Department for Education

Working lives of teachers and leaders – wave 4

Technical report

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Government Social Research

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Definitions

This is a description of key terms used throughout the wave 4 core report:

- **Teachers** – where the report refers to a teacher, this includes all who specified in the survey that they were one of the following: leading practitioner, middle leader, classroom teacher (non-early career teacher); classroom teacher (early career teacher), or; unqualified teacher. **Base size=8,539**
- **Leaders** – where the report refers to a leader, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, or; assistant headteacher. **Base size=2,117**
- **Middle leaders** – where the report refers to middle leaders, this includes all who specified in the survey that their current job role was middle leader. For example, head of faculty, head of subject/subject leaders, head of key stage, head of phase or head of year group. **Base size=2,120**
- **Senior leaders** – where the report refers to senior leaders, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, assistant headteacher or; leading practitioner. **Base size=2,374**
- **Classroom teachers (non-ECT)** - where the report refers to a classroom teacher (non-ECT), this includes all teachers who specified in the survey that they were a classroom teacher but who were not Early Career Teachers (ECTs). **Base size=5,905**
- **Classroom teachers (ECTs)** – where the report refers to Early Career Teachers (ECTs), this includes all teachers who are in the first two years of their teaching career after qualifying and are participating in Early Career Framework (ECF) based training. **Base size=2,066**
- **Those with teaching responsibilities** – where the report refers to those with teaching responsibilities, this includes all who reported their current job role was best described as classroom teacher or who indicated that their responsibilities included classroom teaching. This includes those who specified that they were leaders but undertook classroom teaching. **Base size=9,778**
- **Panellists** – where the report refers to panellists, this means those teachers and leaders who took part in previous waves of the survey as well as wave 4. Analysis of panellists' data comprises the longitudinal element of the study. Some longitudinal analysis of panellists is based on those who took part in wave 1, wave

2, wave 3 and wave 4 and some just wave 3 and wave 4. The report makes clear which group of panellists the analysis refers to.

  - **W1 to W4 panellists - base size=3,260**
  - **W3 to W4 panellists - base size=6,264**

- **Non-panellists** – where the report refers to non-panellists, this means teachers and leaders who took part in the survey for the first time this wave. **Base size=5,005**
- **Initial teacher training (ITT) –** this refers to the training undertaken by teachers and leaders prior to them qualifying as a teacher. Analysis by ITT route in the report is derived from responses to survey question G1a which is asked of all ECTs teaching or leading in an English state school. ITT route is split into the following categories:
  - University-led course / Higher Education Institution – **base size=965**
  - School Direct (salaried) - **base size=81**
  - Post Graduate Teaching Apprenticeship (Teaching Apprenticeship) - **base size=107**
  - School Direct (fee-funded) - **base size=169**
  - SCITT (School Centred ITT) - **base size=596**
  - High Potential ITT (delivered by Teach First) - **base size=92**
- **Phase –** the phase of the school at which the teacher or leader works are defined as one of the following:
  - **Primary** – if the teacher or leader indicated through the survey that the school they work at is primary only. **Base size=5,759**
  - **Secondary –** if the teacher or leader indicated through the survey that the school they work at is either secondary only or primary and secondary (i.e. an all through school). **Base size=4,493,** this includes 91 at an all through school
  - **Special / PRU / AP** – if the school the teacher or leader works at is defined as a special school, pupil referral unit (PRU) or other alternative provision (AP) through the 2024 SWC. **Base size=556**
- **Free school meals (FSM) % quintiles** – throughout the report, analysis is conducted using the proportion of pupils in a school in receipt of free school meals (FSM). This serves as a proxy indicator for the level of disadvantage within a school. The analysis is split into quintiles, with the lowest quintile (quintile 1)

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

  - **Quintile 1** – 0-11.1% of pupils receiving FSM
  - **Quintile 2** – >11.1-18.1% of pupils receiving FSM
  - **Quintile 3** – >18.1-27.3% of pupils receiving FSM
  - **Quintile 4** – >27.3-40.2% of pupils receiving FSM
  - **Quintile 5** – >40.2% of pupils receiving FSM

- **School size quintiles** – quintiles are also used for analysis by school size (number of pupils), with the lowest quintile (quintile 1) representing schools with the lowest number of pupils and the highest quintile (quintile 5) representing schools with the highest number of pupils. The number of pupils in each quintile are as follows:
  - **Quintile 1** – 0-146 pupils
  - **Quintile 2** – 147-217 pupils
  - **Quintile 3** – 218-350 pupils
  - **Quintile 4** – 351-530 pupils
  - **Quintile 5** – 531+ pupils

- **Percentage point** – the term ‘percentage point’ is used in the report when describing the difference between two percentages. A percentage point is a unit of measure equal to one percent

- **Special educational needs and disability (SEND)** – the term ‘SEND’ refers to pupils who have a learning difficulty and/or a disability that means they need special health and education support

- **English as an additional language (EAL)** – the term ‘EAL’ refers to pupils who are recorded as having English as an additional language as they are exposed to a language at home that is known or believed to be other than English
- **Physical or mental health condition** - this group is defined by those who responded ‘yes’ to question O1 ‘Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?’
- **Those living with a disability** – this group is defined by those who responded ‘yes’ to question O1 ‘do you have any physical or mental health conditions or

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

Introduction

The Working lives of teachers and leaders (WLTL) survey is a longitudinal study which will run for at least five years, up to 2026. It is intended to provide a representative picture of the experiences of teachers and leaders in state schools in England. The fourth wave was carried out in Spring 2025. It was conducted by IFF Research and the Institute of Education (IoE), on behalf of the Department for Education (DfE). The first wave was carried out in Spring 2022.

The aim of the study is to examine issues around teacher supply, recruitment and retention in the school teaching and leadership workforce in England. The study is intended to help the DfE to design policies that better support teachers and leaders, as part of delivering on the commitments set out in the Teacher Recruitment and Retention Strategy and the 2022 Schools White Paper.[1,2] Specifically, the study looks at in-school factors in recruitment and retention of teachers (e.g. pupil behaviour, pay and rewards, flexible working, workload, continuing professional development (CPD)) according to an intersection of variables such as phase, job role, subject area, length of service, gender, race/ethnic background.

This technical report covers:

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

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

[1] Department for Education, 'Teacher Recruitment and Retention Strategy', January 2019. Source: https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy
[2] Department for Education, 'Schools White Paper delivers real action to level up education - GOV.UK (www.gov.uk)'

1. Survey sampling

Overview

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

Those not in scope included:

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

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

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

The main source of population data for teachers and leaders is the School Workforce Census (SWC), which collects information from schools and local authorities on the school workforce in state-funded schools in England each November.[4] Data from the SWC is available in the following June each year. For the academic year 2024-25, in

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

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

which wave 4 was conducted, the SWC shows that there were 505,263 in-scope teachers and leaders. While the survey results were weighted to match the breakdown of the school workforce using the SWC data from the 2024-25 academic year, the same year the survey was conducted, the top-up sample was drawn from the 2023-2024 academic year SWC data due to fieldwork timings.

The SWC could not be used to draw a top-up sample for those in their first year of teaching (first year ECTs), as at the time of the 2023 SWC they had not yet started teaching in a school. Instead, these were drawn from 'manage training for early career teachers', the DfE's ECT data portal. Because this database included direct email addresses for ECTs it was also used to sample those in their second year of teaching (second year ECTs) rather than sampling them from the SWC where contact had to be made indirectly, via the school they taught at (which would result in a lower response rate).[5]

Sample targets were designed to give an overall achieved sample of c.10,000 interviews and were determined based on response rates to previous waves, as shown by Table 1.1.

Table 1.1 Sample drawing and target interviews

	Wave 1 Response rate	**Wave 2 Response rate**	**Wave 3 Response rate**	**Wave 4 Drawn sample[6]**	**Wave 4 Target interviews**	**Wave 4 Target response rate**
Existing panel sample	-	63%	67%	10,020	6,734	67%
New sample	**Wave 1 Response rate**	**Wave 2 Response rate**	**Wave 3 Response rate**	**Wave 4 Drawn sample**	**Wave 4 Target interviews**	**Wave 4 Target response rate**
ECT – first year of teaching career	9%	9%	7%	17,639	1,000	5.7%
ECT – second year of teaching career				2,191	91	4.2%
Initially drawn non-ECT teachers and leaders	11%	14%	12%	20,718[7]	2,175	10.5%
Total	-	-	-	40,548	10,000	-

[5] Manage training for early career teachers (education.gov.uk)
[6] These figures show the drawn sample prior to the sample cleaning and de-duplication process, which removes anyone for whom no URN nor contacts were held (i.e. those who are uncontactable).
[7] This was the initial sample draw for SWC records. An additional 11,000 records were drawn later in the fieldwork period to correct for an error during sampling – see below for further detail.

Sampling panellists

In the first wave of the survey, the sample was drawn from the 2020 SWC and the Database of trainee teachers and providers (DTTP) for ECTs. In total 11,177 teachers and leaders took part. Of the 11,177 wave 1 participants, 7,019 participated in wave 2, 4,793 participated in wave 3 and 3,260 participated in wave 4.[8]

In part, the survey continues to use a longitudinal design so that those who took part in the preceding year are approached to participate in the following wave – even if they were not part of the original 11,177 wave 1 respondents. All those who completed the wave 3 survey (10,020), were invited to take part, 6,264 of whom completed the wave 4 survey (excluding the 461 leavers at wave 4).

Drawing new top-up sample

Anonymised SWC data for the population of teachers and leaders was provided securely by the DfE. From this, a top-up sample of 20,718 records were drawn for non-ECT teachers, to achieve a target of c.2,175 completions. These records were then returned to the DfE for contact information to be appended. The 20,718 was reduced to 20,080 after records that were duplicates of panel and ECT sample, and those who were at schools which were marked as 'closed' in GIAS were removed.

Initially 20,718 records were drawn, but this was supplemented with an additional 11,000 secondary school records later in the fieldwork period (reduced to 10,645 after panel and ECT duplicates removed). This was due to an error made during sampling which limited the number of records drawn from each school before the sample was randomly drawn. This excluded teachers and leaders from secondary schools disproportionately which led to a skew in the sample towards primary school teachers and leaders.

The 2023 SWC was used for sampling as this was the latest data available at the beginning of the fieldwork period. Survey responses were later weighted according to the 2024 SWC, when this became available, as detailed in Chapter 6.

To sample ECTs, the DfE provided an anonymised cut of the teachers in the ECT data portal. From this, only 17,639 1st year ECTs were eligible (less than the target of 18,182) and therefore all were drawn to achieve a target of c.1,000 interviews. A further 2,191 2nd year ECTs were drawn to achieve the target of 91 interviews and account for the

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

shortage of 1st year ECTs drawn. These drawn records were returned to the DfE for contact information to be appended so they could be invited to take part in the survey.

During the sample design phase for wave 4 two steps were taken to ensure that the top-up sample remained representative of the population of teachers and leaders in England and achieved high enough numbers in particular subgroups for analysis purposes.

1) the wave 3 achieved profile was compared against the population profile (using SWC 2023 data) to determine whether certain groups had been under-represented in wave 3 (i.e. had a lower response rate compared with the overall response rate). Comparison against various key demographic, teaching and school characteristics determined that the wave 3 achieved profile was broadly in line with the population, meaning no oversampling was necessary in wave 4 to adjust for this
2) as with previous years, ECTs were oversampled to ensure that robust subgroup analysis could be conducted on ECTs

A random sampling approach was used. Response rate data for wave 3 was used to estimate the number of records needed to achieve a sufficient sample for all groups that were oversampled. For ECTs, this was a randomly drawn sample from the DfE's ECT data portal sample. As the ECT data portal contains no demographic information, this could not be taken into account when sampling. Nevertheless, drawing this sample randomly meant that it would be distributed in line with the ECT population.

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

SWC top up sample

- once the SWC 2023 was received from the DfE, exclusion groups were removed (nursery and post-16 only, centrally employed teachers, anyone <18, those with no school URN)
- SWC sample was drawn at random

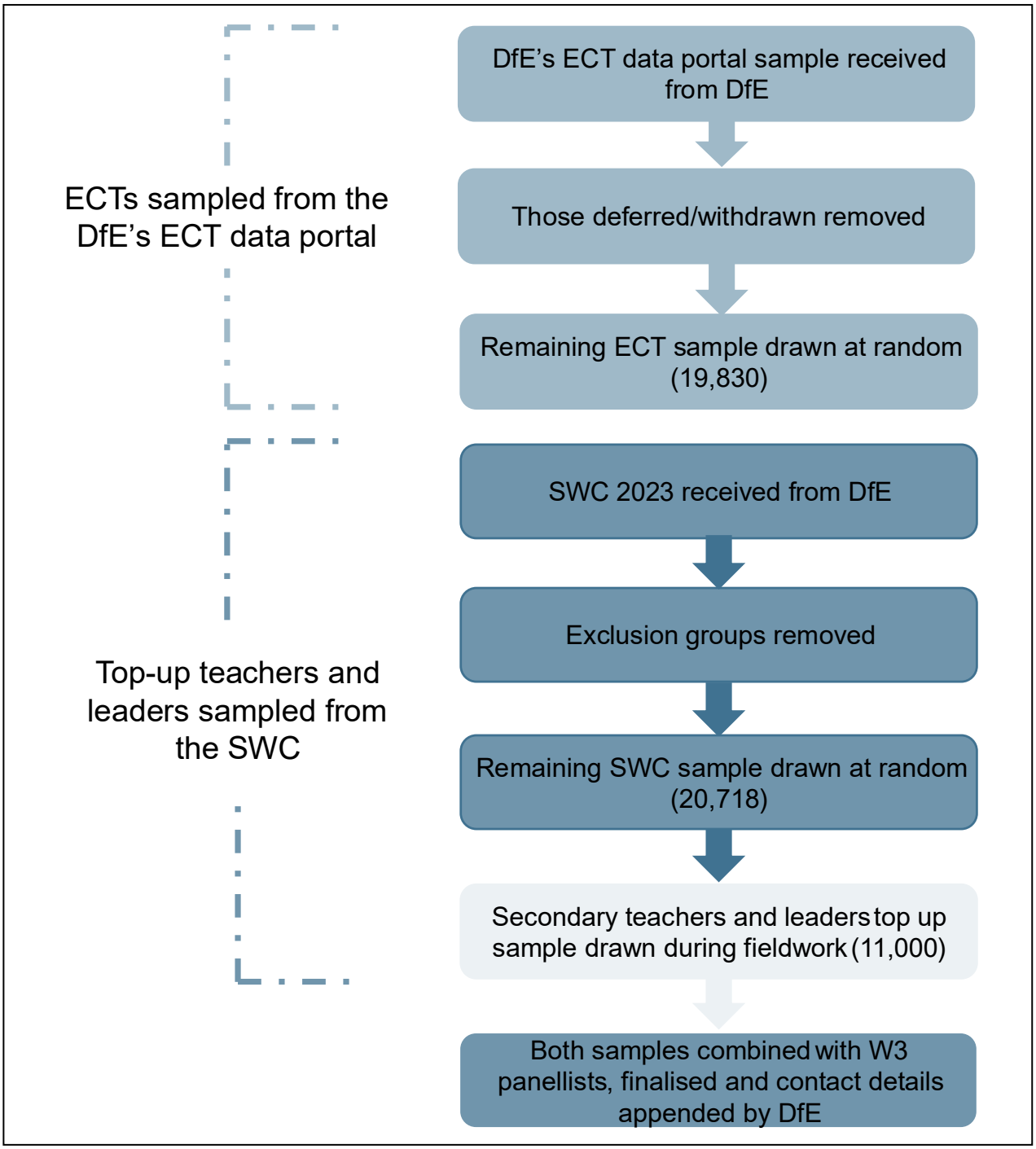
ECT top up sample

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

Once both the SWC and ECT top up sample was drawn, it was combined with wave 3 panellists, finalised and contact details were appended by DfE.

As noted earlier in this chapter, due to a sampling error, additional secondary non-ECT teacher and leader sample was drawn from the SWC 2023 later in the fieldwork period.

Figure 1.1 sampling process flow chart



2. Questionnaire development

The wave 4 questionnaire for the WLTL study was designed collaboratively between the DfE, IoE and IFF Research.

In the demographic and wellbeing sections harmonised questions are used to allow for comparison with other surveys. For example, the wellbeing questions mirrored those used by the Office for National Statistics (ONS).[9] This allows for comparison across other national datasets, such as the Annual Population Survey.

As with waves 2 and 3, in the wave 4 design phase the questionnaire was reviewed in full and minor amends were made where it was deemed necessary. However, the questionnaire remained largely unchanged to allow for comparison across waves. This included keeping question wording exactly the same where possible to allow for direct comparisons. Members of the study's External Advisory Group (including academic experts, key sector bodies and representatives from teacher and school leadership unions) were also approached for input during the original set up of the survey.

Amendments are outlined later in this chapter.

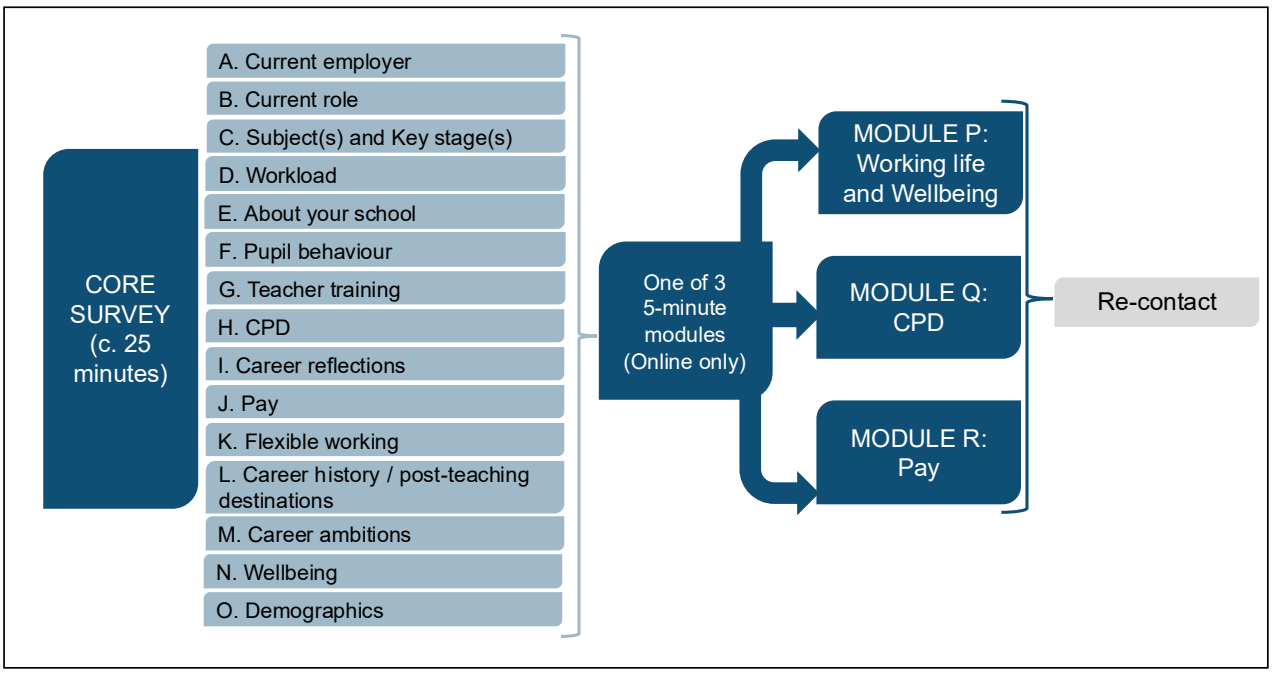
Questionnaire coverage

Figure 2.1 outlines the topics covered in the questionnaire; these remained the same as in waves 1, 2 and 3. As shown, the survey comprised a core survey and three modules, each asked of a third of online respondents.[10] At the beginning of the survey respondents were informed that their survey responses would be linked, via an anonymous identifier, to other information that the DfE holds on them for analysis purposes. At the end of the survey, respondents' contact details were collected and they were asked whether they would consent to being recontacted for qualitative follow-up interviews.

[9] Surveys using our four personal well-being questions - Office for National Statistics

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

Figure 2.1 Questionnaire outline



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

The full wave 4 questionnaire can be found in Appendix A – questionnaire.

Quantitative testing

In the survey design stage, ahead of the launch of wave 4, a short online-only survey design exercise was conducted to test the inclusion of two versions of a potential new question. The question was a follow-up question to D3 which asked respondents to break down approximately how many hours per week they spent on various non-teaching tasks.

Two versions of this question were tested: the first allowed respondents to input any number of hours for each activity while the second limited them to ensuring the total number of hours assigned to all tasks equated to the total number of non-teaching hours they reported working each week. A series of follow-up questions were also asked to understand whether respondents felt the question allowed them to answer accurately about the hours they worked, whether the time they spent on these tasks was similar week-to-week and whether they felt the time taken to answer the question was reasonable.

The survey was sent to c.40,000 teachers and leaders randomly sampled from the 2023 SWC[11] with respondents randomly assigned one of the two versions of the question. This resulted in 1,135 responses roughly split between the two versions (585 saw one version and 550 saw the other).

Analysis was conducted on the responses given to each question by job level and phase of education, the time taken to answer them, the number of 'don't know' and 'prefer not to say' responses received and feedback given through the follow-up questions. Through this analysis it was concluded that both iterations of the question were difficult to answer and took too long and therefore neither version of the question was included in the questionnaire in wave 4.

Cognitive testing

Ahead of the launch of the wave 4 survey, IFF Research and IoE also cognitively tested parts of the questionnaire with proposed changes from wave 3. This was to determine the comprehension, relevance, and appropriateness of new or amended questions. The full questionnaire was not cognitively tested as most of it had not changed since wave 3. All unchanged questions between wave 3 and wave 4 had previously been cognitive tested, either prior to wave 1, when the full questionnaire was tested, or prior to waves 2 and 3 when any newly added questions were tested.

A total of 20 cognitive interviews were conducted via teleconferencing between 10th October and 28th October 2024. The profile of respondents according to teacher type and phase is outlined in Table 2.1 below.

Table 2.1 Profile of respondents for cognitive testing

Phase	**Achieved interviews**
Primary	10
Secondary	10
Teacher / Leader type	**Achieved interviews**
Teacher	14
Leader	4
SENCO	2
Total interviews	**20**

[11] These teachers and leaders were excluded from the draw for the main survey to avoid impact on response rates.

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

Questionnaire changes between wave 3 and wave 4

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

- **screener**: no significant changes
- **section A – current employer**: no significant changes

  section B – current role: no significant changes
- **section C – subject(s) and Key Stage(s):** no significant changes
- **section D – workload:** no significant changes
- **section E – about your school:** a new answer code was added to E1, asking about support for wellbeing from school leadership
- **section F – pupil behaviour:** no significant changes
- **section G – teacher training:** no significant changes
- **section H - Continuing Professional Development (CPD):** Between wave 2 (2023) and wave 3 (2024) H2 'types of CPD undertaken in the past 12 months' was changed to collect additional detail on historic CPD activities undertaken by participants. Analysis of the wave 3 data against previous waves suggested that the change in format of the question led to respondents interpreting it differently. Therefore, H2 reverted back to the version of the question used in waves 1 and 2.

  H2A was added to ask those who had undertaken Early Career Framework activities whether they were a participant or in a support or mentoring role.

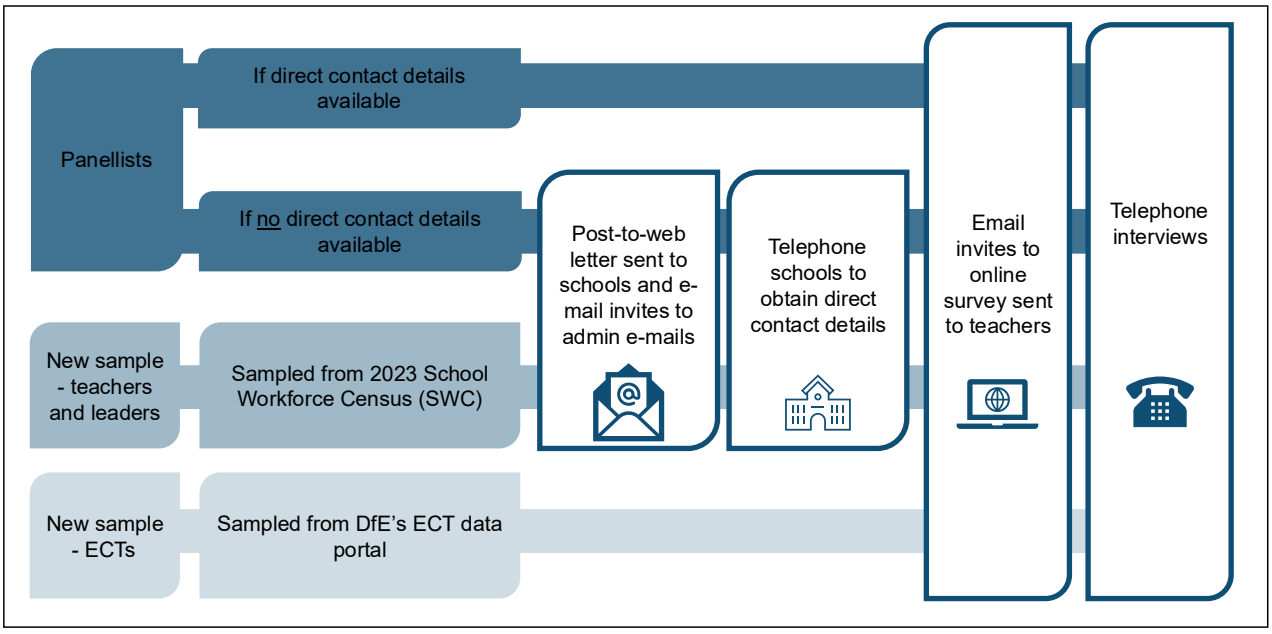
H2B was added to ask teachers and leaders when they had undertaken their National Professional Qualification.

- **section I - career reflections**: no significant changes
- **section J – pay**: J2, J3, J4, J5new and J5 were removed for wave 4 due to concerns about data quality. Comparison to administrative data from the Teacher Pension Scheme indicated that J2 may have been interpreted by many respondents as excluding the pay award and relating only to rises via pay progression or promotion. Before wave 3 fieldwork, different iterations of J2 wording were tested to achieve consistent interpretation of the question among respondents, and a new wording was used in the survey. Despite this, early analysis showed the data continued to be inconsistent so J2, and questions routed from J2 were removed from the questionnaire for wave 4.
- **section K – flexible working**: no significant changes
- **section L - career history / post-teaching destination**: no significant changes
- **section M – career ambitions:** no significant changes
- **section N - wellbeing:** no significant changes
- **section O – demographics:** no significant changes
- **module P – working life/ wellbeing:** no significant changes
- **module Q – CPD:** no significant changes
- **module R – pay:** R5 was removed for wave 4, because it was related to pay increases introduced in the academic year 2023/2024

3. Mainstage fieldwork

The fieldwork period involved both a recruitment and survey phase, as shown in Figure 3.1. Panellists with contact details available and ECTs sampled from the DfE's ECT data portal received direct email invitations to the online survey and were later called to take part in a telephone interview if they had not completed the survey online. Panellists without available contact details and teachers and leaders sampled from the 2023 SWC first received a post-to-web letter sent to their school and email invitations to their school's administration email account. Schools were then telephoned to collect direct contact details for teachers and leaders before the teachers and leaders were directly sent the email invitation to the online survey or called to take part in the interview over the phone.

Figure 3.1 Fieldwork invitation stages



Fieldwork invitation stages

The precise fieldwork timings are outlined in Table 3.1. As shown, fieldwork began on 28th January 2025, with letter invitations landing and email invitations sent to those where an email address was held. During the Spring half term and Easter holidays no communications were sent and the only telephone appointments honoured were those where the respondent had specifically requested a call.

Table 3.1 Fieldwork invitation stages

Week commencing	Online com-pletes	Tele-phone com-pletes	Communications
27th January	1,451	0	Letter invitations land. Email invitations sent to panel sample and ECTs.
3rd February	1,384	0	First email reminder to panel sample and ECTs.
10th February	728	0	Email invitation to 'care of the school' new sample.
24th February	679	116	Second email reminder to panel sample and ECTs (if not on half term). Beginning of telephone fieldwork and school chasing.
3rd March	350	1175	Second email reminder to panel sample and ECTs (if not on half term).
17th March	410	572	Third email reminder to panel sample and ECTs.
24th March	696	402	SMS reminder to panel. Email invitation to 'care of the school' ECT sample. Additional SWC secondary school top-up sample added.
31st March	1,045	305	Fourth (pre-Easter) email reminder to panel sample and ECTs. Email invitation to 'care of the school' for panel sample without emails.
7th April	126	59	Easter holidays – no communications for closed schools.
14th April	55	0	Easter holidays – no communications for closed schools.
21st April	216	292	Easter holidays – no communications for closed schools.
28th April	828	203	Final email reminders to all.
TOTAL	**8,145**	**3,124**	-

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

Contacting respondents directly

Panel sample with an email address and all new ECT sample were emailed with a survey invitation which included a link to the online survey. This took place on the first day of fieldwork (28th Jan) for panel sample and ECTs. These individuals received a subsequent reminder email in w/c 3rd February, before we began contacting them over the telephone to offer the option of taking part in a telephone interview. In addition, this sample also received a reminder email w/c 24th February, 17th March and 31st March and an SMS reminder w/c 24th March. During the final week of fieldwork (w/c 28th April) a final e-mail reminder was sent.

Contacting respondents via their school

Stage one: Post-to-web letter

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

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

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

Stage three: contacting schools to request contact details

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

Stage four: direct contact with teachers and leaders

Beginning in w/c 24th February 2025, teachers and leaders whose work email addresses had been obtained from their schools (stage three above) were sent a survey invitation email. This was an ongoing process with teachers and leaders contacted in batches, typically the week after their contact details had been obtained. Where timing allowed, these teachers and leaders received a survey invitation email and three reminder emails.

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

This sample received a final reminder during the last week of fieldwork (w/c 28th April). Where a direct email address had not been obtained, this email was sent 'care of the school' to a school's generic email address.

Fieldwork response

Achieved responses

The total number of responses achieved across the fieldwork period was 11,269, 10,808 of which were from those still teaching or leading in an English state school and 461 from those who had left since wave 3. Of the full 11,269, 8,145 completed online and 3,124 completed over the phone. Table 3.2 below shows the full breakdown of the achieved unweighted core and module completes by role, phase, school type, working hours, gender and ethnicity for the 10,808 who were still teaching or leading in an English state school in wave 4.[12]

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

Table 3.2 Unweighted Respondent Profile of those still teaching or leading in an English state school in wave 4 (2025 survey)

Subgroup	Population (%)	Core (n)	Core (%)	Module 1 (n)	Module 1 (%)	Module 2 (n)	Module 2 (%)	Module 3 (n)	Module 3 (%)
Role: heads	4.4%	885	8.2%	97	3.7%	101	3.9%	114	4.4%
Role: deputy and assistant heads	10.0%	1232	11.4%	175	6.7%	228	8.8%	173	6.7%
Role: leading practitioners	0.7%	257	2.4%	61	2.3%	72	2.8%	52	2.0%
Role: classroom teacher – non-ECT	74.3%	5905	54.6%	1494	57.5%	1379	53.3%	1619	62.4%
Role: classroom teacher – ECT – 2nd year	3.2%	575	5.3%	144	5.5%	174	6.7%	113	4.4%
Role: classroom teacher – ECT – 1st year	4.0%	1491	13.8%	512	19.7%	521	20.1%	418	16.1%
Role: unqualified teacher	3.4%	45	0.4%	9	0.3%	11	0.4%	11	0.4%
Role: SENCO	-	266	2.5%	75	2.9%	59	2.3%	55	2.1%
Role: unknown/other	-	152	1.4%	31	1.2%	43	1.7%	41	1.6%
Phase: primary	47.7%	5759	53.3%	1346	51.8%	1340	51.8%	1366	52.6%
Phase: secondary	46.2%	4493	41.6%	1142	44.0%	1128	43.6%	1110	42.8%
Phase: special / PRU / AP	6.2%	556	5.1%	110	4.2%	120	4.6%	120	4.6%
School type: academy	62.2%	5749	53.2%	1392	53.6%	1404	54.3%	1409	54.3%

Subgroup	Population (%)	Core (n)	Core (%)	Module 1 (n)	Module 1 (%)	Module 2 (n)	Module 2 (%)	Module 3 (n)	Module 3 (%)
School type: LA-maintained	37.8%	4270	39.5%	1027	39.5%	981	37.9%	996	38.4%
School type: Unknown	-	789	7.3%	179	6.9%	203	7.8%	191	7.4%
Working hours: full time	75.8%	8804	81.5%	2104	81.0%	2114	81.7%	2113	81.4%
Working hours: part time	24.2%	2004	18.5%	494	19.0%	474	18.3%	483	18.6%
Gender: female	75.6%	8148	75.4%	1995	76.8%	1942	75.0%	2003	77.2%
Gender: male	24.4%	2538	23.5%	573	22.1%	623	24.1%	570	22.0%
Gender: other	0.0%	122	1.1%	30	1.2%	23	0.9%	23	0.9%
Ethnicity: Asian or Asian British	5.1%	423	3.9%	116	4.5%	92	3.6%	107	4.1%
Ethnicity: black or black British, Caribbean or African	2.5%	246	2.3%	53	2.0%	47	1.8%	54	2.1%
Ethnicity: mixed or multiple ethnic group	1.6%	241	2.2%	69	2.7%	64	2.5%	54	2.1%
Ethnicity: white	78.2%	9685	89.6%	2314	89.1%	2333	90.1%	2338	90.1%
Ethnicity: any other ethnic group	0.8%	61	0.6%	15	0.6%	18	0.7%	14	0.5%
Ethnicity: unknown	11.7%	152	1.4%	31	1.2%	34	1.3%	29	1.1%

Response rates

The fieldwork outcomes and associated response rates are outlined in Table 3.3 below. Analysis was conducted to determine the true, contactable sample, by matching SWC 2023 and ECT data portal data to the SWC 2024 to determine who had moved schools and would no longer be contactable via the school. Those whose school did not match the 2024 SWC are marked as 'uncontactable' in Table 3.3 as it was assumed they were no longer at the school their survey invitation was sent to at the time of fieldwork. This was only an issue for new sample, as we held a personal email address or phone number for the vast majority of panel sample. This reduced the starting sample from 60,205 to 52,110 and increased the overall response rates as follows:

- new SWC sample – from 10.9% to 13.1%
- new ECT sample – from 8.4% to 9.9%

Table 3.3 Fieldwork response

Sample outcomes	Wave 1-3 panellists[13]	New SWC sample	New ECTs	TOTAL
Starting sample	**9,855**	**30,725**	**19,625**	**60,205**
Uncontactable	0	5,166	2,929	8,095
Contactable	**9,855**	25,559	16,696	52,110
Completed online	3,792	2,701	1,652	8,145
Completed over the phone	2,472	652	0	3,124
Total responses	6,264 *(includes 461 leavers at wave 4)*	3,353	1,652	11,269
Opt out	17	199	1	217
Refusal	214	76	0	290
No final outcome	3,360	21,931	15,043	40,334
Response rate ***(starting sample)***	**63.56%**	**10.91%**	**8.42%**	**-**
Response rate ***(excluding uncontactable)***	**63.56%**	**13.12%**	**9.89%**	**-**

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

As shown in Table 3.4, panel response was highest amongst the below groups. These figures compare to an overall response rate of 63.6% for all starting sample.

- leading practitioners: 75.8% of starting sample

[13] This excludes wave 3 respondents who were partial completes but forced to a full complete as they had completed all questions except those in demographic or module sections.

- heads: 68.6% of starting sample
- deputy heads: 65.8% of starting sample
- male teachers and leaders: 65.6% of starting sample

Conversely, panel response was lowest for:

- those with ethnicity unknown: 42.1% of starting sample (although starting sample was only 38 records)
- second year ECTs: 46.8% of starting sample
- those whose gender was unknown: 51.8% of starting sample
- Asian or Asian British teachers and leaders: 54.8% of starting sample

As for new SWC sample, as shown in Table 3.5, response was highest amongst the following groups. These figures compare to an overall response rate of 13.1% for contactable sample and 10.9% for all starting sample.

- heads (incl. executive heads): 31.6% for contactable sample and 26.7% for starting sample
- deputy heads: 26.0% for contactable sample and 22.6% for starting sample
- assistant heads: 20.3% for contactable sample and 17.8% for starting sample

Response was lowest for:

- teachers and leaders from a mixed or multiple ethnic background: 8.9% for contactable sample and 7.1% for starting sample
- Asian or Asian British teachers and leaders: 9.0% for contactable sample and 7.3% for starting sample
- black or black British, Caribbean or African teachers and leaders: 10.8% for contactable sample and 8.6% for starting sample
- non-ECT classroom teachers: 10.8% for contactable sample and 9.0% for starting sample

Table 3.4 Response by job role, phase, gender and ethnicity for wave 4 (2025 survey) – panel sample[14]

Job Role (sample)	Starting sample[15]	Completed responses	Starting sample response rate (%)
Heads (incl. executive heads)	687	471	68.56%
Assistant heads	587	354	60.31%
Deputy heads	438	288	65.75%
Leading practitioner	66	50	75.76%
Classroom teacher - not ECT	7139	4659	65.26%
Classroom teacher - ECT – 2nd year	931	436	46.83%
Other (incl. SENCO)	7	6	85.71%
Phase (sample)	**Starting sample**	**Completed responses**	**Starting sample response rate (%)**
Primary	4961	3089	62.27%
Secondary	4338	2825	65.12%
Special/PRUs/AP	541	340	62.85%
Unknown	15	10	66.67%
Gender (sample)	**Starting sample**	**Completed responses**	**Starting sample response rate (%)**
Female	7405	4676	63.15%
Male	2304	1512	65.63%
Other	5	3	60.00%
Unknown	141	73	51.77%
Ethnicity (sample)	**Starting sample**	**Completed responses**	**Starting sample response rate (%)**
Asian or Asian British	416	228	54.81%
Black or black British, Caribbean or African	207	132	63.77%
Mixed or multiple ethnic group	235	135	57.45%
White	8907	5723	64.25%
Any other ethnic group	52	30	57.69%
Unknown	38	16	42.11%
Total	**9,855**	**6,264**	**63.56%**

[14] To determine response rates, it was necessary to use sample data rather than survey data. This means there are some differences in completion figures for these subgroups when compared to the survey data. This is partly due to the difference in time between the SWC 2023 being collected and the survey fieldwork taking place, but also due to different data collection methodologies.

[15] This includes 461 who had left English state school teaching and leadership between the 2024 and 2025 surveys. Their job role and phase has been classified as what it would have been at the time of sampling.

Table 3.5 Response by job role, phase, gender and ethnicity for wave 4 (2025 survey) – new SWC sample[16]

Job Role (sample)	Starting sample	Contactable sample	Completed responses	Starting sample response rate (%)	Contactable sample response rate (%)
Heads (incl. executive heads)	1516	1280	405	26.72%	31.64%
Assistant heads	1878	1645	334	17.78%	20.30%
Deputy heads	1153	1004	261	22.64%	26.00%
Leading practitioner	190	155	26	13.68%	16.77%
Classroom teacher - not ECT	25988	21475	2327	8.95%	10.84%
Phase (sample)	**Starting sample**	**Contactable sample**	**Completed responses**	**Starting sample response rate (%)**	**Contactable sample response rate (%)**
Primary	15086	12676	1999	13.25%	15.77%
Secondary	14186	11681	1175	8.28%	10.06%
Special/PRUs/AP	1431	1183	175	12.23%	14.79%
Unknown	22	19	4	18.18%	21.05%
Gender (sample)	**Starting sample**	**Contactable sample**	**Completed responses**	**Starting sample response rate (%)**	**Contactable sample response rate (%)**
Female	23263	19406	2543	10.93%	13.10%
Male	7443	6139	806	10.83%	13.13%
Other	19	14	4	21.05%	28.57%
Ethnicity (sample)	**Starting sample**	**Contactable sample**	**Completed responses**	**Starting sample response rate (%)**	**Contactable sample response rate (%)**
Asian or Asian British	1415	1146	103	7.28%	8.99%
Black or black British, Caribbean or African	699	554	60	8.58%	10.83%
Mixed or multiple ethnic group	451	361	32	7.10%	8.86%
White	24796	20824	2839	11.45%	13.63%
Any other ethnic group	232	191	23	9.91%	12.04%
Unknown	3132	2483	296	9.45%	11.92%
Total	**30,725**	**25,559**	**3,353**	**10.91%**	**13.12%**

[16] To determine response rates, it was necessary to use sample data rather than survey data. This means there are some differences in completion figures for these subgroups when compared to the survey data. This is partly due to the difference in time between the SWC 2023 being collected and the survey fieldwork taking place, but also due to different data collection methodologies.

Telephone interviewing and quality assurance

Those who completed the survey over the phone were introduced to the survey by being told that they were being called by IFF Research on behalf of the DfE to invite them to take part. They were provided with information on what the survey was about and given information about their rights under GDPR. If they did not have time to complete the survey when called, they were offered the option of booking in a time to be called back or providing an email address to complete the survey online. Telephone interviews lasted around 26 minutes on average, excluding call introductions, screening questions and module questions (modules were only asked in the online survey). Online surveys were completed in 17 minutes on average by comparison. The full telephone screener can be seen at the start of the questionnaire in Appendix A below.

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

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

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

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

4. Encouraging ongoing panel engagement

As a longitudinal survey, establishing an identity for the panel was important to support ongoing engagement and retention of respondents. As in previous waves, this was achieved through a survey microsite, DfE sector communications, and a link to the wave 3 summary report was provided to sampled teachers and leaders.

Website

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

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

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

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

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

Wave 3 summary report

With the aim of boosting engagement with wave 4, a link to the wave 3 summary findings was included to potential participants in reminder emails. The summary provided an overview of who had participated in wave 3 of the survey alongside some of the headline findings.

The wave 3 summary report can be found here.

Sector communications

The DfE shared communications via several channels to increase awareness of the survey within the education sector. For example, information about the survey was

circulated among other updates in a newsletter that was sent from the DfE to the whole sector in advance of fieldwork.

5. Data processing and analysis

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

Data processing

Converting survey data to final data outputs

Raw data files containing survey data from UniCom Dimensions, and coded verbatim responses (see 'coding' section below), were converted to an SPSS file and data tables, based on an agreed specification.[17] This specification detailed how each variable was to be programmed, what the base should be, and how tables and variables should be labelled to make them intuitive to use. The SPSS file and data tables were then used to inform the writing of the report.

Data cleaning

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

- **partial completes** – in order to maximise the achieved sample, respondents who had completed the whole of the core survey (sections A-N) were counted as a complete. Where data was missing for a question, the response was forced to 'don't know' or 'prefer not to say' to ensure a consistent base size across questions.
- **data edits** - some of the survey questions allowed respondents to provide an open-text response under "other – please specify" boxes. These were then processed at the data analysis stage. In some cases, responses were assigned to an existing questionnaire code. In other cases, a new code was created.[18] If assigned to an existing questionnaire code that was used in the routing of subsequent questions, these respondents were retrospectively added to the base of the later question.
- **logic checks** – checks were conducted to remove impossible and sometimes implausible data. If the data was considered implausible but not impossible, consideration was given as to whether this could be valid data in certain circumstances, decisions about which were taken on a case-by-case basis.

[17] UniCom Dimensions is the software used by IFF Research to assist in conducting surveys and to store survey data once collected.
[18] New codes were created if there were a sufficient number of similar responses grouped under a similar category or theme. Typically, they would need to account for c.2% of the respondents asked the question. If they did not, they would remain under the general "other" category.

- **removing school level data for leavers –** where a respondent's survey data indicated that they no longer taught or led in an English state school, their data was removed for school and professional data (e.g. phase, school type) for the 2025 survey and 2024 SWC, although we retained this data from the 2024 survey and 2023 SWC so it was possible to conduct analysis by the type of school / role that the respondent was in before they left.

Coding

Open-ended survey responses, where verbatim data were collected, were coded by the IFF Research coding team. Codeframes in the final dataset were kept consistent with the 2024 survey, although some new codes were added for a small number of questions.[19] Therefore, some codes appear in the final dataset with zero responses. These are codes from 2024 which have been retained in the data to allow for consistency with the data from previous waves and to allow these codes to be used again in future survey waves.

Matching to other data sources

Some variables used in the reporting and analysis used school-level and individual-level information from SWC and Get Information About Schools (GIAS) data.[20,21] Data was matched so that additional information about teachers and leaders, not captured through the survey because there is already existing data available or due to space limitations in the survey, can be used for analysis.

Matching to the SWC

The following data was incorporated from the SWC 2024 and used for analysis of the wave 4 survey data:

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

Data was collected in the survey for some variables that also appear in the SWC. This is primarily to ensure that the data we hold is up to date, as some data may change between the time the SWC data is collected and time of the survey. For demographic variables, the survey data is used as default in analysis and reporting for this reason. Gender and ethnicity data from SWC 2024 was used for weighting purposes in 2025

[19] This is data which either indicates that a respondent's answer does not fit within one of the pre-coded or prompted survey answers or is collected at a purely open-ended question that has no pre-coded or prompted responses that a respondent is able to select.
[20] School workforce in England (explore-education-statistics.service.gov.uk)
[21] Get Information about Schools - GOV.UK (get-information-schools.service.gov.uk)

(wave 4). This approach matches that taken in the 2024 (wave 3) survey, although differs slightly from the 2023 (wave 2) survey when sample information was used in reporting for gender, ethnicity and age.

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

While data from the 2025 survey was matched to the latest available data source, the 2024 SWC, the time lag between SWC data being collected (November 2024) and the survey fieldwork (spring 2025) meant that some data linked from the SWC may have been out of date at the time the respondent completed the survey.

In addition, it was not possible to match every respondent to the SWC 2024. Of the 10,808 teachers and leaders who completed the wave 4 survey and were still teaching or leading in an English state school, 10,365 (96%) were matched to the SWC. A failure to match to the SWC occurred when the SMR or TRN held could not be successfully linked with the same identifier in the SWC. This most commonly indicated that the individual is no longer in the SWC (and by proxy it was assumed they had left English state school teaching or leadership), although it can occasionally be because a SMR or TRN has changed. This can happen, for example, if someone changes their name or their national insurance number changes.

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

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

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

Matching to GIAS

The following data was incorporated from GIAS and used for analysis of the wave 4 survey data:

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

This matching was conducted at a school-level, using the school's Unique Reference Number (URN) as an identifier. GIAS data is updated on a regular basis so the data used to link with the survey data was taken from 8 May 2025, after wave 4 fieldwork ended.

In the wave 4 survey, a URN could not be obtained for 43 of the 10,808 teachers and leaders. This is because they indicated the URN held on sample was incorrect and declined to provide the name of their school when asked in the survey.

There were additional records for whom a URN was matched against the GIAS database but the database had no information for the respondent's school at the desired variable. Amongst all teachers and leaders (i.e. excluding leavers), for the school size variable there were132 affected records and for the FSM variable there were 141 affected records.

Grouping of survey responses for analysis

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

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

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

Derived variables

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

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

Creating longitudinal data outputs

In the wave 4 survey, it was possible to derive variables which took information from panellists' responses in previous survey waves to show how their views and experiences had changed over time. After consultation with the DfE it was agreed that variables relating to change in career trajectories would be based on change between wave 1 and wave 4, while other longitudinal variables would be based on the change between wave 3 and wave 4. There were also a number of variables related to change in perspectives between wave 1 and wave 4, which had previously only been tracked compared with the previous year but comparing further back allowed analysis of longer-term trends.

As a whole, these variables are referred to as longitudinal 'change' variables and are appended to the wave 4 survey data. The change variables used for analysis in wave 4 were:

Wave 1 to wave 4 longitudinal 'change' variables

- K1: whether teachers and leaders flexible working arrangements had changed
- B1: whether job role changed
- Sx2 and Sx3: whether changed phase
- R6: whether receipt of allowance payments changed
- M2: intentions to seek promotion (at current or new school), move to a new school, leave English state school teaching or leadership, or retire in wave 1, compared with the reality in wave 4
- E1 and E2: whether teachers and leaders' views about their own school and management had changed
- F1: whether teachers and leaders' views on pupil behaviour had changed
- URN: Whether working in the same school as in wave 1

Wave 3 to wave 4 longitudinal 'change' variables

- D1 and D2: whether teachers and leaders' working and teaching hours had changed (including split by those working full-time in both waves and part-time in both waves)
- D4: whether teachers and leaders' workload perceptions had changed
- E1, E2 and E4: whether teachers and leaders' views about their own school, management, and wider accountability and inspection measures had changed
- F1: whether teachers and leaders' views on pupil behaviour had changed

- J1: whether teachers and leaders' views on pay had changed
- K1: whether teachers and leaders flexible working arrangements had changed
- M1: whether teachers and leaders' current job satisfaction had changed
- N1 and N2: teachers and leaders' wellbeing changes over time
- B1 and M2: whether those considering applying for promotion in wave 3 were promoted by wave 4 (either at current school or in new school)

Leavers

- L9: whether leaver was in work in wave 4
- L11: leavers' change in flexible working arrangements compared to wave 3 (2024) when they were teaching or leading in an English state school
- L13: leavers' change in working hours compared to wave 3 (2024) when they were teaching or leading in an English state school
- L14: leavers' change in workload perceptions compared to wave 3 (2024) when they were teaching or leading in an English state school
- L16: leavers' change in salary satisfaction compared to wave 3 (2024) when they were teaching or leading in an English state school
- M2: intentions to leave in wave 3 compared with the reality in wave 4
- N1 and N2: leavers' wellbeing changes compared to wave 3 (2024) when they were teaching or leading in an English state school

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

Analysis

Significance testing

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

The significance testing used independent sample t-tests for means and z-tests for percentages. For analysis of significant differences within the wave 4 data, two types of testing were used: a) between each set of cross-break headings (e.g. comparing between different age categories within the age cross-break header) and b) comparing data within each subgroup break to the total, minus the data for category in question – this refers to analysis against the 'overall' figure. For example, if the report refers to those aged under 25 being significantly different to the overall figure, the significance testing

would use the overall percentage, and the significance would be tested against all except those under the age of 25.

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

Cross-sectional analysis between the wave 1, wave 2, wave 3 and wave 4 data also used independent sample t-tests for means and z-tests for percentages at the 95% confidence level. This was for both comparison of the full sample from both waves and for subgroup analysis.

Subgroup analysis

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

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

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

Comparing to data from previous waves

Cross-sectional analysis

The core report typically reports firstly on each question cross-sectionally, comparing findings from wave 4 to wave 3, wave 2 and wave 1 at an overall level or, where relevant, by key groups such as all leaders from wave 4 with all leaders from waves 1, 2 and 3.

Subsequently, the chapters present subgroup analysis of the wave 4 data, providing an indication of whether differences were consistent or different to previous waves.

Longitudinal analysis of teachers and leaders

In addition to cross-sectional reporting, the report includes some analysis of the longitudinal sample (i.e. those who completed the wave 4 and wave 3 surveys, or those who completed the wave 4 and wave 1 surveys) to analyse how their responses had changed between waves. This analysis is helpful in giving an indication of whether experiences for the longitudinal sample have improved or worsened between waves, for example in terms of: views on pupil behaviour; views on salary, and; reported wellbeing. This analysis is typically presented at the end of a chapter.

A full list of longitudinal derived variables can be found in Appendix B – derived variables used for analysis.

Analysis of leavers

The sample of leavers comes from participants who completed the wave 3 survey (and were teaching or leading in the English state school sector) and then in the wave 4 survey indicated that they had left the sector (determined by questions early on in the survey). These respondents were then routed to a range of questions about their current employment situation, reasons for leaving and likelihood to return.

While the majority of analysis of leavers in the report is from the specific leavers questions, there is also some longitudinal analysis of leavers' responses to other survey questions. This includes analysis of intentions to leave the English state school sector in wave 3 compared to the fact that they had left by wave 4, change in pay satisfaction between survey waves, and change in flexible working arrangements. A list of these longitudinal variables can also be found in Appendix B – derived variables used for analysis.

Sampling error

Data presented in the findings report is from a sample of teachers and leaders rather than the total population. Although the sample has been weighted to be nationally representative of the teaching population in England, the data is still subject to sampling error. The extent of sampling error depends on the sampling approach (the closer it is to

a random sample the less the sampling error), the sample size (the larger the sample, the lower the likely sampling error), the effective sample size (an estimate of the sample size that would achieve the same level of precision as the total sample if the sample was a simple random sample) and the survey result (the closer to 50% the less confident statistically we can be in the finding).[22]

The sample of 10,808 teachers and leaders means that, statistically, we can be 95% confident that the 'true' value of any survey finding of 50% will lie within a +/- 1.1% range (i.e., 48.9% - 51.1%). Results based on a sub-set of teachers and leaders interviewed are subject to a wider margin of error. For example, where Table 5.1 indicates that a survey result is based on all leaders (2,117 responses), we can be 95% confident that the true figure lies within the range 47.7% to 52.3% where the survey result is 50%.

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

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

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

Table 5.1 Sampling error in wave 4 of the WLTL survey

Group	Base size	Effective base size	Sampling error for survey findings of 50%
All teachers and leaders	10,808	8,503	+/- 1.1%
All primary	5,759	4,509	+/- 1.4%
All secondary	4,493	3,691	+/- 1.6%
All special/PRUs/AP	556	395	+/- 4.9%
All leavers	461	336	+/- 5.0%
All leaders	2,117	1,802	+/- 2.3%
All primary leaders	1,406	1,310	+/- 2.7%
All secondary leaders	545	468	+/- 4.5%
All special/PRUs/AP leaders	166	151	+/- 7.9%
All teachers	8,539	6,764	+/- 1.2%
All primary teachers	4,305	3,402	+/- 1.7%
All secondary teachers	3,859	3,145	+/- 1.7%
All special/PRUs/AP teachers	375	277	+/- 5.9%

Using the data

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

Weights used for analysis

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

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

- **module P weight** (applies to teachers and leaders who were asked module P questions): this weight is used for survey variables from section P

- **module Q weight** (applies to teachers and leaders who were asked module Q questions): this weight is used for survey variables from section Q

- **module R weight** (applies to teachers and leaders who were asked module R questions): this weight is used for survey variables from section R

- **longitudinal core weight (wave 1 to wave 4)**: this weight is used for longitudinal change variables which compare wave 1 and wave 4 data

- **longitudinal core weight (wave 3 to wave 4)**: this weight is used for longitudinal change variables which compare wave 3 and wave 4 data and survey questions answered by leavers (L9-L16, M6-7, M9-10)

- **longitudinal module weight (wave 1 to wave 4)**: this weight is used for the longitudinal change variable measuring whether teachers and leaders additional allowances changed between wave 1 and wave 4 (R6), and could be used by data users if creating longitudinal variables from other module questions for analysis between wave 1 and wave 4

- **longitudinal module weight (wave 3 to wave 4)**: this was not used for any core reporting, but this weight can be used by data users if creating longitudinal variables from module questions for analysis between wave 3 and wave 4

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

6. Survey weighting

With both cross-sectional and longitudinal analysis, it is necessary to create different weights for the different types of analysis. This section first describes the process of creating the wave 4 (cross-sectional) weights before covering the longitudinal weighting approach.

Wave 4 weighting

Once fieldwork had closed, post-stratification weighting was used to align the survey responses as closely as possible with the target population.[23] Weighting was applied to the core and module data to correct for a) variable non-response by subgroups and b) purposive oversampling of ECTs.

As with previous waves, a post-stratification approach was used for the wave 4 survey weighting using the following variables:

- school phase
- job role
- gender
- ethnicity

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

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

The weights were then added to the dataset. To check they had been created correctly, the weighting grids were recreated for the survey data with the weights applied and the resultant proportions were checked against those in the 2024 SWC.

Teachers and leaders completing the survey online were assigned to one of three modules. If they completed the survey in wave 3 (including those who had also taken part in wave 1 and/or 2) they were assigned to the same module they completed previously,

[23] The target population for the wave 4 weighting was derived using the most recent population data available, the 2024 SWC, which was collected in November 2024. As mentioned earlier, the timings of the SWC release meant that we could not use the 2024 SWC at the sampling stage. As it was released in advance of the weighting stage – and because the survey itself focused on experiences in the 2024/2025 academic year – it was agreed that weighting back to the 2024 SWC was most appropriate.

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

In a small number of cases, the derived weight was capped at 5. The number of records that were capped for each wave 4 weight are shown below:

- core survey weight: 45 / 10,808
- module P weight: 3 / 2,598
- module Q weight: 1 / 2,588
- module R weight: 10 / 2,596

Weighting targets and applied weights for the four wave 4 weights can be found in Appendix B.

Longitudinal weighting

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

Longitudinal weight for wave 1 to wave 4 panellists (excludes those that left by wave 3)

Regression modelling was used to predict the probability of teachers who completed all previous waves also completing wave 4. The starting population was teachers who completed waves 1, 2 and 3, excluding those who left the profession prior to wave 3. Their response pattern on wave 3 was used to predict whether they were a 'productive' case for wave 4. The model was created on the subset of cases from the wave 3 survey which also completed waves 1 and 2, weighted by a rescaled version of its wave 1 to wave 3 longitudinal weight delivered in the last wave.[24] The dependent variable was an indicator capturing whether a teacher had also responded to the fourth wave of the survey (yes vs no).

[24] This 'input' weight was rescaled to sum to the base size of the wave 3 survey

Predictors for the model were selected in several iterations of screening. All variables that were significant in any of previous wave models were reviewed and, where needed, decisions were made to combine variable categories due to low base sizes being insufficient for modelling, such as where we only had a small 'don't know' category. Chi-squared analysis was used to shortlist possible demographic and non-demographic predictors of response measured in the third wave of the survey. We initially screened from demographic variables using forward and backwards entry regression and then evaluated other non-demographic variables in the same way. The variables selected as significant in the final regression model include age band, teaching responsibilities, ethnicity, Key Stage taught, gender, parent guardian status, job role, additional responsibilities, years qualified, acceptable workload, views on school, views on manager, views on governance, pupil behaviour, types of CPD, views on pay, whether work flexibly, views on flexible working, having had a career out of career outside of English state school teaching or leadership, job satisfaction, things done if life being worthwhile and feelings of happiness.

Using the final model, for cases completing the wave 4 survey, a non-response weight was calculated as 1 divided by the probability of completion.

A composite weight was created by multiplying the non-response weight by the longitudinal weight from the wave 3 survey. A final weight for the wave 4 survey was created from the product of the new weight and the longitudinal weight for the wave 3 survey. This final weight is used as the default weight for analysing wave 4.

Longitudinal weight for wave 3 to wave 4 panellists

A second process of regression modelling was used to predict the probability of teachers from cohort 3[25] also completing wave 4, whose response pattern on wave 3 was used to predict whether they were a productive case for wave 4. The model was created on the subset of cases from the wave 3 survey from cohort 3, weighted by a rescaled[26] version of its wave 3 cross-sectional weight delivered in the last wave. Again, the dependent variable was an indicator capturing whether a teacher had also responded to the fourth wave of the survey (yes vs no).

Predictors for the model were selected in the same way as described above for the wave 1 to wave 4 longitudinal weighting. The variables selected as significant in the final regression model include age band, Key Stage taught, caring responsibilities, job role, additional responsibilities, school type, acceptable workload, teachers views being valued by policymakers, types of CPD, having had a career out of career outside of English state school teaching or leadership, job satisfaction, things done if life being worthwhile and feelings of happiness.

[25] Cohort 3 is the cohort who first participated in wave 3.
[26] The weight was rescaled to a mean of one just for cohort 3

Using the final model, the non-response weight was calculated as 1 divided by the probability of completion. The composite weight was created by multiplying this non-response weight by the input cross-sectional weight from the wave 3 survey. A final weight for the wave 4 survey was created from the product of the new weight and the cross-sectional weight for the wave 3 survey.

Longitudinal weight for wave 2 to wave 4 panellists

Another regression model was developed to predict the probability of teachers who completed waves 2 and 3 also completing wave 4. Although this weight was not used in wave 4 reporting, it is appended to the wave 4 dataset so that data users can conduct wave 2 to wave 4 longitudinal analysis. Again, for this group, their response pattern at wave 3 was used to predict whether they were a productive case for wave 4. The model was created on the subset of cases from the wave 3 survey which also completed wave 2, weighted by a rescaled version of its wave 3 longitudinal weight waves 2 and 3 weight delivered in the last wave. The dependent variable was again an indicator capturing whether a teacher had also responded to the fourth wave of the survey (yes vs no).

Predictors for the model were selected as described for the previous two weights. the variables selected as significant in the final regression model include age band, region, ethnicity, Key Stage taught, gender, caring responsibilities, job role, school type, receipt of FSM, acceptable workload, views on manager, views on governance, pupil behaviour, types of CPD, views on pay, whether work flexibly, views on flexible working, job satisfaction, things done if life being worthwhile and feelings of happiness.

For this model, the composite weight was created by multiplying the non-response weight by the input longitudinal weight of waves 2 and 3 for the wave 3 survey.

Module Weight

Each respondent within the survey was allocated to a module, except for those contacted via phone or who dropped out of the survey in the demographics module (i.e. before they were allocated a module). This exclusion from modules can introduce bias in variables correlated with response mode. Module non-response weighting addresses this challenge by adjusting for non-response bias and ensuring a representative sample by assigning appropriate weights to participants based on their demographics and other relevant characteristics.

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

A. A weight for those completing in all waves 1, 2, 3 and wave 4. Starting base was wave 4 completers, weighted by the initial weight which was the longitudinal weight for the smaller base of those participating in waves 1, 2, 3 and 4.
B. A weight for those completing wave 3 and 4. The input weight was the combined longitudinal weight of those participating in waves 3 to 4. The starting base was all wave 4 completers that had an input weight.
C. A weight for those completing wave 2, 3 and 4. The input weight was the wave 2, 3 to 4 longitudinal weights. The starting base was all wave 4 completers that had an input weight.

In each case, the dependent variable was an indicator capturing whether a teacher has been assigned to a module for in the wave 4 survey (yes vs no).

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

The variables selected as significant in the final regression model for (a) were region, ethnicity, key stage taught, parent guardian status, job role, additional responsibilities, school type, years qualified, FSM receipt, acceptable workload, views on school, views on governance, types of CPD, views on pay, whether work flexibly, views on flexible working, job satisfaction, consideration of retirement and feeling that things done are worthwhile.

The variables selected as significant in the final regression model for (b) were region, ethnicity, length of time at school, key stage taught, gender, job role, parent guardian status, additional responsibilities, school type, years qualified, FSM receipt, acceptable workload, views on school, views on governance, types of CPD, views on pay, whether work flexibly, views on flexible working, job satisfaction, consideration of retirement and feeling that things done are worthwhile.

The variables selected as significant in the final regression model for (c) were ethnicity, parent guardian status, job role, additional responsibilities, school type, years qualified, FSM receipt, acceptable workload, views on school, views on governance, types of CPD, views on pay, whether work flexibly, views on flexible working, job satisfaction, consideration of retirement and feeling that things done are worthwhile.

For each model, a non-response weight was calculated as 1 divided by the probability of completing a module in wave 4. Final composite weights were created by multiplying the new weights by their input weights, with rescaling to ensure the weights sum to the base size for the relevant group.

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

Appendices

Appendix A – questionnaire

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

We really appreciate you taking the time to take part in the Working Lives of Teachers and Leaders survey [IF ENTRYWAVE=1: for a fourth year running; IF ENTRYWAVE=2: for a third year running; IF ENTRYWAVE=3: for a second year running]. Your contribution will help the DfE to design policies that better support teachers and school leaders.

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

Further information

- **PLEASE NOTE: to add further context to your survey responses, they are linked to information the Department for Education (DfE) already holds about you / your school, or to which it is lawfully permitted access (e.g., Get Information About Schools (GIAS) and the School Workforce Census). Despite this, your survey responses will remain confidential at all times, with data linking completed via an anonymous identifier. Furthermore, analysis will not be broken down by individual teachers or schools, so neither individuals nor schools will be identifiable from the analysis and reporting.**
- The study is being administered by IFF Research and IOE, UCL's Faculty of Education and Society on the DfE's behalf.
- The survey will take about 20 minutes to complete and you can stop and start as many times as you like, without losing your place (just click on the link in your email to return to the last question you answered).
- If you are employed as a teacher / school leader but you are on extended leave – such as maternity, paternity or sick leave –we would still like to hear from you. Please respond about your working life as a teacher or school leader on the basis that you are still in the profession.
- If you have left the profession, we will only invite you to take part in the 2025 survey, after which we'll remove your details from the survey panel.
- When completing the survey please only use the 'previous' and 'next' buttons at the bottom of the page, not the 'back' and 'forward' buttons in your browser.
- Responses to this survey will be kept entirely confidential, in line with the Code of Conduct of the Market Research Society and General Data Protection Regulation (GDPR). Your personal details and those of your school will not be shared with anyone outside of IFF Research, UCL IOE and the DfE You have a right to have a copy of your data, change your data, or withdraw from the research at any point. If you'd like to do this, you can consult our website at: iffresearch.com/gdpr.

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

CATI SCREENER

ASK TELEPHONIST

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

ADD IF NECESSARY:

- 'Working Lives of Teachers and Leaders' is an important longitudinal study aimed at collecting robust data regarding the experiences and opinions of classroom teachers, middle leaders and school leaders in England. This is the fourth year that surveys have been conducted as part of this study.
- The questions will cover a range of areas, from teacher workload and wellbeing to career reflections and future ambitions.
- By taking part, teachers and school leaders will be helping the DfE to design policies that better support teachers and school leaders.
- If you are employed as a teacher / school leader but you are on extended leave – such as maternity, paternity or sick leave –we would still like to hear from you. Please respond about your working life as a teacher or school leader on the basis that you are still in the profession.
- If you have left the profession, we will only invite you to take part in the 2025 survey, after which we'll remove your details from the survey panel.

INFORMATION ON GDPR – ADD IF NECESSARY:

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

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

ASK IF S1=18

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

Interviewee to contact voicemail	1	THANK AND CLOSE

ASK WHEN TRANSFERRED TO APPROPRIATE RESPONDENT

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

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

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

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

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

ADD IF NECESSARY: [IF PANELLIST: If you have changed roles, moved schools, or left the profession, we are still interested in knowing what you are doing now. If you have left the profession, we will only invite you to take part in the 2025 survey, after which we'll remove your details from the survey panel.]

ADD IF NECESSARY:

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

INFORMATION ON GDPR – ADD IF NECESSARY:

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

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

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

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

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

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

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

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

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

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

ASK ALL

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

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

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

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

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

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

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

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

Yes	1	CONTINUE
No	2	THANK AND CLOSE

REASSURANCES TO USE IF NECESSARY

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

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

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

Screening questions

ASK ALL

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

SINGLE CODE.

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

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

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

MULTI CODE. READ OUT.

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

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

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

MULTI CODE.

DS: ONLY PULL THROUGH CODES SELECTED AT SX2

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

DUMMY VARIABLE: PHASE_DUM

Primary: (Sx2=2 only (i.e. single code)) OR (Sx3=2)	1
Secondary (Sx2=3 only (i.e. single code)) OR (Sx3=3)	2
Neither of the above (i.e., Y3 participants who have left the profession)	3

DUMMY VARIABLE: LEAVER_TYPE

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

X Dummy variables

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

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

DUMMY VARIABLE: SAMTYPE

Y1 panellist (SAMTYPE=1 AND ENTRYWAVE=1)	1
Y2 panellist (SAMTYPE=1 AND ENTRYWAVE=2)	2
Y3 panellist (SAMTYPE=1 AND ENTRYWAVE=3)	3
New to panel (SAMTYPE=2)	4

DUMMY VARIABLE: ECTSTATUS

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

DUMMY VARIABLE: SAMSOURCE (from sample)

DTTP	1
SWC	2
ECT portal	3

DUMMY VARIABLE: HASQUALDATE

Yes	1
No	2

A Current employer

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

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

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

Yes	1
No	2

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

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

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

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

ASK ALL

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

SINGLE CODE. PROMPT AS NECESSARY.

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

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

B Current role

ASK ALL **PHASE_DUM=1/2**

B1 **Which of the following best describes your current job role?**
Please note: if you can't find your specific role then please let us know which option you think is the closest fit. If you have multiple roles, please select the response which you view as your 'main' current role. The next question will ask about your additional responsibilities e.g. SENCO, Head of Year, etc.

SINGLE CODE. READ OUT.

Executive Headteacher	1
Headteacher	2
Deputy Headteacher	3
Assistant Headteacher	4
Leading Practitioner PLEASE NOTE: The salary for this role exceeds the Upper Pay Range and involves leading the improvement of teaching skills. ADD IF NECESSARY: Specific duties include, but are not limited to…: • Coaching, mentoring and induction of teachers, trainees and ECTs • Advising on practice, research, and continuing professional development provision • Helping teachers who are experiencing difficulties • Supporting the school or groups of schools in provision of high quality schemes of work to reduce workload	5
PHASE_DUM=1: Middle Leader (e.g., Head of Key Stage phase, Head of Year Group, etc.) PHASE_DUM=2: Middle Leader (Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of Phase, Head of Year Group, etc.) PHASE_DUM=1 AND 2: Middle Leader (e.g., Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of phase, Head of Year Group, etc.)	6
Special Educational Needs Coordinator (SENCO) Please note: this covers leading and co-ordinating a school's provision for children and young people with special educational needs and disabilities, and does NOT include classroom teachers with SEN teaching responsibilities.	12

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

ASK IF MIDDLE LEADER (B1=6)

B2 **Middle leadership responsibilities aside, which of the following best describes your current job role?**
Please note: if you can't find your specific role, then please let us know which option you think is the closest fit.

SINGLE CODE. READ OUT.

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

DUMMY VARIABLES

HEAD - DETAIL

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

HEAD - SUM

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. READ OUT.

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

DUMMY VARIABLES

TEACHING RESPONSIBILITIES

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

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

B4NW1 **Were you promoted into your current role as [B1 ANSWER] at any point between now and the end of the spring term last year (April 2024)?**

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

SINGLE CODE.

Yes	1
No	2
Don't know	3

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

B4NW2 **What role did you have immediately before this promotion?**

SINGLE CODE. READ OUT.

Headteacher	1
Deputy Headteacher	2
Assistant Headteacher	3
Leading Practitioner PLEASE NOTE: The salary for this role exceeds the Upper Pay Range and involves leading the improvement of teaching skills. ADD IF NECESSARY: Specific duties include, but are not limited to…: • Coaching, mentoring and induction of teachers, trainees and ECTs • Advising on practice, research, and continuing professional development provision • Helping teachers who are experiencing difficulties • Supporting the school or groups of schools in provision of high quality schemes of work to reduce workload	4
PHASE_DUM=1: Middle Leader (e.g., Head of Key Stage phase, Head of Year Group, etc.) PHASE_DUM=2: Middle Leader (Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of Phase, Head of Year Group, etc.)	5

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

C Subject(s) and Key Stage(s)

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

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

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

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

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

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

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

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

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

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

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

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

THERE IS NO C4

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

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

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

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

MULTICODE

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

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

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

SINGLECODE. PROMPT AS NECESSARY.

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

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

C5aNEW **What subject(s) is this qualification in?**

MULTICODE. PROMPT AS NECESSARY.

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

D Workload

ASK ALL PHASE_DUM=1/2

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

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

In your answer…

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

ADD IF NECESSARY:

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

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

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

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

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

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

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

ASK ALL PHASE_DUM=1/2

D4 **Thinking about the current academic year, so 2024/2025, to what extent do you agree or disagree with the following statements?**

SINGLE CODE. ONE PER ROW.

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

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

LIST B	Far too lit-tle	Too lit-tle	About right	Too much	Far too much	DO NOT READ OUT: Not ap-plicable
Administration within the school. ADD IF NECESSARY: Including ap-plying regulations to the school, re-porting, school budget, preparing timetables, and class composition.	1	2	3	4	5	6
Administrative and management with external bodies. ADD IF NEC-ESSARY: Including responding to re-quests from local, regional, or national education officials, social services, or other similar agencies	1	2	3	4	5	6
Performance management of staff. ADD IF NECESSARY: Including hu-man resource/personnel issues, class-room observations, mentoring, initial teacher training and continuing profes-sional development	1	2	3	4	5	6
Data analysis. ADD IF NECESSARY: Including analysis of performance data at the level of the teacher and the school and record keeping for external bodies / regulatory purposes	1	2	3	4	5	6
Recruitment for teaching and sup-port staff	1	2	3	4	5	6
Responding to changes in latest government policy including, for example, centrally required policy changes	1	2	3	4	5	6

E About your school

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	DO NOT READ OUT: Don't know
… trusts you to work independently	1	2	3	4	5	6

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

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

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

SINGLE CODE. ONE PER ROW.

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

F Pupil behaviour

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE**.** READ OUT.

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

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

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

SINGLE CODE. READ OUT.

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

G Teacher Training

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

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

SINGLE CODE. READ OUT.

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

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

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

SINGLE CODE. READ OUT.

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

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

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

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

SINGLE CODE. ONE PER ROW. READ OUT

DS: ROTATE ORDER OF STATEMENTS

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

ASK ALL NEW SAMPLE (ENTRYWAVE = 3-4)

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

SINGLE CODE.

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

H Continuing Professional Development (CPD)

THERE IS NO H1.

ASK ALL PHASE_DUM=1/2

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

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

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

MULTI-CODE. DS ROTATE ORDER. READ OUT.

Early Career Framework (ECF)	1
A National Professional Qualification (NPQ)	2
Other formal qualification (e.g. a masters degree, Level 1 – 5 qualification)	3
Coaching or mentoring (not including ECF/NPQ)	4
Training designed and delivered by staff in your own school/ Multi-Academy Trust (MAT) / Local Authority (LA), excluding NPQs and ECT	5
Training designed and delivered by external providers, excluding NPQs and ECT	6
Training designed externally but delivered by staff in your own school MAT or LA (e.g. train the trainer, cascades, teach ins, etc.)	7

Training designed and delivered by a Teaching School Hub (including at your own school, but excluding NPQs and ECF). *ADD IF NECESSARY: Teaching school hubs are centres of excellence led by schools and multi-academy trusts. They offer teacher training and professional development for teachers and leaders at all stages of their career.*	8
Had others observe and feedback on your lesson(s)	9
Observed other teachers' lessons for your own development (please exclude any lessons you have observed in a management capacity)	10
Participated in a network of teachers formed specifically for the professional development of teachers	11
Attended education conferences where teachers and/or researchers present their research or discuss educational issues	12
Undertaken any professional reading	13
DO NOT READ OUT: Don't know	14
DO NOT READ OUT: None of these	15

IF EARLY CAREER FRAMEWORK (ECF) SELECTED (H2=1)

H2A You mentioned that you have undertaken Early Career Framework (ECF) CPD activities, is that as a participant or in a support or mentoring role?

Participant	1
Support or Mentor	2
Don't know	3

IF A NATIONAL PROFESSIONAL QUALIFICATION (NPQ) NOT SELECTED (H2=/2)

H2B Have you undertaken a National Professional Qualification (NPQ)...

More than 12 months ago but in the past three years	1
More than three years ago	2
Or have you never undertaken a National Professional Qualification (NPQ)	3
Don't know	4

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

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

SINGLE CODE

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

I Career reflections

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

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

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	1: Not at all confident	2	3	4	5: Very confident	DO NOT READ OUT: Not applicable (not part of your role)	DO NOT READ OUT: Don't know
Providing opportunities for all pupils to learn essential knowledge, skills,	1	2	3	4	5	6	7

and principles of the subject							
Assessing pupils' progress by checking their knowledge and understanding	1	2	3	4	5	6	7
Applying rules on behaviour appropriately and fairly to all pupils	1	2	3	4	5	6	7
Adapting teaching to the needs of all pupils, including those with diverse needs, including those with Special Educational Needs and Disability (SEND) or English as an additional language (EAL)	1	2	3	4	5	6	7

ALL WHO TEACH SECONDARY ((TEACHING RESPONSIBILITIES=1 AND PHASE_DUM=2) AND C3=ANY EXCEPT 44/45)

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

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

SINGLE CODE. ONE PER ROW. READ OUT.

DS. SHOW ALL SUBJECTS SELECTED AT C3.

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

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

I3 Thinking about subject knowledge specifically. How confident are you in your knowledge of the following….?

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

J Pay

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

ASK ALL PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

J6 And overall, to what extent do you agree with the following statements regarding the decisions your school has taken regarding your pay in the period between now and the end of the last Spring term, so April2024? Would you say ….?

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

J7 And overall, to what extent do you agree or disagree with the following statements regarding the decisions your school / governors / academy trust have taken regarding your pay in the period between now and the end of the last Spring term, so April 2024. Would you say…?

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

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

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

Yes	1
No	2
Don't know	3

IF USES FLEXIBILITIES (J8=1)

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

MULTICODE. READ OUT.

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

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

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

MULTICODE. PROMPT AS NECESSARY.

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

K Flexible Working

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

ASK PHASE_DUM=1/2

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

MULTI CODE. READ OUT.

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

ASK PHASE_DUM=1/2

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

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

L Career History / Post-teaching destination

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

ASK ALL PHASE_DUM =1/2

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

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

MULTI-CODE. READ OUT

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

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

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

MULTI-CODE. READ OUT

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

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

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

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

SINGLE CODE.

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

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

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

SINGLE CODE. READ OUT

In this academic year 2024/2025	1
In the academic year 2023/2024	2
In the academic year 2022/2023	3
In the academic year 2021/2022 or earlier	4
DO NOT READ OUT: N/A: I pursued a career elsewhere before I started my teaching or school leadership career in any state schools in England (Please specify)	5
DO NOT READ OUT: Don't know/Prefer not to say	6

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

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

MULTI-CODE. PROMPT AS NECESSARY.

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

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

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

SINGLE CODE. READ OUT.

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

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

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

MULTI-CODE. READ OUT.

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

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

SINGLE-CODE. PROMPT AS NECESSARY.

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

ALL LEAVER_TYPE=1

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

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

SINGLE-CODE. READ OUT.

Working in education

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

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

Working outside of education

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

Not currently working

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

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

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

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

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

SINGLE-CODE. READ OUT.

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

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

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

MULTICODE. READ OUT.

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

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

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

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

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

SINGLE CODE. READ OUT.

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

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

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

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

In your answer…

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

ADD IF NECESSARY:

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

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

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

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

SINGLE CODE. ONE PER ROW.

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

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

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

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

SINGLE CODE. READ OUT.

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

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

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

SINGLE CODE. ONE PER ROW. READ OUT.

DS - RANDOMISE ROWS

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

M Career Ambitions

ASK PHASE_DUM=1/2

M1 To what extent would you say that…?

SINGLE CODE. ONE PER ROW. READ OUT.

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

ASK PHASE_DUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

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

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

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

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

SINGLE CODE. READ OUT.

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

ASK ALL PHASEDUM=1/2

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

IF CONSIDERING LEAVING STATE EDUCATION (M2_4=1)

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

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

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

IF PHASE_DUM=3

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

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

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

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

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

MULTICODE. DS: ROTATE CODES 1-9

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

ALL LEAVERS (PHASE_DUM=3)

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

SINGLE CODE. READ OUT.

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

LIKELY TO RETURN (M9=4/5)

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

MULTICODE – DO NOT READ OUT

DS: ROTATE CODES 1-13

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

N Wellbeing

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

ASK ALL

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

SINGLE CODE. ONE PER ROW. READ OUT.

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

ASK ALL

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

SINGLECODE. READ OUT.

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

IF PHASE_DUM = 1/2

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

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

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

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

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

O Demographics

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

AGE

ASK ALL

O1a **What is your age?**

DS: SET UPPER RANGE 99

WRITE IN AGE (NUMERIC)

Prefer not to say	1

PHYSICAL AND MENTAL HEALTH

ASK ALL

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

Yes	1
No	2
Prefer not to say	3

ASK IF HAS HEALTH CONDITIONS (O1=1)

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

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

GENDER

ASK ALL

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

SINGLE CODE

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

ASK ALL

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

SINGLE CODE.

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

ASK ALL

O5 How would you best describe your sexual orientation?

SINGLE CODE.

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

ETHNICITY

ASK ALL

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

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

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

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

Black / African / Caribbean / Black British	
African	14
Caribbean	15

Any other Black / African / Caribbean back-ground, please describe	16

Other ethnic group

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

RELIGION

ASK ALL

O7 What is your religion?

MULTI CODE.

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

PARENT AND CARING RESPONSIBILITIES

ASK ALL

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

SINGLE CODE.

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

ASK ALL

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

SINGLE CODE.

Please EXCLUDE:

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

Yes	1
No	2
Don't know	3

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

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

Work life/wellbeing	1
CPD	2
Pay	3

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

P MODULE 1: Working life / wellbeing

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

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

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

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

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

LIST B	Far too lit-tle	Too little	About right	Too much	Far too much	DO NOT READ OUT: N/a	DO NOT READ OUT: Don't know
Leadership and management within the school. ADD IF NECES-SARY: Including strategic planning, preparing for and participating in gov-erning board and/or trustee board meet-ings, staff meetings and other school-centred manage-ment activities, such as those asso-ciated with the man-agement of feder-ated schools	1	2	3	4	5	6	7
Curriculum plan-ning. ADD IF NEC-ESSARY: Including developing curricu-lum and student evaluation	1	2	3	4	5	6	7
Student interac-tions. ADD IF NEC-ESSARY: Including counselling and conversations out-side structured learning activities, discipline	1	2	3	4	5	6	7
School policy de-velopment and fi-nancial planning	1	2	3	4	5	6	7

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

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

DS - RANDOMISE ROWS

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

Q MODULE 2: CPD

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

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

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

SINGLE CODE. ONE PER ROW. READ OUT.

Statement	Strongly Agree	Tend to agree	Neither agree nor dis-agree	Tend to disa-gree	Strongly disa-gree	DO NOT READ OUT: Don't know
Good quality CPD and qualifications are available to help me progress my career/ support my develop-ment	1	2	3	4	5	6
My school prioritises the training and de-velopment of all staff	1	2	3	4	5	6
My school values an equal, diverse, and inclusive workforce	1	2	3	4	5	6
My school recognises and rewards high per-formance from the teaching/leadership staff	1	2	3	4	5	6
My manager is ac-tively engaged in my professional develop-ment	1	2	3	4	5	6
My manager gives me sufficient, clear and actionable feed-back	1	2	3	4	5	6
I think the teaching profession is valued by society	1	2	3	4	5	6

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

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

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

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

SINGLE CODE. PROMPT AS NECESSARY.

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

.

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

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

MULTI-CODE. READ OUT.

DS: ROTATE ORDER

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

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

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

MULTI-CODE. READ OUT.

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

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

THERE IS NO Q5

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

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

MULTI-CODE. READ OUT.

DS: ROTATE CODES

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

THERE IS NO Q7

R MODULE 3: PAY

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

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

SINGLE CODE. READ OUT.

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

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

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

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

R1 **Which of the following best describes the pay range you were in at the end of the2024 Spring term, so around April 2024?**

SINGLE CODE. READ OUT.

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

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

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

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

R2 You indicated that you are on the Main Pay Range (MPR). Did you either expect or apply for progression to the Upper Pay Range (UPR) at any point between now and the end of the 2024 Spring term, so around April 2024?

Yes – I expected/applied for progression to the Upper Pay Range (UPR) in the period between now and the end of the last Spring term, so April 2024	1
No – I did not expect/apply for progression to the Upper Pay Range (UPR) in this time	2
Don't know/prefer not to say	3

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

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

MULTICODE

DS: ROTATE CODES 1-9

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

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

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

MULTICODE. DO NOT READ OUT.

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

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

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

MULTI CODE. READ OUT.

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

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

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

B3_1,2,4=1: A TLR for a **current** role	1
A safeguarded TLR for a **previous** role	2
B3_3=1:SEN allowance for a **current** role	3

A safeguarded SEN allowance for a **previous** role	4
Any other allowance	5
No – but I think I should for one of my roles (please specify which role you think you should get an additional allowance for) (EX-CLUSIVE CODE)	6
No – there is no reason I should (EXCLUSIVE CODE)	7

DUMMY VARIABLES

NOTLR_SEN

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

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

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

SINGLE CODE. PROMPT AS NECESSARY.

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

ASK IF R7=1

R8 What do you understand the reason to be?

MULTI-CODE. PROMPT AS NECESSARY.

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

ASK IF R6=1-5

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

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

T Contact Details

ASK ALL

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

DS: ALLOW SKIP.

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

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

ASK ALL NOT SKIPPING T1. DS – SHOW IN SCRIPT FROM START OF FIELDWORK

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

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

SINGLE CODE.

Yes	1
No	2

Thank you for taking part in the survey.

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

IF PHASE_DUM=1/2

We look forward to hearing your views again in the next wave of the survey in 2026. If you do not wish to be contacted again as part of this research please email IFF Research via working-livesofteachersandleaders@IFFResearch.com

Appendix B – derived variables used for analysis

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

For longitudinal analysis a number of variables were derived to allow for comparison of responses between wave 1 and wave 4 or wave 3 and wave 4.

Table A.1 Derived variables

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

Variable name	Variable description	How it was derived
ECTSTATUS	Whether an Early Career Teacher (ECT) or not	ECTs are sampled from the DfE's ECT data portal. Those labelled as 'no longer ECT' are those in at least their third year since qualification
SPECIALSCHOOL	Whether work in a special school or not	Variable derived from 'SECTOR_SFR' on the SWC 2024
AP_PRU	Whether work in alternative provision (AP) or pupil referral unit (PRU) or not	Variable derived from 'SECTOR_SFR' on the SWC 2024
ENTRYWAVE	Wave entered the study	Derived from year at which respondent entered the study
ACADEMY_LAMAINTAINED	Whether school is an academy or local authority (LA) maintained	Derived variable from 'SCHOOL_TYPE' and 'NEWSEPACADS' on the SWC 2024
RETURNER	Returned to state school sector since 2020/21 academic year	Variable derived from survey question L2aNew
LEAVER	Leaver	Variable derived from survey screener information. Respondents are marked as a leaver (1) if they indicate they are no longer teaching or leading in a state school in England (Sx1) or are not teaching or leading in primary or secondary school (Sx2/3)
LEAVERTYPE	Leaver type	Variable derived from survey screener information. Code 1 is derived from responses at Sx1. Codes 2-4 are derived from responses at Sx2/3
REGION_DERIVED	Region (derived)	Region derived from GIAS 'GOR (name)' using school URN
TEACHINGRESP	Whether undertake classroom teaching as part of job role	Derived variable combining answers from B1 and B3 to determine which respondents have teaching responsibilities as part of their job role

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

Variable name	Variable description	How it was derived
PRIMARY_CONFIDENCE_CORE_SUBJECTS	Primary teachers' core subject knowledge confidence	Variable derived from data at I3.' Thinking about subject knowledge specifically, how confident are you in your knowledge of the following...?' to determine primary teachers' confidence in the three core subjects
PRIMARY_CONFIDENCE_FOUNDATION_SUBJECTS	Primary teachers' foundation subject knowledge confidence	Variable derived from data at I3. 'Thinking about subject knowledge specifically, how confident are you in your knowledge of the following...?' to determine primary teachers' confidence in all subjects taught as part of the primary curriculum
J10_NOTUSE	Reason for not using pay flexibilities	Rebasing J10. 'Reasons for not using pay flexibilities / being restricted from using pay flexibilities more than you currently do?' so that is only 'asked' of those saying they *do not* use the flexibilities in the pay system at J8. 'Do you currently use the flexibilities in the pay system to support recruitment and retention in your school?'
J10_RESTRICTED	Reason for being restricted from using pay flexibilities more than you currently do	Rebasing J10. 'Reasons for not using pay flexibilities / being restricted from using pay flexibilities more than you currently do?' so that is only 'asked' of those saying they *do* use the flexibilities in the pay system at J8. 'Do you currently use the flexibilities in the pay system to support recruitment and retention in your school?'
TEACHER_LEADER	Whether respondent is a teacher or leader	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE: "Which of the following best describes your job role?" to determine whether respondent is a teacher or leader
PHASE_ROLE	Respondent role and phase	Variable derived from data at Sx2 ("Are you teaching or leading in a state school in England?"), Sx3 ("Which of the following phases does your school cover?") and B1_DERIVED_ECT_FROM_SAMPLE: ("Which of the following best describes your job role?") to determine respondent phase and job role

Variable name	Variable description	How it was derived
PHASE_SCHOOLTYPE	Respondent phase and school type	Variable derived from data at Sx2 (“Are you teaching or leading in a state school in England?”), Sx3 (“Which of the following phases does your school cover?”) and ‘ACADEMY_LAMAINTAINED’ to determine respondent phase and school type
PHASE_LEVEL	Respondent phase and level	Variable derived from data at Sx2 (“Are you teaching or leading in a state school in England?”), Sx3 (“Which of the following phases does your school cover?”) and B1_DERIVED_ECT_FROM_SAMPLE (“Which of the following best describes your job role?”) to determine respondent phase and level (teacher or leader)
PHASE_TEACHINGRESP	Respondent phase and whether has teaching responsibilities	Variable derived from data at Sx2 (“Are you teaching or leading in a state school in England?”), Sx3 (“Which of the following phases does your school cover?”) and B1_DERIVED_ECT_FROM_SAMPLE (“Which of the following best describes your job role?”) and B3 (“Do you have any of the following responsibilities?”) to determine respondent phase and whether they have teaching responsibilities
PHASE_SENIOR_MIDDLE_LEADER	Respondent phase and whether senior or middle leader	Variable derived from data at Sx2 (“Are you teaching or leading in a state school in England?”), Sx3 (“Which of the following phases does your school cover?”) and B1 (“Which of the following best describes your job role?”) to determine respondent phase and whether they are a senior or middle leader
LEVEL_TEACHINGRESP	Respondent level and whether has teaching responsibilities	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE (“Which of the following best describes your job role?”) and B1_DERIVED_ECT_FROM_SAMPLE (“Which of the following best describes your job role?”) and B3 (“Do you have any of the following responsibilities?”) to determine level (teacher or leader) and whether they have teaching responsibilities

Variable name	Variable description	How it was derived
SENIOR_MIDDLE_LEADER	Whether senior or middle leader	Variable derived from data at B1 (“Which of the following best describes your job role?”) to determine whether respondent is senior or middle leader
LEVEL_SENIOR_MIDDLE_LEADER	Respondent level and whether senior or middle leader	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE (“Which of the following best describes your job role?”) and B1 (“Which of the following best describes your job role?”) to determine respondent level (teacher or leader) and whether they are a senior or middle leader
FTPT_LEVEL	Whether full-time or part-time and level	Variable derived from data at B1_DERIVED_ECT_FROM_SAMPLE (“Which of the following best describes your job role?”) and K1 (“Do you currently work in any of the following ways?”) to determine respondent level (teacher or leader) and working pattern
FTPT_MOVEMENT_W1W4	Whether has changed working pattern (between wave 1 and wave 4)	Longitudinal change variable derived by comparing working arrangements in wave 1 with working arrangements in wave 4
JOB_ROLE_MOVEMENT_W1W4	Whether has changed job role (between wave 1 and wave 4)	Longitudinal change variable derived by comparing job role in wave 1 with job role in wave 4
JOB_ROLE_MOVEMENT_LEADER_W1W4	Whether has moved from teacher to leader (between wave 1 and wave 4)	Longitudinal change variable derived by comparing job role in wave 1 with job role in wave 4 (movement from teachers to leaders)
PHASE_MOVEMENT_W1W4	Whether has changed phase (between wave 1 and wave 4)	Longitudinal change variable derived by comparing phase in wave 1 with phase in wave 4

Variable name	Variable description	How it was derived
ALLOWANCE_PAYMENT_MOVEMENT_W1W4	Whether has had change in receipt of allowance payments (between wave 1 and wave 4)	Longitudinal change variable derived by comparing receipt of allowance payments in wave 1 with receipt of allowance payments phase in wave 4
CONSIDERING_PROMOTION_CURRENT_SCHOOL_MOVEMENT_W1W4	Whether any change in considering applying for promotion in current school (between wave 1 and wave 4)	Longitudinal change variable derived by comparing whether teacher or leader was considering applying for promotion in their current school in wave 1 and wave 4
CONSIDERING_PROMOTION_NEW_SCHOOL_MOVEMENT_W1W4	Whether any change in considering applying for promotion at a new school (between wave 1 and wave 4)	Longitudinal change variable derived by comparing whether teacher or leader was considering applying for promotion at a new school in wave 1 and wave 4
CONSIDERING_NEW_SCHOOL_SAMELEVEL_MOVEMENT_W1W4	Whether any change in considering moving school at the same level (between wave 1 and wave 4)	Longitudinal change variable derived by comparing whether teacher or leader was considering moving to a new school (at the same level) in wave 1 and wave 4
CONSIDERING_LEAVING_STATE_SCHOOL_MOVEMENT_W1W4	Whether any change in considering leaving English state school teaching or leadership (between wave 1 and wave 4)	Longitudinal change variable derived by comparing whether teacher or leader was considering leaving English state school teaching or leadership in wave 1 and wave 4
CONSIDERING_RETIRMENT_MOVEMENT_W1W4	Whether any change in considering retirement (between wave 1 and wave 4)	Longitudinal change variable derived by comparing whether teacher or leader was considering retirement in wave 1 and wave 4

Variable name	Variable description	How it was derived
CHANGED_SCHOOL_W1 W4	Whether working in the same school in wave 1 and wave 4	Longitudinal change variable derived by comparing school URN matched to school name in wave 1 and wave 4
E1SUM_1_CHANGE_ W1W4	Change in whether I feel valued by my school (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 1 to views on school in wave 4
E1SUM_2_CHANGE_ W1W4	Change in whether school provides staff with opportunities to participate in decisions (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 1 to views on school in wave 4
E1SUM_3_CHANGE_ W1W4	Change in whether SLT sets high expectations for pupil behaviour (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 1 to views on school in wave 4
E1SUM_4_CHANGE_ W1W4	Change in whether my school's SLT supports flexible working (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 1 to views on school in wave 4
E2SUM_1_CHANGE_ W1W4	Change in opinion on whether manager trusts you to work independently (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on manager in wave 1 to views on manager in wave 4
E2SUM_2_CHANGE_ W1W4	Change in opinion on whether manager trusts you to work independently (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on manager in wave 1 to views on manager in wave 4

Variable name	Variable description	How it was derived
E2SUM_3_CHANGE_ W1W4	Change in opinion whether manager supports your wellbeing (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on manager in wave 1 to views on manager in wave 4
F1SUM_CHANGE_ W1W4	Change in opinion on pupil behaviour (between wave 1 and wave 4)	Longitudinal change variable derived by comparing views on pupil behaviour in wave 1 to views on pupil behaviour in wave 4
D1_CHANGE_W2W3	Change in working hours (between wave 1 and wave 2)	Longitudinal change variable derived by comparing working hours in wave 2 to working hours in wave 3
D1_CHANGE_FT_W2W3	Change in working hours (between wave 1 and wave 2) – if full-time in both waves	Longitudinal change variable derived by comparing working hours in wave 2 to working hours in wave 3 – full-time in both waves
D1_CHANGE_PT_W2W3	Change in working hours (between wave 1 and wave 2) – if part-time in both waves	Longitudinal change variable derived by comparing working hours in wave 2 to working hours in wave 3 – part-time in both waves
D2_CHANGE	Change in teaching hours (between wave 1 and wave 2)	Longitudinal change variable derived by comparing teaching hours in wave 2 to teaching hours in wave 3
D2_CHANGE_FT_W2W3	Change in teaching hours (between wave 1 and wave 2) if full-time in both waves	Longitudinal change variable derived by comparing teaching hours in wave 2 to teaching hours in wave 3 – full-time in both waves
D2_CHANGE_PT_W2W3	Change in teaching hours (between wave 1 and wave 2) if part-time in both waves	Longitudinal change variable derived by comparing teaching hours in wave 2 to teaching hours in wave 3 – part-time in both waves

Variable name	Variable description	How it was derived
D4SUM_1_CHANGE_W3W4	Change in perception that I have sufficient control over my own workload (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on workload in wave 3 to views on workload in wave 4
D4SUM_2_CHANGE_W3W4	Change in perception that I have an acceptable workload (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on workload in wave 3 to views on workload in wave 4
E1SUM_1_CHANGE_W3W4	Change in whether I feel valued by my school (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 3 to views on school in wave 4
E1SUM_2_CHANGE_W3W4	Change in whether school provides staff with opportunities to participate in decisions (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 3 to views on school in wave 4
E1SUM_3_CHANGE_W3W4	Change in whether SLT sets high expectations for pupil behaviour (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 3 to views on school in wave 4
E1SUM_4_CHANGE_W3W4	Change in whether my school's SLT supports flexible working (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 3 to views on school in wave 4
E2SUM_1_CHANGE_W3W4	Change in opinion on whether manager trusts you to work	Longitudinal change variable derived by comparing views on manager in wave 3 to views on manager in wave 4

Variable name	Variable description	How it was derived
	independently (between wave 3 and wave 4)	
E2SUM_2_CHANGE_ W3W4	Change in opinion on whether manager trusts you to work independently (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on manager in wave 3 to views on manager in wave 4
E2SUM_3_CHANGE_ W3W4	Change in opinion whether manager supports your wellbeing (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on manager in wave 3 to views on manager in wave 4
E4SUM_1_CHANGE_ W3W4	Change in opinion on whether school accountability measures provide important information about school performance (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 3 to views on school in wave 4
E4SUM_2_CHANGE_ W3W4	Change in opinion on whether the school inspection regime provides a fair assessment of school performance (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on school in wave 3 to views on school in wave 4
E4SUM_3_CHANGE_ W3W4	Change in opinion on whether teachers' views are valued by policymakers, e.g. the government (between wave 3 and wave 4)	Longitudinal change variable derived by comparing teachers' views on being valued by policymakers in wave 3 to views on teachers being valued in wave 4

Variable name	Variable description	How it was derived
F1SUM_CHANGE_ W3W4	Change in opinion on pupil behaviour (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on pupil behaviour in wave 3 to views on pupil behaviour in wave 4
J1SUM_1_CHANGE_W3W4	Change in - I am satisfied with the salary I receive for the work (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on salary in wave 3 to views on salary in wave 4
J1SUM_2_CHANGE_ W3W4	Change in - I am satisfied overall with national-level changes to teachers' pay in the last year (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on salary in wave 3 to views on salary in wave 4
J1SUM_3_CHANGE_ W3W4	Change in - teaching offers me a good salary compared to other careers I if I left (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on salary in wave 3 to views on salary in wave 4
J1SUM_4_CHANGE_ W3W4	Change in - I am satisfied with long-term salary compared to other careers I if I left (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on salary in wave 3 to views on salary in wave 4
J1SUM_5_CHANGE_ W3W4	Change in - teacher pay structure allows my pay to increase at a fair rate (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on salary in wave 3 to views on salary in wave 4

Variable name	Variable description	How it was derived
K1_CHANGE_ W3W4	Flexible working change (between wave 3 and wave 4)	Longitudinal change variable derived by comparing flexible working circumstances in wave 3 to their flexible working circumstances in wave 4
M1_1_CHANGE_ W3W4	Change in job satisfaction (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on job satisfaction in wave 3 to views on job satisfaction in wave 4
M1_2_CHANGE_ W3W4	Change in enjoyment of classroom teaching (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on enjoyment of classroom teaching in wave 3 to views on job satisfaction in wave 4
M1_1_SUM_CHANGE_ W3W4	Change in career satisfaction - current job (between wave 3 and wave 4) – summary variable	Longitudinal change variable derived by comparing views on job satisfaction in wave 3 to views on job satisfaction in wave 4 - summary
M1_2_SUM_CHANGE_ W3W4	Change in career satisfaction – enjoyment of classroom teaching (between wave 3 and wave 4) – summary variable	Longitudinal change variable derived by comparing views on enjoyment of classroom teaching in wave 3 to views on job satisfaction in wave 4 - summary
N1_1_CHANGE_ W3W4	Change in life satisfaction (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on life satisfaction in wave 3 to views on life satisfaction in wave 4
N1_2_CHANGE_ W3W4	Change in worthwhileness (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on worthwhileness in wave 3 to views on worthwhileness in wave 4
N1_3_CHANGE_ W3W4	Change in happiness (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on happiness in wave 3 to views on happiness in wave 4
N2_CHANGE_ W3W4	Change in anxiety (between wave 3 and wave 4)	Longitudinal change variable derived by comparing views on anxiety in wave 3 to views on anxiety in wave 4

Variable name	Variable description	How it was derived
B1_M2_PROMOTION_CURRENT_SCHOOL_CHANGE_ W3W4	Whether those considering applying for promotion at current school in wave 3 were promoted by wave 4	Longitudinal change variable derived by comparing whether considering promotion at current school in wave 3 to whether promoted wave 4
B1_M2_PROMOTION_NEW_SCHOOL_CHANGE_ W3W4	Whether those considering applying for promotion at a new school in wave 3 were promoted by wave 4	Longitudinal change variable derived by comparing whether considering promotion at a new school in wave 3 to whether promoted wave 4
LEAVERS_INTENTIONS_ W3W4	Intentions to leave in wave 3 vs. reality in wave 4	Longitudinal change variable derived by comparing leavers' intentions of leaving the English state school sector in wave 3 and whether or not they had done in wave 4
LEAVERS_SUM_W3W4	Whether leaver in work in wave 4	Derived variable indicating whether leavers are in work or not in wave 4
LEAVERS_FLEX_CHANGE_W3W4	Leavers' change in flexible working (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' flexible working circumstances in wave 3 to their flexible working circumstances in wave 4
LEAVERS_SALARYSAT_CHANGE_W3W4	Leavers' change in satisfaction with salary (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on salary in wave 3 to their views on salary in wave 4
LEAVERS_WORKLOAD_CHANGE_1	Leavers' change in perception that I have sufficient control over my own workload (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on workload in wave 3 to leavers' views on workload in wave 4

Variable name	Variable description	How it was derived
LEAVERS_WORKLOAD_CHANGE_2	Leavers' change in perception that I have an acceptable workload (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on workload in wave 3 to leavers' views on workload in wave 4
LEAVERS_L16_CHANGE_1_W3W4	Leavers' change in perception that I experience stress in my work (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 3 to leavers' views on workload in wave 4
LEAVERS_L16_CHANGE_2_W3W4	Leavers' change in perception that my job does not leave me enough time for my personal life (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 3 to leavers' views on workload in wave 4
LEAVERS_L16_CHANGE_3_W3W4	Leavers' change in perception that my job negatively affects my mental health (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 3 to leavers' views on workload in wave 4
LEAVERS_L16_CHANGE_4_W3W4	Leavers' change in perception that my job negatively affects my physical health (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on stress and impact on health in wave 3 to leavers' views on workload in wave 4
N1_1_CHANGE_LEAVERS	Change in satisfaction for leavers (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on life satisfaction in wave 3 to their views on life satisfaction in wave 4

Variable name	Variable description	How it was derived
N1_2_CHANGE_LEAVERS	Change in worthwhileness for leavers (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on worthwhileness in wave 3 to their views on worthwhileness in wave 4
N1_3_CHANGE_LEAVERS	Change in happiness for leavers (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on happiness in wave 3 to their views on happiness in wave 4
N2_CHANGE_LEAVERS	Change in anxiety for leavers (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' views on anxiety in wave 3 to their views on anxiety in wave 4
LEAVERS_WORKING_HOURS_CHANGE_BANDED	Difference in number of hours worked for leavers (between wave 3 and wave 4)	Longitudinal change variable derived by comparing leavers' working hours in wave 3 to their working hours in wave 4

Appendix C – weighting targets and applied weights

This appendix displays the weighting targets and the applied weights for the following wave 4 weights:

- Core weight: Table A.2 and Table A.3
- Module P weight: Table A. 4 and Table A.5
- Module Q weight: Table A.6 and Table A.7
- Module R weight: Table A. 8 and Table A.9

Table A.2 Core weight - targets

Primary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	2.10%	1.58%	1.79%	0.06%	25.23%	0.93%	1.08%	0.61%
FEMALE: mixed or multiple ethnic group	0.02%	0.05%		0.00%	0.41%	0.02%	0.04%	0.02%
FEMALE: Asian or Asian British	0.04%	0.04%	0.09%	0.00%	1.42%	0.09%	0.19%	
FEMALE: black, black British, Caribbean or African	0.03%	0.02%	0.04%	0.00%	0.48%	0.03%	0.07%	
FEMALE: any other ethnic group	0.01%	0.01%	0.02%	0.22%		0.01%	0.03%	

Primary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: unknown/prefer not to say	0.21%	0.14%	0.19%	0.01%	3.14%	0.20%	0.25%	0.09%
MALE: white	0.77%	0.39%	0.36%	0.01%	3.52%	0.14%	0.17%	0.14%
MALE: mixed or multiple ethnic group	0.01%	0.01%		0.06%		0.00%	0.01%	
MALE: Asian or Asian British	0.01%	0.02%		0.00%	0.11%	0.01%	0.02%	
MALE: black, black British, Caribbean or African	0.01%			0.00%	0.05%	0.02%		
MALE: any other ethnic group	0.04%					0.01%		
MALE: unknown/prefer not to say	0.08%	0.03%	0.04%	0.00%	0.46%	0.03%	0.06%	
Gender unknown	0.00%			0.00%	0.01%	0.00%	0.00%	

Secondary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.27%	0.49%	1.49%	0.29%	17.48%	0.64%	0.80%	0.68%
FEMALE: mixed or multiple ethnic group	0.05%			0.01%	0.41%	0.03%	0.08%	
FEMALE: Asian or Asian British	0.03%		0.08%	0.03%	1.50%	0.11%	0.16%	0.11%
FEMALE: black, black British, Caribbean or African	0.02%		0.05%	0.02%	0.68%	0.04%	0.08%	0.12%
FEMALE: any other ethnic group	0.01%			0.21%		0.02%	0.04%	
FEMALE: unknown/prefer not to say	0.04%	0.07%	0.20%	0.05%	2.84%	0.19%	0.25%	0.20%
MALE: white	0.36%	0.48%	1.11%	0.16%	9.00%	0.37%	0.43%	0.34%
MALE: mixed or multiple ethnic group	0.03%			0.20%		0.01%	0.04%	
MALE: Asian or Asian British	0.01%	0.01%	0.05%	0.01%	0.67%	0.04%	0.11%	

Secondary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
MALE: black, black British, Caribbean or African	0.00%	0.01%	0.03%	0.01%	0.42%	0.02%	0.12%	
MALE: any other ethnic group	0.01%				0.09%	0.03%		
MALE: unknown/prefer not to say	0.05%	0.07%	0.14%	0.02%	1.48%	0.09%	0.24%	
Gender unknown	0.001%					0.001%		

Special/PRUs/AP	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.17%	0.18%	0.30%	0.02%	2.55%	0.08%	0.09%	0.33%
FEMALE: mixed or multiple ethnic group	0.01%			0.05%		0.01%		
FEMALE: Asian or Asian British	0.01%			0.00%	0.11%			

Special/PRUs/AP	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: black, black British, Caribbean or African	0.00%	0.01%		0.07%		0.00%	0.02%	
FEMALE: any other ethnic group	0.01%			0.04%				
FEMALE: unknown/prefer not to say	0.02%	0.02%	0.04%	0.00%	0.43%	0.02%	0.02%	0.06%
MALE: white	0.09%	0.06%	0.12%	0.00%	0.72%	0.02%	0.13%	
MALE: mixed or multiple ethnic group	0.02%	0.04%		0.00%	0.22%	0.07%		
MALE: Asian or Asian British								
MALE: black, black British, Caribbean or African								
MALE: any other ethnic group								
MALE: unknown/prefer not to say								
Gender unknown								

Table A.3 Core weight – applied weights

Primary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.51	0.63	0.78	0.07	1.16	0.57	0.25	5.07
FEMALE: mixed or multiple ethnic group	0.67	2.73		0.04	1.24	0.86	0.21	2.27
FEMALE: Asian or Asian British	0.79	0.90	1.05	0.14	1.87	0.62	0.53	
FEMALE: black, black British, Caribbean or African	0.98	0.56	2.22	0.11	1.14	0.45	0.80	
FEMALE: any other ethnic group	0.45	0.50	1.65	1.28		0.68	0.58	
FEMALE: unknown/prefer not to say	0.72	0.57	0.97	0.14	1.53	0.63	0.29	5.07
MALE: white	0.53	0.54	0.69	0.06	1.20	0.44	0.24	15.54

Primary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
MALE: mixed or multiple ethnic group	0.38	1.01		1.40		0.51	1.26	
MALE: Asian or Asian British	0.94	1.84		0.03	2.03	0.37	0.30	
MALE: black, black British, Caribbean or African	1.54			0.02	1.86	2.70		
MALE: any other ethnic group	3.94						0.35	
MALE: unknown/prefer not to say	0.59	0.75	1.56	0.01	1.14	0.75	0.46	
Gender unknown	0.32			0.02	0.16	0.02	0.01	

Secondary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.57	1.03	1.31	0.49	1.24	0.56	0.33	6.16
FEMALE: mixed or multiple ethnic group	4.90			1.03	1.66	0.37	0.59	
FEMALE: Asian or Asian British	1.72		1.43	3.11	2.16	0.97	0.80	11.81
FEMALE: black, black British, Caribbean or African	2.30		1.25	0.92	1.63	0.73	0.76	12.89
FEMALE: any other ethnic group	0.75			1.25		0.84	1.18	
FEMALE: unknown/prefer not to say	0.96	1.05	1.85	1.01	1.35	0.78	0.36	22.02
MALE: white	0.44	0.90	1.20	0.59	1.25	0.87	0.44	6.10
MALE: mixed or multiple ethnic group	3.20			1.96		0.77	2.24	
MALE: Asian or Asian British	1.35	0.81	1.37	0.52	2.25	0.90	0.87	

Secondary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
MALE: black, black British, Caribbean or African	0.47	0.53	0.75	1.14	1.66	0.83	1.35	
MALE: any other ethnic group	0.65				1.43	2.84		
MALE: unknown/prefer not to say	0.57	1.43	1.12	0.65	1.64	0.78	0.71	
Gender unknown	0.00					0.00		

Special/PRUs/AP	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.51	0.73	0.90	0.39	1.52	0.56	0.29	7.10
FEMALE: mixed or multiple ethnic group	0.64			2.70		1.44		
FEMALE: Asian or Asian British	1.39			0.04	1.72			

Special/PRUs/AP	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: black, black British, Caribbean or African	0.17	0.94		2.37		0.19	2.56	
FEMALE: any other ethnic group	0.66			2.24				
FEMALE: unknown/prefer not to say	0.80	0.75	0.98	0.10	1.60	0.71	0.22	6.15
MALE: white	0.46	0.52	0.96	0.09	1.78	2.35	1.81	
MALE: mixed or multiple ethnic group	0.69	1.01		0.03	1.60	3.81		
MALE: Asian or Asian British								
MALE: black, black British, Caribbean or African								
MALE: any other ethnic group								
MALE: unknown/prefer not to say								
Gender unknown								

Table A.4 Module P weight - targets

Primary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	2.10%	1.58%	1.79%	0.06%	25.23%	0.93%	1.08%	0.61%
FEMALE: other	0.32%	0.23%	0.36%	0.01%	5.66%	0.35%	0.70%	
MALE: white	0.77%	0.39%	0.36%	0.01%	3.52%	0.14%	0.31%	
MALE: other	0.10%	0.12%		0.00%	0.72%	0.05%	0.11%	
Gender unknown	0.02%					0.00%	0.00%	
Secondary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	0.27%	0.49%	1.49%	0.29%	17.48%	0.64%	0.80%	0.68%
FEMALE: other	0.06%	0.12%	0.37%	0.11%	5.64%	0.38%	1.04%	
MALE: white	0.36%	0.48%	1.11%	0.16%	9.00%	0.37%	0.43%	0.34%
MALE: other	0.07%	0.10%	0.25%	0.05%	2.85%	0.17%	0.54%	
Gender unknown	0.00%					0.00%		

Special/PRUs/AP	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	0.17%	0.18%	0.30%	2.58%		0.08%	0.09%	0.33%
FEMALE: other	0.03%	0.09%		0.00%	0.67%	0.03%	0.14%	
MALE: white	0.09%	0.18%		0.00%	0.72%	0.16%		
MALE: other	0.06%				0.22%	0.07%		
Gender unknown								

Table A.5 Module P weight – applied weights

Primary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.44	1.08	1.45	0.09	1.05	0.64	0.20	3.96
FEMALE: other	2.76	1.52	4.71	0.32	1.30	0.48	0.29	
MALE: white	1.00	0.67	1.05	0.04	1.22	0.33	0.27	
MALE: other	1.31	3.11		0.01	1.44	0.39	0.49	
Gender unknown	0.21					0.01	0.01	

Secondary	Heads	Deputy head teacher	Assistant head teacher	Leading practitioner	Classroom teacher	Classroom teacher - ECT 2nd year	Classroom teacher – ECT 1st year	Unqualified teachers
FEMALE: white	1.00	1.43	1.93	0.47	1.19	0.48	0.20	8.88
FEMALE: other	1.48	3.16	1.91	0.93	1.53	0.82	0.56	
MALE: white	0.84	1.24	1.93	0.61	1.19	0.05	0.06	0.04
MALE: other	0.97	1.31	2.14	0.47	1.90	0.74	0.88	
Gender unknown	0.01					0.0005		
Special/PRUs/AP	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	0.43	1.52	1.55	1.67		0.68	0.19	8.54
FEMALE: other	0.38	2.36		0.09	3.46	0.83	0.73	
MALE: white	2.46	4.65		0.04	2.09	2.03		
MALE: other	1.49				2.88	1.83		
Gender unknown								

Table A.6 Module Q weight – targets

Primary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	2.10%	1.58%	1.79%	0.06%	25.23%	0.93%	1.08%	0.61%
FEMALE: other	0.32%	0.23%	0.36%	0.01%	5.66%	0.35%	0.70%	
MALE: white	0.77%	0.39%	0.36%	0.01%	3.52%	0.14%	0.31%	
MALE: other	0.22%			0.00%	0.72%	0.05%	0.11%	
Gender unknown	0.00%			0.01%		0.00%		
Secondary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	0.27%	0.49%	1.49%	0.29%	17.48%	0.64%	0.80%	0.68%
FEMALE: other	0.18%		0.37%	0.11%	5.64%	0.38%	1.04%	
MALE: white	0.36%	0.48%	1.11%	0.16%	9.00%	0.37%	0.77%	
MALE: other	0.07%	0.10%	0.25%	0.05%	2.85%	0.17%	0.54%	
Gender unknown	0.00%					0.00%		
Special/PRUs/AP	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**

FEMALE: white	0.17%	0.18%	0.30%	0.02%	2.55%	0.08%	0.09%	0.33%
FEMALE: other	0.03%	0.03%	0.06%	0.67%		0.03%	0.04%	0.10%
MALE: white	0.09%	0.06%	0.12%	0.00%	0.72%	0.02%	0.13%	
MALE: other	0.28%					0.07%		
Gender unknown								

Table A.7 Module Q weight – applied weights

Primary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	1.36	0.91	0.96	0.06	1.19	0.42	0.17	3.94
FEMALE: other	2.06	2.02	1.17	0.06	1.72	0.57	0.35	
MALE: white	1.17	1.11	0.67	0.05	1.01	0.36	0.25	
MALE: other	1.43			0.02	1.55	0.59	0.37	
Gender unknown	0.08			0.17		0.01		
Secondary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	0.78	0.98	1.48	0.41	1.23	0.45	0.24	4.42
FEMALE: other	4.61		4.77	0.69	1.92	0.66	0.67	
MALE: white	0.42	1.54	1.20	0.53	1.21	0.64	0.50	
MALE: other	1.94	2.60	0.80	0.47	2.31	0.56	0.70	
Gender unknown	0.004					0.001		
Special/PRUs/AP	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**

FEMALE: white	1.43	0.76	0.97	0.56	1.57	0.51	0.22	8.50
FEMALE: other	0.76	0.83	1.52	1.73		0.41	0.14	2.64
MALE: white	2.45	1.63	3.00	0.13	2.67	0.56	1.16	
MALE: other	1.44					1.82		
Gender unknown								

Table A.8 Module R weight – targets

Primary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	2.10%	1.58%	1.79%	0.06%	25.23%	0.93%	1.08%	0.61%
FEMALE: other	0.32%	0.23%	0.36%	5.68%		0.35%	0.48%	0.22%
MALE: white	0.77%	0.39%	0.36%	0.01%	3.52%	0.14%	0.31%	
MALE: other	0.10%	0.05%	0.07%	0.72%		0.16%		
Gender unknown	0.02%					0.00%	0.00%	
Secondary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	0.27%	0.49%	1.49%	0.29%	17.48%	0.64%	0.80%	0.68%
FEMALE: other	0.06%	0.49%		0.11%	5.64%	0.38%	0.55%	0.49%
MALE: white	0.36%	0.48%	1.11%	0.16%	9.00%	0.37%	0.43%	0.34%
MALE: other	0.18%		0.25%	0.05%	2.85%	0.17%	0.54%	
Gender unknown	0.001%					0.00%		
Special/PRUs/AP	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**

FEMALE: white	0.17%	0.18%	0.30%	0.02%	2.55%	0.08%	0.42%
FEMALE: other	0.12%				0.67%	0.03%	0.14%
MALE: white	0.09%	0.06%	0.12%	0.00%	0.72%	0.16%	
MALE: other	0.06%				0.29%		
Gender unknown							

Table A.9 Module R weight – applied weight

Primary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	0.94	1.17	0.88	0.09	1.02	0.59	0.19	7.91
FEMALE: other	2.76	2.03	1.18	1.36		1.02	0.25	2.86
MALE: white	1.33	1.68	0.95	0.06	1.13	0.45	0.54	
MALE: other	1.31	1.31	1.80	0.89		0.51		
Gender unknown	0.14					0.03	0.01	
Secondary	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**
FEMALE: white	0.64	4.27	1.76	0.62	1.10	0.73	0.35	5.92
FEMALE: other	0.49	6.36		1.39	1.30	1.10	0.42	6.32
MALE: white	0.58	2.47	2.41	0.71	1.17	0.74	0.38	4.39
MALE: other	2.28		6.41	1.42	1.48	2.23	0.54	
Gender unknown	0.003					0.001		
Special/PRUs/AP	**Heads**	**Deputy head teacher**	**Assistant head teacher**	**Leading practitioner**	**Classroom teacher**	**Classroom teacher - ECT 2nd year**	**Classroom teacher – ECT 1st year**	**Unqualified teachers**

FEMALE: white	1.07	4.56	1.29	0.14	1.35	0.68	1.00
FEMALE: other	1.61				1.44	0.83	3.64
MALE: white	0.82	0.82	1.50	0.13	1.56	1.35	
MALE: other	1.49				3.79		
Gender unknown							

Appendix D – longitudinal weight: regression model summaries

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

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

Longitudinal core weight summary (wave 1 to wave 4)

Table A.10 Longitudinal weight (wave 1 to wave 4): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	5156.368	5162.757	5154.368	-	-	-
Final	5033.574	5346.620	4935.574	218.794	48	0.000

Table A.11 Longitudinal core weight (wave 1 to wave 4): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	4426.279	4348	0.200
Deviance	4935.574	4348	0.000

Table A.12 Longitudinal core weight (wave 1 to wave 4): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.049
Nagelkerke	0.070
McFadden	0.042

Table A.13 Longitudinal core weight (wave 1 to wave 4): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	5033.574	5346.620	4935.574a	0.000	0	
Ageband_c4_int	5030.201	5324.080	4938.201	2.627	3	0.453
Ethnicity_c3_int	5036.822	5337.090	4942.822	7.248	2	0.027
Sex_C2_int	5036.553	5343.210	4940.553	4.979	1	0.026
B1_DERIVED_ECT_C6	5033.367	5314.468	4945.367	9.792	5	0.081
YEARSQUALIFIED_c5_int	5030.695	5318.185	4940.695	5.120	4	0.275
H2_2_new	5044.681	5338.561	4952.681	17.107	3	0.001
H2_3_new	5037.463	5331.342	4945.463	9.889	3	0.020
H2_9_new	5034.806	5328.685	4942.806	7.231	3	0.065
H2_10_new	5038.455	5332.334	4946.455	10.881	3	0.012
TeachingResp_c2	5031.608	5338.264	4935.608	0.033	1	0.855
C1_A_new	5034.749	5341.405	4938.749	3.174	1	0.075
C1_B_new	5037.865	5344.522	4941.865	6.291	1	0.012
C1_C_new	5042.737	5349.393	4946.737	11.162	1	0.001
O8_C2	5032.241	5338.898	4936.241	0.667	1	0.414
B3_02_new	5034.608	5341.264	4938.608	3.034	1	0.082
D4_2_c5_int	5039.943	5346.600	4943.943	8.369	1	0.004
E1_4_c5_int	5035.684	5342.341	4939.684	4.110	1	0.043
E2_1_c5_int	5036.318	5342.974	4940.318	4.743	1	0.029
E2_3_c5_int	5037.639	5344.296	4941.639	6.065	1	0.014
E4_3_c5_int	5044.397	5351.053	4948.397	12.822	1	0.000

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
F1_c5_int	5035.231	5341.888	4939.231	3.657	1	0.056
J1_3_c5_int	5036.890	5343.547	4940.890	5.316	1	0.021
K1_I_new	5038.778	5345.434	4942.778	7.204	1	0.007
K1_K_new	5042.510	5349.167	4946.510	10.936	1	0.001
K2_1_c5_int	5034.494	5341.150	4938.494	2.919	1	0.088
K2_2_c5_int	5034.638	5341.295	4938.638	3.064	1	0.080
L1_C_new	5036.640	5343.296	4940.640	5.065	1	0.024
M1_1_c5_int	5037.265	5343.922	4941.265	5.691	1	0.017
N1_2_c11_int	5037.562	5344.219	4941.562	5.988	1	0.014
N1_3_c11_int	5035.824	5342.481	4939.824	4.250	1	0.039

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

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

Table A.14 Longitudinal core weight (wave 1 to wave 4): parameter estimates

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	1.783	0.416	18.325	1	0.000			
[Ageband_c4_int=1]	-0.178	0.158	1.266	1	0.260	0.837	0.614	1.141
[Ageband_c4_int=2]	-0.214	0.135	2.507	1	0.113	0.807	0.620	1.052
[Ageband_c4_int=3]	-0.129	0.130	0.982	1	0.322	0.879	0.681	1.134
[Ageband_c4_int=4]	0b			0				
[Ethnicity_c3_int=1.00]	0.393	0.146	7.255	1	0.007	1.482	1.113	1.973
[Ethnicity_c3_int=2.00]	0.434	0.208	4.325	1	0.038	1.543	1.025	2.321
[Ethnicity_c3_int=3.00]	0b			0				
[Sex_C2_int=1]	-0.195	0.088	4.910	1	0.027	0.823	0.692	0.978
[Sex_C2_int=2]	0b			0				
[B1_DERIVED_ECT_C6=1]	0.485	0.265	3.360	1	0.067	1.624	0.967	2.729
[B1_DERIVED_ECT_C6=2]	0.231	0.226	1.039	1	0.308	1.260	0.808	1.963
[B1_DERIVED_ECT_C6=3]	0.181	0.284	0.407	1	0.523	1.199	0.687	2.093
[B1_DERIVED_ECT_C6=4]	0.474	0.214	4.900	1	0.027	1.606	1.056	2.443
[B1_DERIVED_ECT_C6=5]	0.202	0.280	0.522	1	0.470	1.224	0.707	2.119
[B1_DERIVED_ECT_C6=6]	0b			0				
[YEARSQUALIFIED_c5_int=1]	-0.251	0.190	1.749	1	0.186	0.778	0.537	1.129
[YEARSQUALIFIED_c5_int=2]	-0.174	0.198	0.775	1	0.379	0.840	0.570	1.238
[YEARSQUALIFIED_c5_int=3]	-0.320	0.150	4.515	1	0.034	0.726	0.541	0.975
[YEARSQUALIFIED_c5_int=4]	-0.085	0.114	0.559	1	0.455	0.918	0.735	1.148
[YEARSQUALIFIED_c5_int=5]	0b			0				
[H2_2_new=1]	0.077	0.092	0.702	1	0.402	1.080	0.902	1.294
[H2_2_new=2]	-0.342	0.114	8.988	1	0.003	0.710	0.568	0.888

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[H2_2_new=3]	0.047	0.146	0.102	1	0.749	1.048	0.787	1.395
[H2_2_new=4]	0b			0				
[H2_3_new=1]	-0.456	0.164	7.734	1	0.005	0.634	0.460	0.874
[H2_3_new=2]	-0.303	0.171	3.117	1	0.077	0.739	0.528	1.034
[H2_3_new=3]	-0.354	0.213	2.758	1	0.097	0.702	0.462	1.066
[H2_3_new=4]	0b			0				
[H2_9_new=1]	0.671	0.268	6.266	1	0.012	1.956	1.157	3.308
[H2_9_new=2]	0.046	0.171	0.071	1	0.790	1.047	0.749	1.463
[H2_9_new=3]	0.095	0.118	0.656	1	0.418	1.100	0.874	1.385
[H2_9_new=4]	0b			0				
[H2_10_new=1]	-0.212	0.129	2.700	1	0.100	0.809	0.628	1.042
[H2_10_new=2]	0.222	0.096	5.333	1	0.021	1.249	1.034	1.508
[H2_10_new=3]	0.061	0.089	0.468	1	0.494	1.063	0.893	1.265
[H2_10_new=4]	0b			0				
TeachingResp_c2	0.034	0.187	0.033	1	0.855	1.035	0.717	1.494
C1_A_new	-0.210	0.117	3.220	1	0.073	0.811	0.645	1.020
C1_B_new	0.252	0.101	6.170	1	0.013	1.286	1.055	1.569
C1_C_new	0.284	0.086	10.986	1	0.001	1.328	1.123	1.571
O8_C2	-0.064	0.078	0.666	1	0.414	0.938	0.805	1.093
B3_02_new	-0.149	0.086	3.023	1	0.082	0.862	0.729	1.019
[FSM_c5 Percentile Group of FSM=3]	-0.181	0.098	3.387	1	0.066	0.835	0.689	1.012
D4_2_c5_int	-0.099	0.034	8.391	1	0.004	0.906	0.847	0.969

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
E1_4_c5_int	0.066	0.033	4.109	1	0.043	1.069	1.002	1.139
E2_1_c5_int	-0.098	0.045	4.684	1	0.030	0.907	0.830	0.991
E2_3_c5_int	0.098	0.040	6.091	1	0.014	1.103	1.020	1.192
E4_3_c5_int	-0.173	0.048	12.973	1	0.000	0.841	0.766	0.924
F1_c5_int	-0.068	0.035	3.648	1	0.056	0.935	0.872	1.002
J1_3_c5_int	0.068	0.029	5.288	1	0.021	1.070	1.010	1.133
K1_I_new	-0.263	0.097	7.302	1	0.007	0.769	0.636	0.930
K1_K_new	-0.328	0.098	11.113	1	0.001	0.721	0.594	0.874
K2_1_c5_int	0.049	0.029	2.904	1	0.088	1.050	0.993	1.111
K2_2_c5_int	-0.059	0.034	3.079	1	0.079	0.943	0.883	1.007
L1_C_new	0.191	0.085	5.009	1	0.025	1.211	1.024	1.431
M1_1_c5_int	0.124	0.052	5.713	1	0.017	1.132	1.022	1.252
N1_2_c11_int	-0.064	0.026	5.986	1	0.014	0.938	0.891	0.987
N1_3_c11_int	-0.044	0.022	4.203	1	0.040	0.957	0.917	0.998

a. The reference category is: .00 No.

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

Longitudinal core weight summary (wave 3 to wave 4)

Table A.15 Longitudinal core weight (wave 3 to wave 4): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	4999.746	5005.936	4997.746			
Final	4940.948	5101.904	4888.948	108.798	25	0.000

Table A.16 Longitudinal core weight (wave 3 to wave 4): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	3563.472	3531	0.347
Deviance	4832.902	3531	0.000

Table A.17 Longitudinal weight (first time in wave 3): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.030
Nagelkerke	0.040
McFadden	0.022

Table A.18 Longitudinal core weight (wave 3 to wave 4): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	4940.948	5101.904	4888.948a	0.000	0	
Ageband_c4_int	4946.184	5088.569	4900.184	11.237	3	0.011
B1_C7	4941.018	5064.831	4901.018	12.070	6	0.060
NEWSEPACADS_C5_int	4942.243	5078.437	4898.243	9.296	4	0.054
H2_6_new	4945.044	5087.428	4899.044	10.096	3	0.018
C1_F_new	4942.033	5096.799	4892.033	3.085	1	0.079
O9_C2	4943.282	5098.048	4893.282	4.334	1	0.037
B3_01_new	4944.390	5099.155	4894.390	5.442	1	0.020
B3_07_new	4943.250	5098.016	4893.250	4.303	1	0.038
D4_2_c5_int	4945.720	5100.486	4895.720	6.773	1	0.009
E4_1_c5_int	4944.462	5099.227	4894.462	5.514	1	0.019
L1_A_new	4945.301	5100.066	4895.301	6.353	1	0.012
N1_1_c11_int	4950.559	5105.325	4900.559	11.611	1	0.001
N1_3_c11_int	4947.737	5102.503	4897.737	8.789	1	0.003
L1NEW_W2A_new	5150.055	5337.605	5090.055	3.033	1	0.082

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

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

Table A.19 Longitudinal core weight (wave 3 to wave 4): parameter estimates

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	0.247	0.242	1.041	1	0.308			
[Ageband_c4_int=1]	-0.166	0.135	1.510	1	0.219	0.847	0.649	1.104
[Ageband_c4_int=2]	-0.115	0.131	0.770	1	0.380	0.892	0.690	1.152
[Ageband_c4_int=3]	0.144	0.134	1.163	1	0.281	1.155	0.889	1.501
[Ageband_c4_int=4]	0b			0				
[B1_C7=1]	0.406	0.191	4.517	1	0.034	1.501	1.032	2.183
[B1_C7=2]	0.272	0.150	3.272	1	0.070	1.312	0.978	1.762
[B1_C7=3]	-0.277	0.416	0.442	1	0.506	0.758	0.336	1.714
[B1_C7=4]	0.057	0.104	0.304	1	0.582	1.059	0.864	1.298
[B1_C7=5]	0.069	0.236	0.085	1	0.771	1.071	0.675	1.700
[B1_C7=6]	-0.213	0.170	1.575	1	0.210	0.808	0.580	1.127
[B1_C7=7]	0b			0				
[NEWSEPACADS_C5_int=1]	-0.179	0.149	1.444	1	0.230	0.836	0.624	1.120
[NEWSEPACADS_C5_int=2]	-0.009	0.182	0.002	1	0.961	0.991	0.693	1.417
[NEWSEPACADS_C5_int=3]	0.056	0.155	0.131	1	0.718	1.058	0.780	1.435
[NEWSEPACADS_C5_int=4]	-0.195	0.150	1.702	1	0.192	0.823	0.614	1.103
[NEWSEPACADS_C5_int=5]	0b			0				
[H2_6_new=1]	0.052	0.106	0.242	1	0.623	1.054	0.856	1.297
[H2_6_new=2]	0.338	0.129	6.931	1	0.008	1.403	1.090	1.804
[H2_6_new=3]	0.225	0.104	4.686	1	0.030	1.252	1.022	1.535
[H2_6_new=4]	0b			0				
C1_F_new	0.178	0.102	3.082	1	0.079	1.195	0.979	1.459
O9_C2	0.189	0.091	4.328	1	0.037	1.208	1.011	1.444

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
B3_01_new	0.274	0.118	5.421	1	0.020	1.316	1.044	1.657
B3_07_new	-0.213	0.103	4.290	1	0.038	0.808	0.661	0.989
D4_2_c5_int	-0.082	0.032	6.756	1	0.009	0.921	0.865	0.980
E4_1_c5_int	-0.072	0.031	5.508	1	0.019	0.931	0.876	0.988
L1_A_new	-0.184	0.073	6.347	1	0.012	0.832	0.721	0.960
N1_1_c11_int	0.085	0.025	11.521	1	0.001	1.089	1.037	1.143
N1_3_c11_int	-0.064	0.022	8.740	1	0.003	0.938	0.900	0.979

a. The reference category is: .00 No.

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

Longitudinal core weight summary (wave 2 to wave 4)

Table A.20 Longitudinal core weight (wave 2 to wave 4): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	7854.996	7861.762	7852.996			
Final	7647.429	8093.991	7515.429	337.566	65	0.000

Table A.21 Longitudinal core weight (wave 2 to wave 4): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	6444.998	6347	0.192
Deviance	7515.429	6347	0.000

Table A.22 Longitudinal core weight (wave 2 to wave 4): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.051
Nagelkerke	0.073
McFadden	0.043

Table A.23 Longitudinal core weight (wave 2 to wave 4): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	7647.429	8093.991	7515.429a	0.000	0	
Ageband_c4_int	7663.715	8089.978	7537.715	22.285	3	0.000
Region_c9_int	7653.083	8045.516	7537.083	21.654	8	0.006
Ethnicity_c3_int	7652.846	8085.875	7524.846	9.416	2	0.009
Sex_C2_int	7650.704	8090.499	7520.704	5.274	1	0.022
B1_C7	7656.484	8062.449	7536.484	21.054	6	0.002
NEWSEPACADS_C5_int	7644.343	8063.840	7520.343	4.913	4	0.296
FSM_c5_wt3 Percentile Group of FSM_wt3	7648.055	8067.552	7524.055	8.625	4	0.071
H2_2_new	7649.383	8075.647	7523.383	7.954	3	0.047
H2_3_new	7660.107	8086.370	7534.107	18.678	3	0.000
H2_4_new	7648.453	8074.717	7522.453	7.024	3	0.071
H2_9_new	7648.050	8074.313	7522.050	6.620	3	0.085
H2_10_new	7655.189	8081.452	7529.189	13.759	3	0.003
H2_11_new	7648.083	8074.346	7522.083	6.654	3	0.084
C1_A_new	7649.183	8088.978	7519.183	3.754	1	0.053
C1_B_new	7656.862	8096.657	7526.862	11.433	1	0.001
C1_C_new	7652.945	8092.740	7522.945	7.515	1	0.006
O9_C2	7647.298	8087.093	7517.298	1.869	1	0.172
D4_2_c5_int	7650.001	8089.796	7520.001	4.571	1	0.033
E2_1_c5_int	7649.915	8089.710	7519.915	4.485	1	0.034
E2_3_c5_int	7651.443	8091.238	7521.443	6.013	1	0.014
E4_2_c5_int	7652.059	8091.854	7522.059	6.629	1	0.010
E4_3_c5_int	7654.427	8094.222	7524.427	8.997	1	0.003

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
F1_c5_int	7652.331	8092.127	7522.331	6.902	1	0.009
J1_3_c5_int	7649.483	8089.279	7519.483	4.054	1	0.044
K1_I_new	7650.456	8090.251	7520.456	5.027	1	0.025
K1_J_new	7647.418	8087.214	7517.418	1.989	1	0.158
K1_K_new	7649.560	8089.355	7519.560	4.130	1	0.042
K2_1_c5_int	7655.058	8094.853	7525.058	9.628	1	0.002
K2_2_c5_int	7655.083	8094.878	7525.083	9.653	1	0.002
L1_C_new	7648.918	8088.713	7518.918	3.488	1	0.062
M1_1_c5_int	7652.182	8091.977	7522.182	6.753	1	0.009
N1_2_c11_int	7659.551	8099.346	7529.551	14.122	1	0.000

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

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

Table A.24 Longitudinal core weight (wave 2 to wave 4): parameter estimates

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	1.472	0.350	17.661	1	0.000			
[Ageband_c4_int=1]	-0.433	0.110	15.518	1	0.000	0.649	0.523	0.805
[Ageband_c4_int=2]	-0.272	0.108	6.394	1	0.011	0.762	0.617	0.941
[Ageband_c4_int=3]	-0.117	0.106	1.213	1	0.271	0.889	0.722	1.096
[Ageband_c4_int=4]	0b			0				
[Region_c9_int=1]	0.317	0.134	5.604	1	0.018	1.373	1.056	1.786
[Region_c9_int=2]	0.341	0.122	7.775	1	0.005	1.407	1.107	1.788
[Region_c9_int=3]	0.194	0.117	2.769	1	0.096	1.214	0.966	1.527
[Region_c9_int=4]	0.014	0.154	0.008	1	0.930	1.014	0.749	1.372
[Region_c9_int=5]	0.105	0.120	0.761	1	0.383	1.110	0.878	1.405
[Region_c9_int=6]	0.260	0.114	5.261	1	0.022	1.297	1.039	1.621
[Region_c9_int=7]	0.230	0.129	3.206	1	0.073	1.259	0.978	1.621
[Region_c9_int=8]	-0.080	0.124	0.419	1	0.517	0.923	0.724	1.177
[Region_c9_int=9]	0b			0				
[Ethnicity_c3_int=1.00]	0.288	0.116	6.162	1	0.013	1.334	1.063	1.675
[Ethnicity_c3_int=2.00]	0.025	0.150	0.028	1	0.867	1.026	0.764	1.377
[Ethnicity_c3_int=3.00]	0b			0				
[Sex_C2_int=1]	-0.160	0.070	5.226	1	0.022	0.852	0.742	0.977
[Sex_C2_int=2]	0b			0				
[B1_C7=1]	0.551	0.203	7.336	1	0.007	1.734	1.164	2.583
[B1_C7=2]	0.399	0.159	6.264	1	0.012	1.490	1.090	2.036
[B1_C7=3]	0.500	0.215	5.399	1	0.020	1.649	1.081	2.515
H2_W2_F_new	-0.208	0.066	9.977	1	0.002	0.812	0.713	0.924

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[B1_C7=4]	0.525	0.129	16.498	1	0.000	1.691	1.312	2.179
[B1_C7=5]	0.354	0.224	2.500	1	0.114	1.425	0.919	2.211
[B1_C7=6]	0.203	0.198	1.051	1	0.305	1.225	0.831	1.806
[B1_C7=7]	0b			0				
[NEWSEPACADS_C5_int=1]	0.116	0.143	0.655	1	0.418	1.123	0.848	1.486
[NEWSEPACADS_C5_int=2]	0.319	0.163	3.813	1	0.051	1.376	0.999	1.895
[NEWSEPACADS_C5_int=3]	0.133	0.144	0.854	1	0.355	1.143	0.861	1.516
[NEWSEPACADS_C5_int=4]	0.258	0.142	3.272	1	0.070	1.294	0.979	1.711
[NEWSEPACADS_C5_int=5]	0b			0				
[FSM_c5_wt3 Percentile Group of FSM_wt3=1]	0.002	0.101	0.000	1	0.983	1.002	0.821	1.223
[FSM_c5_wt3 Percentile Group of FSM_wt3=2]	-0.153	0.099	2.404	1	0.121	0.858	0.708	1.041
[FSM_c5_wt3 Percentile Group of FSM_wt3=3]	-0.022	0.096	0.052	1	0.820	0.978	0.811	1.180
[FSM_c5_wt3 Percentile Group of FSM_wt3=4]	-0.194	0.091	4.490	1	0.034	0.824	0.689	0.986
[FSM_c5_wt3 Percentile Group of FSM_wt3=5]	0b			0				
[H2_2_new=1]	0.044	0.076	0.335	1	0.563	1.045	0.901	1.212
[H2_2_new=2]	-0.201	0.097	4.294	1	0.038	0.818	0.677	0.989
[H2_2_new=3]	0.003	0.118	0.001	1	0.980	1.003	0.795	1.265
[H2_2_new=4]	0b			0				
[H2_3_new=1]	-0.533	0.132	16.322	1	0.000	0.587	0.453	0.760
[H2_3_new=2]	-0.430	0.139	9.616	1	0.002	0.651	0.496	0.854
[H2_3_new=3]	-0.363	0.169	4.594	1	0.032	0.696	0.499	0.969

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[H2_3_new=4]	0b			0				
[H2_4_new=1]	-0.099	0.074	1.791	1	0.181	0.906	0.783	1.047
[H2_4_new=2]	-0.217	0.085	6.575	1	0.010	0.805	0.682	0.950
[H2_4_new=3]	-0.146	0.094	2.440	1	0.118	0.864	0.719	1.038
[H2_4_new=4]	0b			0				
[H2_9_new=1]	0.446	0.197	5.122	1	0.024	1.562	1.062	2.298
[H2_9_new=2]	0.029	0.139	0.043	1	0.835	1.029	0.784	1.352
[H2_9_new=3]	0.126	0.098	1.633	1	0.201	1.134	0.935	1.375
[H2_9_new=4]	0b			0				
[H2_10_new=1]	-0.022	0.108	0.042	1	0.838	0.978	0.791	1.210
[H2_10_new=2]	0.287	0.082	12.271	1	0.000	1.333	1.135	1.565
[H2_10_new=3]	0.089	0.073	1.463	1	0.226	1.093	0.947	1.261
[H2_10_new=4]	0b			0				
[H2_11_new=1]	0.094	0.082	1.316	1	0.251	1.099	0.935	1.291
[H2_11_new=2]	-0.176	0.093	3.554	1	0.059	0.839	0.698	1.007
[H2_11_new=3]	-0.059	0.084	0.497	1	0.481	0.942	0.799	1.111
[H2_11_new=4]	0b			0				
C1_A_new	-0.196	0.101	3.793	1	0.051	0.822	0.675	1.001
C1_B_new	0.296	0.088	11.256	1	0.001	1.344	1.131	1.597
C1_C_new	0.227	0.083	7.454	1	0.006	1.255	1.066	1.476
O9_C2	0.103	0.076	1.854	1	0.173	1.109	0.956	1.286
D4_2_c5_int	-0.058	0.027	4.583	1	0.032	0.943	0.895	0.995
E2_1_c5_int	-0.077	0.036	4.447	1	0.035	0.926	0.862	0.995
E2_3_c5_int	0.076	0.031	6.036	1	0.014	1.079	1.016	1.147
E4_2_c5_int	-0.077	0.030	6.669	1	0.010	0.926	0.873	0.982
E4_3_c5_int	-0.119	0.040	9.046	1	0.003	0.888	0.821	0.959

DV: Whether completed Y4 survey	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
F1_c5_int	-0.079	0.030	6.883	1	0.009	0.924	0.872	0.980
J1_3_c5_int	0.048	0.024	4.041	1	0.044	1.049	1.001	1.099
K1_I_new	-0.181	0.080	5.070	1	0.024	0.835	0.713	0.977
K1_J_new	-0.136	0.096	1.999	1	0.157	0.873	0.723	1.054
K1_K_new	-0.191	0.094	4.159	1	0.041	0.826	0.687	0.993
K2_1_c5_int	0.070	0.023	9.555	1	0.002	1.073	1.026	1.122
K2_2_c5_int	-0.082	0.026	9.699	1	0.002	0.921	0.875	0.970
L1_C_new	0.122	0.066	3.468	1	0.063	1.130	0.994	1.286
M1_1_c5_int	0.108	0.041	6.772	1	0.009	1.114	1.027	1.208
N1_2_c11_int	-0.063	0.017	13.972	1	0.000	0.939	0.909	0.971

a. The reference category is: .00 No.

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

Longitudinal module weight summary (wave 1 to 4)

Table A.25 Longitudinal module weight (wave 1 to wave 4): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	4465.133	4471.223	4463.133			
Final	4226.500	4640.584	4090.500	372.634	67	0.000

Table A.26 Longitudinal module weight (wave 1 to wave 4): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	3265.745	3192	0.178
Deviance	4090.500	3192	0.000

Table A.27 Longitudinal module weight (wave 1 to wave 4): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.108
Nagelkerke	0.145
McFadden	0.083

Table A.28 Longitudinal module weight (wave 1 to wave 4): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	4226.500	4640.584	4090.500a	0.000	0	
Region_c9_int	4220.540	4585.909	4100.540	10.040	8	0.262
Ethnicity_c3_int	4237.050	4638.955	4105.050	14.550	2	0.001
B1_C7	4247.674	4631.312	4121.674	31.175	5	0.000
NEWSEPACADS_C5_int	4221.121	4610.848	4093.121	2.621	4	0.623
YEARSQUALIFIED_c5_int	4228.073	4617.800	4100.073	9.574	4	0.048
FSM_c5_wt4 Percentile Group of FSM_wt4	4228.633	4618.360	4100.633	10.133	4	0.038
H2_4_new	4244.776	4640.593	4114.776	24.277	3	0.000
H2_6_new	4231.584	4627.400	4101.584	11.084	3	0.011
H2_7_new	4235.849	4631.665	4105.849	15.349	3	0.002
H2_8_new	4231.178	4626.995	4101.178	10.679	3	0.014
H2_10_new	4227.425	4623.242	4097.425	6.926	3	0.074
H2_12_new	4230.745	4626.562	4100.745	10.246	3	0.017
C1_A_new	4225.961	4633.957	4091.961	1.462	1	0.227
C1_E_new	4224.501	4632.497	4090.501	0.002	1	0.967

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
C1_F_new	4227.415	4635.411	4093.415	2.916	1	0.088
O8_C2	4229.283	4637.278	4095.283	4.783	1	0.029
B3_01_new	4231.022	4639.017	4097.022	6.522	1	0.011
B3_04_new	4233.805	4641.801	4099.805	9.306	1	0.002
B3_07_new	4228.151	4636.147	4094.151	3.652	1	0.056
D4_2_c5_int	4234.419	4642.414	4100.419	9.919	1	0.002
E1_2_c5_int	4230.790	4638.786	4096.790	6.291	1	0.012
E4_3_c5_int	4235.993	4643.988	4101.993	11.494	1	0.001
J1_2_c5_int	4227.641	4635.636	4093.641	3.141	1	0.076
J1_5_c5_int	4228.502	4636.497	4094.502	4.002	1	0.045
K1_A_new	4227.300	4635.296	4093.300	2.801	1	0.094
K1_C_new	4228.592	4636.587	4094.592	4.093	1	0.043
K1_E_new	4227.791	4635.787	4093.791	3.292	1	0.070
K1_I_new	4227.094	4635.089	4093.094	2.594	1	0.107
K1_K_new	4244.357	4652.353	4110.357	19.858	1	0.000
K1_L_new	4224.515	4632.510	4090.515	0.016	1	0.901
K2_1_c5_int	4231.977	4639.972	4097.977	7.478	1	0.006
M1_1_c5_int	4244.673	4652.668	4110.673	20.173	1	0.000
M2_5_new	4233.052	4641.047	4099.052	8.552	1	0.003
N1_2_c11_int	4229.914	4637.909	4095.914	5.414	1	0.020

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

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

Table A.29 Longitudinal module weight (wave 1 to wave 4): parameter estimates

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	-1.231	0.435	8.003	1	0.005			
[Region_c9_int=1]	-0.090	0.178	0.257	1	0.612	0.914	0.645	1.295
[Region_c9_int=2]	0.159	0.164	0.941	1	0.332	1.173	0.850	1.618
[Region_c9_int=3]	0.152	0.161	0.882	1	0.348	1.164	0.848	1.596
[Region_c9_int=4]	0.436	0.216	4.083	1	0.043	1.546	1.013	2.360
[Region_c9_int=5]	0.163	0.162	1.017	1	0.313	1.177	0.857	1.617
[Region_c9_int=6]	0.206	0.155	1.767	1	0.184	1.228	0.907	1.664
[Region_c9_int=7]	0.323	0.177	3.329	1	0.068	1.382	0.976	1.956
[Region_c9_int=8]	0.134	0.178	0.565	1	0.452	1.143	0.806	1.621
[Region_c9_int=9]	0b			0				
[Ethnicity_c3_int=1.00]	0.206	0.177	1.357	1	0.244	1.229	0.869	1.738
[Ethnicity_c3_int=2.00]	-0.463	0.234	3.906	1	0.048	0.629	0.397	0.996
[Ethnicity_c3_int=3.00]	0b			0				
[B1_C7=1]	0.123	0.286	0.184	1	0.668	1.131	0.645	1.982
[B1_C7=2]	0.360	0.252	2.039	1	0.153	1.433	0.875	2.348
[B1_C7=3]	0.520	0.309	2.819	1	0.093	1.681	0.917	3.083
[B1_C7=4]	0.789	0.226	12.163	1	0.000	2.201	1.413	3.429
[B1_C7=5]	0.016	0.313	0.003	1	0.959	1.016	0.550	1.878
[B1_C7=6]	0b			0				
[NEWSEPACADS_C5_int=1]	0.209	0.204	1.053	1	0.305	1.232	0.827	1.837
[NEWSEPACADS_C5_int=2]	-0.009	0.226	0.002	1	0.967	0.991	0.636	1.544
[NEWSEPACADS_C5_int=3]	0.063	0.207	0.091	1	0.763	1.065	0.710	1.597
[NEWSEPACADS_C5_int=4]	0.073	0.202	0.131	1	0.717	1.076	0.724	1.598

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[NEWSEPACADS_C5_int=5]	0b			0				
[YEARSQUALIFIED_c5_int=1]	-0.480	0.193	6.193	1	0.013	0.619	0.424	0.903
[YEARSQUALIFIED_c5_int=2]	0.008	0.205	0.002	1	0.969	1.008	0.675	1.506
[YEARSQUALIFIED_c5_int=3]	-0.169	0.144	1.367	1	0.242	0.845	0.637	1.121
[YEARSQUALIFIED_c5_int=4]	0.090	0.102	0.783	1	0.376	1.094	0.896	1.336
[YEARSQUALIFIED_c5_int=5]	0b			0				
[FSM_c5_wt4 Percentile Group of FSM_wt4=1]	0.064	0.132	0.230	1	0.631	1.066	0.822	1.381
[FSM_c5_wt4 Percentile Group of FSM_wt4=2]	0.108	0.132	0.664	1	0.415	1.114	0.859	1.444
[FSM_c5_wt4 Percentile Group of FSM_wt4=3]	0.319	0.128	6.228	1	0.013	1.375	1.071	1.767
[FSM_c5_wt4 Percentile Group of FSM_wt4=4]	0.278	0.127	4.773	1	0.029	1.320	1.029	1.694
[FSM_c5_wt4 Percentile Group of FSM_wt4=5]	0b			0				
[H2_4_new=1]	0.353	0.102	12.015	1	0.001	1.424	1.166	1.738
[H2_4_new=2]	0.010	0.111	0.009	1	0.926	1.010	0.813	1.256
[H2_4_new=3]	-0.198	0.127	2.427	1	0.119	0.820	0.639	1.052
[H2_4_new=4]	0b			0				
[H2_6_new=1]	0.371	0.160	5.406	1	0.020	1.450	1.060	1.983
[H2_6_new=2]	-0.113	0.142	0.641	1	0.424	0.893	0.676	1.179
[H2_6_new=3]	0.248	0.112	4.911	1	0.027	1.281	1.029	1.595

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[H2_6_new=4]	0b			0				
[H2_7_new=1]	0.137	0.114	1.439	1	0.230	1.147	0.917	1.435
[H2_7_new=2]	0.555	0.148	14.128	1	0.000	1.742	1.304	2.327
[H2_7_new=3]	0.024	0.108	0.047	1	0.828	1.024	0.828	1.266
[H2_7_new=4]	0b			0				
[H2_8_new=1]	0.163	0.096	2.869	1	0.090	1.177	0.975	1.421
[H2_8_new=2]	0.341	0.130	6.818	1	0.009	1.406	1.089	1.815
[H2_8_new=3]	-0.077	0.119	0.416	1	0.519	0.926	0.733	1.169
[H2_8_new=4]	0b			0				
[H2_10_new=1]	-0.168	0.144	1.347	1	0.246	0.846	0.637	1.122
[H2_10_new=2]	0.137	0.103	1.778	1	0.182	1.147	0.938	1.404
[H2_10_new=3]	-0.118	0.096	1.491	1	0.222	0.889	0.736	1.074
[H2_10_new=4]	0b			0				
[H2_12_new=1]	-0.027	0.103	0.069	1	0.792	0.973	0.794	1.192
[H2_12_new=2]	0.233	0.114	4.171	1	0.041	1.262	1.009	1.578
[H2_12_new=3]	0.261	0.122	4.564	1	0.033	1.298	1.022	1.648
[H2_12_new=4]	0b			0				
C1_A_new	0.164	0.136	1.454	1	0.228	1.178	0.902	1.539
C1_E_new	-0.007	0.166	0.002	1	0.967	0.993	0.717	1.375
C1_F_new	-0.195	0.114	2.910	1	0.088	0.823	0.658	1.029
O8_C2	-0.177	0.081	4.778	1	0.029	0.838	0.715	0.982
B3_01_new	-0.326	0.128	6.539	1	0.011	0.722	0.562	0.927
B3_04_new	0.628	0.210	8.984	1	0.003	1.875	1.243	2.827
B3_07_new	-0.193	0.101	3.659	1	0.056	0.825	0.677	1.005
D4_2_c5_int	-0.115	0.037	9.897	1	0.002	0.891	0.830	0.958

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
E1_2_c5_int	0.093	0.037	6.275	1	0.012	1.097	1.020	1.180
E4_3_c5_int	-0.190	0.056	11.378	1	0.001	0.827	0.740	0.923
J1_2_c5_int	0.065	0.036	3.132	1	0.077	1.067	0.993	1.146
J1_5_c5_int	-0.077	0.039	4.001	1	0.045	0.926	0.858	0.998
K1_A_new	-0.217	0.130	2.789	1	0.095	0.805	0.624	1.038
K1_C_new	-0.437	0.217	4.030	1	0.045	0.646	0.422	0.990
K1_E_new	-0.334	0.185	3.260	1	0.071	0.716	0.499	1.029
K1_I_new	-0.204	0.127	2.588	1	0.108	0.815	0.636	1.046
K1_K_new	-0.560	0.126	19.668	1	0.000	0.571	0.446	0.732
K1_L_new	0.016	0.127	0.016	1	0.901	1.016	0.792	1.304
K2_1_c5_int	0.080	0.029	7.442	1	0.006	1.083	1.023	1.147
M1_1_c5_int	0.242	0.054	20.022	1	0.000	1.274	1.146	1.417
M2_5_new	-0.445	0.152	8.561	1	0.003	0.641	0.475	0.863
N1_2_c11_int	-0.053	0.023	5.388	1	0.020	0.948	0.907	0.992

a. The reference category is: .00 No.

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

Longitudinal module weight summary (wave 3 to wave 4)

Table A.30 Longitudinal module weight (wave 3 to wave 4): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	8641.157	8647.899	8639.157			
Final	8209.626	8722.062	8057.626	581.531	75	0.000

Table A.31 Longitudinal module weight (wave 3 to wave 4): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	6270.993	6188	0.227
Deviance	8057.626	6188	0.000

Table A.32 Longitudinal module weight (wave 3 to wave 4): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.089
Nagelkerke	0.118
McFadden	0.067

Table A.33 Longitudinal module weight (wave 3 to wave 4): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	8209.626	8722.062	8057.626a	0.000	0	
Region_c9_int	8206.937	8665.432	8070.937	13.311	8	0.102
Ethnicity_c3_int	8226.534	8725.484	8078.534	20.907	2	0.000
LoT_c5_int	8207.045	8692.510	8063.045	5.418	4	0.247
Sex_C2_int	8212.161	8717.855	8062.161	4.535	1	0.033
B1_C7	8281.572	8753.552	8141.572	83.946	6	0.000
NEWSEPACADS_C5_int	8204.049	8689.515	8060.049	2.423	4	0.658
YEARSQUALIFIED_c5_int	8203.702	8689.167	8059.702	2.076	4	0.722
FSM_c5_wt5 Percentile Group of FSM_wt5	8213.671	8699.136	8069.671	12.045	4	0.017
H2_1_new	8211.368	8703.576	8065.368	7.742	3	0.052
H2_3_new	8211.273	8703.481	8065.273	7.647	3	0.054
H2_4_new	8226.131	8718.339	8080.131	22.505	3	0.000
H2_6_new	8215.397	8707.605	8069.397	11.771	3	0.008
H2_7_new	8216.986	8709.194	8070.986	13.360	3	0.004
H2_8_new	8219.312	8711.520	8073.312	15.686	3	0.001
H2_10_new	8211.367	8703.575	8065.367	7.741	3	0.052
H2_11_new	8220.612	8712.820	8074.612	16.986	3	0.001
C1_C_new	8212.209	8717.902	8062.209	4.582	1	0.032
O8_C2	8220.501	8726.194	8070.501	12.875	1	0.000
B3_01_new	8210.382	8716.076	8060.382	2.756	1	0.097
B3_07_new	8208.432	8714.125	8058.432	0.806	1	0.369
D4_2_c5_int	8219.739	8725.432	8069.739	12.113	1	0.001
E1_1_c5_int	8212.413	8718.106	8062.413	4.786	1	0.029

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
E1_4_c5_int	8213.210	8718.903	8063.210	5.583	1	0.018
E4_2_c5_int	8211.923	8717.616	8061.923	4.297	1	0.038
E4_3_c5_int	8222.411	8728.104	8072.411	14.785	1	0.000
J1_2_c5_int	8216.404	8722.097	8066.404	8.778	1	0.003
J1_5_c5_int	8219.205	8724.898	8069.205	11.578	1	0.001
K1_B_new	8210.886	8716.579	8060.886	3.260	1	0.071
K1_K_new	8228.269	8733.962	8078.269	20.643	1	0.000
K1_L_new	8216.568	8722.261	8066.568	8.942	1	0.003
K2_1_c5_int	8216.346	8722.039	8066.346	8.720	1	0.003
M1_1_c5_int	8227.478	8733.172	8077.478	19.852	1	0.000
M2_5_new	8216.434	8722.127	8066.434	8.808	1	0.003
N1_2_c11_int	8214.099	8719.792	8064.099	6.473	1	0.011

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

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

Table A.34 Longitudinal module weight (wave 3 to wave 4): parameter estimates

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	-0.705	0.327	4.641	1	0.031			
[Region_c9_int=1]	-0.118	0.126	0.885	1	0.347	0.888	0.694	1.137
[Region_c9_int=2]	0.014	0.116	0.015	1	0.902	1.014	0.808	1.274
[Region_c9_int=3]	-0.041	0.113	0.132	1	0.716	0.960	0.770	1.197
[Region_c9_int=4]	0.429	0.161	7.138	1	0.008	1.536	1.121	2.104
[Region_c9_int=5]	0.018	0.117	0.024	1	0.877	1.018	0.810	1.280
[Region_c9_int=6]	-0.062	0.108	0.326	1	0.568	0.940	0.760	1.162
[Region_c9_int=7]	0.003	0.122	0.001	1	0.980	1.003	0.790	1.274
[Region_c9_int=8]	0.045	0.122	0.133	1	0.715	1.046	0.823	1.328
[Region_c9_int=9]	0b			0				
[Ethnicity_c3_int=1.00]	0.382	0.117	10.768	1	0.001	1.466	1.166	1.842
[Ethnicity_c3_int=2.00]	-0.055	0.155	0.125	1	0.724	0.947	0.699	1.283
[Ethnicity_c3_int=3.00]	0b			0				
[LoT_c5_int=1]	-0.075	0.118	0.401	1	0.527	0.928	0.737	1.169
[LoT_c5_int=2]	-0.174	0.102	2.902	1	0.088	0.840	0.687	1.027
[LoT_c5_int=3]	-0.166	0.094	3.160	1	0.075	0.847	0.705	1.017
[LoT_c5_int=4]	-0.017	0.075	0.051	1	0.821	0.983	0.849	1.139
[LoT_c5_int=5]	0b			0				
[Sex_C2_int=1]	0.141	0.066	4.538	1	0.033	1.152	1.011	1.312
[Sex_C2_int=2]	0b			0				
[B1_C7=1]	-1.143	0.203	31.587	1	0.000	0.319	0.214	0.475
[B1_C7=2]	-0.826	0.176	22.063	1	0.000	0.438	0.310	0.618
[B1_C7=3]	-0.555	0.239	5.412	1	0.020	0.574	0.360	0.916
[B1_C7=4]	-0.313	0.148	4.463	1	0.035	0.731	0.547	0.978

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[B1_C7=5]	-0.823	0.228	13.011	1	0.000	0.439	0.281	0.687
[B1_C7=6]	-1.146	0.203	31.755	1	0.000	0.318	0.213	0.474
[B1_C7=7]	0b			0				
[NEWSEPACADS_C5_int=1]	0.098	0.135	0.524	1	0.469	1.103	0.847	1.436
[NEWSEPACADS_C5_int=2]	0.017	0.154	0.013	1	0.910	1.018	0.753	1.376
[NEWSEPACADS_C5_int=3]	0.007	0.137	0.002	1	0.961	1.007	0.770	1.317
[NEWSEPACADS_C5_int=4]	0.101	0.133	0.569	1	0.451	1.106	0.852	1.436
[NEWSEPACADS_C5_int=5]	0b			0				
[YEARSQUALIFIED_c5_int=1]	-0.028	0.145	0.039	1	0.844	0.972	0.732	1.291
[YEARSQUALIFIED_c5_int=2]	0.166	0.160	1.069	1	0.301	1.180	0.862	1.615
[YEARSQUALIFIED_c5_int=3]	0.083	0.114	0.528	1	0.468	1.086	0.869	1.357
[YEARSQUALIFIED_c5_int=4]	0.072	0.081	0.803	1	0.370	1.075	0.918	1.260
[YEARSQUALIFIED_c5_int=5]	0b			0				
[FSM_c5_wt5 Percentile Group of FSM_wt5=1]	0.155	0.093	2.768	1	0.096	1.167	0.973	1.401
[FSM_c5_wt5 Percentile Group of FSM_wt5=2]	0.073	0.092	0.628	1	0.428	1.076	0.898	1.290
[FSM_c5_wt5 Percentile Group of FSM_wt5=3]	0.283	0.090	9.901	1	0.002	1.327	1.113	1.582
[FSM_c5_wt5 Percentile Group of FSM_wt5=4]	0.178	0.087	4.186	1	0.041	1.195	1.008	1.416
[FSM_c5_wt5 Percentile Group of FSM_wt5=5]	0b			0				
[H2_1_new=1]	0.174	0.090	3.713	1	0.054	1.190	0.997	1.421
[H2_1_new=2]	0.271	0.105	6.657	1	0.010	1.312	1.067	1.612
[H2_1_new=3]	0.239	0.120	3.961	1	0.047	1.270	1.004	1.608

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[H2_1_new=4]	0b			0				
[H2_3_new=1]	0.036	0.112	0.105	1	0.746	1.037	0.833	1.292
[H2_3_new=2]	0.144	0.119	1.457	1	0.227	1.155	0.914	1.460
[H2_3_new=3]	0.305	0.150	4.101	1	0.043	1.356	1.010	1.821
[H2_3_new=4]	0b			0				
[H2_4_new=1]	0.203	0.070	8.310	1	0.004	1.225	1.067	1.407
[H2_4_new=2]	0.043	0.082	0.278	1	0.598	1.044	0.889	1.226
[H2_4_new=3]	-0.212	0.092	5.248	1	0.022	0.809	0.675	0.970
[H2_4_new=4]	0b			0				
[H2_6_new=1]	0.251	0.099	6.439	1	0.011	1.286	1.059	1.561
[H2_6_new=2]	0.013	0.104	0.017	1	0.897	1.014	0.827	1.243
[H2_6_new=3]	0.212	0.082	6.736	1	0.009	1.236	1.053	1.450
[H2_6_new=4]	0b			0				
[H2_7_new=1]	0.102	0.077	1.748	1	0.186	1.107	0.952	1.287
[H2_7_new=2]	0.377	0.106	12.760	1	0.000	1.458	1.186	1.794
[H2_7_new=3]	0.076	0.081	0.893	1	0.345	1.079	0.922	1.264
[H2_7_new=4]	0b			0				
[H2_8_new=1]	0.233	0.067	12.222	1	0.000	1.263	1.108	1.439
[H2_8_new=2]	0.215	0.096	4.982	1	0.026	1.240	1.027	1.497
[H2_8_new=3]	0.001	0.088	0.000	1	0.993	1.001	0.843	1.188
[H2_8_new=4]	0b			0				
[H2_10_new=1]	-0.232	0.105	4.892	1	0.027	0.793	0.646	0.974
[H2_10_new=2]	0.052	0.077	0.460	1	0.498	1.053	0.907	1.224
[H2_10_new=3]	-0.077	0.071	1.158	1	0.282	0.926	0.806	1.065
[H2_10_new=4]	0b			0				
[H2_11_new=1]	-0.075	0.077	0.943	1	0.332	0.928	0.798	1.079

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[H2_11_new=2]	0.286	0.091	9.931	1	0.002	1.331	1.114	1.590
[H2_11_new=3]	-0.121	0.083	2.142	1	0.143	0.886	0.754	1.042
[H2_11_new=4]	0b			0				
C1_C_new	0.158	0.074	4.581	1	0.032	1.171	1.013	1.352
O8_C2	-0.205	0.057	12.862	1	0.000	0.814	0.728	0.911
B3_01_new	-0.149	0.090	2.763	1	0.096	0.861	0.722	1.027
B3_07_new	-0.072	0.081	0.807	1	0.369	0.930	0.794	1.089
D4_2_c5_int	-0.091	0.026	12.100	1	0.001	0.913	0.867	0.961
E1_1_c5_int	0.065	0.030	4.785	1	0.029	1.067	1.007	1.131
E1_4_c5_int	0.060	0.025	5.575	1	0.018	1.062	1.010	1.116
E4_2_c5_int	-0.061	0.029	4.299	1	0.038	0.941	0.888	0.997
E4_3_c5_int	-0.148	0.039	14.694	1	0.000	0.863	0.800	0.930
J1_2_c5_int	0.078	0.026	8.748	1	0.003	1.081	1.027	1.138
J1_5_c5_int	-0.093	0.027	11.562	1	0.001	0.911	0.863	0.961
K1_B_new	-0.208	0.115	3.258	1	0.071	0.812	0.648	1.018
K1_K_new	-0.405	0.089	20.525	1	0.000	0.667	0.560	0.795
K1_L_new	0.195	0.065	8.943	1	0.003	1.215	1.069	1.380
K2_1_c5_int	0.060	0.020	8.696	1	0.003	1.062	1.020	1.106
M1_1_c5_int	0.178	0.040	19.777	1	0.000	1.195	1.105	1.293
M2_5_new	-0.333	0.112	8.787	1	0.003	0.717	0.575	0.893
N1_2_c11_int	-0.040	0.016	6.453	1	0.011	0.961	0.932	0.991

a. The reference category is: .00 No.

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

Longitudinal module weight summary (wave 2 to wave 4)

Table A.35 Longitudinal module weight (wave 2 to wave 4): model fitting information

Model	Model Fitting Criteria: AIC	Model Fitting Criteria: BIC	Model Fitting Criteria: -2 log likelihood	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept only	6218.762	6225.178	6216.762			
Final	5871.391	6243.522	5755.391	461.371	57	0.000

able A.36 Longitudinal module weight (wave 2 to wave 4): goodness of fit

	Goodness of fit: Chi-square	Goodness of fit: df.	Goodness of fit: sig.
Pearson	4528.337	4461	0.237
Deviance	5755.391	4461	0.000

Table A.37 Longitudinal module weight (wave 2 to wave 4): pseudo R-square

Pseudo R-square	Pseudo R-square
Cox and Snell	0.097
Nagelkerke	0.130
McFadden	0.074

Table A.38 Longitudinal module weight (wave 2 to wave 4): likelihood ratio tests

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
Intercept	5871.391	6243.522	5755.391a	0.000	0	
Ethnicity_c3_int	5901.474	6260.772	5789.474	34.083	2	0.000
B1_C7	5917.650	6251.284	5813.650	58.258	6	0.000
NEWSEPACADS_C5_int	5877.202	6223.669	5769.202	13.811	4	0.008
YEARSQUALIFIED_c5_int	5874.629	6221.096	5766.629	11.238	4	0.024
FSM_c5_wt6 Percentile Group of FSM_wt6	5875.282	6221.748	5767.282	11.891	4	0.018
H2_2_new	5872.533	6225.416	5762.533	7.142	3	0.068
H2_4_new	5881.126	6234.009	5771.126	15.735	3	0.001
H2_6_new	5878.534	6231.416	5768.534	13.143	3	0.004
H2_7_new	5884.578	6237.460	5774.578	19.187	3	0.000
H2_8_new	5878.189	6231.071	5768.189	12.798	3	0.005
H2_10_new	5877.213	6230.096	5767.213	11.822	3	0.008
H2_12_new	5876.053	6228.935	5766.053	10.661	3	0.014
O8_C2	5873.988	6239.703	5759.988	4.597	1	0.032
B3_07_new	5873.936	6239.650	5759.936	4.544	1	0.033
D4_2_c5_int	5892.037	6257.752	5778.037	22.646	1	0.000
E1_2_c5_int	5872.118	6237.833	5758.118	2.727	1	0.099
E1_4_c5_int	5872.152	6237.867	5758.152	2.761	1	0.097
E4_3_c5_int	5876.944	6242.659	5762.944	7.553	1	0.006
J1_5_c5_int	5872.908	6238.623	5758.908	3.517	1	0.061
K1_B_new	5872.778	6238.493	5758.778	3.387	1	0.066
K1_C_new	5872.755	6238.470	5758.755	3.364	1	0.067
K1_J_new	5872.339	6238.053	5758.339	2.947	1	0.086

Effect	Model Fitting Criteria: AIC of reduced model	Model Fitting Criteria: BIC of reduced model	Model Fitting Criteria: -2 log likelihood of reduced model	Likelihood ratio tests: Chi-square	Likelihood ratio tests: df.	Likelihood ratio tests: sig.
K1_K_new	5886.949	6252.664	5772.949	17.558	1	0.000
K1_L_new	5872.928	6238.643	5758.928	3.537	1	0.060
K2_1_c5_int	5877.125	6242.840	5763.125	7.734	1	0.005
M1_1_c5_int	5906.250	6271.964	5792.250	36.859	1	0.000
M2_5_new	5880.798	6246.513	5766.798	11.407	1	0.001
N1_2_c11_int	5873.931	6239.645	5759.931	4.540	1	0.033

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

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

Table A.39 Longitudinal module weight (wave 2 to wave 4): parameter estimates

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
Intercept	-0.294	0.344	0.731	1	0.393			
[Ethnicity_c3_int=1.00]	0.370	0.131	7.931	1	0.005	1.448	1.119	1.873
[Ethnicity_c3_int=2.00]	-0.349	0.179	3.791	1	0.052	0.705	0.496	1.002
[Ethnicity_c3_int=3.00]	0b			0				
[B1_C7=1]	-1.028	0.248	17.222	1	0.000	0.358	0.220	0.581
[B1_C7=2]	-0.731	0.216	11.511	1	0.001	0.481	0.315	0.734
[B1_C7=3]	-0.554	0.268	4.264	1	0.039	0.575	0.339	0.972
[B1_C7=4]	-0.227	0.183	1.541	1	0.214	0.797	0.557	1.141
[B1_C7=5]	-0.893	0.273	10.735	1	0.001	0.409	0.240	0.698
[B1_C7=6]	-1.120	0.260	18.530	1	0.000	0.326	0.196	0.543
[B1_C7=7]	0b			0				
[NEWSEPACADS_C5_int=1]	0.161	0.159	1.026	1	0.311	1.174	0.861	1.602
[NEWSEPACADS_C5_int=2]	-0.216	0.179	1.444	1	0.229	0.806	0.567	1.146
[NEWSEPACADS_C5_int=3]	-0.053	0.161	0.108	1	0.743	0.948	0.691	1.301
[NEWSEPACADS_C5_int=4]	-0.108	0.157	0.475	1	0.491	0.897	0.659	1.222
[NEWSEPACADS_C5_int=5]	0b			0				
[YEARSQUALIFIED_c5_int=1]	-0.369	0.133	7.684	1	0.006	0.691	0.533	0.898
[YEARSQUALIFIED_c5_int=2]	0.044	0.179	0.060	1	0.806	1.045	0.736	1.483
[YEARSQUALIFIED_c5_int=3]	-0.137	0.126	1.183	1	0.277	0.872	0.680	1.117
[YEARSQUALIFIED_c5_int=4]	0.073	0.089	0.688	1	0.407	1.076	0.905	1.280
[YEARSQUALIFIED_c5_int=5]	0b			0				
[FSM_c5_wt6 Percentile Group of FSM_wt6=1]	0.080	0.107	0.562	1	0.454	1.084	0.878	1.337

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[FSM_c5_wt6 Percentile Group of FSM_wt6=2]	-0.030	0.107	0.077	1	0.781	0.971	0.788	1.196
[FSM_c5_wt6 Percentile Group of FSM_wt6=3]	0.242	0.105	5.306	1	0.021	1.274	1.037	1.566
[FSM_c5_wt6 Percentile Group of FSM_wt6=4]	0.216	0.102	4.500	1	0.034	1.241	1.017	1.516
[FSM_c5_wt6 Percentile Group of FSM_wt6=5]	0b			0				
[H2_2_new=1]	-0.045	0.086	0.278	1	0.598	0.956	0.807	1.131
[H2_2_new=2]	-0.026	0.110	0.057	1	0.812	0.974	0.785	1.209
[H2_2_new=3]	-0.343	0.134	6.574	1	0.010	0.710	0.546	0.922
[H2_2_new=4]	0b			0				
[H2_4_new=1]	0.257	0.083	9.474	1	0.002	1.293	1.098	1.522
[H2_4_new=2]	-0.010	0.096	0.010	1	0.920	0.990	0.820	1.195
[H2_4_new=3]	-0.074	0.106	0.487	1	0.485	0.929	0.754	1.143
[H2_4_new=4]	0b			0				
[H2_6_new=1]	0.348	0.127	7.499	1	0.006	1.416	1.104	1.817
[H2_6_new=2]	0.066	0.124	0.278	1	0.598	1.068	0.837	1.362
[H2_6_new=3]	0.262	0.095	7.564	1	0.006	1.299	1.078	1.565
[H2_6_new=4]	0b			0				
[H2_7_new=1]	0.094	0.093	1.011	1	0.315	1.098	0.915	1.319
[H2_7_new=2]	0.549	0.129	17.965	1	0.000	1.731	1.343	2.231
[H2_7_new=3]	0.018	0.093	0.040	1	0.842	1.019	0.849	1.221
[H2_7_new=4]	0b			0				
[H2_8_new=1]	0.192	0.079	5.912	1	0.015	1.212	1.038	1.415
[H2_8_new=2]	0.297	0.114	6.838	1	0.009	1.346	1.077	1.681

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
[H2_8_new=3]	-0.049	0.101	0.231	1	0.631	0.953	0.781	1.161
[H2_8_new=4]	0b			0				
[H2_10_new=1]	-0.202	0.120	2.821	1	0.093	0.817	0.645	1.034
[H2_10_new=2]	0.177	0.089	3.937	1	0.047	1.194	1.002	1.423
[H2_10_new=3]	-0.092	0.082	1.286	1	0.257	0.912	0.777	1.070
[H2_10_new=4]	0b			0				
[H2_12_new=1]	-0.095	0.086	1.216	1	0.270	0.909	0.768	1.077
[H2_12_new=2]	0.184	0.098	3.532	1	0.060	1.202	0.992	1.455
[H2_12_new=3]	0.129	0.102	1.598	1	0.206	1.138	0.931	1.391
[H2_12_new=4]	0b			0				
O8_C2	-0.145	0.068	4.594	1	0.032	0.865	0.758	0.988
B3_07_new	-0.187	0.088	4.552	1	0.033	0.829	0.698	0.985
D4_2_c5_int	-0.145	0.031	22.536	1	0.000	0.865	0.814	0.918
E1_2_c5_int	0.053	0.032	2.725	1	0.099	1.054	0.990	1.122
E1_4_c5_int	0.049	0.030	2.759	1	0.097	1.050	0.991	1.113
E4_3_c5_int	-0.116	0.042	7.522	1	0.006	0.891	0.820	0.967
J1_5_c5_int	-0.055	0.030	3.519	1	0.061	0.946	0.893	1.002
K1_B_new	-0.247	0.134	3.387	1	0.066	0.781	0.600	1.016
K1_C_new	-0.317	0.173	3.332	1	0.068	0.729	0.519	1.024
K1_J_new	-0.192	0.112	2.951	1	0.086	0.825	0.663	1.027
K1_K_new	-0.460	0.110	17.467	1	0.000	0.631	0.509	0.783
K1_L_new	0.151	0.080	3.540	1	0.060	1.163	0.994	1.360
K2_1_c5_int	0.067	0.024	7.707	1	0.005	1.070	1.020	1.122
M1_1_c5_int	0.276	0.046	36.471	1	0.000	1.318	1.205	1.442
M2_5_new	-0.440	0.130	11.373	1	0.001	0.644	0.499	0.832

DV: Whether has a module	B	Std. error	Wald	df	sig.	Exp(B)	95% confidence: lower bound	95% confidence: upper bound
N1_2_c11_int	-0.040	0.019	4.526	1	0.033	0.961	0.926	0.997

b. The reference category is: .00 No.

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

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