school) in England that teach students aged 16-19 years were in scope to join the panel in 2024/25. Get Information About Schools (GIAS) was used as the initial sample frame for colleges.

### Sampling frame

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

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

This resulted in 310 GIAS records remaining:

- 223 FE colleges
- 13 Sixth Form centres – all with a statutory low age of 16
- 74 institutions that are “16-plus” but that are not FE Colleges (a mixture of Academies, Free Schools and LA maintained)

GIAS only has one record for each FE College group rather than individual colleges. Desk research was used to identify the FE Colleges within each group and to include each of these as a separate record in the final sample frame. Following this, we had 409 colleges. All colleges were invited to participate.

### **Sixth Form leaders sample**

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

The URNs of the 2,002 schools with a sixth form were transferred to DfE so that the institution email address could be appended. In a small number of instances, DfE were not able to provide an email address and desk research was used to fill in the gaps.

### **Supplementary sample source**

In November 2024, Verian agreed with the Department for Education (DfE) to trial the use of also recruiting through a marketing and research consultancy that maintains a large database of teaching and leadership staff. This includes teachers and leaders working in FE colleges. The trial involved sending a tailored version of the SCV recruitment email to all 3,457 college contacts in company’s database.

## Questionnaire

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

A similar process is followed ahead of each Phase 2 survey wave.

## Cognitive testing

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

A free find recruitment approach was used for the cognitive testing at the recruitment wave, where respondents were sourced from recruiter databases. Interviews were conducted with 12 leaders and 15 teachers. Leaders were given a £80 gift voucher to thank them for their time and teachers received £50. Additional rounds of cognitive testing are carried out before each Phase 2 survey wave. For these, respondents are sourced from panellists who had agreed to be contacted for additional research when they joined the panel.

## Questionnaire checking

After cognitive testing, a report from Verian was delivered to DfE with recommended changes and the final questionnaire was signed-off by DfE. The length of the questionnaire was also reviewed to ensure it was no longer than 15 minutes for the recruitment wave and up to 7 minutes for each research wave. Once the questionnaire was signed off, it was scripted into the web survey. This web survey was checked extensively by the Verian research team. Once initial checks were complete, “dummy” data was run through the online survey and downloaded as a raw data file. The routing of each question was then double checked using this data. Finally, after all amendments had been made, the survey was signed off by a senior researcher in the Verian team.



# Fieldwork

## Recruitment surveys: Initial invites

### Schools

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

Schools were firstly sent a 'warm-up' email to explain that they would be receiving a number of emails to forward on to selected staff members. On 27 September 2024, Verian sent invitation emails and letters to school teachers and leaders. Invite letters were sent to all fresh sample.

Schools where 10 or fewer staff were invited to join the panel received invitation emails to named teachers and leaders which were sent to a central school email address. Emails were sent in batches to ensure schools did not receive too many emails at once.

Both the invitation letter and email explained what being part of the panel would involve, why the research was important and that it was being carried out by Verian on behalf of Department for Education. They provided further information about how respondents were chosen, instructions on how to complete the recruitment survey (including log-in details) and the contact information for Verian. Invites for primary, secondary, special teachers and primary leaders explained that upon joining the panel, they could expect to be invited to further short surveys across the 24/25 academic year.

Ongoing panellists were invited via email and SMS, using the contact details provided when they joined the panel in 2023/24.

### Colleges and sixth forms

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

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

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

Teachers and leaders invited as part of the trial using sample from the marketing and research consultancy were sent an email by the consultancy on Verian's behalf. No reminder emails were sent to this group.

## **Recruitment surveys: Reminder invites**

### **Schools**

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

### **Colleges and sixth forms**

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

## **January 2025 school replenishment: Initial invites**

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

The approach was similar to the initial recruitment, where schools were firstly sent a 'warm-up' email to explain that they would be receiving a number of emails to forward on to selected staff members. Invitation emails and letters were sent out across 16 January and 17 January 2025.

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

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

## January 2025 school replenishment: Reminder invites

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

## Invites to subsequent research waves

For each research wave in Phase 2, panellists receive an invitation email alerting them to the fact that a new survey is ready to be completed. The email invites reintroduce the research to the respondents, thank them for their time, and give them information about the research and the contact details for Verian and the DfE. Panellists were asked during the recruitment survey whether they wanted prenotification of an upcoming survey wave. Where panellists opted in for prenotification, an email is sent up to a week before each research wave, advising another survey will begin shortly. An example of the invitation email is included in **Error! Reference source not found.** of this report. The content of the email is largely consistent for each research wave.

## Special school teachers and leaders were not invited to all subsequent research waves. This was decided to keep the margins of error as small as possible across the academic year. Respondent website

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

## Helpdesk support

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

## Escalations

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

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

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

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

## Opt outs

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

## Response rates

Table 11 and Table 13 shows the number of teachers and leaders who have taken part in the recruitment wave. Table 12 and Table 14 shows what response rate this equates to.

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

## Response rates for the September / October 2024 panel recruitment

The overall response from contacting 28,933 school teachers and 24,831 school leaders was 9%. The response rates by major subgroups for each subsequent research wave are shown in Table 12 and Table 14 below.

Response rates for recruitment are calculated based on all participants who were invited to join the panel. Response rates for research waves are calculated based on all those who joined the panel, and ongoing panellists who remained on the panel from 2023/24. Response rates are typically lower in the recruitment survey compared to subsequent research surveys, when invited participants have already expressed an interest in further surveys.

**Table 11: Number of teachers who completed each wave**

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
Recruitment	27 September to 28 October 2024	2,683	842	937	904	N/A
November 2024	7 November to 17 November 2024	1,268	406	449	413	N/A
College recruitment	15 November 2024 to 2 January 2025	N/A	N/A	N/A	N/A	140

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
December 2024	10 December to 23 December 2024	1,090	341	405	344	N/A
January 2025	16 January 2025 to 10 February 2025	1,077	340	388	349	43
Replenishment 1	16 January 2025 to 10 February 2025	807	187	166	454	N/A
February 2025	10 February 2025 to 17 February 2025	727	345	382	N/A	N/A
March 2025	19 March 2025 to 26 March 2025	711	332	379	N/A	N/A

**Table 12 Percentage of teachers who completed each wave**

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
Recruitment	27 September to 28 October 2024	9%	10%	10%	8%	N/A

Wave	Fieldwork period	All school teachers	Primary teachers	Secondary teachers	Special school teachers	College teachers
November 2024	7 November to 17 November 2024	48%	49%	48%	47%	N/A
College recruitment	15 November 2024 to 2 January 2025	N/A	N/A	N/A	N/A	N/A
December 2024	10 December to 23 December 2024	41%	41%	44%	39%	N/A
January 2025	16 January 2025 and 10 February 2025	41%	41%	42%	39%	31%
Replenishment 1	16 January 2025 and 10 February 2025	5%	3%	3%	8%	N/A
February 2025	10 February 2025 and 17 February 2025	34%	34%	35%	N/A	N/A
March 2025	19 March 2025 and 26 March 2025	34%	33%	35%	N/A	N/A

**Table 13 Number of leaders who completed each wave**

<b>Wave</b>	<b>Fieldwork period</b>	<b>All school leaders</b>	<b>Primary leaders</b>	<b>Secondary leaders</b>	<b>Special school leaders</b>	<b>College leaders</b>
Recruitment	27 September to 28 October 2024	2,347	994	1,011	342	N/A
November 2024	7 November to 17 November 2024	1,102	465	494	143	N/A
College recruitment	15 November 2024 to 2 January 2025	N/A	N/A	N/A	N/A	156
December 2024	10 December to 23 December 2024	1,221	485	569	167	N/A
January 2025	16 January 2025 and 10 February 2025	998	399	459	140	32
Replenishment 1	16 January 2025 and 10 February 2025	801	280	447	74	N/A
February 2025	10 February 2025 and 17 February 2025	1,015	464	551	N/A	36
March 2025	19 March 2025 and 26 March 2025	989	452	537	N/A	N/A



**Table 14 Percentage of leaders who completed each wave**

<b>Wave</b>	<b>Fieldwork period</b>	<b>All school leaders</b>	<b>Primary leaders</b>	<b>Secondary leaders</b>	<b>Special school leaders</b>	<b>College leaders</b>
Recruitment	27 September to 28 October 2024	9%	11%	9%	8%	N/A
November 2024	7 November to 17 November 2024	45%	47%	46%	39%	N/A
College recruitment	15 November 2024 to 2 January 2025	N/A	N/A	N/A	N/A	N/A
December 2024	10 December to 23 December 2024	34%	49%	29%	24%	N/A
January 2025	16 January 2025 and 10 February 2025	28%	40%	24%	20%	21%
Replenishment 1	16 January 2025 and 10 February 2025	3%	3%	3%	2%	N/A
February 2025	10 February 2025 and 17 February 2025	28%	36%	23%	N/A	15%
March 2025	19 March 2025 and 26 March 2025	27%	36%	23%	N/A	N/A

## Demographic profile of recruited respondents

Following the September/October recruitment survey the SCV panel was formed of 5,030 school teachers and leaders. The profile of school teachers and leaders is shown in Table 15 and Table 16.

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

**Table 15: Profile of school teachers on the 2024/25 panel**

<b>Profile characteristic</b>	<b>All teachers</b>	<b>Primary school teachers</b>	<b>Secondary school teachers</b>	<b>Special school teachers</b>
Base	2,683	842	937	904
Teacher of Reception	273	161	1	111
Teacher of year 1	327	171	0	156
Teacher of year 2	333	164	0	169
Teacher of year 3	396	200	0	196
Teacher of year 4	393	193	1	199
Teacher of year 5	408	192	5	211
Teacher of year 6	422	198	10	214
Teacher of year 7	1,098	0	753	345
Teacher of year 8	1,104	0	760	344
Teacher of year 9	1,165	0	804	361
Teacher of year 10	1,216	0	855	361
Teacher of year 11	1,176	0	840	336
Teacher of year 12	664	0	491	173
Teacher of year 13	614	0	454	160
Academy	1,335	341	741	253
Non-academy	1,348	501	196	651
MAT	1,128	313	535	280
Non-MAT	1,555	529	402	624
Region: East Midlands	194	64	63	67
Region: East of England	319	87	143	89
Region: London	363	140	109	114
Region: North-east	149	48	42	59
Region: North-west	343	115	114	114
Region: South-east	523	163	182	178
Region: South-west	249	62	103	84
Region: West Midlands	262	68	82	112
Region: Yorkshire and the Humber	281	95	99	87

Base: All school teachers on the panel after the recruitment survey (2,683).

Source: SWFC / SCV 2024 recruitment teacher survey. [For [SUBJECT] / In the current academic year], which year groups do you mainly teach?

**Table 16: Profile of school leaders on the 2024/25 panel**

<b>Profile characteristic</b>	<b>All leaders</b>	<b>Primary school leaders</b>	<b>Secondary school leaders</b>	<b>Special school leaders</b>
Base	3,626	994	1,946	686
Academy	2,050	386	1,452	212
Non-academy	1,576	608	494	474
MAT	1,702	358	1,126	218
Non-MAT	1,924	636	820	468
Region: East Midlands	293	85	155	53
Region: East of England	467	130	269	68
Region: London	566	149	313	104
Region: North-east	190	43	93	54
Region: North-west	474	152	233	89
Region: South-east	593	145	324	124
Region: South-west	321	92	167	62
Region: West Midlands	362	105	193	64
Region: Yorkshire and the Humber	359	93	198	68

Base: All school leaders on the panel after the recruitment survey (3,626).

Source: SWFC

## Weighting

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

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

### September / October 2024 panel recruitment

The weighting approaches for both teachers and leaders are consistent with the approach used in the 2023/24 School and College Voice. For both school leaders and school teachers, the weighting followed a two-stage process – design weighting, followed by raking.

**Design weighting** was used to compensate for the disproportionate sample design. As stated in the sampling section, different groups were sampled with varying probabilities. This was to improve the precision of survey estimates and to account for varying anticipated response rates for these subgroups. There were six explicit strata, and design weights were computed for each of them by inverting the sampling probability:

- Primary leader
- Primary teacher
- Secondary leader
- Secondary teacher
- Special leader
- Special teacher

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

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

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

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

Quintiles of school pupil numbers were banded as follows:

Quintile 1 = <873 Secondary, =<103 Special, =<204 Primary

Quintile 2 = Secondary 874 -1084, Special 104 – 144, Primary 205 – 289

Quintile 3 = Secondary 1085 – 1297, Special 145 – 186, Primary 290 – 405

Quintile 4 = Secondary 1298 – 1536, Special 187 – 244, Primary 406 – 468

Quintile 5 = Secondary 1537+, Special 245+, Primary 469+

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

The following weights were produced:

1. A weight for primary leaders
2. A weight for primary teachers
3. A weight for secondary leaders
4. A weight for secondary teachers
5. A weight for special leaders
6. A weight for special teachers
7. A weight for primary and secondary leaders (excluding leaders in special schools)
8. A weight for primary and secondary teachers (excluding teachers in special schools)
9. A weight for primary, secondary, and special leaders (i.e. all leaders)
10. A weight for primary, secondary, and special teachers (i.e. all teachers)

## Weighting panel survey waves after recruitment

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

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

Those logistic regression models are used to estimate response probabilities and have the following structure:

Outcome = responded/not responded to the survey (binary status)

Base = all members of each target population that were recruited to the panel (through the recruitment wave or, in later waves the replenishment wave)

Weight = the 'base weight' calculated for the recruited panel (as outlined above)

The variables used in the weighting of the recruitment wave are also used as predictors in the logistic regression models for estimating the response probabilities at subsequent waves:

- Region where the school is located
- Quintile of the school pupil number (banded within stratum)
- Age of individual (banded)
- Gender of individual
- Date of obtaining teacher status qualification (banded)
- Ofsted rating
- School type

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

have four categories (1996 or earlier or Missing / 1997 – 2003 / 2004 – 2010 / 2011 onwards) due to a very small number of leaders gaining their qualification after 2018.

The estimated panel surveys response probabilities are inverted to generate attrition weights. The final weight is then calculated by multiplying the attrition weights with the base weights derived after raking. This final step ensures that the weighting compensates for the initial disproportionate sample design and systematic non-response at the recruitment survey.

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

## **Weighting for SCV replenishment**

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

This new base weight was then used to generate the weights for all subsequent research waves. As for earlier waves, regression modelling was used to model attrition and to adjust the base weight to compensate for observable bias caused by non-response / panel attrition.

## **Design effects and effective sample size**

The overall design effect for teacher level analysis at the recruitment survey taking into account the weighting has been estimated as 1.50. The design effect is estimated as 1.08 for primary teacher analysis, 1.10 for secondary teacher analysis, and 1.09 for special teacher analysis. Design effects for subsequent research waves are shown in Table 17.

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



**Table 17: Design effects for all school teacher surveys**

<b>Phase</b>	<b>Base (unweighted)</b>	<b>Design effect</b>
Recruitment – overall teachers	2,683	1.50
Recruitment – primary teachers	842	1.08
Recruitment – secondary teachers	937	1.10
Recruitment – special teachers	904	1.09
November 2024 – overall teachers	1,268	1.55
November 2024 – primary teachers	406	1.12
November 2024 – secondary teachers	449	1.18
November 2024 – special teachers	413	1.12
December 2024 – overall teachers	1,090	1.60
December 2024 – primary teachers	341	1.17
December 2024 – secondary teachers	405	1.22
December 2024 – special teachers	344	1.16
January 2025 (including replenishment) – overall teachers	1,884	1.87
January 2025 (including replenishment) – primary teachers	527	1.17
January 2025 (including replenishment) – secondary teachers	554	1.19
January 2025 (including replenishment) – special teachers	803	1.13
February 2025 – overall teachers (excluding special teachers)	727	1.23
February 2025 – primary teachers	345	1.23
February 2025 – secondary teachers	382	1.23
March 2025 – overall teachers (excluding special teachers)	711	1.20
March 2025 – primary teachers	332	1.18
March 2025 – secondary teachers	379	1.20

The overall design effect for leader level analysis at the recruitment survey taking into account the weighting has been estimated as 1.19. The design effect is estimated as 1.06 for primary leader analysis, 1.07 for secondary leader analysis, and 1.20 for special leader analysis. Design effects for subsequent research waves are shown in Table 18.

**Table 18: Design effects for all school leader surveys**

<b>Phase</b>	<b>Base (unweighted)</b>	<b>Design effect</b>
Recruitment – overall leaders	2,347	1.19
Recruitment – primary leaders	994	1.06
Recruitment – secondary leaders	1,011	1.07
Recruitment – special leaders	342	1.20
November 2024 – overall leaders	1,102	1.24
November 2024 – primary leaders	465	1.11
November 2024 – secondary leaders	494	1.13
November 2024 – special leaders	143	1.45
December 2024 – overall leaders	1,221	1.27
December 2024 – primary leaders	485	1.10
December 2024 – secondary leaders	569	1.12
December 2024 – special leaders	167	1.39
January 2025 (including replenishment) – overall leaders	1,799	1.32
January 2025 (including replenishment) – primary leaders	679	1.15
January 2025 (including replenishment) – secondary leaders	906	1.10
January 2025 (including replenishment) – special leaders	214	1.17
February 2025 – overall leaders (excluding special leaders)	1,015	1.25
February 2025 – primary leaders	464	1.13
February 2025 – secondary leaders	551	1.18
March 2025 – overall leaders (excluding special leaders)	989	1.25
March 2025 – primary leaders	452	1.13
March 2025 – secondary leaders	537	1.21

## Data processing and analysis

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

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

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

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

Where less than 30 respondents answered a question, results were presented as figures rather than as percentages. Where indicative findings were reported from a small base size, this was flagged in the reports, and these findings should be treated with caution.

## Data checking

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

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

- all variables contained the correct number of respondents
- panellists had not 'flat-lined' through the survey by consistently selecting 'don't know' or 'prefer not to say' answer codes

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

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

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

## Margins of error

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

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

## Accompanying data tables

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

## Appendices

### Appendix A: Target population size

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

**Table 19: Population profile of school teachers**

Population characteristic	Primary Teacher	Secondary Teacher	Special Teacher
Region: East Midlands	8.8%	8.5%	7.3%
Region: East of England	11.7%	11.8%	10.7%
Region: London	15.3%	16.0%	15.3%
Region: North East / Missing	4.6%	4.5%	6.1%
Region: North West	13.2%	12.9%	13.8%
Region: South East	16.6%	16.3%	17.9%
Region: South West	9.4%	9.5%	9.1%
Region: West Midlands	10.6%	10.9%	11.7%
Region: Yorkshire and The Humber	9.7%	9.6%	8.0%
Number of pupils: 1st quintile* (least number of pupils)	18.1%	19.1%	18.9%
Number of pupils: 2nd quintile	19.2%	19.6%	19.5%
Number of pupils: 3rd quintile / Missing	21.9%	21.2%	21.4%
Number of pupils: 4th quintile	20.3%	19.9%	20.3%
Number of pupils: 5th quintile (highest number of pupils)	20.6%	20.2%	20.0%
Age: <30	23.0%	21.3%	17.1%
Age: 30-39	36.1%	32.6%	34.9%
Age: 40-49	24.4%	26.4%	26.3%
Age: 50+ / Missing	16.5%	19.7%	21.6%
Gender: Female / Missing	87.6%	66.1%	78.6%
Gender: Male	12.4%	33.9%	21.4%
Obtained QTS**: 1996 or earlier / Missing	11.1%	14.6%	24.1%
Obtained QTS: 1997 – 2003	11.2%	12.0%	10.1%
Obtained QTS: 2004 – 2010	18.4%	20.8%	17.4%
Obtained QTS: 2011 – 2017	29.9%	23.5%	23.5%
Obtained QTS: 2018 onwards	29.2%	29.2%	25.0%
Ofsted rating: Good	70.7%	63.0%	49.6%
Ofsted rating: Missing	10.8%	9.0%	10.2%

Population characteristic	Primary Teacher	Secondary Teacher	Special Teacher
Ofsted rating: Outstanding	12.5%	16.0%	35.3%
Ofsted rating: Requires improvement / Serious Weaknesses / Special Measures	5.9%	11.9%	4.9%
Academy school	41.5%	76.3%	37.0%
Community school	36.2%	8.6%	47.1%
Foundation school	3.4%	4.4%	10.0%
Free School	1.6%	4.7%	6.0%
Voluntary school	17.3%	6.0%	0.0%

\*Quintiles calculated at individual teacher / leader level within stratum

\*\* QTS: Qualified Teacher Status

**Table 20: Population profile of school leaders**

Population characteristic	Primary Leader	Secondary Leader	Special Leader
Region: East Midlands	8.6%	8.2%	8.0%
Region: East of England	11.1%	11.0%	9.2%
Region: London	14.8%	16.9%	16.4%
Region: North East / Missing	4.8%	4.5%	6.1%
Region: North West	14.9%	13.1%	15.4%
Region: South East	14.9%	15.0%	16.4%
Region: South West	8.6%	9.1%	8.8%
Region: West Midlands	11.4%	12.2%	11.4%
Region: Yorkshire and The Humber	10.7%	9.9%	8.3%
Number of pupils: 1st quintile* (least number of pupils)	22.6%	23.7%	25.0%
Number of pupils: 2nd quintile	22.0%	20.8%	20.5%
Number of pupils: 3rd quintile / Missing	20.0%	20.6%	20.5%
Number of pupils: 4th quintile	18.1%	18.0%	18.2%
Number of pupils: 5th quintile (highest number of pupils)	17.3%	16.9%	15.7%
Age: <30	1.4%	1.3%	1.2%
Age: 30-39	27.5%	29.6%	26.2%
Age: 40-49	40.5%	44.4%	40.6%
Age: 50+ / Missing	30.6%	24.7%	32.1%

<b>Population characteristic</b>	<b>Primary Leader</b>	<b>Secondary Leader</b>	<b>Special Leader</b>
Gender: Female / Missing	78.5%	53.9%	71.2%
Gender: Male	21.5%	46.1%	28.8%
Obtained QTS**: 1997 – 2003	21.2%	18.5%	24.6%
Obtained QTS: 2004 – 2010	27.4%	26.1%	22.6%
Obtained QTS: 2011 – 2017	31.6%	35.2%	30.8%
Obtained QTS: 2018 onwards	19.8%	20.2%	22.0%
Ofsted rating: Good	70.2%	63.0%	47.4%
Ofsted rating: Missing	11.2%	9.3%	11.5%
Ofsted rating: Outstanding	12.6%	14.7%	36.0%
Ofsted rating: Requires improvement / Serious Weaknesses / Special Measures	6.0%	13.0%	5.1%
Academy school	41.9%	75.6%	36.1%
Community school	35.1%	8.0%	47.0%
Foundation school	3.1%	4.7%	9.2%
Free School	1.6%	5.7%	7.7%
Voluntary school	18.3%	5.9%	0.0%

\*Quintiles calculated at individual teacher / leader level within stratum

\*\* QTS: Qualified Teacher Status



## Appendix B: Variables used for analysis

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

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

Sampling section.

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

Age

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

Ethnicity\_Major

**Gender** - based on the survey question 'Demogs\_gender':

- Which of the following best describes your gender?

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

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

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

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

- EstablishmentTypeGroup

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

- TrustSchoolFlag

**FSM / FME quintile** – Derived from data in GIAS from August 2024 based on the following variable. Quintiles were created to reflect the distribution of schools, so that 20% of schools fell into each quintile. Quintiles for primary, secondary and special schools were derived separately. Teachers and leaders were allocated to the quintile of their school.

- PercentageFSM

## Appendix C: Invitations to the SCV (recruitment)

### Email to school administrator



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

Ref: {School\_ID}

Dear Sir / Madam,

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

The survey is funded by the Department for Education (DfE) and commissioned to Verian to conduct fieldwork.

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

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

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

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

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

Yours sincerely,

Michele Weatherburn

Chief Social Researcher

Department for Education

## Invite to school leaders

### Email



Email subject: FAO [LeaderFnam] [LeaderLnam]: Join School and College Voice

Ref: {userid}

Dear {LeaderFnam},

#### **Join School and College Voice: make your voice heard with the Department for Education**

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

The survey is funded by the Department for Education (DfE) and commissioned to Verian to conduct fieldwork

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

School leaders who join the panel will be invited by email to complete short surveys across the 2024/25 academic year

#### **The surveys are quick and easy to fill out.**

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

The initial registration survey covers a range of topics, including SEND support and food and drink policy.

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

**Start survey**

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

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

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

Yours sincerely,

Michele Weatherburn

Chief Social Researcher

Department for Education

### **Frequently asked questions:**

#### **Why have I been selected to take part?**

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

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

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

#### **What will happen to the results of the surveys?**

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

#### **What policies did the School and College Panel inform?**

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

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

- Head of Emerging Technology

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

- Head of Wraparound Childcare Unit

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

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

#### **Who is conducting the survey?**

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

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

## Letter



Department  
for Education

verian 

FAO: [LeaderFnam] LeaderLnam]

{SchColName}

{Address Line 1}

{Address Line 2}

{Address Line 3}

{Postcode}

{Date letter sent}

Ref: {userid}

Dear [LeaderFnam],

### **Join School and College Voice: make your voice heard with the Department for Education**

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

The survey is funded by the Department for Education (DfE) and commissioned to Verian to conduct fieldwork.

The DfE would appreciate your involvement in the panel, we need [leadertype] in [area] like you to take part so we can ensure that the survey is representative of all leaders. Participating is an opportunity to share your views and experiences on key issues impacting schools. The results of the surveys will help to inform and support DfE policy making.

Leaders who join the panel will be invited by email to complete short surveys across the 2024/2025 academic year. The initial registration survey covers a range of topics including pupil behaviour and access to SEND support.

### **The surveys are quick and easy to fill out.**

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

## How to take part

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

QR  
code

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

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

Yours sincerely,

Michele Weatherburn, Chief Social Researcher, Department for Education



**Why have I been selected to take part?**

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

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

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

**Will my responses be confidential?**

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

**What will happen to the results of the surveys?**

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

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

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

**Who is conducting this research?**

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

[www.veriangroup.com](http://www.veriangroup.com)

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

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

✉ Email: [redacted].

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



## Invite to school teachers

### Email



Email subject: FAO [TeacherFname] [TeacherLname]: Join School and College Voice

Ref: [userid]

Dear [TeacherFname],

#### **Join School and College Voice: make your voice heard with the Department for Education**

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

The survey is funded by the Department for Education (DfE) and commissioned to Verian to conduct fieldwork

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

School teachers who join the panel will be invited by email to complete short surveys across the 2024/25 academic year

#### **The surveys are quick and easy to fill out.**

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

The initial registration survey covers a range of topics, including teacher resources and support for SEND.

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

**Start survey**

**Your survey responses will be treated confidentially** in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR). The survey will cover some sensitive and personal topics such as mental health, but you don't have to answer any

questions you don't want to. Your answers will not be shared with anyone from your college, unless you raise a safeguarding concern. Completion of this survey is voluntary.

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

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

Yours sincerely,

Michele Weatherburn  
Chief Social Researcher  
Department for Education

#### **Frequently asked questions:**

##### **Why have I been selected to take part?**

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

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

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

##### **What will happen to the results of the surveys?**

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

### **What policies did the School and College Panel inform?**

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- Head of Emerging Technology

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

- Head of Wraparound Childcare Unit

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

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

### **Who is conducting the survey?**

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



Department  
for Education

verian 

FAO: {TeacherFname} {TeacherLname}

{SchColName}

{Address Line 1}

{Address Line 2}

{Address Line 3}

{Postcode}

{Date letter sent}

Ref: {userid}

Dear [TeacherFname],

**Join School and College Voice: make your voice heard with the Department for Education**

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

The survey is funded by the Department for Education (DfE) and commissioned to Verian to conduct fieldwork.

The DfE would appreciate your involvement in the panel, we need [TeacherType] in [area] like you to take part so we can ensure that the survey is representative of all teachers. Participating is an opportunity to share your views and experiences on key issues impacting schools. The results of the surveys will help to inform and support DfE policy making.

Teachers who join the panel will be invited by email to complete short surveys across the 2024/2025 academic year. The initial registration survey covers a range of topics teaching resources and access to SEND support.

**The surveys are quick and easy to fill out.**

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

## How to take part

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

QR  
code

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

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

Yours sincerely,

Michele Weatherburn, Chief Social Researcher, Department for Education

**Why have I been selected to take part?**

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

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

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

**Will my responses be confidential?**

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

**What will happen to the results of the surveys?**

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

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

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

**Who is conducting this research?**

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[www.veriangroup.com](http://www.veriangroup.com)

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

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

✉ Email: [redacted].

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



## Email to Heads of Sixth Forms in schools



Email subject: FAO Head of Sixth Form – Make your voice heard with the Department for Education

Ref: {CollegelD}

Dear Head of Sixth Form at {SchColName},

### **Contribute to important research for the Department for Education by taking part in the School and College Voice survey**

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

The survey is funded by the Department for Education (DfE) and commissioned to Verian to conduct fieldwork. The views of sixth form leaders are particularly important to DfE, and we like to capture the views and experiences of as many leaders from sixth forms in England as possible.

Your participation is an opportunity to share your experience with DfE and provide your view on key issues impacting sixth forms and the FE Sector. The results of the surveys will be used to help inform DfE policies.

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

**Start survey**

**The surveys are quick and easy to fill out.**

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

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

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

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

Yours sincerely,

Michele Weatherburn, Chief Social Researcher, Department for Education

## Email to college leaders



Email subject: FAO [LeaderFnam] [LeaderLnam] / [SchColName]: Make college voices heard with the Department for Education

Ref: {CollegeID}

Dear {LeaderFnam} / [Principal or senior leader at [SchColName]],

**Contribute to important research for the Department for Education by taking part in the School and College Voice survey**

We are inviting you and all leadership and teaching staff at [SchColName] to join School and College Voice, a series of short surveys on key issues for the FE sector. The findings from the research will be used by policy makers at the Department for Education working directly on issues impacting the FE sector, such as staff wellbeing and access to development opportunities.

Take part by completing the survey at: [Start survey](#)

This research is funded by the Department for Education (DfE) and being carried out by Verian, an independent research organisation.

**Please share the invitation with your colleagues via your usual communication channels such as Departmental Heads, Heads of Learning, Teams channels and/or internal noticeboards.**

**To make this as easy as possible for you to share we have also included a short description of the survey which you can paste into any internal communications:**

*The School and College Voice survey is a DfE funded survey that aims to understand the key issues in FE colleges across England and to understand the views of FE teachers and leaders. Please complete the registration survey to take part in this survey and be invited to future surveys across the 2024/25 academic year. **Please take part by visiting [redacted] and selecting the relevant survey***

**Specific survey link for leaders at [SchColName]:**

[Start survey](#)

**Specific survey link for teaching staff at [SchColName]:**

[Start survey](#)

We have also sent a separate email to this email address with a specific School and College Voice teaching staff invitation which can be forwarded to teachers at [SchColName].

**All survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR).** Survey answers will not be shared with anyone from the college, unless a safeguarding concern is raised. Anonymised

findings will be published online on GOV.UK. More information about the research, data privacy and answers to FAQs can be found on [redacted]]

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

Yours sincerely,

Michele Weatherburn

Chief Social Researcher, Department for Education



## Email to college teachers



Email subject: For teaching staff at [schocolname]: Make your voices heard with the Department for Education

Ref: {CollegeID}

Dear Sir/Madam,

**The Department for Education wants to hear the view of teachers at [schocolname].**

We are inviting you and your teaching colleagues at [schocolname] to join School and College Voice, a series of short surveys of teaching staff at Further Education colleges across England. The research is funded by the Department for Education (DfE) and being carried out by Verian, an independent research organisation.

**Click on the button below to take part in this important research.**

**Start survey**

### **Why take part in the research?**

- It's quick to take part – the first survey will take around 10 minutes to complete, and future surveys will take around 5 minutes.
- The findings from the research will be used by policy makers working directly on issues impacting colleges and the FE sector
- The survey covers topics relevant to the FE sector, including staff wellbeing, access to development opportunities and post-16 technical qualifications
- Surveys will be sent out monthly across the 2024/25 academic year.

**All survey responses will be treated confidentially in line with UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR).** Survey answers will not be shared with anyone from the college, unless a safeguarding concern is raised. More information about the research, data privacy and answers to FAQs can be found on [redacted].

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

Yours sincerely,

Michele Weatherburn

Chief Social Researcher, Department for Education

## Appendix D: Invitations to regular panel surveys

### School teachers and leaders



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

Ref: {Indiv ID}

Dear {LeaderFnam},

**Make your voice heard with the Department for Education by taking part in the latest School and College Voice survey**

**Our latest survey is now open.** Please take part as soon as you can. The survey will close on 12<sup>th</sup> November. We hope you will be able to add your voice into this month's School and College Voice survey.

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

This survey will cover a range of topics including remote education, flexible working, and generative AI.

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

**You can complete the survey online here:**

**Start survey**

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

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

Yours sincerely,

Michele Weatherburn  
Chief Social Researcher  
Department for Education

### **Frequently asked questions:**

#### **Why am I being invited to take part?**

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

#### **What will happen to the results of the surveys?**

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

#### **What policies did the School and College Panel inform?**

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

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

- Head of Emerging Technology

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

- Head of Wraparound Childcare Unit

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

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

#### **Who is conducting the survey?**

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

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

## Appendix E: Glossary

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

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

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

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

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

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

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



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