Department for Education

Further education workforce survey

Technical report

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Glossary

Adult and Community Learning (ACL) providers: Organisations, often run by local authorities or community organisations, that provide learning opportunities for adults. Provision may include basic skills, English for Speakers of Other Languages (ESOL), digital skills, employability training, leisure learning and community-based education.

Dual professional: A member of staff who works both in FE and in another industry or profession. For the FE Workforce Survey, they are defined as respondents who work in a permanent, part time role in FE and combine this with work in another industry or profession.

Early Career Teacher (ECT): A teacher in the early stage of their teaching career. For the FE Workforce Survey, ECTs were defined as those teachers in their first three years of teaching if full-time, or the first five years if part-time.

Further Education Workforce Data Collection (FEWDC): The Department for Education's annual mandatory data collection covering the further education workforce in England. It gathers information on workforce characteristics, pay, contracts, vacancies and governance from FE providers, including colleges, independent training providers, local authorities and other FE organisations.

General Further Education Colleges (GFECs): Publicly funded further education colleges that provide a broad range of academic, vocational, technical and professional education and training, typically for learners aged 16 and over. This category includes tertiary colleges. GFECs form part of the statutory FE sector.

Independent Training Providers (ITPs): Independent organisations, typically operating outside the statutory FE sector, that deliver publicly funded education and training. They commonly provide apprenticeships, adult skills programmes, skills bootcamps and vocational training on behalf of government funding bodies.

Initial Teacher Training (ITT): Formal training undertaken by some teachers prior to becoming a teacher in FE. For the purposes of the FE Workforce Survey, ITT was defined as a Level 5+ qualification (for example, a Diploma in Teaching or Diploma in Teaching in the Lifelong Learning Sector, a Certificate in Education, a PGCE, a Learning and Skills Teacher Apprenticeship, or an equivalent). Unlike in schools, FE teachers are not required to complete ITT before entering the profession, and many begin teaching based on their vocational or subject expertise before undertaking a teaching qualification while in post.

STEM subjects: Subjects related to science, technology, engineering and mathematics, identified through survey responses.

Introduction

The FE Workforce Survey was a cross-sectional survey designed to capture the views of further education (FE) leaders, managers and teachers, including newly qualified teachers and dual professionals. Support staff roles were outside the scope of this survey and were therefore not included.

The survey was administered to General FE Colleges (GFECs), Sixth Form Colleges (SFCs), Independent Training Providers (ITPs) and Adult and Community Learning (ACL) providers between 6 November 2025 and 5 January 2026. It aimed to inform understanding of key workforce characteristics, employment conditions and professional experiences, and to provide a robust empirical basis for subsequent analysis and policy-focused reporting.

This technical report documents the methodological and analytical foundations underpinning the FE Workforce Survey. Its purpose is to provide transparency about how the data were collected, processed, analysed and quality assured, enabling users to interpret the findings appropriately and with confidence. The report also sets out the key assumptions, methodological choices and constraints that should be considered when using the results.

Specifically, this report covers the following elements:

- **Methodology**
  This section provides a detailed account of the survey design and implementation. It describes the sampling strategy used to select participating institutions and individuals, the approach taken to piloting and refining the survey instrument, and the procedures followed for data collection and processing. This includes variable construction, recoding decisions and the treatment of missing data. The section also outlines the weighting strategy employed to ensure the survey data are as representative of the FE workforce as possible.
- **Analysis methods**
  This section sets out the analytical approaches applied to the survey data. It describes how descriptive statistics were calculated, including the handling of weighted data, and provides details of any statistical models that were estimated. The construction of confidence intervals, the statistical tests used to assess differences or associations, and the criteria for statistical significance are also documented. In addition, this section specifies the software and tools used to conduct the analysis.
- **Quality assurance and limitations**
  This section describes the quality assurance processes implemented at each stage of the survey lifecycle, from data collection through to analysis and reporting. It also

outlines known limitations of the data and methods, including sources of potential bias, sampling and non-response issues, and any constraints that may affect the interpretation or generalisability of the results.

The appendices provide supporting detail for the analysis and reporting. Appendix A contains the final questionnaire, Appendix B describes the derived variables used in the analysis, Appendix C presents supplementary tables and descriptive statistics, Appendix D provides the full model output, Appendix E is a copy of the initial approach email that was sent to FE providers, and Appendix F summarises findings from a companion study into the feasibility of a longitudinal FE workforce survey.

Together, these sections provide a comprehensive technical account of the FE Workforce Survey and form an essential companion to the research report detailing key findings.

1 Methodology

1.1 Survey design

The Further Education Workforce Survey was designed to capture the experiences and working conditions of staff across the FE sector in England. The survey targeted three key staff groups: leaders (e.g. principles, deputies and directors); managers (e.g. curriculum or programme managers); and teachers (including lecturers, trainers and instructors)[1]. The survey included explicit instructions that it should not be completed by support staff, or those in other roles, including governors, assessors, administrators, pastoral staff, classroom support staff, site staff/caretakers, clerical staff, catering staff, security staff or cleaners. The survey was commissioned by the Department for Education (DfE) to address gaps in existing workforce evidence and to inform future policy development.

The questionnaire was developed collaboratively by the research team and the DfE prior to fieldwork. The final instrument drew on, and in some cases replicated, items from previous workforce surveys, including the College Staff Survey (2018), the Education and Training Professionals Survey (2020), and Wave 3 of the Working Lives of Teachers and Leaders Survey (2024).

Supporting materials, including the participant information sheet, privacy notice and project website, were prepared in advance and updated where necessary during delivery to reflect changes to survey content and contact arrangements.

The survey instrument incorporated complex routing to ensure that respondents were presented with questions relevant to their role. It was implemented using the Tivian platform and is therefore characterised as a large and complex survey due to the number of questions and routing pathways.

To support engagement and accessibility, respondents were provided with institution-specific survey links and QR codes distributed via posters. The survey was administered anonymously to encourage participation and candid responses; however, this limited the ability to follow up with partially completed surveys.

1.2 Sampling strategy

To maximise the number of responses from participating institutions and improve the representativeness of the achieved sample, the study adopted a census approach. This meant that all eligible institutions were invited to participate, rather than a subgroup of institutions. The target population included General Further Education Colleges (GFECs),

[1] Role definitions align with those used in the FEWDC: Further education workforce: methodology - Explore education statistics - GOV.UK

Sixth Form Colleges (SFCs) and Independent Training Providers (ITPs). During fieldwork, Adult Community Learning (ACL) providers were also incorporated into the sample.

As individual staff names and contact details were not available, the FE Workforce Data Collection (FEWDC) was used as the sampling frame for selecting providers. The initial sample was supplied by the Department for Education. This was subsequently reviewed and enhanced using additional data sources, including the UK Register of Learning Providers (UKRLP), Get Information About Schools (GIAS), Association of Colleges data and existing project datasets. These sources were used to identify missing providers, classify institutions and improve overall coverage.

The DfE provided the names and email addresses of the heads of all sampled organisations, who served as the primary points of contact for the study. All initial communications were sent to these individuals.

Data preparation involved substantial cleaning and validation. This included resolving duplicate entries, reconciling inconsistencies in organisation naming, and addressing gaps in key identifiers such as UKPRNs. In some cases, both umbrella organisations and their constituent providers were included to ensure coverage of staff at different organisational levels.

‘Other, please specify’ responses were reviewed and cleaned prior to analysis. Responses that clearly mapped onto existing categories were recoded, while genuinely distinct responses were retained and considered for separate reporting where numbers permitted.

The inclusion of partial completions in the final dataset was considered but ultimately not adopted. Although 109 respondents reached Section 10 (Future career plans), including these cases would have introduced item-level missing data, resulting in variable base sizes across analyses and limiting their inclusion in some statistical models. There was also a risk of double counting where respondents who partially completed the survey subsequently submitted a complete response. As these cases represented only around 3% of the total achieved sample, their exclusion was not considered likely to have a material impact on the findings.

The final sample comprised 1,435 unique settings.

1.3 Piloting and testing

Prior to launch, the FE Workforce Survey underwent a programme of piloting and testing to ensure that the questionnaire functioned as intended and that questions were interpreted consistently by respondents.

Technical testing was undertaken to verify the performance of the survey instrument within the delivery platform. This included checking that all questions displayed correctly across respondent pathways, that routing operated as designed for different staff roles, and that all combinations of response options produced the expected outputs. Given the complexity

of the survey design, multiple iterations of testing were required to validate different routing scenarios and ensure accurate question sequencing.

In addition, cognitive testing was conducted with 13 members of staff (teachers, managers and leaders) from GFECs, SFCs and ITPs. Providers were purposively selected to achieve a regional spread and to ensure representation across leader, manager and teacher roles.

Recruitment for the cognitive testing phase was undertaken via direct contact with provider organisations. Colleges were asked to nominate up to three staff (for example, a leader, a manager and a teacher) to take part in an online interview. Participants were offered a small incentive in recognition of their time.

Participants took part in one-hour interviews with a researcher, during which they completed the survey and were asked to comment on question clarity, interpretation, terminology, and response processes. Cognitive testing took place between 6th and 13th October 2025.

Table 1: Profile of respondents for cognitive testing

Provider	**Achieved interviews**
GFECs	6
SFCs	2
ITP	5
Respondent	**Achieved interviews**
Leader	7
Manager	2
Teacher	4

Feedback from the cognitive piloting was systematically reviewed and used to refine the questionnaire. Specific changes included:

- **Clarification of terminology and question wording**:
  Several questions and response options were reworded to improve clarity and reduce ambiguity. This included clarifying distinctions between role categories (for example, defining management responsibilities more explicitly), specifying that certain questions referred to ‘any role’ or ‘current role’, and ensuring that items relating to sector experience clearly referred to work outside of FE. References were also expanded to ensure coverage of work-based learning organisations and to use more inclusive terminology (for example, replacing ‘teachers’ with ‘teaching staff’).

- **Improving relevance across roles and providers:**
  Amendments were made to ensure that questions were applicable to staff in different roles and settings. This included restricting some questions to teaching staff where appropriate, adding or revising response options to reflect ITP contexts, and ensuring that questions captured experiences relevant to both teaching and non-teaching roles.
- **Refinement of response options and scales:**
  Response options were reviewed and updated to improve completeness and consistency. This included adding new options (for example, 'annualised hours', 'Don't know/Can't say', and items relating to disadvantaged students and CPD), revising age bands, removing redundant or overlapping categories, and expanding options to better capture technical qualifications and subject areas. Clarifications were also added to improve the interpretation of questions (for example, specifying that salary should be reported as actual pay rather than full-time equivalent).
- **Enhancing consistency across the questionnaire:**
  Changes were made to ensure consistent wording and structure across related questions, including the addition of the term 'currently' across teaching-related items, alignment of response categories across sections, and standardisation of Likert scale options.
- **Improving question ordering and routing:**
  Minor adjustments were made to improve survey flow and logic. This included reordering questions to group related items (such as employment history), refining routing based on contract type, and ensuring that questions were presented only to relevant respondents.
- **Data quality and respondent understanding:**
  Additional clarifications were introduced to support accurate responses, such as making the UKPRN optional, providing clearer instructions for complex items, and adding explanatory text (for example, on FEWDC linkage). Sensitive items (such as National Insurance number and maiden name) were made optional, and demographic questions were asked of all respondents to ensure completeness of background data.

1.4 Data Collection and Processing

Fieldwork was conducted between October 2025 and January 2026, with the main survey period running from 6th November 2025 to 5th January 2026.

Data collection followed a two-stage approach:

- **A recruitment phase (October-November 2025):** All sampled settings were contacted via the named head of organisation in advance of the survey launch to encourage participation. Where possible, the research team sought to identify a named contact within each provider who could act as liaison during survey administration.
- **A live phase (November 2025-January 2026):** Survey links were distributed to the head of organisation or a nominated contact (see above), and multiple reminder communications were issued throughout the fieldwork period.

A structured communications plan was implemented, including:

- Initial survey invitation emails to all settings.
- Tailored reminder emails to participating and non-participating organisations.
- Targeted follow-up for underrepresented groups.
- Telephone reminders and external promotion through sector newsletters, conferences and social media.

Survey access was facilitated via institution-specific links and QR codes to enable distribution within organisations. Communications were adapted by provider type and engagement level to support response rates.

In total, 4,443 complete responses were received from staff across 555 participating organisations. While recognising the distinctive characteristics of ACL providers and ITPs, due to the small size of the ACL sample, responses from ACL providers were grouped with the ITP sample and their collective findings are presented together throughout the accompanying survey report.

Data processing included:

- Ongoing monitoring of responses and management of participant queries during fieldwork.
- Cleaning of survey data, including removal or correction of inconsistent responses and resolution of routing errors.
- Identification and merging of duplicate institutional records.
- Formal data quality assurance (DQA) prior to final dataset delivery.

The cleaned dataset was finalised following DQA review in January 2026 and provided for analysis.

1.5 Weighting strategy

Table 2 summarises the total number of responses and response rates, disaggregated by provider type and role. It highlights substantial variation in response rates across groups. As this imbalance had the potential to introduce response bias, entropy balancing was applied to derive a set of weights that adjusted the sample to match key characteristics of the target population. These were subsequently used in both the descriptive analyses and the statistical modelling.

Table 2: Responses and response rate

Provider Type	Role	Sample Responses	Population*	Response Rate
GFECs	Leader	226	2607	9%
	Manager	700	10728	7%
	Teacher	1642	48957	3%
SFCs	Leader	52	350	15%
	Manager	191	1154	17%
	Teacher	354	4675	8%
ITPs/ACLs	Leader	419	3018	14%
	Manager	321	6300	5%
	Teacher	544	21758	3%

* Source: FEWDC 2023/24 data.

Once the survey closed, post-stratification weights were calculated to align the survey responses as closely as possible to the target population, using the 2023/24 Further Education Workforce Data Collection (FEWDC) population numbers using the following variables:

- Age.
- Role.
- Provider type.
- Gender.
- Ethnicity.
- Ofsted rating.
- Region.

The table below sets out the sample numbers/proportions and national comparison numbers for all of the variables used in generating the weights.

Table 3: Population and sample distributions for weighting variables

Variable	Sub-level	Population N	Sample N	Population %	Unweighted Sample %	Weighted Sample %
Age	Under 25	1,332.21	49	1%	1%	1%
	25 – 29	6,021.65	190	6%	4%	6%
	30 – 39	21,662.18	869	22%	20%	22%
	40 – 49	26,499.56	1,265	27%	28%	27%
	50 – 59	28,594.49	1,392	29%	31%	29%
	60+	15,428.42	576	15%	13%	15%
	Not known	9.51	99	0.01%	2%	0.03%
Gender	Male	39,469.00	1,639	40%	37%	40%
	Female	58,834.08	2,693	59%	61%	59%
	Identifies in another way	85.65	14	0.1%	0.3%	0.1%
	Prefer not to say	1,159.29	94	1%	2%	1%
Ethnicity	White	76,853.27	3,922	77%	88%	77%
	Asian/Asian British	5,853.29	190	6%	4%	6%
	Black/African/Caribbean/Black British	3,626.27	98	4%	2%	4%
	Mixed/Multiple ethnic groups	2,067.67	88	2%	2%	2%

Variable	Sub-level	Population N	Sample N	Population %	Unweighted Sample %	Weighted Sample %
	Other ethnic group	1,142.60	19	1%	0.4%	1%
	Prefer not to say	10,004.92	123	10%	3%	10%
Role	Leader	5,974.76	697	6%	16%	6%
	Manager	18,183.08	1,212	18%	27%	18%
	Teacher	75,390.18	2,531	76%	57%	75%
Provider Type	GFECs	62,292.80	2,568	63%	58%	62%
	SFCs	6,179.44	588	6%	13%	6%
	ITPs/ACLs	31,075.78	1,284	31%	29%	32%
Region	East Midlands	6,869.00	101	7%	2%	7%
	East of England	9,825.00	476	10%	11%	10%
	London	14,210.00	506	14%	11%	14%
	North East	6,598.00	322	7%	7%	7%
	North West	13,824.00	641	14%	14%	14%
	South East	14,048.00	847	14%	19%	14%
	South West	11,511.00	518	12%	12%	12%
	West Midlands	10,898.00	551	11%	12%	11%
	Yorkshire and the Humber	10,507.00	418	11%	9%	11%
	Wales	Not available	53	Not available	1%	1%
	Scotland	Not available	7	Not available	0.2%	0.2%

Variable	Sub-level	Population N	Sample N	Population %	Unweighted Sample %	Weighted Sample %
Ofsted Rating*	Outstanding	161.00	555	8%	13%	13%
	Good	1,169.00	2,729	59%	61%	59%
	Requires Improvement/Inadequate	290.00	499	15%	11%	14%
	Not Available/Not Inspected/Missing	347.00	657	18%	15%	14%

* Individual-level Ofsted ratings are not available for the population. Therefore, the population N shown represents the number of providers rather than the number of individuals

The corresponding totals were then calculated for the sample, and entropy weighting applied to calculate a set of survey weights for each category.

There were a number of responses from providers who, whilst registered in England, operate in either Scotland or Wales. As the FEWDC only covers England, these responses were given a weight of 1.

The weights were then added to the dataset. As a validation check, the weights were summed for survey data with the weights applied and the resultant proportions were compared against those reported in the FEWDC. The calculated weights were subsequently added to the dataset. The comparison showed that the weighted survey proportions for each variable used in the weighting process closely matched the corresponding FEWDC proportions. This confirmed that the weighting procedure had performed as intended, improving the representativeness of the survey results and ensuring they more accurately reflected the wider population.

1.6 Variable derivation

To support the descriptive and inferential analyses specified in the statistical analysis plan (SAP), a number of derived variables were created from the original survey data. Several of these variables had been pre-specified in the SAP to ensure that key outcomes, exposures, and covariates were defined consistently and in line with the study objectives. Additional derived variables were created where necessary to improve analytical utility, including the simplification of complex response categories, the creation of composite indicators, the derivation of measures aligned with the research questions, and the preparation of variables suitable for inclusion in regression models. These derived variables were used throughout the analysis, including the production of descriptive statistics and statistical modelling. A full description of each derived variable and its method of derivation is provided in Appendix B.

2 Analysis methods

2.1 Descriptive Statistics

Descriptive statistics were produced to provide an overview of the characteristics and experiences of the FE workforce. Given the scope of the survey, which has the potential to generate substantial volume of output, the descriptive statistics were kept tightly focused on the research questions. For certain items, filters were applied to the data to only show descriptive statistics for respondent with particular roles (e.g., teachers, managers, senior leaders), working patterns (part-time or full-time), and/or number of years of teaching experience.

Summaries of the number of respondents (*N*) and number of missing respondents (missing *N*) were produced for all items that pertained to the research questions. Weighted response frequencies were produced for items using closed-ended response options, and weighted means were produced for items with open-ended numerical response options (see section 1.5 for Weighting Strategy).

Weighted frequency crosstabulations by provider type (General Further Education Colleges (GFECs), Sixth Form Colleges (SFCs), Independent Training Providers (ITPs)), role (leader, manager and teacher), and both provider type and role, were produced for selected items. These breakdowns were selected to reflect the primary groups of interest in this research and provide a clear, comparable picture of differences across the FE sector.

To aid interpretation and presentation, certain response categories have been combined (for example, ‘Strongly agree’ and ‘Tend to agree’ are reported as ‘Agree’). Aggregated survey response categories have been calculated using the underlying unrounded data, in line with DfE analytical standards. Figures are rounded only at the final stage for presentation purposes. Consequently, aggregated percentages presented in the survey report may differ by 1 to 2 percentage points from totals derived by summing rounded percentages presented in the technical report.

2.2 Significance Testing and Confidence Intervals

Differences between subgroups of teachers were tested for statistical significance using analysis of variance (ANOVA), supported by 95% confidence intervals of the mean.

2.2.1 ANOVA

Weighted two-way ANOVA models were used to test statistically significant differences in three outcomes:

I. weekly hours worked

II. weekly hours spent teaching in the classroom

III. weekly contracted hours

Group differences in these three outcomes were explored between two predictor variables, each with three levels: provider types (GFECs, SFCs, ITPs) and roles (leader, manager, and teacher). Analyses were performed on teachers only (managers and senior leaders were excluded), and separate analyses were conducted for full-time and part-time respondents. As there were unequal numbers of observations in the levels of each variable, sums of squares were calculated using a Type II approach for when the interaction between provider type and role was not statistically significant, and a Type III approach for when the interaction was statistically significant.

2.2.2 Confidence Intervals

For numerical outcomes where weighted means were calculated using analytic weights, corresponding 95% confidence intervals were derived using the standard error of the weighted mean, calculated to reflect the applied weights.

2.3 Statistical Modelling

To address the research questions using the available data more robustly, a series of multivariate regression models were estimated. These models enabled the simultaneous examination of associations between multiple independent variables and specified outcome measures relevant to the research questions. By accounting for multiple predictors within a single framework, the models allow for the identification of variables that are independently associated with the outcomes of interest.

Details of the models, including their outcome variables and included covariates, are provided below.

As part of the modelling process, the potential clustering of responses within institutions or training providers was assessed. This step was necessary to determine whether the use of multilevel (hierarchical) modelling approaches was appropriate.

The dataset comprised 4,440 responses across 554 institutions, with 295 institutions contributing only one or two responses. While this structure indicates the presence of clustering, it is relatively sparse at the institutional level. Such clustering is typically sufficient to support random intercept models, but not more complex specifications such as random slopes. This finding is consistent with the modelling approach outlined in the statistical analysis plan, which specified the use of random intercepts where appropriate.

All models were weighted, using the weights derived by the entropy balancing as outlined above.

Models exploring intentions to leave the FE sector

These models examined the factors influencing intention to leave the sector. The outcome variable was the derived intention-to-leave measure described above, specified as an ordinal categorical variable. Covariates were included as defined in the model specification below. A cumulative link mixed model (CLMM) was fitted, with institution included as a random effect. All respondents were included in the analysis.

Table 4: Intention to Leave model definition (all respondents)

Type	Variable	Level	Definition
Dependent Variable	Intent	Individual (Level 1)	Ordinal intention to leave variable (Levels = No plans/Not sure/No answer; Leave within 3 years; Leave in 3+ years)
Covariate	Gender	Individual (Level 1)	Factor variable (Levels = Male; Female [reference]; Identifies in another way; Prefer not to say)
Covariate	Role	Individual (Level 1)	Factor variable (Levels = Leader [reference]; Manager without Teaching; Manager with Teaching; Teacher)
Covariate	Ethnicity	Individual (Level 1)	Factor variable (Levels = White [reference]; Asian/Asian British; Black/African/Carib-bean/Black British; Mixed/Multiple ethnic groups; Other ethnic group; Prefer not to say)
Covariate	Provider Type	Provider (Level 2)	Factor variable (Levels = GFECs [reference]; SFCs; ITPs/ACLs)
Covariate	Time Teaching	Individual (Level 1)	Factor variable (Levels = Less than 3 years [reference]; 3 years but less than 5 years; 5 years but less than 10 years; 10 years but less than 20 years; More than 20 years)
Covariate	Pay Satisfaction	Individual (Level 1)	Numeric pay satisfaction score derived from Q4.13
Covariate	Disability	Individual (Level 1)	Factor variable (Levels = Yes [reference]; No; Prefer not to say)

Type	Variable	Level	Definition
Covariate	Work Stress	Individual (Level 1)	Numeric work stress score derived from Question 6.1.1
Covariate	Overall Satisfaction	Individual (Level 1)	Numeric overall satisfaction score derived from Question 6.2.1
Covariate	Flexible Working	Individual (Level 1)	Numeric flexible working score derived from Question 4.8
Covariate	Workload Control	Individual (Level 1)	Numeric workload control score derived from Question 4.4.1
Covariate	Acceptable Workload	Individual (Level 1)	Numeric acceptable workload score derived from Question 4.4.2
Covariate	Prior Industry	Individual (Level 1)	Factor variable (Levels = No Prior Industry experience [reference]; Prior Industry experience)
Covariate	Dual Professional	Individual (Level 1)	Factor variable (Levels = Not dual professional [reference]; Dual professional)
Covariate	Hours Worked	Individual (Level 1)	Factor variable (Levels = Lowest 20% [reference]; Next Lowest 20%; Middle 20%; Next Highest 20%; Highest 20%; DK/Prefer Not to say)
Covariate	Hours Taught	Individual (Level 1)	Factor variable (Levels = Lowest 20%; Next Lowest 20%; Middle 20%; Next Highest 20%; Highest 20%; DK/Prefer Not to say [reference])
Covariate	STEM	Individual (Level 1)	Factor variable (Levels = Not a STEM subject; STEM subject [reference])
Covariate	Qualification Type Taught	Individual (Level 1)	Factor variable (Levels = Academic Only [reference]; Functional only; Vocational only; More than one type)

The covariates Time Teaching, Prior Industry, Hours Taught, STEM and Qualification Type are only defined for respondents with teaching responsibilities. As a result, these variables are systematically missing for leaders and managers without teaching

responsibilities. When included in a model alongside these groups, this leads to column rank deficiency, as there is no variation in these covariates for non-teaching respondents. Consequently, a number of coefficients (four in this case) were automatically dropped during model estimation. This behaviour is expected and reflects the fact that these covariates are not applicable to all respondent groups. The model therefore effectively estimates the effects of these variables based only on the subset of respondents for whom they are defined (i.e. those with teaching responsibilities).

The second model extended the intention to leave model defined above. The outcome variable, model specification, and inclusion of institution as a random effect remained unchanged. The analysis was restricted to teachers and managers with teaching responsibilities and incorporated additional covariates, as outlined below.

Table 5: Intention to Leave model definition (teachers and managers with teaching responsibilities)

Type	Variable	Level	Definition
Dependent Variable	Intent	Individual (Level 1)	Ordinal intention to leave variable (Levels = No plans/Not sure/No answer; Leave within 3 years; Leave in 3+ years)
Covariate	Gender	Individual (Level 1)	Factor variable (Levels = Male; Female [reference]; Identifies in another way; Prefer not to say)
Covariate	Role	Individual (Level 1)	Factor variable (Levels = Leader [reference]; Manager without Teaching; Manager with Teaching; Teacher)
Covariate	Ethnicity	Individual (Level 1)	Factor variable (Levels = White [reference]; Asian/Asian British; Black/African/Caribbean/Black British; Mixed/Multiple ethnic groups; Other ethnic group; Prefer not to say)
Covariate	Provider Type	Provider (Level 2)	Factor variable (Levels = GFECs [reference]; SFCs; ITPs/ACLs)
Covariate	Time Teaching	Individual (Level 1)	Factor variable (Levels = Less than 3 years [reference]; 3 years but less than 5 years; 5 years but less than 10 years; 10 years but less than 20 years; More than 20 years)
Covariate	Pay Satisfaction	Individual (Level 1)	Numeric pay satisfaction score derived from Q4.13

Type	Variable	Level	Definition
Covariate	Disability	Individual (Level 1)	Factor variable (Levels = Yes [reference]; No; Prefer not to say)
Covariate	Work Stress	Individual (Level 1)	Numeric work stress score derived from Question 6.1.1
Covariate	Overall Satisfaction	Individual (Level 1)	Numeric overall satisfaction score derived from Question 6.2.1
Covariate	Flexible Working	Individual (Level 1)	Numeric flexible working score derived from Question 4.8
Covariate	Workload Control	Individual (Level 1)	Numeric workload control score derived from Question 4.4.1
Covariate	Acceptable Workload	Individual (Level 1)	Numeric acceptable workload score derived from Question 4.4.2
Covariate	Prior Industry	Individual (Level 1)	Factor variable (Levels = No Prior Industry experience [reference]; Prior Industry experience)
Covariate	Dual Professional	Individual (Level 1)	Factor variable (Levels = Not dual professional [reference]; Dual professional)
Covariate	Hours Worked	Individual (Level 1)	Factor variable (Levels = Lowest 20% [reference]; Next Lowest 20%; Middle 20%; Next Highest 20%; Highest 20%; DK/Prefer Not to say)
Covariate	Hours Taught	Individual (Level 1)	Factor variable (Levels = Lowest 20%; Next Lowest 20%; Middle 20%; Next Highest 20%; Highest 20%; DK/Prefer Not to say [reference])
Covariate	STEM	Individual (Level 1)	Factor variable (Levels Not a STEM subject; STEM subject [reference])
Covariate	Qualification Type Taught	Individual (Level 1)	Factor variable (Levels = Academic Only [reference]; Functional only; Vocational only; More than one type)
Covariate	Student support	Individual (Level 1)	Numeric variable derived from Q5.1
Covariate	Staff support	Individual (Level 1)	Numeric variable derived from Q5.1
Covariate	CPD Flag	Individual (Level 1)	Factor variable (Levels = Never completed CPD [reference]; CPD within last 12 months;

Type	Variable	Level	Definition
			CPD more than a year, less than 3 years; CPD more than 3 years)
Covariate	CPD Count	Individual (Level 1)	Numeric variable: total number of CPD events attended

As this model was run for only respondents with teaching responsibilities, there were no issues with column rank deficiency in this model compared to the model described above.

Models of pay satisfaction

These models examined the factors influencing satisfaction with pay, which was modelled as a function of provider type and individual characteristics. The outcome variable was the derived pay satisfaction measure described above, specified as a numeric variable, with higher scores associated with higher pay satisfaction. Covariates were included as defined in the model specification below. A linear mixed effects model was fitted, with institution included as a random effect, and all respondents were included in the analysis.

Separate models were run for senior leaders, and managers and teachers, with slightly different sets of covariates for each model as outlined below:

Table 6: Pay Satisfaction model definition (managers)

Type	Variable	Level	Definition
Dependent Variable	Pay Satisfaction	Individual (Level 1)	Numeric pay satisfaction score derived from Q4.13
Covariate	Gender	Individual (Level 1)	Factor variable (Levels = Male; Female [reference]; Identifies in another way; Prefer not to say)
Covariate	Ethnicity	Individual (Level 1)	Factor variable (Levels = White [reference]; Asian/Asian British; Black/African/Caribbean/Black British; Mixed/Multiple ethnic groups; Other ethnic group; Prefer not to say)

Type	Variable	Level	Definition
Covariate	Provider Type	Provider (Level 2)	Factor variable (Levels = GFECs [reference]; SFCs; ITPs/ACLs)
Covariate	Disability	Individual (Level 1)	Factor variable (Levels = Yes [reference]; No; Prefer not to say)
Covariate	Prior Industry	Individual (Level 1)	Factor variable (Levels = No Prior Industry experience [reference]; Prior Industry experience)
Covariate	Dual Professional	Individual (Level 1)	Factor variable (Levels = Not dual professional [reference]; Dual professional)
Covariate	Pay Band	Individual (Level 1)	Factor variable (Levels = Under £34,999 [reference]; £35,000 - £49,999; £50,000 - £99,999; £100,000 - £149,999; £150,000 - 199,999; £200,000 - £249,999; £250,000 or more; Prefer not to say)

Table 7: Pay Satisfaction model definition (teachers and managers)

Type	Variable	Level	Definition
Dependent Variable	Pay Satisfaction	Individual (Level 1)	Numeric pay satisfaction score derived from Q4.13
Covariate	Gender	Individual (Level 1)	Factor variable (Levels = Male; Female [reference]; Identifies in another way; Prefer not to say)
Covariate	Ethnicity	Individual (Level 1)	Factor variable (Levels = White [reference]; Asian/Asian British; Black/African/Carib-bean/Black British; Mixed/Multiple ethnic groups; Other ethnic group; Prefer not to say)

Type	Variable	Level	Definition
Covariate	Provider Type	Provider (Level 2)	Factor variable (Levels = GFECs [reference]; SFCs; ITPs/ACLs)
Covariate	Role	Individual (Level 1)	Factor variable (Levels = Manager without teaching [reference]; Manager with teaching; Teacher)
Covariate	Disability	Individual (Level 1)	Factor variable (Levels = Yes [reference]; No; Prefer not to say)
Covariate	Prior Industry	Individual (Level 1)	Factor variable (Levels = No Prior Industry experience [reference]; Prior Industry experience)
Covariate	Dual Professional	Individual (Level 1)	Factor variable (Levels = Not dual professional [reference]; Dual professional)
Covariate	STEM	Individual (Level 1)	Factor variable (Levels = Not a STEM subject; STEM subject [reference])
Covariate	Qualification Type	Individual (Level 1)	Factor variable (Levels = Academic Only [reference]; Functional only; Vocational only; More than one type)
Covariate	Pay Band	Individual (Level 1)	Factor variable (Levels = Under £10,000 [reference]; £10,000-£15,999; £16,000-£19,999; £20,000-£24,999; £25,000-£29,999; £30,000-£34,999; £35,000-£39,999; £40,000-£44,999; £45,000-£49,999; £50,000-£54,999; £55,000-£59,999; £60,000-£64,999; £65,000-£69,999; Over £70,000)

As with the first Intention to Leave model, there are several covariates (Time Teaching, Prior Industry, STEM and Qualification Type) that are only defined for respondents with teaching responsibilities. As a result, these variables are systematically missing for leaders and managers without teaching responsibilities. When included in a model alongside these groups, this leads to column rank deficiency, as there is no variation in these covariates for

non-teaching respondents. The model therefore effectively estimates the effects of these variables based only on the subset of respondents for whom they are defined (i.e. those with teaching responsibilities).

Model of CPD and overall satisfaction with working in FE

This model examined levels of job satisfaction and their association with CPD activities, training, and qualifications. Job satisfaction was measured using Question 6.2.1 ("Overall, how satisfied are you with working in FE?"). Responses were recoded from a five-point Likert scale into a three-level ordinal variable ("Dissatisfied", "Neither satisfied nor dissatisfied", "Satisfied") to improve model stability, given the number of covariates and the complexity introduced by their associated categories. Covariates were included as defined in the model specification below. A cumulative link mixed model (CLMM) was fitted, with institution included as a random effect. This model was run using all teachers.

Table 8: Job Satisfaction model definition (teachers)

Type	Variable	Level	Definition
Dependent Variable	Job Satisfaction	Individual (Level 1)	Ordinal job satisfaction variable (Levels = Dissatisfied, Neither satisfied nor dissatisfied, Satisfied)
Covariate	Gender	Individual (Level 1)	Factor variable (Levels = Male; Female [reference]; Identifies in another way; Prefer not to say)
Covariate	Ethnicity	Individual (Level 1)	Factor variable (Levels = White [reference]; Asian/Asian British; Black/African/Carib-bean/Black British; Mixed/Multiple ethnic groups; Other ethnic group; Prefer not to say)
Covariate	Provider Type	Provider (Level 2)	Factor variable (Levels = GFECs [reference]; SFCs; ITPs/ACLs)
Covariate	Disability	Individual (Level 1)	Factor variable (Levels = Yes [reference]; No; Prefer not to say)
Covariate	Prior Industry	Individual (Level 1)	Factor variable (Levels = No Prior Industry experience [reference]; Prior Industry experience)
Covariate	Dual Professional	Individual (Level 1)	Factor variable (Levels = Not dual professional [reference]; Dual professional)

Type	Variable	Level	Definition
Covariate	STEM	Individual (Level 1)	Factor variable (Levels = Not a STEM subject; STEM subject [reference])
Covariate	Qualification Type Taught	Individual (Level 1)	Factor variable (Levels = Academic Only [reference]; Functional only; Vocational only; More than one type)
Covariate	Teaching Qualification	Individual (Level 1)	Factor variable (Levels = ITT [reference]; Other Qualification; Teaching with no Qualification)
Covariate	CPD Time in the last 12 months	Individual (Level 1)	Factor variable (Levels = I have not under-taken CPD in the last 12 months [reference]; 1–2 days (8–14 hours) [reference]; 11–15 days (71–105 hours); 3–5 days (15–35 hours); 6–10 days (36–70 hours); More than 15 days (over 105 hours))
Covariate	CPD Quality	Individual (Level 1)	Factor variable (Levels = Excellent [reference]; Good; Fair; Poor; Very poor)
Covariate	CPD Flag	Individual (Level 1)	Factor variable (Levels = Never completed CPD [reference]; CPD within last 12 months; CPD more than a year, less than 3 years; CPD more than 3 years)
Covariate	CPD Count	Individual (Level 1)	Numeric variable: total number of CPD events attended
Covariate	CPD Barrier	Individual (Level 1)	Factor variables (Levels = No barriers to attending CPD [reference]; Barrier to attending CPD)
Covariate	Time Teaching	Individual (Level 1)	Factor variables (Levels = Less than 3 years [reference]; 3 years but less than 5 years; 5 years but less than 10 years; 10 years but less than 20 years; More than 20 years)

Model of CPD and satisfaction with opportunities to develop career within FE

This model examined satisfaction with career progression using Question 6.2.2 as the outcome, with the original five levels condensed to three as per the model above. It included the same set of covariates with the addition of the derived financial assistance variable as outlined above. A cumulative link mixed model (CLMM) was fitted, with institution included as a random effect. This model was run using all teachers.

Table 9: Career progression model definition (teachers)

Type	Variable	Level	Definition
Dependent Variable	Job Satisfaction	Individual (Level 1)	Ordinal variable (Levels = Dissatisfied, Neither satisfied nor dissatisfied, Satisfied)
Covariate	Gender	Individual (Level 1)	Factor variable (Levels = Male; Female [reference]; Identifies in another way; Prefer not to say)
Covariate	Ethnicity	Individual (Level 1)	Factor variable (Levels = White [reference]; Asian/Asian British; Black/African/Caribbean/Black British; Mixed/Multiple ethnic groups; Other ethnic group; Prefer not to say)
Covariate	Provider Type	Provider (Level 2)	Factor variable (Levels = GFECs [reference]; SFCs; ITPs/ACLs)
Covariate	Disability	Individual (Level 1)	Factor variable (Levels = Yes [reference]; No; Prefer not to say)
Covariate	Prior Industry	Individual (Level 1)	Factor variable (Levels = No Prior Industry experience [reference]; Prior Industry experience)
Covariate	Dual Professional	Individual (Level 1)	Factor variable (Levels = Not dual professional [reference]; Dual professional)
Covariate	STEM	Individual (Level 1)	Factor variable (Levels = Not a STEM subject; STEM subject [reference])
Covariate	Qualification Type Taught	Individual (Level 1)	Factor variable (Levels = Academic Only [reference]; Functional only; Vocational only; More than one type)
Covariate	Teaching Qualification	Individual (Level 1)	Factor variable (Levels = ITT [reference]; Other Qualification; Teaching with no Qualification)
Covariate	CPD Time in the last 12 months	Individual (Level 1)	Factor variable (Levels = I have not undertaken CPD in the last 12 months [reference]; 1–2 days (8–14 hours) [reference]; 11–15 days (71–105 hours); 3–5 days (15–35 hours); 6–10 days (36–70 hours); More than 15 days (over 105 hours))

Type	Variable	Level	Definition
Covariate	CPD Quality	Individual (Level 1)	Factor variable (Levels = Excellent [reference]; Good; Fair; Poor; Very poor)
Covariate	CPD Flag	Individual (Level 1)	Factor variable (Levels = Never completed CPD [reference]; CPD within last 12 months; CPD more than a year, less than 3 years; CPD more than 3 years)
Covariate	CPD Count	Individual (Level 1)	Factor variable (Levels = Total number of CPD events attended)
Covariate	CPD Barrier	Individual (Level 1)	Factor variable (Levels = No barriers to attending CPD [reference]; Barrier to attending CPD)
Covariate	Time Teaching	Individual (Level 1)	Factor variable (Levels = Less than 3 years [reference]; 3 years but less than 5 years; 5 years but less than 10 years; 10 years but less than 20 years; More than 20 years)
Covariate	Financial Support Flag	Individual (Level 1)	Factor variable (Levels = No financial support [reference]; Some financial support)

Prior to estimating this and the previous model, a cross-tabulation of the two outcome variables (Questions 6.2.1 and 6.2.2) was undertaken, and a weighted Cohen's kappa statistic was calculated to assess agreement between them. A high level of agreement would have suggested limited additional analytical value in estimating this model. The kappa value obtained was 0.49, indicating moderate agreement; consequently, both models were retained to capture potentially distinct aspects of the outcomes.

Model of wellbeing

This model was run to examine wellbeing and how teachers' experiences of working within the FE sector were associated with variation in wellbeing. The outcome variable was the wellbeing variable outlined in the derived variable section above. The model included a range of covariates as outlined below. A linear mixed random effects model was run with institution included as a random effect, using teachers.

Table 10: Wellbeing model definition (teachers)

Type	Variable	Level	Definition
Dependent Variable	Wellbeing	Individual (Level 1)	Numeric variable derived from Q6.1
Covariate	Gender	Individual (Level 1)	Factor variable (Levels = Male; Female [reference]; Identifies in another way; Prefer not to say)
Covariate	Ethnicity	Individual (Level 1)	Factor variable (Levels = White [reference]; Asian/Asian British; Black/African/Caribbean/Black British; Mixed/Multiple ethnic groups; Other ethnic group; Prefer not to say)
Covariate	Provider Type	Provider (Level 2)	Factor variable (Levels = GFECs [reference]; SFCs; ITPs/ACLs)
Covariate	Disability	Individual (Level 1)	Factor variable (Levels = Yes [reference]; No; Prefer not to say)
Covariate	Prior Industry	Individual (Level 1)	Factor variable (Levels = No Prior Industry experience [reference]; Prior Industry experience)
Covariate	Dual Professional	Individual (Level 1)	Factor variable (Levels = Not dual professional [reference]; Dual professional)
Covariate	STEM	Individual (Level 1)	Factor variable (Levels = Not a STEM subject; STEM subject [reference])
Covariate	Qualification Type Taught	Individual (Level 1)	Factor variable (Levels = Academic Only [reference]; Functional only; Vocational only; More than one type)
Covariate	CPD Flag	Individual (Level 1)	Factor variable (Levels = Never completed CPD [reference]; CPD within last 12 months; CPD more than a year, less than 3 years; CPD more than 3 years)
Covariate	Time Teaching	Individual (Level 1)	Factor variable (Levels = Less than 3 years [reference]; 3 years but less than 5 years; 5 years but less than 10 years; 10 years but less than 20 years; More than 20 years)
Covariate	Pay Satisfaction	Individual (Level 1)	Numeric pay satisfaction score derived from Q4.13

Type	Variable	Level	Definition
Covariate	Work Stress	Individual (Level 1)	Numeric work stress score derived from Question 6.1.1
Covariate	Overall Satisfaction	Individual (Level 1)	Numeric overall satisfaction score derived from Question 6.2.1
Covariate	Flexible Working	Individual (Level 1)	Numeric flexible working score derived from Question 4.8
Covariate	Workload Control	Individual (Level 1)	Numeric workload control score derived from Question 4.4.1
Covariate	Acceptable Workload	Individual (Level 1)	Numeric acceptable workload score derived from Question 4.4.2
Covariate	Hours Worked	Individual (Level 1)	Factor variable (Levels Lowest 20% [reference]; Next Lowest 20%; Middle 20%; Next Highest 20%; Highest 20%; DK/Prefer Not to say)
Covariate	Hours Taught	Individual (Level 1)	Factor variable (Levels Lowest 20; Next Lowest 20%; Middle 20%; Next Highest 20%; Highest 20%; DK/Prefer Not to say [reference])
Covariate	Teaching Qualification	Individual (Level 1)	Factor variable (Levels = ITT [reference]; Other Qualification; Teaching with no Qualification)
Covariate	Hours Spent on Pastoral support per week	Individual (Level 1)	Factor variable (Levels = Less than 1 hour [reference]; 1 – 2 hours; 3 – 5 hours; 6 – 10 hours; More than 10 hours; Not applicable)
Covariate	Pay Band	Individual (Level 1)	Factor variable (Levels = Under £10,000 [reference]; £10,000-£15,999; £16,000-£19,999; £20,000-£24,999; £25,000-£29,999; £30,000-£34,999; £35,000-£39,999; £40,000-£44,999; £45,000-£49,999;

Type	Variable	Level	Definition
			£50,000-£54,999; £55,000-£59,999; £60,000-£64,999; £65,000-£69,999; Over £70,000)
Covariate	Student support	Individual (Level 1)	Numeric variable derived from Q5.1
Covariate	Staff support	Individual (Level 1)	Numeric variable derived from Q5.1

2.4 Software Used

All analyses were conducted in R version 4.5.2 within RStudio. Factor analyses were performed using the lavaan package (version 0.6.21), primarily via cumulative link modelling functions. Mixed-effects models were fitted using the lmerTest package (version 3.2.1) for continuous outcomes (models 3a, 3b and 6), and the ordinal package (version 2025.12.29, specifically the `clmm()` function, for ordinal outcomes (models 1, 2, 4 and 5).

3 Quality assurance and limitations

Quality assurance has been completed in accordance with NFER's internal guidelines and principles, ensuring that all processes meet established standards for rigour, transparency, and reproducibility. As part of this process, all analytical work has undergone an independent review: the statistical syntax, as well as the corresponding outputs, were systematically checked and verified by a second statistician. This review included confirming the accuracy of data handling, the appropriateness of methods applied, and the consistency between the code and the reported results. Any discrepancies or issues identified during this process were addressed and corrected where appropriate, ensuring that the final analyses are robust, reliable, and fit for purpose.

While these quality assurance procedures reduce the risk of error, some limitations remain. In particular, the findings are dependent on the quality and completeness of the underlying data, and on the assumptions inherent in the chosen analytical methods. As such, results should be interpreted with appropriate caution, especially where data constraints or methodological assumptions may influence the conclusions drawn.

Appendix A: Final questionnaire

Introduction – Show to all
Further Education Workforce Survey
The National Foundation for Educational Research (NFER) has been commissioned by the Department for Education (DfE) to survey the views of FE leaders, managers and teachers in general further education colleges, sixth form colleges (including 16-19 academies and free schools), and independent training providers. By FE, we mean education and training for learners aged 16 and over (and sometimes younger) that takes place outside of schools and higher education institutions. This also includes specialist colleges, adult and community learning providers, and training and work-based learning organisations. **Why take part?** Taking part ensures that the voices of the FE workforce are heard, including on key issues like workload, recruitment, retention, and professional development. Your responses will feed directly into national evidence that helps government and sector bodies understand the challenges and priorities facing the FE workforce and shape policy. **Who should complete it?** The survey is for FE: *__Leaders__ (e.g. principals, deputies, directors) *__Managers__ (e.g. curriculum or programme managers) *__Teachers/lecturers, trainers and instructors.__ It should __not__ be completed by support staff, or those in other roles, including governors, assessors, administrators, pastoral staff, classroom support staff, site staff/caretakers, clerical staff, catering staff, security staff or cleaners. **Work in more than one institution?** If you work for more than one institution, you may receive more than one invitation to take part. Please respond only once, focusing on the institution where you spend most of your time or consider to be your main employer.

What you need to know:

*Takes around 15 minutes.

*Voluntary and confidential - no individual institution or respondent will be named.

*Participating institutions will receive a tailored, anonymised report (subject to sufficient responses) comparing their staff's views against those of similar institutions.

*By completing this survey, you are confirming that you have read our privacy notice and are happy to take part.

Need help or more info?

For questions or further information, contact Sophie Ainsby: DFEworkforcesurvey@nfer.ac.uk

Please note:

If left inactive for over 20 minutes, the survey will be timed out. Use the navigation buttons at the bottom (not your browser's back or forward buttons) to move between pages. You can pause and return to the survey if you want to complete it in stages or involve multiple colleagues. Clicking 'Next' will save all your responses up to that point in the survey

Section X: Screening questions

Ask all, SR, Mandatory

X1 Are you currently working in FE in England in one of the following roles?
If you have more than one role, please select the one that best describes your main role. If you have more than one role, please select the one that best describes your main role. Please select one option.

1	**Senior Management Team** – e.g. principal, vice-principal, working director, CEO, or another role considered part of the senior management team (leader route)
2	**Middle or Junior Manager** – e.g. manager of a department, division, unit, curriculum area, course or programme, or a team/function, with formal line management or strategic responsibility, but below senior management level (manager route/teacher route)
3	**Lecturer, teacher or tutor**, including course or programme leaders who do not line manage other staff (not including those who have a pastoral only role) (teacher route)
4	**Trainer or instructor** (teacher route)

5	**Other** If 'Other': Thank you for your interest. This survey is only for leaders, managers, teachers, lecturers, trainers, or instructors working in FE in England. It does not cover support staff, administrators, assessors, or governors

Ask all, SR, Mandatory

X2 Which of the following settings do you currently work at?

If you are working at more than one college/provider, please focus on the institution where you spend most of your time or consider to be your main employer. Please select one option.

1	**General FE College**
2	**Sixth Form College**
3	**Independent Training Provider** (e.g. organisations specialising in vocational, technical, or work-related learning (e.g. apprenticeships) tailored to employer needs)

4	**Other** If 'Other': Thank you for your interest but we are currently just looking to hear from leaders, managers, teachers, lecturers, trainers, or instructors who are working in GFECs, SFCs, or ITPs.

Note: ACL providers were invited to participate late in the survey fieldwork period. Rather than modifying the survey questionnaire at that stage, ACL providers were asked to select 'Independent Training Provider' as their response to this question.

Ask all, SR, Mandatory

X3 Do you currently work at [insert name of college/provider]?

Please select one option.

1	**Yes**
2	**No**

Ask if answered 'no' to x3, Open, Mandatory, nudge on UKPRN

X4 Please could you provide the name and postcode for the college/training provider you are currently working at?

If you are working at more than one college/provider, please select the institution where you spend most of your time or consider to be your main employer.

1	Name of college/training provider
2	Postcode
3	UKPRN (if known) [optional]

Section 1: Background to role in institution and FE generally

Ask those who selected option 2 to x1, SR, Mandatory

1.1 Does your role regularly involve teaching or lecturing?

This does not include working as a teaching assistant, assessor or coach.

Please select one option.

1	**Yes**
2	**No**

Note: Middle or Junior Managers with teaching responsibility [option 1 above] will be asked the same questions as teachers/lecturers/trainers/instructors.

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], SR, Mandatory

1.2 In your current role, which age group do you mainly teach? If your teaching is evenly split, please select 'Both / no clear majority'.

Please select one option.

1	Mostly 16–19-year-olds
2	Mostly 20 and over (adult learners)
3	Equally split across 16-19 years and 20 and over (no majority)

Ask those who selected option 1 or 2 to x1, SR, Mandatory

1.3 Which of the following best describes your main management role or area of responsibility?

Please select one option.

1	Chief Executive, Principal, Managing Director, or Vice-Principal or equivalent
2	Finance, estates, or corporate services
3	HR/ personnel or equivalent
4	Curriculum leadership (e.g. oversight of a subject, course, department, or programme area)
5	Teaching and learning quality, pedagogy, or professional development
6	Student support, safeguarding, or wellbeing
7	Business development, employer engagement, or partnerships
8	Digital/IT services or data management
9	Marketing, recruitment, or communications
10	Other (please specify)

Ask all, SR, Mandatory

1.4 How long have you been working at your current college/provider (in any role)?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

Please select one option.

1	Less than 1 year
2	1 year but less than 3 years
3	3 years but less than 5 years
4	5 years but less than 10 years
5	10 years and up to 20 years
6	More than 20 years

Ask all, SR, Mandatory

1.5 How long have you been working at your current role with your current college/ provider?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

Please select one option.

1	Less than 1 year
2	1 year but less than 3 years
3	3 years but less than 5 years
4	5 years but less than 10 years
5	10 years and up to 20 years
6	More than 20 years

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], SR per column, Mandatory

1.6 Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor in FE, and outside of FE, if at all?

By FE, we mean education and training for learners aged 16 and over (and sometimes younger) that takes place outside of schools and higher education institutions.

Please select one option for each column.

In FE	Outside FE (e.g. in schools, HE, workplace training)
A	**B**

1	1 year	1	1 year
2	2 years	2	2 years
3	3 years	3	3 years
4	4 years	4	4 years

5	5 years	5	5 years
6	6 years	6	6 years
7	7 years	7	7 years
8	8 years	8	8 years
9	9 years	9	9 years
10	10 years	10	10 years
11	11 years	11	11 years
12	12 years	12	12 years
13	13 years	13	13 years
14	14 years	14	14 years
15	15 years	15	15 years
16	16 years	16	16 years
17	17 years	17	17 years
18	18 years	18	18 years
19	19 years	19	19 years
20	20 years	20	20 years
21	20+ years	21	20+ years
		22	I have never taught outside of the FE sector

Ask all, SR, Mandatory

1.7 In total, how long have you been working in the FE sector (in any setting or role, including non-teaching positions)? Please exclude any career breaks. If you are not sure please choose the option that you think is nearest**.**

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

Please select one option.

1	Less than 1 year
2	1 year but less than 3 years
3	3 years but less than 5 years
4	5 years but less than 10 years
5	10 years and up to 20 years
6	More than 20 years

Ask all, SR, Mandatory

1.8 What type of contract or working arrangement do you have with your current college/provider?

Please select one option.

1	Permanent contract
2	Fixed term or temporary contract
3	Zero, minimum or flexible hours or sessional contract
4	Agency contract
5	Some other working arrangement (please specify)

Ask all who select options 1 or 2 from Q1.8, SR, Mandatory

1.9 Are you contracted to work full-time or part-time at your current college/provider? By full-time we mean 35 hours or more per week

Please select one option.

1	Full-time
2	Part-time

Ask if answered PT (option2) in Q1.9, SR, Mandatory

1.10 Do you currently combine your FE role with work in another industry or profession?

Please select one option.

1	No, I only work in FE
2	Yes, I also work in another industry/profession. -Please specify the sector (open text)

Ask all, SR, Mandatory

1.11 Which of the following best describes your working situation immediately before you started working in FE?

Please select one option.

1	I was teaching in higher education
2	I was teaching in a secondary school
3	I was teaching in a primary school
4	I was working in education in a non-teaching, training, or leadership role (e.g. curriculum development, pastoral support, management, advisory, or policy role)
5	I was working outside of education (please specify)
6	I did not work in any other areas before FE

Ask all (except those who selected option 6 to Q1.11), MR, Mandatory

1.12 Have you gained work experience outside of FE in any of the following industry sectors?

Please select all that apply.

1	Agriculture, Environmental and Animal Care
2	Arts, Media and Publishing
3	Business and Administration
4	Catering and Hospitality
5	Childcare and Education
6	Construction
7	Creative and Design
8	Digital / IT
9	Engineering and Manufacturing
10	Hair and Beauty
11	Hair and Beauty
12	Legal, Finance and Accounting
13	Protective Services
14	Retail and Commercial Enterprise
15	Sales, Marketing and Procurement
16	Social Care
17	Sports, Leisure, Travel and Tourism
18	Transport and Logistics
19	Something else (please specify)
20	No – I have never worked outside of FE (exclusive)

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], SR, Mandatory

1.13 In a normal week where you are working at your current college/provider, how many hours are you contracted to teach?

Please enter the number of contracted teaching hours below to the nearest whole number. If you don't have a set number of contracted hours, please enter the number of teaching hours you do in a normal week.

If the number of hours varies, please provide an estimate of your average weekly contracted teaching hours. We appreciate that worked hours vary from this**.**

Please select one option.

1	Enter Number
2	Don't know
3	Varies too much to say
4	Prefer not to say

Section 2: Qualifications, status and teaching roles

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], SR, Mandatory

2.1 Have you undertaken Initial Teacher Training (ITT)?

By ITT we mean a qualification at Level 5 or above, such as a Diploma in Teaching [FE & Skills] (or predecessor quals such as the Diploma in Education and Training (DET) or Diploma in Teaching in the Lifelong Learning Sector (DTLLS)), Certificate in Education, PGCE, Learning and Skills Teacher Apprenticeship, or equivalent.

Please select one option.

1	Yes – I have completed ITT at Level 5 or above
2	Yes – I am currently undertaking ITT at Level 5 or above
3	No
4	Don't know

Ask all who say 'yes' (option 1) to Q2.1, SR, Mandatory

2.2 To what extent did your ITT programme prepare you for teaching in the FE sector?

Please select one option.

1	Very well
2	Quite well
3	Adequately
4	Not very well
5	Not at all

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], MR, Mandatory

2.3 Which of the following teaching qualifications do you have?

Please select all that apply.

1	**Level 3** - e.g. Level 3 Award in Education and Training, Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
2	**Level 4** - e.g. Level 4 Certificate in Education and Training, Level 4 Certificate in Teaching in the Lifelong Learning Sector
3	**Level 5** - e.g. Level 5 Diploma in Education and Training (DET), Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS), Level 5 Diploma in Teaching (FE & Skills); Level 5 Certificate in Education (Cert-Ed); Level 5 Learning & Skills Teacher apprenticeship
4	**Level 6** - e.g. Bachelor's in Education (BEd), Professional Graduate Certificate in Education (PgCE), Professional Graduate Diploma in Education (PgDE)
5	**Level 7** - e.g. Postgraduate Certificate in Education (PGCE), Postgraduate Diploma in Education (PGDE)
6	Another teaching qualification (please specify)
7	Do not have a teaching qualification – and not working towards one [exclusive]
8	Do not have a teaching qualification – but working towards one [exclusive]

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], MR, Mandatory

2.4 Do you have Qualified Teacher Learning and Skills status (QTLS), Qualified Teacher Status (QTS), Advanced Teacher Status (ATS), or any other teaching related professional status related to your role at your current college/provider?

Please select all that apply.

1	QTLS (Qualified Teacher Learning and Skills status)
2	QTS (Qualified Teacher Status)
3	ATS (Advanced Teacher Status)
4	Some other status not listed (please specify)
5	Don't know [exclusive]
6	None of these [exclusive]

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], MR, Mandatory

2.5 Do you currently teach any of the following categories of vocational or technical qualifications?

Please select all that apply.

1	Foundation and Level 1 vocational qualifications
2	Level 2 vocational qualifications (including T Level Foundation Year)
3	Applied Generals (e.g. BTEC, Cambridge Technical)
4	T Levels
5	Apprenticeships (all levels)
6	Higher National Certificate/Diploma (HNC/HND) and Higher Technical Qualifications (HTQs)
7	Degrees
8	Other accredited technical or vocational qualifications (including vendor qualifications and technical certificates) (please specify)
9	Other non-accredited technical or vocational provision (please specify)
10	I do not teach technical or vocational qualifications [exclusive]

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], MR, Mandatory

2.6 What vocational or technical subject areas do you currently teach, if any?

We will ask about A-levels, GCSEs and other academic provision in a following question. We will also ask about any literacy, numeracy, Functional Skills and ESOL teaching you may do separately, so please do not include these subject areas here. Please select all that apply.

1	Agriculture, Environmental and Animal Care
2	Arts, Media and Publishing
3	Business and Administration
4	Catering and Hospitality
5	Childcare and Education
6	Construction
7	Creative and Design
8	Digital / IT
9	Engineering and Manufacturing
10	Hair and Beauty
11	Health and Science
12	Legal, Finance and Accounting
13	Protective Services
14	Retail and Commercial Enterprise
15	Sales, Marketing and Procurement
16	Social Care
17	Sports, Leisure, Travel and Tourism
18	Transport and Logistics
19	Something else (please specify)
20	I don’t teach vocational or technical subjects (exclusive)

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], MR, Mandatory

2.7 Do you currently teach any of the following subjects, including any learning embedded as part of a course?

We will ask about A-levels, GCSEs and other academic provision in a following question.

Please select all that apply.

1	Functional Skills - English
2	Functional Skills - Maths
3	ESOL
4	Preparation for work
5	Supported learning or Special Educational Needs learning provision
6	Life skills
7	Traineeships
8	Employability skills
9	Personal and social development
10	None of the above [exclusive]

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], MR, Mandatory

2.8 Do you currently teach any of the following academic qualifications?

Please select all that apply.

1	GCSEs
2	A-levels
3	Access to Higher Education Diplomas
4	Foundation degrees
5	Degrees
6	Masters
7	Other accredited academic qualifications (please specify)
8	Other non-accredited academic provision (please specify)
9	I do not teach academic qualifications [exclusive]

Ask all who respond with option 1 or 2 to Q2.8 , MR, Mandatory
2.9 Which of the following academic subject(s) do you currently teach, if any?
Please select all that apply.

1	Art and Design (including Photography)
2	Biology
3	Business Studies
4	Chemistry
5	Computer Science/Computing
6	Design and Technology
7	Drama
8	Economics
9	English
10	French
11	Geography
12	German
13	History
14	Law
15	Mathematics
16	Media /Film/ TV studies
17	Music (incl. Music Technology)
18	Physical Education
19	Physics
20	Politics
21	Psychology
22	Religious Education and/or Philosophy
23	Sociology
24	Spanish
25	Other (please specify)
26	None of these [exclusive]

Section 3: Financial support

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], MR, Mandatory

3.1 Have you ever received any of the following types of financial assistance to support your FE teaching career?

Please select all that apply.

1	FE Initial Teacher Education (ITE) bursary
2	Funded teacher training apprenticeship or other funded teacher training course (not covered by bursary)
3	Targeted Retention Incentive (TRI)
4	A retention payment directly from your employer (in addition to your normal salary)
5	A recruitment payment directly from your employer (in addition to your normal salary)
6	Targeted salary uplift or payment
7	Funded participation in Continuous Professional Development
8	Some other financial support (please specify)
9	None of these (exclusive)

Section 4: Workload, flexible working and pay

Info1
The first part of this section is about workload in the FE sector and will help us to better understand the demands of your role. “Workload” includes the activities you do in your role, both at your workplace and away from it.

Workload

Ask all, SR, Mandatory

4.1 In your most recent full working week, approximately how many hours did you work? Please specify to the nearest whole number. 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.

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 work hours or during weekends, evenings and other out-of-work hours.

• Please Exclude: time spent travelling to work, unless you also work during this time.

Type In (numeric response)
Type in hours
Don't know/prefer not to say

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], SR, Mandatory

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

If you do not know the exact hours, an estimate is fine.

Type In (numeric response)
Type in hours
Don't know/prefer not to say

Ask all with a teaching role [x1, option 3 and 4; or 1.1 option 1], SR, Mandatory

4.3 On average, how many hours per week do you spend on pastoral support for learners (e.g. wellbeing, safeguarding, behaviour, mentoring) in addition to your teaching/primary role?

Please select one option.

1	Less than 1 hour
2	1-2 hours
3	3-5 hours
4	6-10 hours
5	More than 10 hours
6	Not applicable

Ask all, SR per row, Mandatory

4.4 Thinking about the current academic year, so 2025/2026, to what extent do you agree or disagree with the following statements?

Please select one option for each statement.

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
I have sufficient control over my own workload	1	2	3	4	5
I have an acceptable workload	1	2	3	4	5
Vacancies at my college/provider have increased my workload	1	2	3	4	5

Ask all with a teaching role [x1, option 3 and 4; OR 1.1 option 1], SR per row, Mandatory

4.5 Across the whole academic 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 reflection of your performance.

Please select one option for each statement.

Activity	Far too little	Too little	About right	Too much	Far too much	Not applicable
Individual planning or preparation of lessons either at the college/provider or away from the college/provider	1	2	3	4	5	6
Marking/correcting of students' work	1	2	3	4	5	6
Recording, inputting, monitoring, and analysing data in relation to student performance and for other purposes	1	2	3	4	5	6
Student counselling, supervision and tuition. Including career guidance, virtual counselling and emotional support	1	2	3	4	5	6
Following up on behaviour incidents. Including sanctions, student support, administration, communication with parents/carers	1	2	3	4	5	6
Professional development	1	2	3	4	5	6

Ask Senior Leaders [X1, option 1] and middle or junior managers without a teaching role [X1, option 2, and 1.1, option 2)], SR per row, Mandatory

4.6 Across the whole academic year, is the amount of time you spend 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 reflection on your performance.

Please select one option for each statement.

Activity	Far too little	Too little	About right	Too much	Far too much	Not applicable
Administration within the college/institution. Including reporting, college/provider budget, preparing timetables, and class composition	1	2	3	4	5	6
Administrative work and management with external bodies. Including responding to requests from local, regional, or national education officials, social services, or other similar agencies	1	2	3	4	5	6
Performance management of staff. Including human resource/personnel issues, classroom observations, mentoring and continuing professional development	1	2	3	4	5	6
Data analysis. Including analysis of performance data at the level of the teacher and the college/provider and record keeping for external bodies / regulatory purposes	1	2	3	4	5	6

Activity	Far too little	Too little	About right	Too much	Far too much	Not applicable
Recruitment for teaching and support staff*	1	2	3	4	5	6
Responding to changes in latest government policy including, for example, centrally required policy changes*	1	2	3	4	5	6

Flexible Working

Info2

The next section is about flexible working. This refers to arrangements that let employees vary the amount, timing, or location of their work, such as part-time hours, job share, phased retirement, staggered or compressed hours, annualised hours, personal days, lieu time, or home working.

Ask All, MR, Mandatory

4.7 Do you currently work in any of the following ways?
Please select all that apply

Job-share (splitting one job with someone else)	1
Annualised hours (where total yearly hours are fixed but work patterns vary across the year)	2
Compressed hours (working full-time hours but over a shorter week)	3
With the option to reclaim time off in lieu (TOIL)	4
Staggered hours (different start, finish and break times to other workers)	5
Phased retirement (e.g. reducing hours gradually).	6
Home/remote working (formally agreed as part of directed time/timetabled hours)	7
Planning, preparation and assessment (PPA) time offsite	8
Ad-hoc personal days off at my manager's discretion (this does not include statutory entitlements such as sick leave or bereavement leave etc.)	9
Ad-hoc days to start late or finish early at my manager's discretion	10
Other (please specify)	11
None of these (exclusive)	12

Ask All, SR, Mandatory

4.8 To what extent do you agree or disagree with the following statement?
Please select one option

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
I am satisfied with the flexible working options available to me at my current college/training provider	1	2	3	4	5

Pay

Info3

The next questions are about your income from working in FE. This will help us understand pay across the sector. You can select 'prefer not to say'. All responses are confidential, anonymised, and will not be shared with your college or training provider.

Ask all Teachers and Middle Leaders, SR, Mandatory

4.9 What is your annual salary band from your current college/training provider?
(If you are part-time or on a variable-hours contract, please include your actual annual pay before tax.)

Under £10,000	1
£10,000-£15,999	2
£16,000-£19,999	3
£20,000-£24,999	4
£25,000-£29,999	5
£30,000-£34,999	6
£35,000-£39,999	7
£40,000-£44,999	8

£45,000-£49,999	9
£50,000-£54,999	10
£55,000-£59,999	11
£60,000-£64,999	12
£65,000-£69,999	13
Over £70,000	14
Prefer not to say	15

Ask all Senior Leaders, SR, Mandatory

4.10 What is your annual salary band from your current college/training provider? (If you are part-time or on a variable-hours contract, please include your actual annual pay before tax.)

Under £34,999	1
£35,000 - £49,999	2
£50,000 - £99,999	3
£100,000 - £149,999	4
£150,000 - 199,999	5
£200,000 - £249,999	6
£250,000 or more	7
Prefer not to say	8

Ask all, SR, Mandatory

4.11 Did you receive a pay increase during the 2024/25 academic year period?
Please exclude any one-off financial assistance or support payments.
Please select one option

1	Yes
2	No
3	Don’t know

Ask those who selected 'yes' to Q4.11, SR, Mandatory

4.12 What was the size of the pay increase?

0.00-0.99%	1
1.00-1.99%	2
2.00-2.99%	3
3.00-3.99%	4
4.00-4.99%	5
5.00-5.99%	6
6.00-6.99%	7
7.00% or more	8
Don't know	9

Ask All, SR per row, Mandatory

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

Activity	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
I am currently satisfied with the salary I receive for the work I do	1	2	3	4	5	6
At this stage in my career, working in FE offers me a good salary compared to salaries in 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

Section 5: Your working environment

Info4

Please share your views on your workplace, including support, resources, and opportunities for career progression. Your responses are confidential and there are no right or wrong answers.

Ask all with a teaching role [x1, option 3 and 4; OR 1.1 option 1], SR per row, Mandatory

5.1 To what extent do you agree or disagree with the following statements about your workplace?

Please select one response per row	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Student behaviour in the classroom is of a good standard	1	2	3	4	5	6
Class sizes are manageable	1	2	3	4	5	6
Student attendance is good	1	2	3	4	5	6
Students receive effective support with SEND	1	2	3	4	5	6
Disadvantaged students are effectively supported	1	2	3	4	5	6
Students receive effective support with mental health needs	1	2	3	4	5	6
I receive support from my manager	1	2	3	4	5	6
I receive support from teaching colleagues	1	2	3	4	5	6
I receive the support I need from non-teaching/support staff to help reduce workload	1	2	3	4	5	6

Please select one response per row	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
I have access to high-quality facilities and equipment	1	2	3	4	5	6
I have access to high-quality continuing professional development (CPD)	1	2	3	4	5	6
I have opportunities for career progression	1	2	3	4	5	6
I have an effective senior leadership team	1	2	3	4	5	6

Ask all Senior Leaders and Middle and Junior Managers without a teaching role [x1, option 1 and 2; and 1.1 option 2], SR per row, Mandatory

5.2 To what extent do you agree or disagree with the following statements about your workplace?

Please select one response per row	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Staff behaviour and professionalism are of a good standard	1	2	3	4	5	6
Staff workloads are manageable	1	2	3	4	5	6
Student attendance is good across the organisation	1	2	3	4	5	6
Students receive effective support with SEND	1	2	3	4	5	6
Disadvantaged students are effectively supported	1	2	3	4	5	6

Please select one response per row	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Students receive effective support with mental health needs	1	2	3	4	5	6
Non-teaching/support staff help reduce workload across the organisation	1	2	3	4	5	6
Staff have access to high-quality facilities and equipment	1	2	3	4	5	6
Staff have access to high-quality continuing professional development (CPD)	1	2	3	4	5	6
Staff have opportunities for career progression	1	2	3	4	5	6
I receive support from leadership colleagues	1	2	3	4	5	6
I have an effective senior leadership team	1	2	3	4	5	6

Section 6: Wellbeing and satisfaction

Ask all, SR per row, Mandatory

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

Please select one response per row	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	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

Please select one response per row	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
My job negatively affects my physical health	1	2	3	4	5	6

Ask all, SR per row, Mandatory

6.2 Please select one option for each statement.

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
Overall, how satisfied are you with working in FE?	1	2	3	4	5
How satisfied are you with the opportunities to develop your career within FE?	1	2	3	4	5

Section 7: Recruitment and retention challenges

Info5

The next few questions are about recruiting and retaining teaching staff. By this we mean staff who have direct responsibility for teaching, training, lecturing and instructing learners in your college/training provider.

Ask all leaders (Question X1, option 1), Allow up to five options, Mandatory

7.1 In which of the following vocational or technical areas / subjects would you say it is most difficult to recruit skilled teaching staff?

Please choose up to five areas.

Agriculture, Environmental and Animal Care	1
Arts, Media and Publishing	2
Basic Skills, ESOL and Life Skills	3
Business and Administration	4
Catering and Hospitality	5
Childcare and Education	6
Construction	7
Creative and Design	8
Digital / IT	9
Engineering and Manufacturing	10
Hair and Beauty	11
Health and Science	12
Legal, Finance and Accounting	13
Protective Services	14
Retail and Commercial Enterprise	15
Sales, Marketing and Procurement	16
Social Care	17
Sports, Leisure, Travel and Tourism	18
Transport and Logistics	19
Other, e.g. BTEC and vocational courses (please specify)	20
None of these [exclusive]	21
Don't know/ Can't say [exclusive]	22

Ask all leaders (Question X1, option 1), Allow up to five options, Mandatory

7.2 And in which of the following <u>academic areas / subjects</u>, including but not limited to A-levels and GCSEs, would you say it is <u>most difficult</u> to recruit skilled teaching staff?

Please choose up to five areas.

Art and Design (including Photography)	1
Biology	2
Business Studies	3
Chemistry	4
Computer Science/Computing	5
Design and Technology	6
Drama	7
Economics	8
English	9
French	10
Geography	11
German	12
History	13
Law	14
Mathematics	15
Media / Film / TV Studies	16
Music (incl. Music Technology)	17
Physical Education	18
Physics	19
Politics	20
Psychology	21
Religious Education and/or Philosophy	22
Sociology	23
Spanish	24
Other (please specify)	25
None of these [exclusive]	26
Don’t know/ Can’t say [exclusive]	27

Ask all leaders and Middle and Junior Managers (Question X1, options 1 OR 2), SR per row, Mandatory

7.3 To what extent do you think the following factors are enablers or barriers to <u>recruiting</u> staff in your organisation/department?

	A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Salaries compared to industry	1	2	3	4	5	6
Salaries compared to schools	1	2	3	4	5	6
Salaries compared to other FE providers (e.g. colleges/ITPs)	1	2	3	4	5	6
Availability of flexible working options	1	2	3	4	5	6
Benefits (e.g. holidays, pension)	1	2	3	4	5	6
Applicants having the required skills and experience (e.g. teaching and industry experience)	1	2	3	4	5	6
Workload and working hours	1	2	3	4	5	6
Professional development opportunities	1	2	3	4	5	6
Cost of recruitment processes	1	2	3	4	5	6
Public perceptions of FE	1	2	3	4	5	6
Other (please specify) (only select if relevant)	1	2	3	4	5	6

Ask all leaders and Middle and Junior Managers (Question X1, options 1 OR 2), SR per row, Mandatory

7.4 To what extent do you think the following factors are enablers or barriers to <u>retaining</u> staff in your organisation/department?

	A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Workload and working hours	1	2	3	4	5	6
Accountability and inspection (e.g., Ofsted)	1	2	3	4	5	6
Benefits (e.g. holidays, pension)	1	2	3	4	5	6
Suitability of staff to the role	1	2	3	4	5	6
Maternity pay package	1	2	3	4	5	6
Career progression opportunities	1	2	3	4	5	6
Job security	1	2	3	4	5	6
Student behaviour	1	2	3	4	5	6
Funding/ government contracts	1	2	3	4	5	6
Flexibility of working arrangements	1	2	3	4	5	6
Public perceptions of FE	1	2	3	4	5	6
Salaries compared to schools	1	2	3	4	5	6
Salaries compared to industry	1	2	3	4	5	6
Salaries compared to other FE providers (e.g. colleges/ITPs)	1	2	3	4	5	6
Strategies to improve staff wellbeing (e.g. mental	1	2	3	4	5	6

health support, employee assistance schemes, lunchtime yoga classes)						
Other (please specify) (only select if relevant)	1	2	3	4	5	6

Ask all leaders (Question X1, option 1), MR, Mandatory

7.5 Which of the following strategies does your college/provider use to support staff recruitment and retention? Select all that apply

Offer higher salaries to teaching staff in harder to fill subject areas	1
Offer retention payments to teaching staff in harder to fill subject areas (in addition to salary)	2
Offer recruitment payments to teaching staff in harder to fill subject areas (in addition to salary)	3
Use indirect ways to boost pay for some teaching staff e.g. providing greater opportunities to take on additional responsibilities	4
Support faster pay progression for high performing staff	5
Supporting workload (e.g. invest in digital tools and infrastructure)	6
Wellbeing strategies (e.g. mental health support, employee assistance schemes)	7
Clear progression pathways	8
Support for professional development	9
Mentoring/other peer support	10
Offer support to gain teaching qualifications	11
Offer flexible working (e.g. part-time hours, job share, phased retirement, staggered or compressed hours, annualised hours, personal days, lieu time, or home working)	12
Other (please specify)	13
Don’t know (exclusive)	14
We don’t use any of these strategies (exclusive)	15

Section 8: Support, continuing professional development (CPD) and career development

Info6

This section asks about your formal continuing professional development (CPD). By 'formal CPD' we mean structured or planned learning activities designed to develop your skills and knowledge. Examples include training workshops, qualifications, conferences, online courses, coaching, mentoring, or lesson observations.

Ask all with a teaching role [x1, option 3 and 4; OR 1.1 option 1], SR per row, Mandatory

8.1 Which of the following CPD activities have you undertaken? Please consider formal forms of activity and support only. Do not include induction and/or professional development that you may have undertaken as part of Initial Teacher Training (ITT)/the Early Career Framework (ECF).

	I have undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months but have in the past 3 years	I have undertaken this activity but not in the past 3 years	I have never undertaken this activity	Don't know / Not applicable
National Professional Qualification (NPQ)	1	2	3	4	5
Other formal qualification (e.g., Masters, Level 1–5 qualification) not including any ITT undertaken in question 2.3)	1	2	3	4	5
Coaching or mentoring (excluding NPQ) you have received	1	2	3	4	5
Coaching or mentoring you have given to others for your development	1	2	3	4	5

	I have undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months but have in the past 3 years	I have undertaken this activity but not in the past 3 years	I have never undertaken this activity	Don't know / Not applicable
Training led by my college/training provider	1	2	3	4	5
Training led by an external provider (excluding NPQs)	1	2	3	4	5
Lesson observation and feedback (received)	1	2	3	4	5
Lesson observation (of others for your development)	1	2	3	4	5
Teacher networks for professional development	1	2	3	4	5
Education conferences or seminars	1	2	3	4	5
Professional reading or self-study	1	2	3	4	5
Other (please specify) (only select if relevant)	1	2	3	4	5

Ask all teachers in first three years of teaching if full-time and first five years if part-time (no matter where they have taught), SR per row, Mandatory

8.2 How much do you agree or disagree with the following statements as an FE teacher early in your career? Teachers in the early years of their teaching career are defined as teachers in their first three years of teaching if full time, and in their first five years of teaching if part time.

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Not applicable
I have been provided with the support and guidance I need to start teaching in FE	1	2	3	4	5	6
I feel confident in my subject knowledge	1	2	3	4	5	6
I have received effective mentoring/coaching support	1	2	3	4	5	6
I have had sufficient opportunities to observe experienced colleagues	1	2	3	4	5	6
The professional development I have undertaken as an ECT has been relevant to my teaching needs	1	2	3	4	5	6
I have been given time off timetable for planning, preparation and assessment	1	2	3	4	5	6
Feedback from mentors/colleagues has helped me to improve my teaching practice	1	2	3	4	5	6
The role has met my expectations	1	2	3	4	5	6
I feel more confident in my teaching as a result of the support I have received/am receiving	1	2	3	4	5	6

Ask all, SR, Mandatory

8.3 Approximately how much time in days have you spent on CPD activities in the last 12 months? Please consider formal forms of activity and support only. 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 programmes, coaching, mentoring, lesson observation etc.

I have not undertaken CPD in the last 12 months	1
Less than 1 day (1–7 hours)	2
1–2 days (8–14 hours)	3
3–5 days (15–35 hours)	4
6–10 days (36–70 hours)	5
11–15 days (71–105 hours)	6
More than 15 days (over 105 hours)	7
Don’t know	8

Ask all who responded with options 2-7 in question 8.3, SR, Mandatory

8.4 How would you generally rate the quality of the CPD that you have undertaken in the last 12 months?

Excellent	Good	Fair	Poor	Very poor
1	2	3	4	5

Ask all, MR, Mandatory

8.5 Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months? Please select all that apply

Lack of time (due to workload or competing priorities)	1
Funding/cost of CPD	2
Lack of focus on subject/role-specific CPD	3
Lack of support from senior colleagues	4
Lack of cover	5
Lack of appropriate opportunities available	6
Other (please specify)	7
Don't know (exclusive)	8
I haven't experienced any barriers (exclusive)	9

Ask all, Multiple response, Mandatory

8.6 Which of these areas would help you most with learning and development in the next 12 months? We are asking this question because DfE often provides support for CPD and this helps them to plan.

Please select up to three that are the highest priority for you.

Subject/role-specific CPD	1
Student assessment and feedback practices	2
Using technology	3
Classroom management and behaviour	4
Teaching students with SEND	5
Leadership and management development	6
Student safeguarding and wellbeing	7
Other (please specify)	8
None of these [exclusive]	9

Section 9: Best part of working in FE

Ask all, except teachers in first three years of teaching if full-time and first five years if part-time (no matter where they have taught), MR, Mandatory

9.1 What would you say is the best or most rewarding part of working in FE?

Please select up to three options

Having the opportunity to teach my trade or vocation	1
Positive relationships with and feedback from learners	2
Making a difference to learners' lives	3
Relationship with and support from colleagues in the workplace	4
Supporting learners to move into employment or further study	5
Benefits e.g. holidays, pension	6
Work-life balance	7
Pay	8
Other (please specify)	9
Nothing (exclusive)	10

Ask all teachers in first three years of teaching if full-time and first five years if part-time (no matter where they have taught), MR, Mandatory

9.2 What are the key factors that encouraged you to join the FE sector?

Please select up to three options

Having the opportunity to teach my trade or vocation	1
Enjoyment of working with learners	2
Making a difference to learners' lives	3
Supportive workplace culture	4
Supporting learners to move into employment or further study	5
Benefits (e.g. holidays, pension)	6
Pay	7

Other (please specify)	8
Nothing (exclusive)	9

Section 10: Future career plans

Ask all, SR, Mandatory

10.1 What are your plans regarding continuing to work in the FE sector?

The Department for Education is interested in understanding staff movement in the FE sector. Your response is confidential and anonymous. Individual responses will not be shared with your college or training provider, and results will only be reported in aggregate. Please select one answer.

I have no plans to leave the sector	1
I have confirmed plans to leave the sector	2
I am planning to leave within the next year	3
I am planning to leave within the next 1-3 years	4
I am planning to leave within the next 3-5 years	5
I am planning to leave in the next 5+ years	6
Not sure	7
Prefer not to say	8

If Staying (routed from option 1 in Q10.1 above)

Ask all those planning to stay in FE (option 1 in Q10.1), SR, Mandatory

10.2 In the next 12 months, which of the following best describes your plans?

Please select the option that most closely matches your intentions.

Stay in my current role	1
Seek a promotion at my current college/training provider	2
Move to another role at my current college/training provider (lateral move)	3
Move to another college/training provider (lateral move or for promotion)	4

Other (please specify)	5

If Leaving (routed from options 2-5 in Q 10.1 above)

Ask those likely to leave (options 2-5 in Q10.1), MR, Mandatory

10.3 Which of the following factors have been most influential in making you consider leaving the FE sector? Please select up to five.

Workload and working hours	1
Accountability and inspection (e.g. Ofsted)	2
Pay	3
Benefits (e.g. holidays, pension)	4
Maternity pay package	5
Managerial support	6
Recognition or appreciation at work	7
Career progression opportunities	8
Job security	9
Student behaviour	10
Flexibility of working arrangements	11
Public perceptions of FE	12
Not suitable for the role	13
Redundancy	14
Retirement	15
Personal career or life reasons	16
Other (please specify)	17

Ask all those considering leaving the FE sector (options 2-6 in Q10.1), SR, Mandatory

10.4 If considering leaving, where are you intending to go?

A secondary school	1
A primary school	2
Higher education	3
Into industry	4
Into study	5
Retirement	6
Other (please specify)	7
Don't know	8

Section 11: Linking to Further Education Workforce Data Collection

Info7

The following question asks whether you would be happy to provide some personal details so that we can link your survey answers to information stored in the Further Education Workforce Data Collection (FEWDC). FEWDC is an annual data collection that aims to provide insights into the composition, roles, and vacancies within the FE workforce.

Linking survey data to the FEWDC allows DfE to combine anonymised survey responses with anonymised data received from providers through the FEWDC. This will enable DfE to build a more comprehensive picture of the workforce and generate stronger insights to inform policy development on recruitment, retention, training needs, or sector inequalities.

Please be assured that your responses will only be used for the purposes of this research and for no other purpose. Only aggregated statistics will be produced with this information. No individual, college or provider will be identified in any analysis or report that results from the use of this data.

Ask all, SR, Mandatory

11.1 Do you give permission for your survey responses to be linked to the FE Workforce Data Collection (FEWDC) for research purposes?

Linking your responses helps improve the accuracy of workforce research. All data will be treated confidentially, and no individual will be identifiable in any reports.

Please select one option

1	Yes
2	No

Ask if responded 'yes' to Q11.1, Mandatory

11.2

First name	
Last name	
Date of birth (dd/mm/yyyy)	
Maiden name/former last name (leave blank if not applicable) [optional]	
National Insurance number (if known, otherwise please leave blank) [optional]	

Section 12: Demographics

Info8

The following questions ask about your background, including your gender, age, ethnicity, and disability status. Collecting this information helps us understand how views and experiences may differ across the FE workforce. Your answers will be kept strictly confidential and reported only in summary form so that no individual can be identified. All questions are voluntary – you can skip any that you prefer not to answer.

Ask all, SR, Mandatory

12.1 Which of the following describes how you think of yourself?

Please select one option

1	Male
2	Female
3	In another way
4	Prefer not to say

Ask all, SR, Mandatory

12.2 How old are you?

Please select one option

1	24 or younger
2	25-29
3	30-34
4	35-39
5	40-44
6	45-49
7	50-54

8	55-59
9	60-64
10	65 and over
11	Prefer not to say

Ask all, SR, Mandatory

12.3 To which of these ethnic groups do you consider you belong? By this we mean your cultural background.

Please select one option

White	
1	English / Welsh / Scottish / Northern Irish / British
2	Irish
3	Gypsy or Irish Traveller
4	Any other White background, please describe
Mixed / multiple ethic groups	
5	White and Black Caribbean
6	White and Black African
7	White and Asian
8	Any other Mixed / Multiple ethnic background, please describe
Asian / Asian British	
9	Indian
10	Pakistani
11	Bangladeshi
12	Chinese
13	Any other Asian background, please describe

Black / African / Caribbean / Black British	
14	African
15	Caribbean
16	Any other Black / African / Caribbean background, please describe
Other ethnic group	
17	Arab
18	Any other ethnic group, please describe
19	**Prefer not to say**

Ask all, SR, Mandatory

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

Please select one option

1	Yes
2	No
3	Prefer not to say

Section 13: Consent for follow-up

Info9

We would like to invite respondents to take part in follow-up surveys so we can track changes in the FE workforce over time. To make this possible, we need to collect a few additional details that will allow us to contact you again and to link your responses across surveys.

Any information you provide here will be kept securely and used only for research purposes. Your responses will remain confidential and will never be reported in a way that could identify you personally.

Ask all, SR, Mandatory

13.1 Do you give DfE, and/or their assigned contractor, permission to contact you again to take part in future FE workforce surveys?

Please select one option

1	Yes
2	No

Ask if responded 'yes' to Q13.1 (only ask for fields not already collected in Q11.2), Nudge

13.2

First name	
Last name	
Date of birth (dd/mm/yyyy)	
Maiden name/former last name (leave blank if not applicable)	
Personal email address	
Confirm personal email address	
Work email address	
Confirm work email address	
National Insurance number (if known)	

Ask all, MR, Nudge

13.3 Would you like to hear from us again?

Would you like to hear from us again?

1	I would like to receive a copy of the final project report when it is available
2	I am happy to be contacted by NFER about taking part in future research

Ask only if selected Option 1 or 2 to Q13.3 (first filter) and we haven't already been provided with a name and email address (i.e. they selected 'No' (option 2) to Q11.1 and Q13.1), Nudge (Note: the whole condition for the second filter that tests all possibilities is like this: but this should be combined with hiding condition for the fields if they've been already entered…

13.4

First name	
Last name	
Email address	
Confirm email address	

Submit page
Default submission text

Appendix B: Derived variables

B.1 Respondents' roles

Respondents were initially classified into three roles: leader, manager, and teacher. However, managers were further subdivided into those **with teaching responsibilities** and those **without teaching responsibilities**.

This represents a departure from the original statistical analysis plan, which treated managers as a single group. Exploratory analysis indicated meaningful differences between these subgroups, which would have been obscured without this distinction.

B.2 Time teaching

Time spent teaching was derived from summing response to Questions 1.6A and 1.6B: Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor in FE (1.6A), and outside of FE (1.6B), if at all). The combined total was then grouped into the following categories:

- Less than 1 year
- 1 year but less than 3 years
- 3 years but less than 5 years
- 5 years but less than 10 years
- 10 years but less than 20 years
- More than 20 years

For modelling purposes; the two categories Less than 1 year and 1 year but less than 3 years were combined due to sparse data.

Separately, this data was also used to identify early career teachers (ECTs), defined as those in their first three years of teaching if full-time, or their first five years if working part-time.

B.3 Subjects and Types of Qualification Taught

The types of qualification taught were derived from Questions 2.5, 2.7, and 2.8:

- Respondents selecting at least one option in Q2.5 (Do you currently teach any of the following categories of vocational or technical qualifications?) were classified as teaching **vocational subjects**

- Respondents selecting at least one option in Q2.7 (Do you currently teach any of the following subjects, including any learning embedded as part of a course?) were classified as teaching **functional skills subjects**
- Respondents selecting at least one option in Q2.8 (Do you currently teach any of the following academic qualifications?) were classified as teaching **academic subjects**

These classifications were then combined to identify respondents teaching:

- **Multiple qualification types,** or
- **A single qualification type only**

To identify those teaching **shortage vocational subjects**, respondents selecting "Yes" for any of the options identified as a shortage vocational subject from Q2.6.6 (Construction), Q2.6.8 (Digital / IT), or Q2.6.9 (Engineering and Manufacturing) were flagged accordingly.

B.4 CPD

A variable capturing the recency of CPD engagement was derived from Question 8.1. Responses were grouped into the following categories:

- Never completed CPD
- CPD within the last 12 months
- CPD more than 1 year ago but within 3 years
- CPD more than 3 years ago

B.5 Dual professionals

Respondents working part-time were divided into:

- Those who also worked in another role or sector (see Question 1.10, Option 2). (**dual professionals**)
- Those who worked exclusively within FE (see Question 1.10, Option 1).

B.6 Prior industry experience

Prior industry experience was derived from Question 1.11. Respondents who selected "*I was working outside of education* (please specify)" were flagged as having prior industry experience.

B.7 STEM subjects

Responses to survey questions 2.6, 2.7 and 2.9 were used to identify those who were teaching science, technology, engineering or maths (STEM) subjects (see Table 3 below). For analysis purposes, a respondent who indicated that they taught at least one of these subjects was identified as teaching a STEM-related subject.

Table 11: Subjects used to identify a teacher of STEM

Vocational Subjects	Functional Subjects	Academic Subjects
Agriculture, Environmental and Animal Care	Functional Maths	Biology
Construction		Chemistry
Digital / IT		Computer Science/Computing
Engineering and Manufacturing		Mathematics
Health and Science		Physics
Transport and Logistics		

B.8 Qualification

Questions 2.1, 2.3, and 2.4 were used to classify respondents with teaching responsibilities into one of three groups:

- Initial Teacher Training (ITT) (completed or in progress)
- Other teaching qualification
- No teaching qualification

B.9 Financial assistance

Respondents with teaching responsibilities were asked whether they had received financial assistance to support their teaching career (Question 3.1). A binary variable was created, with respondents flagged if they reported receiving at least one form of support.

B.10 Recruitment strategies

An institution-level recruitment strategy indicator was derived from survey question 7.5 ("*Which of the following strategies does your college/provider use to support staff recruitment and retention?*"). Institutions were flagged if at least one strategy was reported.

However, because this question was only answered by leaders and managers, many teachers could not be linked to a corresponding institutional response. As a result, a complete measure could not be generated for all respondents, and this variable was excluded from regression analyses.

B.11 Number of CPD Activities

A numeric measure of CPD engagement was derived from Question 8.1. Each activity was counted if it had been undertaken at any point (within the last 12 months, within the past three years, or earlier). These were summed across the 12 listed CPD activities to produce an overall count.

B.12 CPD Barriers

Responses to Question 8.5.8 ("*Which, if any, barriers to accessing CPD have you experienced in the past 12 months?*") were used to create a binary CPD barrier variable. Respondents reporting at least one barrier were flagged accordingly.

B.13 Hours Worked and Hours Taught

For the questions on total hours worked (4.1) and hours spent teaching during the most recent full working week (4.2), a substantial proportion of respondents selected "Don't know/prefer not to say" (10% and 11%, respectively).

To incorporate these responses, numeric values were grouped into quintiles **for each item**, with "*Don't know/prefer not to say*" retained as a sixth category. These were combined into **two** categorical (factor) variables for analysis: **i) hours worked and ii) hours spent teaching.**

B.14 General Recoding

Several variables were recoded to reduce complexity and improve interpretability:

- **Agreement scales:**
    - Strongly agree + Tend to agree

    - Neither agree nor disagree
    - Tend to disagree + Strongly disagree
- **Too little / too much scales:**
    - Too little + Far too little
    - About right
    - Too much + Far too much
- **Satisfaction scales:**
    - Very satisfied + Fairly satisfied
    - Neither satisfied nor dissatisfied
    - Fairly dissatisfied + Very dissatisfied
- **Provider type:** Independent Training Providers (ITPs) and Adult Education Providers (AEPs) were grouped together due to low AEP counts.

B.15 Intention to Leave

Responses to Question 10.1 (“What are your plans regarding continuing to work in the FE sector?”) were grouped into three levels:

1 = "No plans/Not sure/No answer",

2 = "Leave within 3 years",

3 = "Leave in 3+ years"

B.16 Factor Analyses

For the regression models, a number of exploratory factor analyses (EFAs) were undertaken to assess whether sets of survey items were capturing common underlying (latent) constructs and therefore could be meaningfully reduced into composite variables.

In the first instance, groups of conceptually related questions were identified based on the survey design. Factor analyses were then applied separately to each group to evaluate their dimensionality. The suitability of the data for factor analysis was assessed using standard diagnostics, primarily examination of the correlation matrix, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, and Bartlett’s test of sphericity. These checks ensured that the items were sufficiently inter-correlated to justify a latent variable approach.

Factors were extracted and the number of factors retained was determined using a combination of criteria: eigenvalues greater than one (Kaiser criterion), inspection of scree

plots, and, where relevant, parallel analysis. Together, these approaches provided a robust basis for identifying the appropriate number of latent factors while reducing the risk of over- or under-extraction.

Rotations were applied to aid interpretability of the factor structure. Items were considered to load onto a factor if they exceeded a predefined threshold (0.3), and cross-loading items were reviewed carefully to determine whether they should be retained, reassigned, or excluded. This process ensured that each retained factor represented a coherent and interpretable construct.

Following factor extraction, internal consistency of each identified factor was assessed using composite reliability. Factors were considered internally consistent if they exceeded 0.8. Finally, consideration was given to whether to use model-derived factor scores or simpler summed scales of the contributing items. This decision was guided by both statistical and practical considerations: factor scores were preferred where loadings varied substantially between items or where weighting improved construct representation, while summed scores were used where loadings were relatively uniform and a more transparent, easily interpretable measure was desirable.

The resulting factor-derived variables were subsequently used in the regression analyses in place of the original individual items. This approach reduced multicollinearity, limited the number of predictors, and improved model interpretability, while also aligning the quantitative analysis more closely with the underlying theoretical constructs of interest.

B.16.1 Staff and Student support

Question 5.1 was analysed using factor analysis to examine the underlying structure of perceived support systems. An initial exploratory factor analysis (EFA) was conducted to determine the appropriate number of latent factors. Prior to this, a Kaiser–Meyer–Olkin (KMO) test was used to assess the suitability of the data for factor analysis. The overall measure of sampling adequacy (MSA) was 0.88, indicating that the data were highly appropriate for factor analysis. The EFA results supported a two-factor solution, suggesting the presence of two underlying constructs. Inspection of the factor loadings, along with the questions asked, indicated that the sub-items of Question 5.1 grouped into two interpretable domains: student support and staff support. The first three sub-items were not retained within either factor, as they did not directly relate to support systems. This was reflected in their relatively low loadings and their similar loading across both factors.

Table 12: Not included

Item
Q5.1.1 - Student behaviour in the classroom is of a good standard
Q5.1.2 - Class sizes are manageable
Q5.1.3 - Student attendance is good

The items loading on the first factor reflect provision of support for students, with particularly strong loadings for items relating to additional needs (including SEND and disadvantage).

Table 13: Factor One – Student support

Item	Loading
Q5.1.4 - Students receive effective support with SEND	0.82
Q5.1.5. - Disadvantaged students are effectively supported	0.91
Q5.1.6 - Students receive effective support with mental health needs	0.66

By contrast, the items loading on the second factor (staff support) exhibit lower loading values overall. Although sub-item 5.1.8 has a relatively low loading in the exploratory analysis (0.33), it does not load meaningfully onto the first factor and is conceptually aligned with the staff support construct. Its retention was further supported by the confirmatory factor analysis (CFA), which provided evidence for the overall two-factor structure. On this basis, the item was retained within the staff support factor.

Table 14: Factor Two – Staff Support

Item	Loading
Q5.1.7 - I receive support from my manager	0.54
Q5.1.8 - I receive support from teaching colleagues	0.33
Q5.1.9 - I receive the support I need from non-teaching/support staff to help reduce workload	0.52
Q5.1.10 - I have access to high-quality facilities and equipment	0.55
Q5.1.11- I have access to high-quality continuing professional development (CPD)	0.73
Q5.1.12 - I have opportunities for career progression	0.74
Q5.1.13 - I have an effective senior leadership team	0.71

A confirmatory factor analysis (CFA) was conducted to validate this structure, demonstrating excellent model fit (CFI = 0.997; TLI = 0.997; RMSEA = 0.028). This provides strong evidence that the two-factor model is appropriate.

For subsequent analyses, rather than using model-derived factor scores, composite scores were created by summing the relevant items for each factor. These summed scores for student support and staff support were then included as covariates in further models (see below), with higher scores indicating higher levels of support available for both students and staff.

B.16.2 Pay Satisfaction

Question 4.13 was used to derive a measure of pay satisfaction. Initially, a correlation analysis was conducted to assess the relationships between the three items, with results indicating that all items were sufficiently correlated to consider a factor analysis. A Kaiser–Meyer–Olkin (KMO) test was then performed to evaluate the suitability of the data for factor analysis. The overall measure of sampling adequacy (MSA) was 0.73, indicating that the data were appropriate for factor analysis. Although a single-factor structure was theoretically expected, an exploratory factor analysis (EFA) was conducted to confirm the underlying structure. The results supported a one-factor solution, with all three items loading strongly onto a single latent factor representing pay satisfaction.

Table 15: Pay Satisfaction

Item	Loading
Q4.13.1 - I am currently satisfied with the salary I receive for the work I do	0.78
Q4.13.2 - At this stage in my career, working in FE offers me a good salary compared to salaries in other careers I could follow if I leave	0.85
Q4.13.3. - I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave	0.90

Next, a CFA was conducted to validate this structure, demonstrating excellent model fit (CFI = 1.000; TLI = 1.000; RMSEA = 0.00). This provided strong evidence that the one-factor model is appropriate. For the purposes of analysis, responses were recoded so that disagreement was represented by negative values and agreement by positive values. The items were then summed to create a composite pay satisfaction score, with higher scores indicating greater overall satisfaction with pay.

B.16.3 Wellbeing

In a similar vein, the three subitems for Question 6.1 were used to derive a measure of wellbeing. First, a correlation analysis was conducted to assess the relationships between the three items, with results indicating that all items were sufficiently correlated to consider a factor analysis. A Kaiser–Meyer–Olkin (KMO) test was then performed to evaluate the suitability of the data for factor analysis. The overall measure of sampling adequacy (MSA) was 0.71, indicating that the data were appropriate for factor analysis. Although a single-factor structure was theoretically expected, an exploratory factor analysis (EFA) was conducted to confirm the underlying structure. The results supported a one-factor solution, with all three items loading strongly onto a single latent factor representing wellbeing.

Table 16: Wellbeing

Item	Loading
Q6.1.1 - I experience stress in my work	0.70
Q6.1.2 - My job does not leave me enough time for my personal life	0.83
Q6.1.3 - My job negatively affects my physical health	0.84

A CFA was conducted to validate this structure, demonstrating excellent model fit (CFI = 1.000; TLI = 1.000; RMSEA = 0.00). This provided strong evidence that the one-factor model is appropriate. The three items were then summed to create a composite wellbeing score, with higher scores indicating greater wellbeing.

Appendix C: Tables & Descriptive Statistics

Where relevant, three tables are provided for each survey question: an overall (aggregate) table, a table showing results by provider type, and a table showing results by role. Questions are presented in the order in which they appeared in the questionnaire.

Table 17: Q1.1 Does your role regularly involve teaching or lecturing? (aggregate)

	Overall
Yes	37%
No	63%

Single response. All managers. N=1,212

Table 18: Q1.1 Does your role regularly involve teaching or lecturing? (provider type)

	GFECs	SFCs	ITPs/ACLs
Yes	39%	80%	26%
No	61%	20%	74%

Single response. All managers. N=1,212

Table 19: Q1.1 Does your role regularly involve teaching or lecturing? (role)

	Manager with No Teaching	Manager with Teaching
Yes	<1%	100%
No	100%	<1%

Single response. All managers. N=1,212

Table 20: Q1.2 In your current role, which age group do you mainly teach? (aggregate)

	Overall
Mostly 16–19-year-olds	56%
Mostly 20 years and over (adult learners)	27%
Equally split across 16-19 years and 20 years and over (no majority)	18%

Single response. All respondents with a teaching role. N=3,047

Table 21: Q1.2 In your current role, which age group do you mainly teach? (provider type)

	GFECs	SFCs	ITPs/ACLs
Mostly 16–19-year-olds	66%	97%	21%
Mostly 20 years and over (adult learners)	17%	2%	56%
Equally split across 16-19 years and 20 years and over (no majority)	17%	1%	23%

Single response. All respondents with a teaching role. N=3,047

Table 22: Q1.2 In your current role, which age group do you mainly teach? (role)

	Manager with teaching responsibilities	Teacher
Mostly 16–19-year-olds	64%	56%
Mostly 20 years and over (adult learners)	19%	27%
Equally split across 16-19 years and 20 years and over (no majority)	17%	18%

Single response. All respondents with a teaching role. N=3,047

Table 23: Q1.3 Which of the following best describes your main management role or area of responsibility? (aggregate)

	Overall
Chief Executive, Principal, Managing Director, or Vice-Principal or equivalent	14%
Finance, estates, or corporate services	4%
HR/personnel or equivalent	5%
Curriculum leadership (e.g. oversight of a subject, course, department, or programme area)	40%
Teaching and learning quality, pedagogy, or professional development	8%
Student support, safeguarding, or wellbeing	7%
Business development, employer engagement, or partnerships	7%
Digital/IT services or data management	4%
Marketing, recruitment, or communications	1%
Other	10%

Single response. Leaders and managers only. N=1,909

Table 24: Q1.3 Which of the following best describes your main management role or area of responsibility? (provider type)

	GFECs	SFCs	ITPs/ACLs
Chief Executive, Principal, Managing Director, or Vice-Principal or equivalent	6%	11%	23%
Finance, estates, or corporate services	3%	4%	4%
HR/personnel or equivalent	5%	2%	5%
Curriculum leadership (e.g. oversight of a subject, course, department, or programme area)	50%	62%	27%
Teaching and learning quality, pedagogy, or professional development	8%	5%	9%
Student support, safeguarding, or wellbeing	10%	6%	4%

	GFECs	SFCs	ITPs/ACLs
Business development, employer engagement, or partnerships	4%	<1%	11%
Digital/IT services or data management	4%	3%	4%
Marketing, recruitment, or communications	2%	2%	1%
Other	8%	4%	13%

Single response. Leaders and managers only. N=1,909

Table 25: Q1.3 Which of the following best describes your main management role or area of responsibility? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Managers Overall
Chief Executive, Principal, Managing Director, or Vice-Principal or equivalent	53%	1%	<1%	<1%
Finance, estates, or corporate services	3%	6%	<1%	4%
HR/personnel or equivalent	8%	6%	<1%	4%
Curriculum leadership (e.g. oversight of a subject, course, department, or programme area)	12%	32%	81%	50%
Teaching and learning quality, pedagogy, or professional development	4%	8%	12%	10%
Student support, safeguarding, or wellbeing	2%	13%	1%	9%
Business development, employer engagement, or partnerships	3%	12%	1%	8%
Digital/IT services or data management	4%	6%	<1%	4%
Marketing, recruitment, or communications	1%	2%	<1%	2%
Other	9%	13%	4%	10%

Single response. Leaders and managers only. N=1,909

Table 26: Q1.4 How long have you been working at your current college/provider (in any role)? (aggregate)

	Overall
Less than 1 year	13%
1 year but less than 3 years	21%
3 years but less than 5 years	16%
5 years but less than 10 years	21%
10 years and up to 20 years	20%
More than 20 years	9%

Single response. N = 4,440

Table 27: Q1.4 How long have you been working at your current college/provider (in any role)? (provider type)

	GFECs	SFCs	ITPs/ACLs
Less than 1 year	11%	10%	19%
1 year but less than 3 years	20%	15%	26%
3 years but less than 5 years	15%	18%	16%
5 years but less than 10 years	22%	25%	17%
10 years and up to 20 years	21%	24%	15%
More than 20 years	11%	8%	7%

Single response. N = 4,440

Table 28: Q1.4 How long have you been working at your current college/provider (in any role)? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Less than 1 year	5%	9%	4%	15%
1 year but less than 3 years	14%	20%	12%	23%
3 years but less than 5 years	12%	13%	16%	16%
5 years but less than 10 years	25%	22%	24%	20%
10 years and up to 20 years	30%	25%	30%	17%
More than 20 years	15%	10%	13%	9%

Single response. N = 4,440

Table 29: Q1.5 How long have you been working in your current role with your current college/provider? (aggregate)

	Overall
Less than 1 year	17%
1 year but less than 3 years	26%
3 years but less than 5 years	18%
5 years but less than 10 years	19%
10 years and up to 20 years	15%
More than 20 years	5%

Single response. N = 4,439

Table 30: Q1.5 How long have you been working in your current role with your current college/provider? (provider type)

	GFECs	SFCs	ITPs/ACLs
Less than 1 year	15%	12%	22%
1 year but less than 3 years	25%	21%	30%
3 years but less than 5 years	18%	22%	16%
5 years but less than 10 years	20%	22%	15%
10 years and up to 20 years	17%	19%	11%
More than 20 years	6%	4%	5%

Single response. N = 4,439

Table 31: Q1.5 How long have you been working in your current role with your current college/provider? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Less than 1 year	9%	16%	15%	18%
1 year but less than 3 years	22%	35%	26%	25%
3 years but less than 5 years	18%	17%	21%	18%
5 years but less than 10 years	24%	19%	22%	18%
10 years and up to 20 years	21%	11%	12%	15%
More than 20 years	7%	2%	4%	6%

Single response. N = 4,439

Table 32: Q1.6A Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor in FE, if at all? In FE. (aggregate)

	Overall
1 year	15%
2 years	9%
3 years	8%
4 years	8%
5 years	6%
6 years	3%
7 years	3%
8 years	4%
9 years	4%
10 years	6%
11 years	2%
12 years	2%
13 years	2%
14 years	2%
15 years	4%
16 years	2%
17 years	1%
18 years	2%
19 years	1%
20 years	2%
20+ years	13%

Single response. All respondents with a teaching role. N = 3047

Table 33: Q1.6A Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor in FE, if at all? (provider type)

	GFECs	SFCs	ITPs/ACLs
1 year	14%	9%	18%
2 years	8%	7%	11%
3 years	7%	11%	9%
4 years	7%	8%	8%
5 years	6%	5%	5%
6 years	3%	2%	4%
7 years	3%	3%	4%
8 years	4%	6%	4%
9 years	3%	3%	4%
10 years	5%	8%	7%
11 years	2%	3%	1%
12 years	3%	2%	2%
13 years	3%	3%	1%
14 years	2%	1%	1%
15 years	4%	3%	4%
16 years	3%	1%	2%
17 years	1%	2%	1%
18 years	3%	2%	1%
19 years	2%	3%	<1%
20 years	2%	1%	2%
20+ years	15%	17%	10%

Single response. All respondents with a teaching role. N = 3047

Table 34: Q1.6A Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor in FE, if at all? (role)

	Manager with Teaching	Teacher
1 year	3%	15%
2 years	3%	9%
3 years	4%	8%
4 years	7%	8%
5 years	8%	6%
6 years	2%	3%
7 years	1%	3%
8 years	6%	4%
9 years	4%	4%
10 years	5%	6%
11 years	3%	2%
12 years	3%	2%
13 years	6%	2%
14 years	3%	2%
15 years	4%	4%
16 years	3%	2%
17 years	4%	1%
18 years	4%	2%
19 years	3%	1%
20 years	2%	2%
20+ years	20%	13%

Single response. All respondents with a teaching role. N = 3047

Table 35: Q1.6B Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor outside of FE, if at all? (aggregate)

	Overall
1 year	12%
2 years	7%
3 years	6%
4 years	6%
5 years	6%
6 years	3%
7 years	2%
8 years	2%
9 years	1%
10 years	6%
11 years	1%
12 years	2%
13 years	1%
14 years	1%
15 years	4%
16 years	1%
17 years	1%
18 years	1%
19 years	1%
20 years	2%
20+ years	8%
I have never taught outside of the FE sector	27%

Single response. All respondents with a teaching role. N = 3047

Table 36: Q1.6B Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor outside of FE, if at all? (provider type)

	GFECs	SFCs	ITPs/ACLs
1 year	13%	11%	12%
2 years	7%	12%	6%
3 years	5%	5%	6%
4 years	5%	11%	6%
5 years	6%	5%	5%
6 years	4%	4%	1%
7 years	2%	3%	1%
8 years	2%	3%	2%
9 years	1%	2%	1%
10 years	5%	5%	8%
11 years	1%	1%	<1%
12 years	2%	3%	2%
13 years	1%	3%	1%
14 years	1%	1%	2%
15 years	4%	3%	3%
16 years	1%	2%	1%
17 years	1%	2%	1%
18 years	1%	1%	1%
19 years	1%	<1%	<1%
20 years	2%	1%	2%
20+ years	8%	10%	9%
I have never taught outside of the FE sector	29%	13%	27%

Single response. All respondents with a teaching role. N = 3047

Table 37: Q1.6B Thinking about your teaching career overall, how long have you worked as a lecturer, teacher, tutor, trainer or instructor outside of FE, if at all? (role)

	Manager with teaching	Teachers
1 year	9%	12%
2 years	7%	7%
3 years	4%	6%
4 years	4%	6%
5 years	8%	6%
6 years	2%	3%
7 years	2%	2%
8 years	2%	2%
9 years	1%	1%
10 years	7%	6%
11 years	<1%	<1%
12 years	1%	2%
13 years	<1%	1%
14 years	1%	1%
15 years	2%	4%
16 years	2%	1%
17 years	<1%	<1%
18 years	1%	1%
19 years	<1%	<1%
20 years	2%	2%
20+ years	9%	8%
I have never taught outside of the FE sector	32%	27%

Single response. All respondents with a teaching role. N = 3047

Table 38: Q1.7 In total, how long have you been working in the FE sector (in any setting or role, including non-teaching positions)? (aggregate)

	Overall
Less than 1 year	6%
1 year but less than 3 years	13%
3 years but less than 5 years	12%
5 years but less than 10 years	21%
10 years and up to 20 years	29%
More than 20 years	20%

Single response. N = 4,440

Table 39: Q1.7 In total, how long have you been working in the FE sector (in any setting or role, including non-teaching positions)? (provider type)

	GFECs	SFCs	ITPs/ACLs
Less than 1 year	5%	6%	7%
1 year but less than 3 years	13%	10%	12%
3 years but less than 5 years	12%	15%	12%
5 years but less than 10 years	21%	21%	20%
10 years and up to 20 years	30%	28%	26%
More than 20 years	19%	19%	22%

Single response. N = 4,440

Table 40: Q1.7 In total, how long have you been working in the FE sector (in any setting or role, including non-teaching positions)? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Less than 1 year	1%	3%	2%	7%
1 year but less than 3 years	3%	6%	5%	15%
3 years but less than 5 years	3%	9%	9%	13%
5 years but less than 10 years	10%	20%	20%	22%
10 years and up to 20 years	33%	35%	40%	26%
More than 20 years	49%	26%	23%	16%

Single response. N = 4,440

Table 41: Q1.8 What type of contract or working arrangement do you have with your current college/provider? (aggregate)

	Overall
Permanent contract	91%
Fixed term or temporary contract	3%
Zero, minimum or flexible hours or sessional contract	4%
Agency contract	<1%
Some other working arrangement (please specify)	1%

Single response. N = 4,439

Table 42: Q1.8 What type of contract or working arrangement do you have with your current college/provider? (provider type)

	GFECs	SFCs	ITPs/ACLs
Permanent contract	92%	97%	90%
Fixed term or temporary contract	3%	3%	3%
Zero, minimum or flexible hours or sessional contract	3%	<1%	6%
Agency contract	1%	<1%	<1%
Some other working arrangement (please specify)	1%	<1%	1%

Single response. N = 4,439

Table 43: Q1.8 What type of contract or working arrangement do you have with your current college/provider? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Permanent contract	97%	95%	98%	90%
Fixed term or temporary contract	1%	4%	1%	4%
Zero, minimum or flexible hours or sessional contract	1%	1%	<1%	5%
Some other working arrangement (please specify)	1%	<1%	1%	1%
Agency contract	<1%	<1%	<1%	<1%

Single response. N = 4,439

Table 44: Q1.9 Are you contracted to work full-time or part-time at your current college/provider? (aggregate)

	Overall
Full-time	76%
Part-time	24%

Single response. N = 4,283

Table 45: Q1.9 Are you contracted to work full-time or part-time at your current college/provider? (provider type)

	GFECs	SFCs	ITPs/ACLs
Full-time	75%	70%	80%
Part-time	25%	30%	20%

Single response. N = 4,283

Table 46: Q1.9 Are you contracted to work full-time or part-time at your current college/provider? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Full-time	92%	86%	86%	72%
Part-time	8%	14%	14%	28%

Single response. N = 4,283

Table 47: Q1.10 Do you currently combine your FE role with work in another industry or profession? (aggregate)

	Overall
No, I only work in FE	72%
Yes, I also work in another industry/profession.	28%

Single response. N = 948

Table 48: Q1.10 Do you currently combine your FE role with work in another industry or profession? (provider type)

	GFECs	SFCs	ITPs/ACLs
No, I only work in FE	73%	83%	68%
Yes, I also work in another industry/profession.	27%	17%	32%

Single response. N = 948

Table 49: Q1.10 Do you currently combine your FE role with work in another industry or profession? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
No, I only work in FE	77%	87%	85%	71%
Yes, I also work in another industry/profession.	23%	13%	15%	29%

Single response. N = 948

Table 50: Q1.11 Which of the following best describes your working situation immediately before you started working in FE? (aggregate)

	Overall
I was teaching in higher education	6%
I was teaching in a secondary school	14%
I was teaching in a primary school	5%
I was working in education in a non-teaching, training, or leadership role (e.g. curriculum development, pastoral support, management, advisory, or policy role)	14%
I was working outside of education (please specify)	51%
I did not work in any other areas before FE	10%

Single response. N = 4,439

Table 51: Q1.11 Which of the following best describes your working situation immediately before you started working in FE? (provider type)

	GFECs	SFCs	ITPs/ACLs
I was teaching in higher education	6%	5%	7%
I was teaching in a secondary school	14%	52%	5%
I was teaching in a primary school	4%	2%	6%
I was working in education in a non-teaching, training, or leadership role (e.g. curriculum development, pastoral support, management, advisory, or policy role)	13%	8%	16%
I was working outside of education (please specify)	53%	24%	53%
I did not work in any other areas before FE	10%	8%	12%

Single response. N = 4,439

Table 52: Q1.11 Which of the following best describes your working situation immediately before you started working in FE? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
I was teaching in higher education	7%	4%	5%	6%
I was teaching in a secondary school	5%	5%	16%	16%
I was teaching in a primary school	1%	2%	3%	6%
I was working in education in a non-teaching, training, or leadership role (e.g. curriculum development, pastoral support, management, advisory, or policy role)	19%	26%	13%	12%

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
I was working outside of education (please specify)	53%	49%	54%	51%
I did not work in any other areas before FE	15%	14%	10%	9%

Single response. N = 4,439

Table 53: Q1.12 Have you gained work experience outside of FE in any of the following industry sectors? (aggregate)

	Overall
Agriculture, Environmental and Animal Care	5%
Arts, Media and Publishing	12%
Business and Administration	20%
Catering and Hospitality	11%
Childcare and Education	28%
Construction	6%
Creative and Design	5%
Digital/IT	10%
Engineering and Manufacturing	6%
Hair and Beauty	3%
Health and Science	9%
Legal, Finance and Accounting	7%
Protective Services	1%
Retail and Commercial Enterprise	16%
Sales, Marketing and Procurement	9%
Social Care	9%
Sports, Leisure, Travel and Tourism	12%

	Overall
Transport and Logistics	3%
Something else	11%
No – I have never worked outside of FE	11%

Each row represents single response item. N = 2191

Table 54: Q1.12 Have you gained work experience outside of FE in any of the following industry sectors? (provider type)

	GFECs	SFCs	ITPs/ACLs
Agriculture, Environmental and Animal Care	7%	3%	3%
Arts, Media and Publishing	13%	8%	9%
Business and Administration	19%	13%	26%
Catering and Hospitality	12%	10%	11%
Childcare and Education	24%	18%	37%
Construction	7%	2%	7%
Creative and Design	6%	5%	4%
Digital/IT	10%	7%	11%
Engineering and Manufacturing	8%	10%	2%
Hair and Beauty	3%	<1%	5%
Health and Science	11%	6%	6%
Legal, Finance and Accounting	6%	9%	8%
Protective Services	1%	1%	1%
Retail and Commercial Enterprise	15%	15%	20%
Sales, Marketing and Procurement	7%	8%	12%
Social Care	7%	3%	13%
Sports, Leisure, Travel and Tourism	13%	9%	9%
Transport and Logistics	3%	2%	4%
Something else	12%	8%	9%
No – I have never worked outside of FE	9%	23%	10%

Single response. N = 2191

Table 55: Q1.12 Have you gained work experience outside of FE in any of the following industry sectors? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Agriculture, Environmental and Animal Care	4%	4%	4%	6%
Arts, Media and Publishing	7%	5%	11%	13%
Business and Administration	40%	29%	13%	18%
Catering and Hospitality	11%	10%	14%	11%
Childcare and Education	19%	22%	20%	30%
Construction	4%	3%	5%	7%
Creative and Design	5%	4%	5%	6%
Digital/IT	15%	7%	2%	11%
Engineering and Manufacturing	5%	3%	4%	7%
Hair and Beauty	5%	3%	2%	3%
Health and Science	5%	7%	12%	9%
Legal, Finance and Accounting	10%	8%	6%	6%
Protective Services	1%	1%	1%	1%
Retail and Commercial Enterprise	20%	20%	16%	15%
Sales, Marketing and Procurement	16%	15%	4%	8%
Social Care	8%	6%	10%	9%
Sports, Leisure, Travel and Tourism	12%	12%	13%	11%
Transport and Logistics	5%	2%	3%	3%
Something else	6%	9%	15%	11%
No – I have never worked outside of FE	16%	13%	14%	10%

Single response. N = 2191

Table 56: Q1.13 In a normal week where you are working at your current college/provider, how many hours are you contracted to teach?

	Weighted Mean Hours	95% CI
Part-time	19.3	18.1, 20.5
Full-time	26.4	25.7, 27.2

Respondents with teaching responsibilities. Single response. N = 3,046

Table 57: Q1.13 In a normal week where you are working at your current college/provider, how many hours are you contracted to teach? Group comparison by provider type. Part-time teachers.

	Sum of squares	Degrees of freedom	*F*-statistic	*p*-value	Significance
Provider Type	495.52	2	1.70	0.184	Not significant
Residuals	97152.64	665			

ANOVA model of Q1.13 (hours worked) by provider type. Part-time teachers only. Single response. N = 804.

Table 58: Q1.13 In a normal week where you are working at your current college/provider, how many hours are you contracted to teach? Group comparison by provider type. Full-time teachers.

	Sum of squares	Degrees of freedom	*F*-statistic	*p*-value	Significance
Intercept	192537.11	1	1317.90	<0.001	Significant
Provider Type	495.52	2	1.70	<0.001	Significant
Residuals	97152.64	665			

ANOVA model of Q1.13 (hours worked) by provider type. Full-time teachers only. Single response. N = 2103.

Table 59: Q2.1 Have you undertaken Initial Teacher Training (ITT)? (aggregate)

	Overall
Yes – I have completed ITT at Level 5 or above	69%
Yes – I am currently undertaking ITT at Level 5 or above	7%
No	21%
Don't know	2%

Single response. All respondents with a teaching role. N = 3045.

Table 60: Q2.1 Have you undertaken Initial Teacher Training (ITT)? (provider type)

	GFECs	SFCs	ITPs/ACLs
No	14%	5%	43%
Yes – I have completed ITT at Level 5 or above	77%	91%	44%
Yes – I am currently undertaking ITT at Level 5 or above	7%	2%	9%
Don't know	2%	2%	4%

Single response. All respondents with a teaching role. N = 3045.

Table 61: Q2.1 Have you undertaken Initial Teacher Training (ITT)? (role)

	Manager with Teaching	Teacher
No	11%	22%
Yes – I have completed ITT at Level 5 or above	86%	67%
Yes – I am currently undertaking ITT at Level 5 or above	1%	8%
Don't know	1%	2%

Single response. All respondents with a teaching role. N = 3045.

Table 62: Q2.2 To what extent did your ITT programme prepare you for teaching in the FE sector? (aggregate)

	Overall
Very well	28%
Quite well	36%
Adequately	26%
Not very well	8%
Not at all	3%

Single response. All respondents who have completed ITT at level 5 or above. N = 2257

Table 63: Q2.2 To what extent did your ITT programme prepare you for teaching in the FE sector? (provider)

	GFECs	SFCs	ITPs/ACLs
Very well	27%	24%	35%
Quite well	35%	41%	38%
Adequately	28%	24%	19%
Not very well	9%	6%	5%
Not at all	2%	5%	2%

Single response. All respondents who have completed ITT at level 5 or above. N = 2257

Table 64: Q2.2 To what extent did your ITT programme prepare you for teaching in the FE sector? (role)

	GFECs	SFCs
Very well	29%	28%
Quite well	38%	36%
Adequately	25%	26%
Not very well	6%	8%

	GFECs	SFCs
Not at all	2%	3%

Single response. All respondents who have completed ITT at level 5 or above. N = 2257

Table 65: Q2.3 Which of the following teaching qualifications do you have? (aggregate)

	Overall
Level 3	24%
Level 4	14%
Level 5	25%
Level 6	13%
Level 7	32%
Another teaching qualification	11%
Do not have a teaching qualification – and not working towards one	4%
Do not have a teaching qualification – but working towards one	7%

Each row represents single response item. All respondents with a teaching role. N = 3045

Table 66: Q2.3 Which of the following teaching qualifications do you have? (provider type)

	GFECs	SFCs	ITPs/ACLs
Level 3	13%	<1%	10%
Level 4	9%	<1%	5%
Level 5	20%	<1%	4%
Level 6	10%	1%	3%
Level 7	23%	5%	5%
Another teaching qualification	7%	1%	3%

	GFECs	SFCs	ITPs/ACLs
Do not have a teaching qualification – and not working towards one	2%	<1%	2%
Do not have a teaching qualification – but working towards one	4%	<1%	2%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 3045

Table 67: Q2.4 Do you have Qualified Teacher Learning and Skills status (QTLS), Qualified Teacher Status (QTS), Advanced Teacher Status (ATS), or any other teaching related professional status related to your role at your current college/provider? (aggregate)

	Overall
QTLS	11%
QTS	22%
ATS	1%
Other status not listed	5%
Don’t know	12%
None of these	52%

Each row represents single response item. All respondents with a teaching role. N = 3046

Table 68: Q2.4 Do you have Qualified Teacher Learning and Skills status (QTLS), Qualified Teacher Status (QTS), Advanced Teacher Status (ATS), or any other teaching related professional status related to your role at your current college/provider? (provider type)

	GFECs	SFCs	ITPs/ACLs
QTLS	8%	1%	2%
QTS	14%	4%	4%
ATS	<1%	<1%	<1%
Other status not listed	3%	<1%	2%
Don’t know	7%	<1%	4%
None of these	34%	1%	17%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 3046

Table 69: Q2.5 Do you currently teach any of the following categories of vocational or technical qualifications? (aggregate)

	Overall
Foundation and Level 1 vocational qualifications	19%
Level 2 vocational qualifications (including T Level Foundation Year)	28%
Applied Generals (e.g. BTEC, Cambridge Technical)	16%
T Levels	11%
Apprenticeships (all levels)	24%
Higher National Certificate/Diploma (HNC/HND) and Higher Technical Qualifications (HTQs)	6%
Degrees	5%
Other accredited technical or vocational qualifications (including vendor qualifications and technical certificates)	12%
Other non-accredited technical or vocational provision	4%
I do not teach technical or vocational qualifications	28%

Multi-response item. All respondents with a teaching role. N = 3045.

Table 70: Q2.5 Do you currently teach any of the following categories of vocational or technical qualifications? (provider type)

	GFECs	SFCs	ITPs/ACLs
Foundation and Level 1 vocational qualifications	22%	3%	16%
Level 2 vocational qualifications (including T Level Foundation Year)	33%	9%	19%
Applied Generals (e.g. BTEC, Cambridge Technical)	20%	24%	5%
T Levels	15%	6%	2%
Apprenticeships (all levels)	17%	3%	47%
Higher National Certificate/Diploma (HNC/HND) and Higher Technical Qualifications (HTQs)	8%	2%	4%
Degrees	6%	3%	2%
Other accredited technical or vocational qualifications (including vendor qualifications and technical certificates)	12%	2%	14%
Other non-accredited technical or vocational provision	5%	1%	4%
I do not teach technical or vocational qualifications	28%	62%	20%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 3045.

Table 71: Q2.6 What vocational or technical subject areas do you currently teach, if any? (aggregate)

	Overall
Agriculture, Environmental and Animal Care	6%
Arts, Media and Publishing	7%
Business and Administration	11%
Catering and Hospitality	2%
Childcare and Education	10%
Construction	14%
Creative and Design	4%
Digital / IT	8%
Engineering and Manufacturing	11%
Hair and Beauty	4%
Health and Science	8%
Legal, Finance and Accounting	2%
Protective Services	1%
Retail and Commercial Enterprise	1%
Sales, Marketing and Procurement	1%
Social Care	7%
Sports, Leisure, Travel and Tourism	5%
Transport and Logistics	2%
Something else	15%
I don’t teach vocational or technical subjects	6%

Multi-response item. All respondents with a teaching role. N = 2116.

Table 72: Q2.6 What vocational or technical subject areas do you currently teach, if any? (provider type)

	GFECs	SFCs	ITPs/ACLs
Agriculture, Environmental and Animal Care	7%	1%	5%
Arts, Media and Publishing	10%	8%	1%
Business and Administration	8%	15%	15%
Catering and Hospitality	3%	<1%	2%
Childcare and Education	7%	5%	15%
Construction	15%	5%	11%
Creative and Design	5%	1%	2%
Digital / IT	8%	6%	6%
Engineering and Manufacturing	13%	13%	6%
Hair and Beauty	4%	<1%	6%
Health and Science	9%	18%	6%
Legal, Finance and Accounting	2%	4%	2%
Protective Services	1%	4%	1%
Retail and Commercial Enterprise	<1%	<1%	2%
Sales, Marketing and Procurement	1%	<1%	2%
Social Care	4%	4%	14%
Sports, Leisure, Travel and Tourism	7%	8%	3%
Transport and Logistics	2%	<1%	3%
Something else	11%	14%	23%
I don’t teach vocational or technical subjects	6%	7%	5%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 2116

Table 73: Q2.7 Do you currently teach any of the following subjects, including any learning embedded as part of a course? (aggregate)

	Overall
Functional Skills - English	24%
Functional Skills - Maths	24%
ESOL	7%
Preparation for Work	22%
Supported learning or Special Educational Needs	11%
Life skills	22%
Traineeships	2%
Employability skills	31%
Personal and social development	25%
None of the above	42%

Multi-response item. All respondents with a teaching role. N = 3046

Table 74: Q2.7 Do you currently teach any of the following subjects, including any learning embedded as part of a course? (provider type)

	GFECs	SFCs	ITPs/ACLs
Functional Skills - English	19%	6%	41%
Functional Skills - Maths	19%	6%	40%
ESOL	8%	1%	7%
Preparation for Work	24%	12%	20%
Supported learning or Special Educational Needs	10%	3%	14%
Life skills	23%	12%	21%
Traineeships	1%	1%	4%
Employability skills	33%	17%	29%

	GFECs	SFCs	ITPs/ACLs
Personal and social development	26%	18%	24%
None of the above	43%	72%	32%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 3046

Table 75: Q2.8 Do you currently teach any of the following academic qualifications? (aggregate)

	Overall
GCSEs	13%
A-levels	11%
Access to Higher Education Diplomas	5%
Foundation degrees	3%
Degrees	3%
Masters	1%
Other accredited academic qualifications	17%
Other non-accredited academic provision (please specify)	1%
I do not teach academic qualifications	55%

Multi-response item. All respondents with a teaching role. N = 3045

Table 76: Q2.8 Do you currently teach any of the following academic qualifications? (provider type)

	GFECs	SFCs	ITPs/ACLs
GCSEs	16%	12%	6%
A-levels	9%	76%	1%
Access to Higher Education Diplomas	7%	2%	3%
Foundation degrees	4%	2%	2%
Degrees	4%	2%	2%
Masters	<1%	<1%	1%
Other accredited academic qualifications	17%	7%	19%
Other non-accredited academic provision (please specify)	1%	<1%	1%
I do not teach academic qualifications	52%	15%	70%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 3045

Table 77: Q2.9 What vocational or technical subject areas do you currently teach, if any? (aggregate)

	Overall
Art and Design (including Photography)	5%
Biology	8%
Business Studies	4%
Chemistry	6%
Computer Science/Computing	2%
Design and Technology	1%
Drama	<1%
Economics	1%
English	25%

	Overall
French	<1%
Geography	2%
German	<1%
History	3%
Law	2%
Mathematics	32%
Media /Film/ TV studies	2%
Music (incl. Music Technology)	<1%
Physical Education	2%
Physics	6%
Politics	3%
Psychology	3%
Religious Education and/or Philosophy	1%
Sociology	3%
Spanish	<1%
Other	8%
None of these	5%

Multi-response item. All respondents with a teaching role. N = 851

Table 78: Q2.9 What vocational or technical subject areas do you currently teach, if any? (provider type)

	GFECs	SFCs	ITPs/ACLs
Art and Design (including Photography)	5%	4%	4%
Biology	8%	9%	5%
Business Studies	4%	5%	<1%
Chemistry	7%	4%	5%
Computer Science/Computing	2%	3%	<1%
Design and Technology	1%	<1%	4%
Drama	<1%	<1%	<!%
Economics	1%	2%	<1%
English	30%	8%	33%
French	1%	<1%	<1%
Geography	1%	3%	<1%
German	<1%	1%	<1%
History	3%	3%	<1%
Law	2%	3%	2%
Mathematics	31%	26%	52%
Media /Film/ TV studies	2%	3%	<1%
Music (incl. Music Technology)	<1%	1%	<1%
Physical Education	1%	3%	0%
Physics	4%	10%	8%
Politics	4%	2%	<1%
Psychology	2%	6%	2%
Religious Education and/or Philosophy	1%	3%	<1%

	GFECs	SFCs	ITPs/ACLs
Sociology	2%	6%	<1%
Spanish	<1%	<1%	<1%
Other	7%	13%	7%
None of these	4%	1%	20%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 851

Table 79: Q12.1 Which of the following describes how you think of yourself? (aggregate)

	Overall
Male	40%
Female	59%
In another way	<1%
Prefer not to say	1%

Single response. N = 4435

Table 80: Q12.1 Which of the following describes how you think of yourself? (provider type)

	GFECs	SFCs	ITPs/ACLs
Male	43%	47%	32%
Female	56%	53%	67%
In another way	<1%	<1%	<1%
Prefer not to say	1%	<1%	1%

Single response. N = 4435

Table 81: Q12.1 Which of the following describes how you think of yourself? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Male	41%	29%	38%	41%
Female	59%	69%	61%	57%
In another way	<1%	<1%	<1%	<1%
Prefer not to say	<1%	1%	1%	1%

Single response. N = 4435

Table 82: Q12.2 How old are you? (aggregate)

	Overall
24 or younger	1%
25-29	6%
30-34	9%
35-39	13%
40-44	14%
45-49	13%
50-54	14%
55-59	15%
60-64	10%
65 and over	5%
Prefer not to say	<1%

Single response. N = 4436

Table 83: Q12.2 How old are you? (provider type)

	GFECs	SFCs	ITPs/ACLs
24 or younger	1%	1%	2%
25-29	6%	10%	5%
30-34	9%	10%	9%
35-39	12%	12%	14%
40-44	14%	13%	13%
45-49	13%	15%	13%
50-54	13%	16%	14%
55-59	16%	15%	13%
60-64	11%	7%	10%
65 and over	5%	1%	6%
Prefer not to say	<1%	<1%	<1%

Single response. N = 4436

Table 84: Q12.2 How old are you? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
24 or younger	0%	1%	1%	2%
25-29	0%	4%	3%	7%
30-34	5%	10%	7%	9%
35-39	8%	13%	17%	13%
40-44	14%	16%	17%	13%
45-49	18%	14%	15%	12%
50-54	20%	14%	16%	13%
55-59	21%	13%	11%	15%

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
60-64	9%	11%	9%	11%
65 and over	4%	3%	3%	5%
Prefer not to say	<1%	<1%	<1%	<1%

Single response. N = 4436

Table 85: Q12.3 To which of these ethnic groups do you consider you belong? (aggregate)

	Overall
English / Welsh / Scottish / Northern Irish / British	72%
Irish	1%
Gypsy or Irish Traveller	<1%
Any other White background, please describe	4%
White and Black Caribbean	1%
White and Black African	<1%
White and Asian	1%
Any other Mixed / Multiple ethnic background, please describe	<1%
Indian	2%
Pakistani	2%
Bangladeshi	<1%
Chinese	<1%
Any other Asian background, please describe	1%
African	2%
Caribbean	1%
Any other Black / African / Caribbean background, please describe	<1%
Arab	<1%

	Overall
Any other ethnic group, please describe	1%
Prefer not to say	10%

Single response. N = 4435

Table 86: Q12.3 To which of these ethnic groups do you consider you belong? (provider type)

	GFECs	SFCs	ITPs/ACLs
English / Welsh / Scottish / Northern Irish / British	71%	80%	73%
Irish	1%	1%	<1%
Gypsy or Irish Traveller	<1%	<1%	<1%
Any other White background, please describe	5%	4%	4%
White and Black Caribbean	1%	<1%	1%
White and Black African	<1%	<1%	<1%
White and Asian	1%	1%	<1%
Any other Mixed / Multiple ethnic background, please describe	<1%	<1%	1%
Indian	3%	1%	2%
Pakistani	2%	1%	2%
Bangladeshi	<1%	<1%	1%
Chinese	<1%	<1%	<1%
Any other Asian background, please describe	1%	1%	1%
African	2%	1%	3%
Caribbean	1%	1%	1%
Any other Black / African / Caribbean background, please describe	<1%	<1%	<1%
Arab	<1%	<1%	<1%
Any other ethnic group, please describe	1%	<1%	1%

	GFECs	SFCs	ITPs/ACLs
Prefer not to say	10%	8%	11%

Single response. N = 4435

Table 87: Q12.3 To which of these ethnic groups do you consider you belong? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
English / Welsh / Scottish / Northern Irish / British	84%	76%	80%	70%
Irish	<1%	1%	1%	1%
Gypsy or Irish Traveller	<1%	<1%	<1%	<1%
Any other White background, please describe	1%	2%	5%	5%
White and Black Caribbean	<1%	1%	<1%	1%
White and Black African	<1%	<1%	<1%	<1%
White and Asian	1%	1%	1%	1%
Any other Mixed / Multiple ethnic background, please describe	<1%	1%	<1%	<1%
Indian	2%	1%	2%	3%
Pakistani	1%	1%	1%	2%
Bangladeshi	1%	<1%	<1%	<1%
Chinese	<1%	<1%	<1%	<1%
Any other Asian background, please describe	<1%	<1%	<1%	1%
African	2%	1%	1%	3%
Caribbean	1%	2%	1%	1%
Arab	1%	<1%	1%	<1%

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Any other ethnic group, please describe	<1%	1%	2%	1%
Any other Black / African / Caribbean background, please describe	<1%	<1%	<1%	<1%
Prefer not to say	4%	11%	5%	11%

Single response. N = 4435

Table 88: Q12.4 Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more? (aggregate)

	Overall
Yes	22%
No	69%
Prefer not to say	9%

Single response. N = 4440

Table 89: Q12.4 Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more? (provider type)

	GFECs	SFCs	ITPs/ACLs
Yes	24%	18%	19%
No	67%	71%	72%
Prefer not to say	9%	11%	9%

Single response. N = 4440

Table 90: Q12.4 Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Yes	14%	18%	23%	23%
No	84%	76%	67%	67%
Prefer not to say	3%	6%	10%	10%

Single response. N = 4440

Table 91: Q3.1 Have you ever received any of the following types of financial assistance to support your FE teaching career? (aggregate)

	Overall
FE Initial Teacher Education (ITE) bursary	4%
Funded teacher training apprenticeship or other funded teacher training course (not covered by bursary)	9%
Targeted Retention Incentive (TRI)	7%
A retention payment directly from your employer (in addition to your normal salary)	1%
A recruitment payment directly from your employer (in addition to your normal salary)	1%
Targeted salary uplift or payment	2%
Funded participation in Continuous Professional Development	7%
Some other financial support	4%
None of these	70%

Multi-response item. All respondents with a teaching role. N = 3045

Table 92: Q3.1 Have you ever received any of the following types of financial assistance to support your FE teaching career? (provider type)

	GFECs	SFCs	ITPs/ACLs
FE Initial Teacher Education (ITE) bursary	5%	6%	2%
Funded teacher training apprenticeship or other funded teacher training course (not covered by bursary)	9%	5%	10%
Targeted Retention Incentive (TRI)	9%	15%	1%
A retention payment directly from your employer (in addition to your normal salary)	2%	<1%	<1%
A recruitment payment directly from your employer (in addition to your normal salary)	1%	1%	1%
Targeted salary uplift or payment	2%	2%	3%
Funded participation in Continuous Professional Development	6%	7%	9%
Some other financial support	4%	2%	5%
None of these	68%	65%	76%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 3045

Table 93: Q3.1 Have you ever received any of the following types of financial assistance to support your FE teaching career? (Dual Professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
FE Initial Teacher Education (ITE) bursary	4%	4%	3%	2%
Funded teacher training apprenticeship or other funded teacher training course (not covered by bursary)	9%	8%	7%	11%
Targeted Retention Incentive (TRI)	8%	4%	4%	<1%
A retention payment directly from your employer (in addition to your normal salary)	2%	<1%	0%	0%
A recruitment payment directly from your employer (in addition to your normal salary)	1%	<1%	<1%	<1%
Targeted salary uplift or payment	3%	2%	0%	1%
Funded participation in Continuous Professional Development	8%	8%	6%	5%
Some other financial support	4%	3%	10%	8%
None of these	68%	75%	72%	75%

Each row of the first column represents a single response item. All respondents with a teaching role. N = 3045

Table 94: Q3.1 Have you ever received any of the following types of financial assistance to support your FE teaching career? (Early Career Teachers)

	ECT	Not ECT
FE Initial Teacher Education (ITE) bursary	5%	4%
Funded teacher training apprenticeship or other funded teacher training course (not covered by bursary)	15%	8%
Targeted Retention Incentive (TRI)	16%	5%
A retention payment directly from your employer (in addition to your normal salary)	1%	1%
A recruitment payment directly from your employer (in addition to your normal salary)	<1%	<1%
Targeted salary uplift or payment	5%	2%
Funded participation in Continuous Professional Development	7%	7%
Some other financial support	6%	4%
None of these	57%	72%

Multi-response item. All respondents with a teaching role. N = 3045

Table 95: Q4.1 In your most recent full working week, approximately how many hours did you work?

	Weighted Mean Hours	95% CI
Part-time	31.0	30.0, 32.0
Full-time	43.5	43.0, 44.0

Teachers only. Single response. N = 4010

Table 96: Q4.1 In your most recent full working week, approximately how many hours did you work? Group comparison by provider type. Part-time teachers.

	Sum of squares	Degrees of freedom	*F*-statistic	*p*-value	Significance
Role	1043.09	3	2.98	0.031	Significant
Provider Type	1058.52	2	4.54	0.011	Significant
Role x Provider Type	224.51	6	0.32	0.926	Not significant
Residuals	96881.36	831			

ANOVA model of Q4.1 (hours worked) by provider type. Part-time teachers only. Single response. N = 4010

Table 97: Q4.1 In your most recent full working week, approximately how many hours did you work? Group comparison by provider type. Full-time teachers.

	Sum of squares	Degrees of freedom	*F*-statistic	*p*-value	Significance
Intercept	2767.86	1	23.74	<0.001	Significant
Role	752.41	3	2.15	<0.001	Significant
Provider Type	12.61	2	0.05	<0.001	Significant
Role x Provider Type	224.51	6	0.32	<0.001	Significant
Residuals	96881.36	831			

ANOVA model of Q4.1 (hours worked) by provider type. Full-time teachers only. Single response. N = 4010

Table 98: Q4.2 In your most recent full working week, approximately how many hours did you spend teaching in the classroom (including online classes)?

	Weighted Mean Hours	95% CI
Part-time	15.4	14.8, 16.2
Full-time	21.1	20.6, 21.7

Teachers only. Single response. N = 2695

Table 99: Q4.2 In your most recent full working week, approximately how many hours did you spend teaching in the classroom (including online classes)? Group comparison by provider type. Part-time teachers.

	Sum of squares	Degrees of freedom	*F*-statistic	*p*-value	Significance
Role	33.88	1	0.72	0.398	Not significant
Provider Type	751.89	2	7.94	<0.001	Significant
Role x Provider Type	17.75	2	0.19	0.829	Not significant
Residuals	33097.54	699			

ANOVA model of Q4.2 (hours worked) by provider type. Part-time teachers only. Single response. N = 2695

Table 100: Q4.2 In your most recent full working week, approximately how many hours did you spend teaching in the classroom (including online classes)? Group comparison by provider type. Full-time teachers.

	Sum of squares	Degrees of freedom	*F*-statistic	*p*-value	Significance
Intercept	33451.69	1	415.88	<0.001	Significant
Role	9738.19	1	121.07	<0.001	Significant
Provider Type	1339.92	2	8.33	<0.001	Significant
Role x Provider Type	517.97	2	3.22	<0.001	Significant
Residuals	150577.79	1872			

ANOVA model of Q4.2 (hours worked) by provider type. Full-time teachers only. Single response. N = 2695

Table 101: Q4.3 On average, how many hours per week do you spend on pastoral support for learners (e.g. wellbeing, safeguarding, behaviour, mentoring) in addition to your teaching/primary role? (aggregate)

	Overall
Less than 1 hour	10%
1-2 hours	33%
3-5 hours	30%
6-10 hours	10%
More than 10 hours	8%
Not applicable	10%

Single response. N = 3043

Table 102: Q4.3 On average, how many hours per week do you spend on pastoral support for learners (e.g. wellbeing, safeguarding, behaviour, mentoring) in addition to your teaching/primary role? (provider type)

	GFECs	SFCs	ITPs/ACLs
Less than 1 hour	10%	12%	11%
1-2 hours	32%	43%	32%
3-5 hours	33%	26%	24%
6-10 hours	9%	5%	11%
More than 10 hours	8%	5%	8%
Not applicable	9%	9%	14%

Single response. N = 3043

Table 103: Q4.4 Thinking about the current academic year, so 2025/2026, to what extent do you agree or disagree with the following statements? (aggregate)

	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
I have sufficient control over my own workload	18%	34%	15%	23%	11%
I have an acceptable workload	14%	30%	15%	25%	16%
Vacancies at my college/provider have increased my workload	21%	24%	28%	15%	13%

Multi-response item. N = 4435

Table 104: Q4.4 Thinking about the current academic year, so 2025/2026, to what extent do you agree or disagree with the following statements? (provider type)

		GFECs	SFCs	ITPs/ACLs
I have sufficient control over my own workload	Strongly Agree	11%	7%	33%
	Tend to Agree	31%	31%	39%
	Neither agree nor disagree	16%	11%	14%
	Tend to Disagree	28%	32%	11%
	Strongly Disagree	14%	18%	3%
I have an acceptable workload	Strongly Agree	8%	5%	29%
	Tend to Agree	28%	26%	37%
	Neither agree nor disagree	14%	13%	17%
	Tend to Disagree	30%	32%	13%

		GFECs	SFCs	ITPs/ACLs
	Strongly Disagree	21%	24%	5%
Vacancies at my college/provider have increased my workload	Strongly Agree	25%	9%	13%
	Tend to Agree	27%	18%	19%
	Neither agree nor disagree	26%	35%	32%
	Tend to Disagree	12%	24%	17%
	Strongly Disagree	9%	14%	19%

Multi-response item. N = 4435

Table 105: Q4.4 Thinking about the current academic year, so 2025/2026, to what extent do you agree or disagree with the following statements? (role)

		Leader	Manager with No Teaching	Manager with Teaching	Teacher
I have sufficient control over my own workload	Strongly Agree	49%	31%	14%	13%
	Tend to Agree	39%	42%	29%	32%
	Neither agree nor disagree	5%	11%	12%	17%
	Tend to Disagree	6%	11%	31%	25%
	Strongly Disagree	1%	5%	15%	12%
I have an acceptable workload	Strongly Agree	32%	25%	11%	11%

		Leader	Manager with No Teaching	Manager with Teaching	Teacher
	Tend to Agree	40%	37%	22%	29%
	Neither agree nor disagree	11%	13%	14%	16%
	Tend to Disagree	13%	20%	29%	26%
	Strongly Disagree	3%	6%	23%	18%
Vacancies at my college/provider have increased my workload	Strongly Agree	15%	20%	30%	20%
	Tend to Agree	25%	25%	26%	23%
	Neither agree nor disagree	24%	28%	22%	29%
	Tend to Disagree	17%	15%	13%	15%
	Strongly Disagree	18%	12%	9%	13%

Single-response item. N = 4435

Table 106: Q4.4 Thinking about the current academic year, so 2025/2026, to what extent do you agree or disagree with the following statements? (dual professional)

		Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
I have sufficient control over my own workload	Strongly Agree	18%	14%	16%	23%
	Tend to Agree	33%	39%	32%	32%
	Neither agree nor disagree	15%	14%	16%	14%
	Tend to Disagree	23%	23%	22%	25%
	Strongly Disagree	11%	10%	14%	6%
I have an acceptable workload	Strongly Agree	15%	12%	9%	20%
	Tend to Agree	28%	33%	35%	45%
	Neither agree nor disagree	16%	12%	14%	14%
	Tend to Disagree	25%	27%	29%	14%
	Strongly Disagree	16%	16%	14%	7%
Vacancies at my college/provider have increased my workload	Strongly Agree	22%	17%	18%	13%
	Tend to Agree	25%	24%	24%	9%
	Neither agree nor disagree	27%	32%	30%	35%

		Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
	Tend to Disagree	14%	13%	16%	25%
	Strongly Disagree	12%	14%	13%	18%

Single-response item. N = 4435

Table 107: Q4.4 Thinking about the current academic year, so 2025/2026, to what extent do you agree or disagree with the following statements? (Early Career Teachers)

		ECT	Not ECT
I have sufficient control over my own workload	Strongly agree	11%	18%
	Tend to agree	31%	34%
	Neither agree nor disagree	18%	14%
	Tend to disagree	27%	22%
	Strongly disagree	13%	11%
I have an acceptable workload	Strongly agree	13%	14%
	Tend to agree	27%	31%
	Neither agree nor disagree	18%	15%
	Tend to disagree	24%	25%
	Strongly disagree	18%	15%
Vacancies at my college/provider have increased my workload	Strongly agree	23%	20%
	Tend to agree	20%	24%
	Neither agree nor disagree	33%	28%
	Tend to disagree	12%	15%
	Strongly disagree	12%	13%

Single-response item. N = 4435

Table 108: Q4.5 Across the academic year, is the time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or not applicable? (aggregate)

	Far too little	Too little	About right	Too much	Far too much	Not applicable
Individual lesson planning or preparation	8%	18%	43%	17%	12%	2%
Marking/correcting of students' work	5%	14%	43%	20%	14%	5%
Recording, inputting, monitoring, and analysing student performance data	4%	11%	38%	23%	20%	3%
Student counselling, supervision, and tuition (including careers guidance, virtual counselling, and emotional support)	3%	10%	53%	15%	8%	11%
Behaviour incidents (including sanctions, student support, admin, and parent/carer communication)	3%	11%	39%	19%	17%	11%
Professional development	16%	28%	45%	6%	4%	1%

Multi-response item. Teachers and managers with teaching role. N = 3042

Table 109: Q4.5 Across the academic year, is the time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or not applicable? (provider type)

		GFECs	SFCs	ITPs/ACLs
Individual lesson planning or preparation	Far too little	10%	7%	4%
	Too little	20%	19%	14%
	About right	35%	43%	62%
	Too much	19%	17%	10%
	Far too much	14%	13%	6%
	Not applicable	2%	1%	4%
Marking/correcting of students' work	Far too little	7%	2%	2%
	Too little	16%	10%	11%
	About right	37%	33%	61%
	Too much	23%	31%	10%
	Far too much	15%	23%	8%
	Not applicable	3%	1%	9%
Recording, inputting, monitoring, and analysing student performance data	Far too little	5%	1%	2%
	Too little	12%	5%	11%
	About right	32%	37%	54%
	Too much	26%	29%	16%
	Far too much	24%	28%	11%
	Not applicable	2%	<1%	5%
Student counselling, supervision, and tuition (including careers guidance, virtual	Far too little	3%	1%	2%

		GFECs	SFCs	ITPs/ACLs
counselling, and emotional support)				
	Too little	12%	7%	8%
	About right	47%	53%	67%
	Too much	17%	20%	7%
	Far too much	11%	10%	3%
	Not applicable	10%	9%	14%
Behaviour incidents (including sanctions, student support, admin, and parent/carer communication)	Far too little	4%	2%	1%
	Too little	12%	7%	9%
	About right	32%	43%	53%
	Too much	23%	29%	7%
	Far too much	22%	18%	4%
	Not applicable	6%	3%	25%
Professional development	Far too little	19%	12%	9%
	Too little	30%	29%	23%
	About right	38%	47%	61%
	Too much	8%	7%	2%
	Far too much	4%	5%	2%
	Not applicable	<1%	<1%	2%

Multi-response item. Teachers and managers with teaching role. N = 3042

Table 110: Q4.5 Across the academic year, is the time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or not applicable? (role)

		Manager with Teaching	Teacher
Individual lesson planning or preparation	Far too little	8%	8%
	Too little	19%	18%
	About right	46%	43%
	Too much	14%	17%
	Far too much	11%	12%
	Not applicable	1%	2%
Marking/correcting of students' work	Far too little	4%	5%
	Too little	12%	14%
	About right	43%	43%
	Too much	21%	20%
	Far too much	15%	13%
	Not applicable	4%	5%
Recording, inputting, monitoring, and analysing student performance data	Far too little	1%	4%
	Too little	7%	11%
	About right	41%	38%
	Too much	25%	23%
	Far too much	24%	20%
	Not applicable	1%	3%

		Manager with Teaching	Teacher
Student counselling, supervision, and tuition (including careers guidance, virtual counselling, and emotional support)	Far too little	1%	3%
	Too little	9%	11%
	About right	52%	53%
	Too much	22%	14%
	Far too much	11%	8%
	Not applicable	6%	11%
Behaviour incidents (including sanctions, student support, admin, and parent/carer communication)	Far too little	<1%	3%
	Too little	9%	11%
	About right	34%	39%
	Too much	26%	19%
	Far too much	25%	16%
	Not applicable	6%	12%
Professional development	Far too little	15%	16%
	Too little	34%	28%
	About right	40%	46%
	Too much	7%	6%
	Far too much	4%	4%
	Not applicable	<1%	1%

Multi-response item. Teachers and managers with teaching role. N = 3042

Table 111: Q4.6 Time spent on the following activity (aggregate)

	Far too little	Too little	About right	Too much	Far too much	Not applicable
Administration within college	<1%	2%	59%	20%	13%	5%
Administration work and management with external bodies	<1%	4%	63%	17%	9%	6%
Performance management	1%	7%	68%	14%	7%	4%
Data analysis	2%	7%	65%	15%	7%	4%
Recruitment for teaching and support staff	1%	5%	53%	16%	8%	17%
Responding to changes in latest government policy, including, for example, centrally required policy changes	1%	8%	51%	22%	13%	6%

Multi-response item. Senior leaders and managers without teaching role. N = 1393

Table 112: Q4.6 Time spent on the following activity (provider type)

		GFEC	SFC	ITPs/ACLs
Administration within the college/institution	Far too little	<1%	1%	<1%
	Too little	4%	4%	<1%
	About right	50%	67%	67%
	Too much	22%	16%	18%
	Far too much	18%	3%	9%
	Not applicable	5%	10%	5%
Administrative work and management with external bodies	Far too little	<1%	1%	<1%
	Too little	3%	4%	5%
	About right	60%	65%	66%
	Too much	19%	16%	15%
	Far too much	10%	12%	8%
	Not applicable	7%	2%	6%
Performance management of staff	Far too little	1%	1%	<1%
	Too little	8%	7%	6%
	About right	59%	72%	76%
	Too much	20%	15%	9%
	Far too much	10%	3%	4%
	Not applicable	3%	1%	5%
Data analysis	Far too little	3%	1%	<1%
	Too little	8%	10%	6%
	About right	62%	72%	67%
	Too much	15%	7%	16%
	Far too much	8%	2%	6%
	Not applicable	5%	8%	4%
Recruitment for teaching and support staff	Far too little	2%	0%	1%
	Too little	6%	4%	4%

		GFEC	SFC	ITPs/ACLs
	About right	45%	60%	59%
	Too much	19%	10%	14%
	Far too much	11%	6%	5%
	Not applicable	17%	19%	16%
Responding to changes in latest government policy including, for example, centrally required policy changes	Far too little	<1%	1%	<1%
	Too little	10%	6%	6%
	About right	50%	50%	51%
	Too much	23%	22%	22%
	Far too much	11%	14%	14%
	Not applicable	6%	7%	6%

Multi-response item. Senior leaders and managers without teaching role. N = 1393

Table 113: Q4.6 Time spent on the following activity (role)

		Leaders	Managers without teaching role
Administration within the college/institution	Far too little	<1%	<1%
	Too little	3%	2%
	About right	62%	58%
	Too much	22%	19%
	Far too much	11%	14%
	Not applicable	2%	6%
Administrative work and management with external bodies	Far too little	<1%	<!%
	Too little	2%	5%
	About right	59%	65%

		Leaders	Managers without teaching role
	Too much	24%	13%
	Far too much	11%	8%
	Not applicable	3%	8%
Performance manage-ment of staff	Far too little	<1%	1%
	Too little	5%	8%
	About right	70%	66%
	Too much	16%	13%
	Far too much	6%	7%
	Not applicable	2%	5%
Data analysis	Far too little	1%	2%
	Too little	8%	7%
	About right	64%	65%
	Too much	18%	14%
	Far too much	7%	6%
	Not applicable	2%	5%
Recruitment for teaching and support staff	Far too little	1%	1%
	Too little	5%	5%
	About right	57%	50%
	Too much	20%	15%
	Far too much	9%	7%
	Not applicable	8%	21%
Responding to changes in latest government	Far too little	<1%	1%

		Leaders	Managers without teaching role
policy including, for example, centrally required policy changes			
	Too little	7%	8%
	About right	40%	56%
	Too much	29%	19%
	Far too much	22%	8%
	Not applicable	2%	8%

Multi-response item. Senior leaders and managers without teaching role. N = 1393

Table 114: Q4.7 Do you currently work in any of the following ways? (aggregate)

	Overall
Job-share (splitting one job with someone else)	3%
Annualised hours (where total yearly hours are fixed but work patterns vary across the year)	8%
Compressed hours (working full-time hours but over a shorter week)	4%
With the option to reclaim time off in lieu (TOIL)	24%
Staggered hours (different start, finish and break times to other workers)	7%
Phased retirement (e.g. reducing hours gradually).	1%
Home/remote working (formally agreed as part of directed time/timetabled hours)	25%
Planning, preparation and assessment (PPA) time offsite	7%
Ad-hoc personal days off at my manager's discretion (this does not include statutory entitlements such as sick leave or bereavement leave etc.)	7%
Ad-hoc days to start late or finish early at my manager's discretion	12%
Other	3%
None of these	45%

Multi-response item. N = 4436

Table 115: Q4.7 Do you currently work in any of the following ways? (provider type)

	GFECs	SFCs	ITPs/ACLs
Job-share (splitting one job with someone else)	3%	2%	2%
Annualised hours (where total yearly hours are fixed but work patterns vary across the year)	8%	3%	7%
Compressed hours (working full-time hours but over a shorter week)	2%	1%	7%
With the option to reclaim time off in lieu (TOIL)	27%	20%	18%
Staggered hours (different start, finish and break times to other workers)	6%	5%	8%
Phased retirement (e.g. reducing hours gradually).	1%	2%	2%
Home/remote working (formally agreed as part of directed time/timetabled hours)	16%	11%	45%
Planning, preparation and assessment (PPA) time offsite	6%	10%	7%
Ad-hoc personal days off at my manager's discretion (this does not include statutory entitlements such as sick leave or bereavement leave etc.)	5%	5%	9%
Ad-hoc days to start late or finish early at my manager's discretion	10%	11%	16%
Other	3%	3%	2%
None of these	48%	58%	36%

Multi-response item. N = 4436

Table 116: Q4.7 Do you currently work in any of the following ways? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Job-share (splitting one job with someone else)	<1%	2%	4%	3%
Annualised hours (where total yearly hours are fixed but work patterns vary across the year)	5%	6%	7%	8%
Compressed hours (working full-time hours but over a shorter week)	7%	5%	2%	3%
With the option to reclaim time off in lieu (TOIL)	18%	33%	31%	22%
Staggered hours (different start, finish and break times to other workers)	9%	12%	7%	6%
Phased retirement (e.g. reducing hours gradually).	2%	<1%	2%	1%
Home/remote working (formally agreed as part of directed time/timetabled hours)	41%	44%	21%	21%
Planning, preparation and assessment (PPA) time offsite	4%	2%	6%	8%
Ad-hoc personal days off at my manager's discretion (this does not include statutory entitlements such as sick leave or bereavement leave etc.)	12%	12%	9%	5%

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Ad-hoc days to start late or finish early at my manager's discretion	22%	23%	20%	9%
Other	5%	3%	2%	3%
None of these	37%	28%	43%	48%

Multi-response item. N = 4436

Table 117: Q4.8 I am satisfied with the flexible working options available to me at my current college/training provider (aggregate)

Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Disagree
24%	26%	24%	15%	11%

Single response item. N = 4435

Table 118: Q4.8 I am satisfied with the flexible working options available to me at my current college/training provider? (provider type)

	GFECs	SFCs	ITPs/ACLs
Strongly Agree	13%	10%	47%
Agree	26%	26%	26%
Neither agree nor disagree	27%	26%	17%
Tend to Disagree	19%	23%	6%
Strongly Disagree	15%	15%	4%

Single response item. N = 4435

Table 119: Q4.8 I am satisfied with the flexible working options available to me at my current college/training provider (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Strongly Agree	56%	41%	17%	19%
Agree	27%	32%	26%	25%
Neither agree nor disagree	12%	13%	27%	26%
Tend to Disagree	4%	8%	17%	17%
Strongly Disagree	2%	5%	13%	13%

Single response item. N = 4435

Table 120: Q4.9 What is your annual salary band from your current college/training provider? (aggregate)

	Overall
Under £10,000	2%
£10,000-£15,999	4%
£16,000-£19,999	3%
£20,000-£24,999	6%
£25,000-£29,999	12%
£30,000-£34,999	19%
£35,000-£39,999	17%
£40,000-£44,999	17%
£45,000-£49,999	7%
£50,000-£54,999	5%
£55,000-£59,999	1%
£60,000-£64,999	1%
£65,000-£69,999	<1%

	Overall
Over £70,000	<1%
Prefer not to say	5%

Single response. N = 3739

Table 121: Q4.9 What is your annual salary band from your current college/training provider? (ethnicity)

	White	Asian/ Asian British	Black/African/Caribbean/ Black British	Mixed/Multiple ethnic groups	Other ethnic group	Prefer not to say
Under £10,000	2%	2%	5%	0%	0%	6%
£10,000-£15,999	3%	3%	4%	5%	0%	7%
£16,000-£19,999	2%	4%	4%	0%	0%	4%
£20,000-£24,999	5%	8%	11%	11%	8%	9%
£25,000-£29,999	13%	12%	4%	8%	0%	8%
£30,000-£34,999	19%	20%	18%	11%	26%	13%
£35,000-£39,999	17%	19%	22%	16%	37%	13%
£40,000-£44,999	17%	18%	17%	25%	5%	11%
£45,000-£49,999	7%	5%	4%	6%	8%	9%
£50,000-£54,999	5%	3%	1%	3%	12%	5%
£55,000-£59,999	2%	<1%	1%	<1%	0%	0%
£60,000-£64,999	1%	<1%	0%	10%	0%	<1%
£65,000-£69,999	<1%	0%	<1%	0%	5%	<1%
Over £70,000	<1%	0%	0%	<1%	0%	0%
Prefer not to say	4%	6%	9%	3%	0%	15%

Single response. N = 3739

Table 122: Q4.9 What is your annual salary band from your current college/training provider? (gender)

	Female	Male	Identifies in another way	Prefer not to say
Under £10,000	3%	2%	0%	1%
£10,000-£15,999	4%	3%	29%	2%
£16,000-£19,999	4%	<1%	0%	10%
£20,000-£24,999	8%	4%	29%	<1%
£25,000-£29,999	14%	8%	27%	3%
£30,000-£34,999	20%	16%	<1%	22%
£35,000-£39,999	15%	21%	6%	9%
£40,000-£44,999	13%	22%	1%	24%
£45,000-£49,999	6%	9%	3%	<1%
£50,000-£54,999	4%	6%	5%	6%
£55,000-£59,999	1%	2%	0%	0%
£60,000-£64,999	<1%	2%	0%	<1%
£65,000-£69,999	<1%	<1%	0%	0%
Over £70,000	<1%	<1%	0%	0%
Prefer not to say	6%	4%	0%	23%

Single response. N = 3739

Table 123: Q4.13 How strongly do you agree or disagree with the following statements about your pay and your job? (aggregate)

	I am currently satisfied with the salary I receive for the work I do	At this stage in my career, working in FE offers me a good salary compared to salaries in other careers I could follow if I leave	I am satisfied with my longer-term salary pro-spects com-pared with other career paths I could follow if I left
Strongly agree	7%	6%	6%
Tend to agree	22%	18%	17%
Neither agree nor disagree	15%	17%	22%
Tend to disagree	27%	22%	23%
Strongly disagree	30%	36%	30%
Don't know	<1%	1%	2%

Multi-response item. N = 4435

Table 124: Q4.13 How strongly do you agree or disagree with the following statements about your pay and your job? (provider type)

		GFECs	SFCs	ITPs/ACLs
I am currently satisfied with the salary I receive for the work I do	Strongly agree	4%	4%	13%
	Tend to agree	19%	25%	27%
	Neither agree nor disagree	13%	14%	17%
	Tend to disagree	27%	32%	26%
	Strongly disagree	38%	25%	16%
	Don't know	0%	0%	0%
At this stage in my career, working in FE offers me a good salary compared to salaries in other careers I could follow if I leave	Strongly agree	5%	3%	9%
	Tend to agree	17%	22%	21%
	Neither agree nor disagree	15%	16%	21%
	Tend to disagree	22%	24%	21%
	Strongly disagree	42%	33%	26%
	Don't know	1%	1%	2%
I am satisfied with my longer-term salary pro-spects compared with other career paths I could follow if I left	Strongly agree	4%	4%	11%
	Tend to agree	15%	15%	20%
	Neither agree nor disagree	21%	18%	24%
	Tend to disagree	23%	32%	21%
	Strongly disagree	35%	29%	20%
	Don't know	1%	1%	2%

Multi-response item. N = 4435

Table 125: Q4.13 How strongly do you agree or disagree with the following statements about your pay and your job? (role)

		Leader	Manager with No Teaching	Manager with Teaching	Teacher
I am currently satisfied with the salary I receive for the work I do	Strongly agree	22%	13%	4%	5%
	Tend to agree	34%	32%	20%	19%
	Neither agree nor disagree	16%	18%	13%	14%
	Tend to disagree	19%	21%	27%	28%
	Strongly disagree	9%	16%	36%	33%
	Don't know	<1%	<1%	<1%	<1%
At this stage in my career, working in FE offers me a good salary compared to salaries in other careers I could follow if I leave	Strongly agree	17%	10%	7%	4%
	Tend to agree	27%	25%	17%	17%
	Neither agree nor disagree	18%	20%	15%	16%
	Tend to disagree	21%	20%	23%	22%
	Strongly disagree	15%	22%	37%	40%
	Don't know	2%	1%	1%	1%
I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I left	Strongly agree	20%	11%	5%	5%
	Tend to agree	28%	24%	16%	15%
	Neither agree nor disagree	23%	26%	19%	21%
	Tend to disagree	20%	19%	28%	24%

		Leader	Manager with No Teaching	Manager with Teaching	Teacher
	Strongly disagree	9%	18%	31%	34%
	Don't know	2%	1%	1%	2%

Multi-response item. N = 4435

Table 126: Q4.13 How strongly do you agree or disagree with the following statements about your pay and your job? (dual professionals)

		Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
I am currently satisfied with the salary I receive for the work I do	Strongly agree	7%	3%	4%	11%
	Tend to agree	21%	24%	18%	23%
	Neither agree nor disagree	15%	12%	13%	14%
	Tend to disagree	27%	28%	23%	28%
	Strongly disagree	29%	32%	42%	23%
	Don't know	<1%	0%	0%	<1%
At this stage in my career, working in FE offers me a good salary compared to salaries in other careers I could follow if I leave	Strongly agree	7%	5%	4%	5%
	Tend to agree	19%	16%	14%	25%
	Neither agree nor disagree	17%	18%	14%	14%
	Tend to disagree	22%	23%	19%	15%
	Strongly disagree	35%	35%	49%	39%
	Don't know	1%	3%	<1%	2%
I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I left	Strongly agree	7%	4%	3%	7%

		Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
	Tend to agree	18%	15%	13%	17%
	Neither agree nor disagree	21%	23%	25%	24%
	Tend to disagree	24%	24%	17%	19%
	Strongly disagree	29%	32%	42%	30%
	Don't know	2%	3%	<1%	3%

Multi-response item. N = 4435

Table 127: Q4.13 How strongly do you agree or disagree with the following statements about your pay and your job? (Early Career Teachers)

		ECT	Not ECT
I am currently satisfied with the salary I receive for the work I do	Strongly agree	6%	7%
	Tend to agree	16%	22%
	Neither agree nor disagree	15%	15%
	Tend to disagree	33%	26%
	Strongly disagree	30%	30%
	Don't know		<1%
At this stage in my career, working in FE offers me a good salary compared to salaries in other careers I could follow if I leave	Strongly agree	7%	6%
	Tend to agree	18%	18%
	Neither agree nor disagree	13%	17%
	Tend to disagree	21%	22%
	Strongly disagree	42%	35%
	Don't know	<1%	1%
I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I left	Strongly agree	6%	6%

		ECT	Not ECT
	Tend to agree	20%	16%
	Neither agree nor disagree	21%	22%
	Tend to disagree	18%	24%
	Strongly disagree	32%	30%
	Don't know	2%	2%

Multi-response item. N = 4435

Table 128: Q4.9 What is your annual salary band from your current college/training provider? (provider type)

	GFECs	SFCs	ITPs/ACLs
Under £10,000	1%	<1%	5%
£10,000-£15,999	4%	2%	4%
£16,000-£19,999	3%	2%	3%
£20,000-£24,999	6%	3%	8%
£25,000-£29,999	9%	6%	20%
£30,000-£34,999	19%	8%	20%
£35,000-£39,999	19%	13%	15%
£40,000-£44,999	21%	14%	8%
£45,000-£49,999	7%	23%	4%
£50,000-£54,999	4%	21%	3%
£55,000-£59,999	1%	3%	2%
£60,000-£64,999	1%	2%	2%
£65,000-£69,999	<1%	1%	1%
Over £70,000	<1%	<1%	<1%
Prefer not to say	5%	2%	6%

Single response. N = 3739

Table 129: Q4.9 What is your annual salary band from your current college/training provider? (role)

	Manager with No Teaching	Manager with Teaching	Teacher
Under £10,000	<1%	<1%	3%
£10,000-£15,999	<1%	<1%	4%
£16,000-£19,999	1%	2%	3%
£20,000-£24,999	2%	1%	7%
£25,000-£29,999	6%	2%	14%
£30,000-£34,999	14%	16%	20%
£35,000-£39,999	13%	10%	19%
£40,000-£44,999	14%	25%	16%
£45,000-£49,999	14%	20%	5%
£50,000-£54,999	19%	14%	2%
£55,000-£59,999	7%	5%	<1%
£60,000-£64,999	3%	2%	1%
£65,000-£69,999	2%	1%	<1%
Over £70,000	1%	<1%	<1%
Prefer not to say	4%	2%	6%

Single response. N = 3739

Table 130: Q4.10 What is your annual salary band from your current college/training provider? (aggregate)

	Overall
Under £34,999	6%
£35,000 - £49,999	19%
£50,000 - £99,999	57%
£100,000 - £149,999	8%
£150,000 - 199,999	2%
£200,000 - £249,999	<1%
£250,000 or more	<1%
Prefer not to say	8%

Single response. Senior Leaders. N = 697

Table 131: Q4.10 What is your annual salary band from your current college/training provider? (provider type)

	GFECs	SFCs	ITPs/ACLs
Under £34,999	<1%	<1%	8%
£35,000 - £49,999	2%	1%	27%
£50,000 - £99,999	65%	60%	53%
£100,000 - £149,999	14%	31%	5%
£150,000 - 199,999	6%	5%	0%
£200,000 - £249,999	<1%	<1%	<1%
£250,000 or more	<1%	<1%	<1%
Prefer not to say	12%	2%	7%

Single response. Senior Leaders. N = 697

Table 132: Q4.10 What is your annual salary band from your current college/training provider? (ethnicity)

	White	Asian/Asian British	Black/African/Caribbean/Black British	Mixed/ Multiple ethnic groups	Other ethnic group	Prefer not to say
Under £34,999	3%	21%	0%	34%	0%	41%
£35,000 - £49,999	20%	20%	48%	14%	0%	0%
£50,000 - £99,999	61%	53%	29%	41%	53%	<1%
£100,000 - £149,999	8%	3%	15%	2%	47%	<1%
£150,000 - 199,999	2%	0%	0%	0%	0%	0%
£200,000 - £249,999	<1%	0%	0%	0%	0%	0%
£250,000 or more	<1%	0%	0%	0%	0%	0%
Prefer not to say	6%	4%	8%	9%	0%	59%

Single response. Senior Leaders. N = 697

Table 133: Q4.10 What is your annual salary band from your current college/training provider? (gender)

	Female	Male	Prefer not to say
Under £34,999	8%	2%	82%
£35,000 - £49,999	22%	15%	0%
£50,000 - £99,999	54%	61%	17%
£100,000 - £149,999	8%	8%	<1%
£150,000 - 199,999	1%	2%	0%
£200,000 - £249,999	<1%	0%	0%
Prefer not to say	5%	12%	<1%
£250,000 or more	0%	<1%	0%

Single response. Senior Leaders. N = 697

Table 134: Q4.11 Did you receive a pay increase during the 2024/25 academic year period? (aggregate)

	Overall
Yes	67%
No	24%
I don't know	10%

Single response. N = 4436

Table 135: Q4.11 Did you receive a pay increase during the 2024/25 academic year period? (provider type)

	GFECs	SFCs	ITPs/ACLs
Yes	72%	80%	53%
No	17%	10%	39%
I don't know	11%	10%	7%

Single response. N = 4436

Table 136: Q4.11 Did you receive a pay increase during the 2024/25 academic year period? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Yes	62%	75%	76%	65%
No	36%	21%	19%	24%
I don't know	2%	4%	5%	12%

Single response. N = 4436

Table 137: Q4.12 What was the size of the pay increase? (aggregate)

	Overall
0.00-0.99%	2%
1.00-1.99%	13%
2.00-2.99%	21%
3.00-3.99%	15%
4.00-4.99%	14%
5.00-5.99%	5%
6.00-6.99%	2%
7.00% or more	2%
Don't know	26%

Single response. N = 3144

Table 138: Q4.12 What was the size of the pay increase? (provider type)

	GFECs	SFCs	ITPs/ACLs
0.00-0.99%	1%	<1%	3%
1.00-1.99%	15%	2%	10%
2.00-2.99%	25%	7%	16%
3.00-3.99%	14%	16%	17%
4.00-4.99%	13%	38%	11%
5.00-5.99%	5%	3%	6%
6.00-6.99%	2%	1%	2%
7.00% or more	1%	1%	5%
Don't know	25%	31%	28%

Single response. N = 3144

Table 139: Q4.12 What was the size of the pay increase? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
0.00-0.99%	2%	1%	1%	2%
1.00-1.99%	11%	12%	13%	13%
2.00-2.99%	23%	27%	25%	20%
3.00-3.99%	20%	17%	14%	14%
4.00-4.99%	16%	12%	19%	14%
5.00-5.99%	9%	6%	3%	5%
6.00-6.99%	3%	1%	2%	2%
7.00% or more	6%	3%	<1%	2%
Don't know	10%	21%	23%	29%

Single response. N = 3144

Table 140: Q5.1 To what extent do you agree or disagree with the following statements about your workplace? (aggregate)

	Strongly agree	Tend to agree	Neither agree nor dis-agree	Tend to disagree	Strongly disagree	Don't know
Student behaviour in the classroom is of a good standard	16%	42%	15%	18%	9%	1%
Class sizes are manageable	15%	40%	14%	17%	12%	1%
Student attendance is good	10%	40%	17%	21%	12%	1%
Students receive effective support with SEND	16%	35%	19%	16%	11%	4%
Disadvantaged students are	16%	41%	19%	14%	7%	2%

	Strongly agree	Tend to agree	Neither agree nor dis-agree	Tend to disagree	Strongly disagree	Don't know
effectively supported						
Students receive effective support with mental health needs	17%	42%	19%	12%	7%	3%
I receive support from my manager	34%	38%	13%	9%	6%	<1%
I receive support from teaching colleagues	42%	41%	10%	4%	2%	<1%
I receive the support I need from non-teaching/support staff to help reduce workload	15%	26%	25%	17%	16%	1%
I have access to high-quality facilities and equipment	12%	29%	21%	21%	16%	<1%
I have access to high-quality continuing professional development (CPD)	12%	29%	24%	20%	15%	<1%
I have opportunities for career progression	8%	21%	25%	23%	21%	2%
I have an effective senior leadership team	17%	31%	23%	14%	14%	1%

Multi-response item. N = 3043

Table 141: Q5.1 To what extent do you agree or disagree with the following statements about your workplace? (provider type)

		GFECs	SFCs	ITPs/ACLs
Student behaviour in the classroom is of a good standard	Strongly agree	9%	32%	28%
	Tend to agree	39%	49%	47%
	Neither agree nor disagree	16%	10%	14%
	Tend to disagree	24%	6%	7%
	Strongly disagree	13%	3%	2%
	Don't know	<1%	<1%	3%
Class sizes are manageable	Strongly agree	9%	9%	31%
	Tend to agree	39%	32%	45%
	Neither agree nor disagree	13%	13%	14%
	Tend to disagree	22%	28%	4%
	Strongly disagree	16%	18%	3%
	Don't know	<1%	0%	3%
Student attendance is good	Strongly agree	6%	9%	18%
	Tend to agree	34%	44%	52%
	Neither agree nor disagree	17%	18%	16%
	Tend to disagree	26%	20%	9%
	Strongly disagree	16%	10%	3%
	Don't know	<1%	0%	2%

Students receive effective support with SEND	Strongly agree	11%	21%	26%
	Tend to agree	33%	43%	37%
	Neither agree nor disagree	19%	19%	20%
	Tend to disagree	20%	11%	9%
	Strongly disagree	14%	5%	3%
	Don't know	3%	<1%	5%
Disadvantaged Students are effectively supported	Strongly agree	10%	18%	30%
	Tend to agree	42%	43%	39%
	Neither agree nor disagree	18%	22%	21%
	Tend to disagree	18%	12%	5%
	Strongly disagree	10%	4%	1%
	Don't know	3%	1%	3%
Students receive effective support with mental health needs	Strongly agree	11%	20%	30%
	Tend to agree	41%	42%	43%
	Neither agree nor disagree	20%	21%	15%
	Tend to disagree	15%	10%	8%
	Strongly disagree	9%	6%	2%
	Don't know	4%	1%	3%
I receive support from my manager	Strongly agree	27%	36%	51%

	Tend to agree	39%	37%	37%
	Neither agree nor disagree	15%	10%	7%
	Tend to disagree	11%	11%	4%
	Strongly disagree	8%	7%	2%
	Don't know	<1%	0%	<1%
I receive support from teaching colleagues	Strongly agree	39%	45%	50%
	Tend to agree	43%	40%	36%
	Neither agree nor disagree	10%	11%	11%
	Tend to disagree	5%	3%	2%
	Strongly disagree	3%	1%	1%
	Don't know	<1%	0%	<1%
I receive the support I need from non-teaching/support staff to help reduce workload	Strongly agree	9%	14%	29%
	Tend to agree	25%	25%	31%
	Neither agree nor disagree	26%	17%	24%
	Tend to disagree	20%	23%	9%
	Strongly disagree	20%	20%	6%
	Don't know	1%	1%	2%
I have access to high-quality facilities and equipment	Strongly agree	8%	13%	21%

	Tend to agree	27%	30%	33%
	Neither agree nor disagree	20%	23%	22%
	Tend to disagree	24%	21%	14%
	Strongly disagree	19%	13%	10%
	Don't know	<1%	<1%	<1%
I have access to high-quality continuing professional development (CPD)	Strongly agree	8%	9%	24%
	Tend to agree	27%	27%	35%
	Neither agree nor disagree	24%	24%	22%
	Tend to disagree	22%	26%	13%
	Strongly disagree	19%	14%	6%
	Don't know	<1%	<1%	<1%
I have opportunities for career progression	Strongly agree	4%	4%	17%
	Tend to agree	18%	17%	27%
	Neither agree nor disagree	26%	29%	23%
	Tend to disagree	25%	25%	18%
	Strongly disagree	25%	24%	13%
	Don't know	2%	1%	1%
I have an effective senior leadership team	Strongly agree	10%	17%	34%
	Tend to agree	29%	30%	36%

	Neither agree nor disagree	25%	24%	17%
	Tend to disagree	17%	17%	6%
	Strongly disagree	18%	12%	6%
	Don't know	1%	<1%	<1%

Multi-response item. N = 3043

Table 142: Q5.1 To what extent do you agree or disagree with the following statements about your workplace? (dual professionals)

		Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
Student behaviour in the classroom is of a good standard	Agree	57%	55%	58%	65%
	Neither agree nor disagree	16%	11%	10%	17%
	Disagree	25%	33%	31%	16%
	Don't know	1%	1%	<1%	1%
Class sizes are manageable	Agree	54%	53%	58%	70%
	Neither agree nor disagree	15%	11%	6%	12%
	Disagree	29%	34%	36%	17%
	Don't know	1%	2%	<1%	<1%
Student attendance is good	Agree	49%	44%	51%	68%
	Neither agree nor disagree	18%	16%	13%	14%
	Disagree	32%	39%	36%	17%
	Don't know	<1%	<1%	<1%	<1%
Students receive effective support with SEND	Agree	52%	53%	34%	47%
	Neither agree nor disagree	19%	15%	21%	29%
	Disagree	27%	29%	35%	15%
	Don't know	3%	4%	9%	9%

Disadvantaged students are effectively supported	Agree	57%	56%	49%	62%
	Neither agree nor disagree	19%	20%	24%	17%
	Disagree	22%	21%	22%	14%
	Don't know	2%	3%	3%	6%
Students receive effective support with mental health needs	Agree	60%	56%	51%	54%
	Neither agree nor disagree	18%	19%	21%	22%
	Disagree	20%	19%	25%	13%
	Don't know	2%	5%	3%	11%
I receive support from my manager	Agree	72%	76%	66%	79%
	Neither agree nor disagree	13%	11%	14%	10%
	Disagree	15%	13%	20%	10%
	Don't know	<1%	0%	<1%	0%
I receive support from teaching colleagues	Agree	84%	83%	79%	78%
	Neither agree nor disagree	10%	10%	8%	17%
	Disagree	6%	6%	13%	4%
	Don't know	<1%	<1%	<1%	<1%
I receive the support I need from non-teaching/support staff to help reduce workload	Agree	41%	39%	38%	47%

	Neither agree nor disagree	24%	27%	23%	25%
	Disagree	33%	32%	38%	24%
	Don't know	<1%	1%	2%	3%
I have access to high-quality facilities and equipment	Agree	41%	41%	32%	55%
	Neither agree nor disagree	21%	21%	21%	18%
	Disagree	38%	37%	47%	28%
	Don't know	<1%	<1%	<1%	0%
I have access to high-quality continuing professional development (CPD)	Agree	42%	40%	29%	52%
	Neither agree nor disagree	24%	25%	25%	20%
	Disagree	34%	36%	46%	25%
	Don't know	<1%	<1%	0%	3%
I have opportunities for career progression	Agree	30%	25%	18%	30%
	Neither agree nor disagree	23%	32%	29%	30%
	Disagree	45%	42%	52%	36%
	Don't know	1%	1%	<1%	4%
I have an effective senior leadership team	Agree	49%	46%	36%	53%
	Neither agree nor disagree	23%	23%	23%	21%
	Disagree	27%	31%	40%	20%
	Don't know	<1%	<1%	1%	6%

Single response item. N = 3043

Table 143: Q5.1 To what extent do you agree or disagree with the following statements about your workplace? (Early Career Teachers)

		ECT	Not ECT
Student behaviour in the classroom is of a good standard	Strongly agree	12%	16%
	Tend to agree	42%	42%
	Neither agree nor disagree	15%	15%
	Tend to disagree	22%	17%
	Strongly disagree	9%	9%
	Don't know	<1%	1%
I have access to high-quality facilities and equipment	Strongly agree	15%	12%
	Tend to agree	31%	29%
	Neither agree nor disagree	17%	22%
	Tend to disagree	21%	21%
	Strongly disagree	15%	16%
	Don't know	<1%	<1%
I have access to high-quality continuing pro-fessional development (CPD)	Strongly agree	17%	12%
	Tend to agree	36%	28%
	Neither agree nor disagree	24%	24%
	Tend to disagree	12%	21%
	Strongly disagree	10%	15%
	Don't know	<1%	<1%
I have opportunities for career progression	Strongly agree	13%	7%
	Tend to agree	32%	19%
	Neither agree nor disagree	27%	25%
	Tend to disagree	16%	24%
	Strongly disagree	12%	23%
	Don't know	<1%	2%

		ECT	Not ECT
I have an effective senior leadership team	Strongly agree	23%	16%
	Tend to agree	33%	31%
	Neither agree nor disagree	22%	23%
	Tend to disagree	11%	14%
	Strongly disagree	10%	15%
	Don't know	<1%	1%
Class sizes are manageable	Strongly agree	17%	15%
	Tend to agree	38%	40%
	Neither agree nor disagree	13%	14%
	Tend to disagree	18%	17%
	Strongly disagree	13%	12%
	Don't know	<1%	1%
Student attendance is good	Strongly agree	9%	10%
	Tend to agree	40%	40%
	Neither agree nor disagree	21%	17%
	Tend to disagree	20%	21%
	Strongly disagree	9%	12%
	Don't know	<1%	<1%
Students receive effective support with SEND	Strongly agree	17%	16%
	Tend to agree	40%	34%
	Neither agree nor disagree	19%	19%
	Tend to disagree	13%	17%
	Strongly disagree	8%	11%
	Don't know	3%	4%
Disadvantaged Students are effectively supported	Strongly agree	19%	16%
	Tend to agree	42%	41%
	Neither agree nor disagree	19%	19%
	Tend to disagree	12%	14%

		ECT	Not ECT
	Strongly disagree	6%	7%
	Don't know	2%	3%
Students receive effective support with mental health needs	Strongly agree	21%	16%
	Tend to agree	46%	41%
	Neither agree nor disagree	16%	19%
	Tend to disagree	10%	13%
	Strongly disagree	5%	7%
	Don't know	1%	3%
I receive support from my manager	Strongly agree	42%	33%
	Tend to agree	31%	39%
	Neither agree nor disagree	12%	13%
	Tend to disagree	10%	9%
	Strongly disagree	4%	6%
	Don't know	<1%	<1%
I receive support from teaching colleagues	Strongly agree	50%	41%
	Tend to agree	36%	42%
	Neither agree nor disagree	8%	11%
	Tend to disagree	4%	4%
	Strongly disagree	2%	2%
	Don't know	<1%	<1%
I receive the support I need from non-teaching/support staff to help reduce workload	Strongly agree	17%	14%
	Tend to agree	24%	27%
	Neither agree nor disagree	28%	24%
	Tend to disagree	14%	18%
	Strongly disagree	14%	16%
	Don't know	2%	1%

Single response item. N = 3043

Table 144: Q5.2 To what extent do you agree or disagree with the following statements about your workplace? (aggregate)

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Staff behaviour and professionalism are of a good standard	32%	48%	10%	8%	2%	0%
Staff workloads are manageable	11%	34%	14%	26%	13%	<1%
Student attendance is good across the organisation	19%	38%	17%	16%	6%	4%
Students receive effective support with SEND	33%	42%	10%	8%	4%	4%
Disadvantaged students are effectively supported	35%	43%	10%	6%	2%	3%
Students receive effective support with mental health needs	36%	40%	12%	7%	2%	3%
Non-teaching/support staff help reduce workload across the organisation	21%	35%	19%	14%	7%	3%
Staff have access to high-quality facilities and equipment	21%	37%	18%	15%	9%	<1%
Staff have access to high-quality continuing professional development (CPD)	25%	39%	17%	12%	7%	<1%
Staff have opportunities for career progression	19%	37%	21%	15%	7%	1%
I receive support from leadership colleagues	36%	41%	12%	7%	4%	<1%

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
I have an effective senior leadership team	36%	36%	15%	8%	4%	<1%

Multi-response item. N = 1907

Table 145: Q5.2 To what extent do you agree or disagree with the following statements about your workplace? (provider type)

		GFECs	SFCs	ITPs/ACLs
Staff behaviour and professionalism are of a good standard	Strongly agree	20%	41%	45%
	Tend to agree	53%	42%	43%
	Neither agree nor disagree	13%	8%	7%
	Tend to disagree	12%	7%	4%
	Strongly disagree	3%	1%	1%
Staff workloads are manageable	Strongly agree	3%	4%	22%
	Tend to agree	26%	24%	45%
	Neither agree nor disagree	15%	17%	13%
	Tend to disagree	35%	36%	15%
	Strongly disagree	21%	18%	5%
	Don't know	<1%	<1%	<1%
Student attendance is good across the organisation	Strongly agree	6%	16%	35%
	Tend to agree	35%	44%	41%
	Neither agree nor disagree	21%	16%	13%
	Tend to disagree	23%	18%	7%
	Strongly disagree	10%	4%	1%
	Don't know	5%	2%	3%
Students receive effective support with SEND	Strongly agree	22%	26%	45%
	Tend to agree	43%	48%	40%
	Neither agree nor disagree	12%	13%	7%
	Tend to disagree	11%	8%	4%
	Strongly disagree	6%	3%	1%
	Don't know	6%	2%	2%
Disadvantaged Students are effectively supported	Strongly agree	23%	22%	51%
	Tend to agree	46%	51%	39%
	Neither agree nor disagree	14%	12%	6%
	Tend to disagree	8%	10%	2%

		GFECs	SFCs	ITPs/ACLs
	Strongly disagree	4%	3%	<1%
	Don't know	5%	2%	1%
Students receive effective support with mental health needs	Strongly agree	24%	27%	50%
	Tend to agree	41%	44%	40%
	Neither agree nor disagree	16%	11%	7%
	Tend to disagree	12%	13%	2%
	Strongly disagree	3%	3%	<1%
	Don't know	5%	2%	1%
Non-teaching/support staff help reduce workload across the organisation	Strongly agree	13%	20%	32%
	Tend to agree	31%	35%	41%
	Neither agree nor disagree	22%	14%	17%
	Tend to disagree	20%	20%	6%
	Strongly disagree	10%	8%	2%
	Don't know	4%	3%	3%
Staff have access to high-quality facilities and equipment	Strongly agree	14%	19%	29%
	Tend to agree	36%	35%	39%
	Neither agree nor disagree	19%	19%	18%
	Tend to disagree	19%	19%	9%
	Strongly disagree	12%	8%	5%
	Don't know	<1%	<1%	<1%
Staff have access to high-quality continuing professional development (CPD)	Strongly agree	14%	15%	39%
	Tend to agree	38%	39%	40%
	Neither agree nor disagree	21%	21%	12%
	Tend to disagree	17%	17%	6%
	Strongly disagree	9%	7%	3%
	Don't know	<1%	<1%	<1%
Staff have opportunities for career progression	Strongly agree	10%	9%	30%
	Tend to agree	38%	27%	37%

		GFECs	SFCs	ITPs/ACLs
	Neither agree nor disagree	22%	25%	20%
	Tend to disagree	18%	21%	10%
	Strongly disagree	11%	15%	3%
	Don't know	1%	2%	<1%
I receive support from leadership colleagues	Strongly agree	27%	26%	48%
	Tend to agree	43%	46%	38%
	Neither agree nor disagree	13%	15%	9%
	Tend to disagree	10%	9%	4%
	Strongly disagree	7%	5%	<1%
	Don't know	<1%	0%	<1%
I have an effective senior leadership team	Strongly agree	26%	26%	48%
	Tend to agree	36%	42%	36%
	Neither agree nor disagree	18%	17%	10%
	Tend to disagree	13%	10%	3%
	Strongly disagree	7%	4%	1%
	Don't know	<1%	1%	<1%

Multi-response item. N = 1907

Table 146: Q7.1 In which of the following vocational or technical areas / subjects would you say it is most difficult to recruit skilled teaching staff? (aggregate)

	Overall
Agriculture, Environmental and Animal Care	7%
Arts, Media and Publishing	2%
Basic Skills, ESOL and Life Skills	12%
Business and Administration	7%
Catering and Hospitality	4%
Childcare and Education	10%
Construction	29%
Creative and Design	2%
Digital / IT	26%
Engineering and Manufacturing	30%

	Overall
Hair and Beauty	4%
Health and Science	10%
Legal, Finance and Accounting	10%
Protective Services	1%
Retail and Commercial Enterprise	0%
Sales, Marketing and Procurement	2%
Social Care	10%
Sports, Leisure, Travel and Tourism	2%
Transport and Logistics	4%
Other, e.g. BTEC and vocational courses	7%
None of these	4%
Don't know/ Can't say	15%

Multi-response item. N = 697

Table 147: Q7.1 In which of the following vocational or technical areas / subjects would you say it is most difficult to recruit skilled teaching staff? (provider)

	GFECs	SFCs	ITPs/ACLs
Agriculture, Environmental and Animal Care	12%	0%	5%
Arts, Media and Publishing	2%	3%	2%
Basic Skills, ESOL and Life Skills	13%	0%	12%
Business and Administration	8%	26%	6%
Catering and Hospitality	5%	0%	4%
Childcare and Education	5%	0%	12%
Construction	67%	1%	16%
Creative and Design	2%	5%	2%
Digital / IT	39%	46%	19%
Engineering and Manufacturing	72%	12%	14%
Hair and Beauty	1%	3%	5%
Health and Science	15%	18%	8%
Legal, Finance and Accounting	15%	30%	7%
Protective Services	1%	0%	1%
Retail and Commercial Enterprise	0%	0%	0%
Sales, Marketing and Procurement	1%	3%	3%
Social Care	9%	0%	11%
Sports, Leisure, Travel and Tourism	2%	0%	1%
Transport and Logistics	4%	0%	4%
Other, e.g. BTEC and vocational courses	14%	2%	5%
None of these	1%	5%	5%
Don’t know/ Can’t say	11%	29%	15%

Multi-response item. N = 697

Table 148: Q7.2 And in which of the following academic areas / subjects, including but not limited to A-levels and GCSEs, would you say it is most difficult to recruit skilled teaching staff? (aggregate)

	Overall
Art and Design (including Photography)	1%
Biology	4%
Business Studies	3%
Chemistry	8%
Computer Science/Computing	10%
Design and Technology	2%
Drama	0%
Economics	4%
English	20%
French	1%
Geography	1%
German	0%
History	0%
Law	3%
Mathematics	31%
Media / Film / TV Studies	1%
Music (incl. Music Technology)	1%
Physical Education	0%
Physics	7%
Politics	0%
Psychology	1%
Religious Education and/or Philosophy	0%
Sociology	0%
Spanish	1%
Other	5%
None of these	14%
Don't know/ Can't say	42%

Multiple response. N = 697

Table 149: Q7.2 And in which of the following academic areas / subjects, including but not limited to A-levels and GCSEs, would you say it is most difficult to recruit skilled teaching staff? (provider)

	GFECs	SFCs	ITPs/ACLss
Art and Design (including Photography)	1%	3%	1%
Biology	12%	10%	1%
Business Studies	6%	32%	0%
Chemistry	22%	23%	2%
Computer Science/Computing	25%	50%	3%
Design and Technology	2%	8%	2%
Drama	1%	0%	0%
Economics	7%	37%	1%
English	36%	2%	15%
French	2%	2%	0%
Geography	1%	14%	0%
German	1%	2%	0%
History	0%	3%	0%
Law	7%	23%	0%
Mathematics	52%	36%	22%
Media / Film / TV Studies	1%	5%	1%
Music (incl. Music Technology)	0%	3%	1%
Physical Education	1%	0%	0%
Physics	19%	28%	1%
Politics	1%	1%	0%
Psychology	1%	11%	0%
Religious Education and/or Philosophy	0%	9%	0%
Sociology	0%	0%	0%
Spanish	1%	2%	0%
Other	2%	0%	7%

	GFECs	SFCs	ITPs/ACLss
None of these	3%	9%	18%
Don’t know/ Can’t say	26%	9%	49%

Multiple response. N = 697

Table 150: Q7.3 To what extent do you think the following factors are enablers or barriers to recruiting staff in your organisation/department? (aggregate)

	A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Salaries compared to industry	50%	25%	12%	4%	2%	7%
Salaries compared to schools	41%	24%	18%	3%	2%	12%
Salaries compared to other FE providers (e.g. colleges/ITPs)	19%	29%	29%	9%	4%	10%
Availability of flexible working options	13%	21%	33%	14%	14%	5%
Benefits (e.g. holidays, pension)	8%	12%	30%	23%	21%	5%
Applicants having the required skills and experience (e.g. teaching and industry experience)	21%	30%	25%	10%	6%	7%
Workload and working hours	18%	27%	32%	11%	6%	5%
Professional development opportunities	5%	21%	36%	22%	11%	6%
Cost of recruitment processes	11%	22%	46%	3%	1%	17%
Public perceptions of FE	11%	29%	41%	5%	1%	13%
Other	8%	2%	2%	0%	1%	87%

Single response. N = 1907

Table 151: Q7.3 To what extent do you think the following factors are enablers or barriers to recruiting staff in your organisation/department? (provider)

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Salaries compared to industry	GFECs	60%	22%	7%	3%	2%	5%
	ITPs/ACLs	40%	26%	18%	5%	3%	8%
	SFCs	45%	39%	7%	2%	1%	6%
Salaries compared to schools	GFECs	53%	25%	10%	2%	2%	8%
	ITPs/ACLs	29%	21%	26%	4%	3%	16%
	SFCs	22%	33%	30%	5%	2%	9%
Salaries compared to other FE providers (e.g. colleges/ITPs)	GFECs	17%	34%	27%	10%	4%	8%
	ITPs/ACLs	23%	26%	29%	6%	3%	12%
	SFCs	7%	14%	45%	15%	6%	13%
Availability of flexible working options	GFECs	18%	24%	31%	14%	9%	4%
	ITPs/ACLs	8%	16%	35%	15%	20%	6%
	SFCs	25%	29%	21%	15%	4%	7%
Benefits (e.g. holidays, pension)	GFECs	6%	10%	27%	26%	28%	3%
	ITPs/ACLs	10%	15%	36%	18%	14%	8%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
	SFCs	4%	11%	22%	30%	27%	6%
Applicants having the required skills and experience (e.g. teaching and industry experience)	GFECs	23%	32%	25%	10%	5%	5%
	ITPs/ACLs	20%	29%	25%	8%	8%	10%
	SFCs	17%	30%	29%	12%	4%	7%
Workload and working hours	GFECs	24%	33%	26%	10%	3%	3%
	ITPs/ACLs	9%	19%	41%	13%	10%	8%
	SFCs	36%	34%	16%	7%	2%	5%
Professional development opportunities	GFECs	6%	24%	33%	24%	9%	4%
	ITPs/ACLs	3%	17%	38%	19%	14%	9%
	SFCs	5%	27%	39%	19%	3%	7%
Cost of recruitment processes	GFECs	9%	23%	46%	3%	1%	18%
	ITPs/ACLs	13%	20%	45%	3%	1%	17%
	SFCs	3%	20%	54%	3%	1%	20%
Public perceptions of FE	GFECs	14%	35%	34%	5%	2%	11%
	ITPs/ACLs	7%	22%	50%	5%	1%	15%
	SFCs	12%	33%	36%	6%	1%	13%
Other	GFECs	12%	1%	2%	0%	2%	84%
	ITPs/ACLs	3%	2%	2%	0%	0%	92%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
	SFCs	14%	0%	1%	0%	4%	81%

Single response. N = 1907

Table 152: Q7.3 To what extent do you think the following factors are enablers or barriers to recruiting staff in your organisation/department? (role)

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Salaries compared to industry	Leader	55%	25%	12%	3%	4%	2%
	Manager with No Teaching	44%	25%	14%	4%	2%	11%
	Manager with Teaching	57%	26%	9%	4%	2%	3%
Public perceptions of FE	Leader	10%	32%	44%	5%	3%	7%
	Manager with No Teaching	9%	25%	42%	6%	1%	18%
	Manager with Teaching	14%	34%	37%	4%	1%	10%
Other	Leader	6%	4%	1%	0%	5%	83%
	Manager with No Teaching	6%	1%	3%	0%	<1%	91%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
	Manager with Teaching	14%	3%	1%	0%	1%	81%
Salaries compared to schools	Leader	41%	23%	21%	2%	4%	8%
	Manager with No Teaching	34%	25%	18%	5%	2%	17%
	Manager with Teaching	53%	22%	16%	1%	1%	6%
Salaries compared to other FE providers (e.g. colleges/ITPs)	Leader	25%	30%	28%	8%	5%	5%
	Manager with No Teaching	16%	29%	28%	9%	3%	15%
	Manager with Teaching	20%	30%	30%	9%	4%	7%
Availability of flexible working options	Leader	12%	22%	33%	16%	15%	2%
	Manager with No Teaching	10%	18%	34%	14%	15%	8%
	Manager with Teaching	21%	24%	30%	13%	9%	3%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Benefits (e.g. holidays, pension)	Leader	11%	15%	31%	23%	18%	3%
	Manager with No Teaching	5%	9%	30%	23%	24%	8%
	Manager with Teaching	9%	16%	31%	23%	20%	2%
Applicants having the required skills and experience (e.g. teaching and industry experience)	Leader	26%	35%	22%	6%	7%	3%
	Manager with No Teaching	18%	27%	26%	11%	6%	12%
	Manager with Teaching	22%	33%	27%	10%	6%	3%
Workload and working hours	Leader	11%	29%	38%	11%	8%	3%
	Manager with No Teaching	11%	24%	36%	14%	7%	8%
	Manager with Teaching	38%	30%	20%	7%	4%	2%
Professional development opportunities	Leader	3%	16%	42%	23%	14%	3%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
	Manager with No Teaching	4%	19%	32%	24%	12%	9%
	Manager with Teaching	8%	29%	36%	16%	6%	4%
Cost of recruitment processes	Leader	15%	23%	49%	4%	3%	6%
	Manager with No Teaching	9%	21%	44%	3%	<1%	23%
	Manager with Teaching	11%	22%	46%	3%	<1%	18%

Single response. N = 1907

Table 153: Q7.4 To what extent do you think the following factors are enablers or barriers to retaining staff in your organisation/department? (aggregate)

	A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Workload and working hours	29%	33%	22%	7%	6%	3%
Accountability and inspection (e.g., Ofsted)	20%	37%	35%	3%	2%	2%
Benefits (e.g. holidays, pension)	7%	15%	27%	28%	20%	3%
Suitability of staff to the role	14%	32%	30%	14%	5%	5%
Maternity pay package	6%	9%	43%	15%	8%	19%
Career progression opportunities	9%	27%	30%	20%	9%	5%
Job security	6%	13%	30%	28%	19%	4%
Student behaviour	13%	29%	37%	9%	7%	5%
Funding/ government contracts	17%	27%	37%	6%	3%	10%
Flexibility of working arrangements	10%	18%	32%	23%	14%	4%
Public perceptions of FE	8%	25%	50%	5%	2%	11%

	A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Salaries compared to schools	35%	26%	20%	4%	3%	11%
Salaries compared to industry	49%	24%	14%	3%	4%	6%
Salaries compared to other FE providers (e.g. colleges/ITPs)	18%	29%	29%	9%	5%	10%
Strategies to improve staff wellbeing (e.g. mental health support, employee assistance schemes, lunchtime yoga classes)	6%	14%	41%	23%	10%	6%
Other	5%	1%	1%	0%	1%	92%

Single response. N = 1907

Table 154: Q7.4 To what extent do you think the following factors are enablers or barriers to retaining staff in your organisation/department? (provider)

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Workload and working hours	GFECs	43%	35%	15%	4%	2%	1%
	ITPs/ACLs	11%	30%	32%	11%	11%	4%
	SFCs	44%	37%	8%	7%	2%	2%
Accountability and inspection (e.g., Ofsted)	GFECs	22%	44%	26%	4%	2%	2%
	ITPs/ACLs	16%	30%	45%	3%	2%	3%
	SFCs	34%	38%	23%	1%	2%	3%
Benefits (e.g. holidays, pension)	GFECs	7%	13%	20%	31%	26%	1%
	ITPs/ACLs	8%	17%	35%	24%	13%	4%
	SFCs	4%	11%	21%	36%	23%	4%
Suitability of staff to the role	GFECs	16%	36%	28%	12%	4%	4%
	ITPs/ACLs	11%	27%	33%	16%	7%	5%
	SFCs	9%	28%	33%	18%	6%	6%
Maternity pay package	GFECs	6%	8%	37%	19%	11%	19%
	ITPs/ACLs	6%	11%	50%	9%	6%	18%
	SFCs	5%	10%	39%	16%	7%	24%
Career progression opportunities	GFECs	11%	28%	28%	23%	7%	2%
	ITPs/ACLs	7%	25%	32%	18%	12%	7%
	SFCs	14%	36%	25%	17%	5%	4%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Job security	GFECs	5%	13%	28%	30%	20%	2%
	ITPs/ACLs	8%	14%	33%	24%	16%	5%
	SFCs	1%	10%	24%	36%	25%	4%
Student behaviour	GFECs	21%	38%	27%	7%	3%	5%
	ITPs/ACLs	6%	19%	49%	11%	9%	6%
	SFCs	8%	15%	29%	22%	22%	5%
Funding/ government contracts	GFECs	18%	28%	37%	5%	2%	11%
	ITPs/ACLs	18%	25%	38%	9%	3%	7%
	SFCs	12%	27%	36%	4%	1%	19%
Flexibility of working arrangements	GFECs	14%	23%	27%	23%	10%	3%
	ITPs/ACLs	5%	11%	37%	23%	19%	5%
	SFCs	21%	25%	26%	16%	5%	6%
Public perceptions of FE	GFECs	10%	32%	43%	5%	2%	9%
	ITPs/ACLs	5%	17%	59%	4%	3%	13%
	SFCs	9%	23%	45%	7%	2%	14%
Salaries compared to schools	GFECs	46%	30%	11%	3%	2%	8%
	ITPs/ACLs	25%	21%	29%	5%	6%	14%
	SFCs	16%	31%	32%	6%	3%	11%
Salaries compared to industry	GFECs	63%	21%	7%	3%	2%	5%
	ITPs/ACLs	34%	26%	22%	4%	5%	8%
	SFCs	46%	35%	9%	3%	2%	7%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Salaries compared to other FE providers (e.g. colleges/ITPs)	GFECs	18%	33%	27%	11%	4%	8%
	ITPs/ACLs	21%	27%	29%	5%	6%	12%
	SFCs	5%	14%	44%	15%	5%	17%
Strategies to improve staff wellbeing (e.g. mental health support, employee assistance schemes, lunchtime yoga classes)	GFECs	8%	17%	38%	23%	9%	5%
	ITPs/ACLs	4%	10%	45%	22%	11%	8%
	SFCs	7%	16%	45%	22%	4%	7%
Other	GFECs	6%	2%	1%	0%	1%	90%
	ITPs/ACLs	4%	<1%	<1%	0%	1%	95%
	SFCs	2%	0%	0%	0%	2%	96%

Single response. N = 1907

Table 155: Q7.4 To what extent do you think the following factors are enablers or barriers to retaining staff in your organisation/department? (role)

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Workload and working hours	Leader	19%	37%	25%	9%	8%	2%
	Manager with No Teaching	23%	31%	26%	9%	7%	4%
	Manager with Teaching	47%	32%	13%	4%	2%	1%
Accountability and inspection (e.g., Ofsted)	Leader	20%	40%	35%	2%	1%	2%
	Manager with No Teaching	16%	34%	39%	5%	3%	3%
	Manager with Teaching	27%	41%	27%	2%	1%	2%
Benefits (e.g. holidays, pension)	Leader	8%	17%	32%	26%	16%	2%
	Manager with No Teaching	5%	13%	25%	28%	25%	4%
	Manager with Teaching	11%	16%	26%	30%	16%	1%
Suitability of staff to the role	Leader	16%	27%	34%	13%	7%	3%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
	Manager with No Teaching	10%	31%	30%	16%	6%	6%
	Manager with Teaching	17%	36%	27%	11%	4%	5%
Maternity pay package	Leader	4%	14%	51%	14%	8%	9%
	Manager with No Teaching	6%	7%	40%	16%	9%	22%
	Manager with Teaching	9%	9%	40%	12%	7%	23%
Career progression opportunities	Leader	7%	24%	29%	26%	11%	3%
	Manager with No Teaching	8%	26%	30%	21%	10%	5%
	Manager with Teaching	14%	31%	31%	14%	5%	5%
Job security	Leader	7%	15%	31%	24%	21%	3%
	Manager with No Teaching	4%	11%	30%	31%	20%	4%
	Manager with Teaching	9%	15%	32%	26%	15%	3%
Student behaviour	Leader	7%	28%	43%	8%	10%	4%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
	Manager with No Teaching	12%	28%	39%	9%	5%	8%
	Manager with Teaching	22%	30%	30%	11%	6%	2%
Funding/ government contracts	Leader	22%	30%	34%	7%	4%	4%
	Manager with No Teaching	13%	25%	41%	8%	2%	11%
	Manager with Teaching	21%	25%	35%	4%	1%	13%
Flexibility of working arrangements	Leader	7%	19%	35%	23%	14%	2%
	Manager with No Teaching	8%	14%	29%	26%	18%	5%
	Manager with Teaching	18%	23%	33%	17%	6%	3%
Public perceptions of FE	Leader	5%	27%	54%	3%	3%	7%
	Manager with No Teaching	7%	21%	51%	6%	2%	14%
	Manager with Teaching	11%	28%	46%	5%	1%	9%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
Salaries compared to schools	Leader	36%	26%	22%	4%	3%	8%
	Manager with No Teaching	28%	27%	22%	4%	5%	15%
	Manager with Teaching	48%	25%	16%	3%	1%	6%
Salaries compared to industry	Leader	48%	28%	13%	4%	3%	4%
	Manager with No Teaching	44%	23%	17%	4%	5%	8%
	Manager with Teaching	59%	22%	10%	2%	2%	5%
Salaries compared to other FE providers (e.g. colleges/ITPs)	Leader	23%	29%	30%	8%	4%	5%
	Manager with No Teaching	15%	30%	29%	8%	6%	12%
	Manager with Teaching	20%	27%	28%	11%	3%	11%
Strategies to improve staff wellbeing (e.g. mental health	Leader	3%	13%	43%	24%	12%	4%

		A major barrier	A minor barrier	Not a barrier or enabler	A minor enabler	A major enabler	Don't know / Not applicable
support, employee assistance schemes, lunchtime yoga classes)							
	Manager with No Teaching	5%	13%	39%	24%	12%	7%
	Manager with Teaching	12%	15%	45%	19%	3%	6%
Other	Leader	5%	1%	0%	0%	6%	87%
	Manager with No Teaching	3%	<1%	1%	0%	0%	96%
	Manager with Teaching	8%	3%	1%	0%	0%	87%

Single response. N = 1907

Table 156: Q7.5 Which of the following strategies does your college/provider use to support staff recruitment and retention? (aggregate)

	Overall
Offer higher salaries to teaching staff in harder to fill subject areas	39%
Offer retention payments to teaching staff in harder to fill subject areas (in addition to salary)	14%
Offer recruitment payments to teaching staff in harder to fill subject areas (in addition to salary)	12%
Use indirect ways to boost pay for some teaching staff e.g. providing greater opportunities to take on additional responsibilities	34%

	Overall
Support faster pay progression for high performing staff	16%
Supporting workload (e.g. invest in digital tools and infrastructure)	53%
Wellbeing strategies (e.g. mental health support, employee assistance schemes)	72%
Clear progression pathways	35%
Support for professional development	75%
Mentoring/other peer support	67%
Offer support to gain teaching qualifications	66%
Offer flexible working	64%
Other	3%
Don't know	1%
We don't use any of these strategies	4%

Multiple response. N = 697

Table 157: Q7.5 Which of the following strategies does your college/provider use to support staff recruitment and retention? (provider)

	GFECs	SFCs	ITPs/ACLs
Offer higher salaries to teaching staff in harder to fill subject areas	56%	30%	33%
Offer retention payments to teaching staff in harder to fill subject areas (in addition to salary)	35%	12%	6%
Offer recruitment payments to teaching staff in harder to fill subject areas (in addition to salary)	27%	10%	6%
Use indirect ways to boost pay for some teaching staff e.g. providing greater opportunities to take on additional responsibilities	35%	39%	34%
Support faster pay progression for high performing staff	12%	26%	17%
Supporting workload (e.g. invest in digital tools and infrastructure)	53%	74%	52%
Wellbeing strategies (e.g. mental health support, employee assistance schemes)	85%	86%	66%
Clear progression pathways	29%	34%	37%
Support for professional development	74%	86%	75%
Mentoring/other peer support	60%	70%	70%
Offer support to gain teaching qualifications	74%	74%	62%
Offer flexible working	56%	69%	67%
Other	7%	0%	2%
Don’t know	2%	0%	1%
We don’t use any of these strategies	2%	2%	4%

Multiple response. N = 697

Table 158: Q8.1 Which of the following CPD activities have you undertaken? (aggregate)

	I have undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months but have in the past 3 years	I have undertaken this activity but have in the past 3 years	I have never undertaken this activity	Don't know / Not applicable
National Professional Qualification (NPQ)	6%	4%	8%	48%	34%
Other formal qualification (e.g., Masters, Level 1–5 qualification) not including any ITT undertaken in question 2.3)	15%	7%	24%	36%	19%
Coaching or mentoring (excluding NPQ) you have received	21%	8%	13%	37%	20%
Coaching or mentoring you have given to others for your development	28%	9%	12%	33%	18%
Training led by my college/training provider	79%	6%	3%	6%	5%

	I have undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months but have in the past 3 years	I have undertaken this activity but have in the past 3 years	I have never undertaken this activity	Don't know / Not applicable
Training led by an external provider (excluding NPQs)	46%	13%	8%	17%	16%
Lesson observation and feedback (received)	79%	9%	4%	3%	4%
Lesson observation (of others for your development)	51%	13%	11%	16%	8%
Teacher networks for professional development	27%	10%	12%	33%	18%
Education conferences or seminars	28%	11%	16%	32%	13%
Professional reading or self-study	63%	9%	8%	12	8%
Other	7%	1%	1%	12	79%

Multi-response item. Teachers. N = 3043

Table 159: Q8.1 Which of the following CPD activities have you undertaken? (provider)

		GFECs	SFCs	ITPs/ACLs
National Professional Qualification (NPQ)	I have undertaken this activity in the past 12 months	6%	5%	8%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	3%	7%	4%
	I have undertaken this activity but not in the past 3 years	9%	5%	8%
	I have never undertaken this activity	50%	66%	39%
	Don't know / Not applicable	32%	17%	41%
Other formal qualification (e.g., Masters, Level 1–5 qualification) not including any ITT undertaken in question 2.3)	I have undertaken this activity in the past 12 months	13%	5%	21%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	8%	5%	5%
	I have undertaken this activity but not in the past 3 years	24%	22%	23%
	I have never undertaken this activity	37%	54%	29%
	Don't know / Not applicable	19%	14%	21%
Coaching or mentoring (excluding	I have undertaken this activity in the past 12 months	17%	16%	33%

		GFECs	SFCs	ITPs/ACLs
NPQ) you have received				
	I have not undertaken this activity in the past 12 months but have in the past 3 years	8%	12%	8%
	I have undertaken this activity but not in the past 3 years	15%	20%	9%
	I have never undertaken this activity	41%	40%	26%
	Don't know / Not applicable	20%	12%	24%
Coaching or mentoring you have given to others for your development	I have undertaken this activity in the past 12 months	25%	20%	38%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	9%	7%	8%
	I have undertaken this activity but not in the past 3 years	12%	18%	9%
	I have never undertaken this activity	36%	43%	23%
	Don't know / Not applicable	18%	13%	22%
Training led by my college/training provider	I have undertaken this activity in the past 12 months	80%	85%	76%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	6%	4%	6%
	I have undertaken this activity but not in the past 3 years	4%	3%	3%

		GFECs	SFCs	ITPs/ACLs
	I have never undertaken this activity	6%	6%	7%
	Don't know / Not applicable	5%	2%	7%
Training led by an external provider (excluding NPQs)	I have undertaken this activity in the past 12 months	47%	50%	43%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	12%	22%	11%
	I have undertaken this activity but not in the past 3 years	8%	7%	9%
	I have never undertaken this activity	17%	15%	19%
	Don't know / Not applicable	16%	6%	18%
Lesson observation and feedback (received)	I have undertaken this activity in the past 12 months	79%	82%	81%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	10%	10%	7%
	I have undertaken this activity but not in the past 3 years	4%	4%	3%
	I have never undertaken this activity	3%	1%	4%
	Don't know / Not applicable	4%	2%	5%
Lesson observation (of others for your development)	I have undertaken this activity in the past 12 months	48%	58%	59%

		GFECs	SFCs	ITPs/ACLs
	I have not undertaken this activity in the past 12 months but have in the past 3 years	15%	16%	10%
	I have undertaken this activity but not in the past 3 years	13%	11%	9%
	I have never undertaken this activity	18%	12%	14%
	Don't know / Not applicable	8%	3%	9%
Teacher networks for professional development	I have undertaken this activity in the past 12 months	27%	23%	27%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	10%	9%	10%
	I have undertaken this activity but not in the past 3 years	12%	22%	8%
	I have never undertaken this activity	34%	35%	29%
	Don't know / Not applicable	16%	10%	26%
Education conferences or seminars	I have undertaken this activity in the past 12 months	29%	20%	28%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	11%	15%	11%
	I have undertaken this activity but not in the past 3 years	16%	25%	13%
	I have never undertaken this activity	32%	36%	31%
	Don't know / Not applicable	12%	5%	17%

		GFECs	SFCs	ITPs/ACLs
Professional reading or self-study	I have undertaken this activity in the past 12 months	59%	59%	73%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	10%	10%	8%
	I have undertaken this activity but not in the past 3 years	9%	11%	4%
	I have never undertaken this activity	14%	16%	8%
	Don't know / Not applicable	8%	4%	8%
Other	I have undertaken this activity in the past 12 months	8%	8%	4%
	I have not undertaken this activity in the past 12 months but have in the past 3 years	1%	0%	1%
	I have undertaken this activity but not in the past 3 years	1%	1%	1%
	I have never undertaken this activity	13%	13%	10%
	Don't know / Not applicable	77%	78%	84%

Multi-response item. Teachers. N = 3043

Table 160: Q8.1 Which of the following CPD activities have you undertaken? (role)

		I have undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months but have in the past 3 years	I have undertaken this activity but not in the past 3 years	I have never undertaken this activity	Don't know / Not applicable
Coaching or mentoring (excluding NPQ) you have received	Manager with Teaching	29%	11%	21%	30%	10%
	Teacher	21%	8%	13%	37%	20%
Coaching or mentoring you have given to others for your development	Manager with Teaching	48%	12%	16%	18%	7%
	Teacher	28%	9%	12%	33%	18%
Education conferences or seminars	Manager with Teaching	42%	18%	17%	18%	5%
	Teacher	28%	11%	16%	32%	13%
Lesson observation (of others for your development)	Manager with Teaching	73%	10%	7%	6%	4%
	Teacher	51%	13%	11%	16%	8%
Lesson observation and feedback (received)	Manager with Teaching	80%	11%	5%	1%	3%
	Teacher	79%	9%	4%	3%	4%

		I have undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months but have in the past 3 years	I have undertaken this activity but not in the past 3 years	I have never undertaken this activity	Don't know / Not applicable
National Professional Qualification (NPQ)	Manager with Teaching	9%	4%	12%	56%	19%
	Teacher	6%	4%	8%	48%	34%
Other	Manager with Teaching	5%	1%	3%	3%	88%
	Teacher	7%	1%	1%	12%	79%
Other formal qualification (e.g., Masters, Level 1-5 qualification) not including any ITT undertaken in question 2.3)	Manager with Teaching	11%	10%	34%	33%	13%
	Teacher	15%	7%	24%	36%	19%
Professional reading or self-study	Manager with Teaching	69%	10%	9%	8%	4%
	Teacher	63%	9%	8%	12%	8%
Teacher networks for professional development	Manager with Teaching	39%	16%	16%	20%	9%
	Teacher	27%	10%	12%	33%	18%

		I have undertaken this activity in the past 12 months	I have not undertaken this activity in the past 12 months but have in the past 3 years	I have undertaken this activity but not in the past 3 years	I have never undertaken this activity	Don't know / Not applicable
Training led by an external provider (excluding NPQs)	Manager with Teaching	60%	14%	10%	10%	6%
	Teacher	46%	13%	8%	17%	16%
Training led by my college/training provider	Manager with Teaching	87%	5%	3%	2%	4%
	Teacher	79%	6%	3%	6%	5%

Multi-response item. Teachers. N = 3043

Table 161: Q8.2 How much do you agree or disagree with the following statements as an FE teacher early in your career? (aggregate)

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Not applicable
I have been provided with the support and guidance I need to start teaching in FE	23%	41%	15%	11%	9%	1%
I feel confident in my subject knowledge	49%	40%	8%	2%	0%	1%
I have received effective mentoring/coaching support	29%	34%	17%	12%	7%	1%
I have had sufficient opportunities to observe experienced colleagues	23%	27%	15%	20%	14%	1%
The professional development I have undertaken as an ECT has been relevant to my teaching needs	16%	32%	22%	11%	9%	11%
I have been given time off timetable for planning, preparation and assessment	15%	31%	20%	13%	16%	5%
Feedback from mentors/colleagues has helped me to improve my teaching practice	30%	51%	9%	4%	4%	3%
The role has met my expectations	16%	34%	27%	12%	10%	2%
I feel more confident in my teaching as a result of the support I have received/am receiving	26%	39%	17%	10%	7%	2%

Multi-response item. Full-time teachers in their first three years of teaching, and part-time teachers in their first 5 years of teaching. N = 356.

Table 162: Q8.2 How much do you agree or disagree with the following statements as an FE teacher early in your career? (provider)

		GFECs	SFCs	ITPs/ACLs
Feedback from mentors/colleagues has helped me to improve my teaching practice	Not applicable	3%	0%	2%
	Strongly disagree	5%	3%	3%
	Tend to disagree	5%	4%	2%
	Neither agree nor disagree	11%	19%	5%
	Tend to agree	51%	58%	49%
	Strongly agree	25%	17%	39%
I feel confident in my subject knowledge	Not applicable	1%	0%	0%
	Strongly disagree	<1%	0%	1%
	Tend to disagree	3%	0%	0%
	Neither agree nor disagree	9%	4%	7%
	Tend to agree	42%	62%	34%
	Strongly agree	44%	33%	58%
I feel more confident in my teaching as a result of the support I have received/am receiving	Not applicable	2%	0%	1%
	Strongly disagree	9%	3%	3%
	Tend to disagree	13%	12%	4%
	Neither agree nor disagree	20%	18%	12%
	Tend to agree	38%	54%	40%
	Strongly agree	18%	13%	40%
I have been given time off timetable for planning,	Not applicable	4%	0%	8%

preparation and assessment				
	Strongly disagree	21%	5%	9%
	Tend to disagree	14%	28%	10%
	Neither agree nor disagree	23%	18%	16%
	Tend to agree	27%	34%	36%
	Strongly agree	11%	15%	22%
I have been provided with the support and guidance I need to start teaching in FE	Not applicable	2%	0%	1%
	Strongly disagree	12%	0%	5%
	Tend to disagree	16%	14%	1%
	Neither agree nor disagree	14%	9%	16%
	Tend to agree	39%	60%	43%
	Strongly agree	17%	17%	34%
I have had sufficient opportunities to observe experienced colleagues	Not applicable	2%	0%	1%
	Strongly disagree	21%	7%	4%
	Tend to disagree	23%	28%	14%
	Neither agree nor disagree	15%	16%	14%
	Tend to agree	25%	26%	30%
	Strongly agree	15%	23%	36%
I have received effective mentoring/coaching support	Not applicable	2%	0%	<1%
	Strongly disagree	8%	3%	6%
	Tend to disagree	17%	20%	3%
	Neither agree nor disagree	16%	21%	18%
	Tend to agree	36%	41%	31%

	Strongly agree	22%	16%	41%
The professional development I have undertaken as an ECT has been relevant to my teaching needs	Not applicable	9%	8%	14%
	Strongly disagree	12%	4%	4%
	Tend to disagree	14%	8%	5%
	Neither agree nor disagree	22%	23%	22%
	Tend to agree	34%	47%	29%
	Strongly agree	9%	10%	26%
The role has met my expectations	Not applicable	2%	0%	1%
	Strongly disagree	10%	3%	9%
	Tend to disagree	15%	18%	6%
	Neither agree nor disagree	29%	22%	24%
	Tend to agree	31%	55%	35%
	Strongly agree	12%	3%	25%

Multi-response item. Full-time teachers in their first three years of teaching, and part-time teachers in their first 5 years of teaching. N = 356.

Table 163: Q8.3 Approximately how much time in days have you spent on CPD activities in the last 12 months? (aggregate)

	Overall
I have not undertaken CPD in the last 12 months	3%
Less than 1 day (1–7 hours)	8%
1–2 days (8–14 hours)	16%
3–5 days (15–35 hours)	34%
6–10 days (36–70 hours)	19%
11–15 days (71–105 hours)	6%
More than 15 days (over 105 hours)	11%
I don't know	3%

Single response item. N = 4434.

Table 164 Q8.3 Approximately how much time in days have you spent on CPD activities in the last 12 months? (provider type)

	GFECs	SFCs	ITPs/ACLs
I have not undertaken CPD in the last 12 months	3%	2%	4%
Less than 1 day (1–7 hours)	8%	10%	7%
1–2 days (8–14 hours)	17%	23%	14%
3–5 days (15–35 hours)	37%	40%	25%
6–10 days (36–70 hours)	17%	17%	22%
11–15 days (71–105 hours)	5%	2%	9%
More than 15 days (over 105 hours)	9%	4%	16%
I don't know	3%	2%	3%

Single response item. N = 4434.

Table 165: Q8.3 Approximately how much time in days have you spent on CPD activities in the last 12 months? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
I have not undertaken CPD in the last 12 months	2%	3%	1%	3%
Less than 1 day (1–7 hours)	3%	9%	4%	8%
1–2 days (8–14 hours)	12%	16%	11%	17%
3–5 days (15–35 hours)	29%	34%	32%	34%
6–10 days (36–70 hours)	30%	20%	24%	17%
11–15 days (71–105 hours)	8%	6%	11%	6%
More than 15 days (over 105 hours)	16%	11%	15%	10%
I don't know	1%	2%	2%	4%

Single response item. N = 4434.

Table 166: Q8.4 How would you generally rate the quality of the CPD that you have undertaken in the last 12 months? (aggregate)

	Overall
Excellent	14%
Good	42%
Fair	30%
Poor	10%
Very poor	3%

Single response item. N = 4201.

Table 167: Q8.4 How would you generally rate the quality of the CPD that you have undertaken in the last 12 months? (provider type)

	GFECs	SFCs	ITPs/ACLs
Excellent	8%	9%	25%
Good	40%	34%	48%
Fair	33%	37%	24%
Poor	14%	15%	3%
Very poor	4%	5%	<1%

Single response item. N = 4201.

Table 168: Q8.4 How would you generally rate the quality of the CPD that you have undertaken in the last 12 months? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Excellent	32%	21%	13%	11%
Good	57%	51%	41%	40%
Fair	11%	22%	33%	33%
Poor	1%	5%	9%	12%
Very poor	0%	1%	3%	4%

Single response item. N = 4201.

Table 169: Q8.5 Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months? (aggregate)

	Overall
Lack of time (due to workload or competing priorities)	60%
Funding/cost of CPD	30%
Lack of focus on subject/role-specific CPD	28%
Lack of support from senior colleagues	11%
Lack of cover	22%
Lack of appropriate opportunities available	26%
Other	3%
Don’t know	3%
I haven’t experienced any barriers	20%

Multi-response item. N = 4436.

Table 170: Q8.5 Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months? (provider type)

	GFECs	SFCs	ITPs/ACLs
Lack of time (due to workload or competing priorities)	64%	65%	52%
Funding/cost of CPD	32%	28%	27%
Lack of focus on subject/role-specific CPD	35%	35%	13%
Lack of support from senior colleagues	14%	8%	6%
Lack of cover	28%	16%	12%
Lack of appropriate opportunities available	31%	27%	17%
Other	4%	4%	1%
Don’t know	3%	3%	2%
I haven’t experienced any barriers	15%	13%	32%

Multi-response item. N = 4436.

Table 171: Q8.5 Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Lack of time (due to workload or competing priorities)	53%	51%	70%	61%
Funding/cost of CPD	34%	31%	41%	29%
Lack of focus on subject/role-specific CPD	9%	23%	33%	30%
Lack of support from senior colleagues	2%	7%	7%	13%
Lack of cover	9%	11%	30%	24%
Lack of appropriate opportunities available	12%	20%	28%	28%
Other	1%	2%	2%	4%
Don’t know	1%	2%	1%	3%
I haven’t experienced any barriers	30%	29%	15%	19%

Multi-response item. N = 4436.

Table 172: Q8.6 Which of these areas would help you most with learning and development in the next 12 months? (aggregate)

	Overall
Subject/role-specific CPD	65%
Student assessment and feedback practices	17%
Using technology	33%
Classroom management and behaviour	17%
Teaching students with SEND	21%
Leadership and management development	32%

	Overall
Student safeguarding and wellbeing	12%
Other	4%
None of these	7%

Multi-response item. N = 4436.

Table 173: Q8.6 Which of these areas would help you most with learning and development in the next 12 months? (provider type)

	GFECs	SFCs	ITPs/ACLs
Subject/role-specific CPD	68%	74%	56%
Student assessment and feedback practices	17%	23%	15%
Using technology	34%	28%	32%
Classroom management and behaviour	20%	8%	12%
Teaching students with SEND	20%	17%	24%
Leadership and management development	32%	27%	34%
Student safeguarding and wellbeing	11%	6%	13%
Other	3%	2%	5%
None of these	6%	6%	10%

Multi-response item. N =.4436.

Table 174: Q8.6 Which of these areas would help you most with learning and development in the next 12 months? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Subject/role-specific CPD	35%	54%	68%	68%
Student assessment and feedback practices	7%	4%	14%	20%
Using technology	36%	30%	28%	34%
Classroom management and behaviour	10%	7%	14%	19%
Teaching students with SEND	21%	11%	20%	23%
Leadership and management development	47%	56%	55%	25%
Student safeguarding and wellbeing	15%	13%	9%	12%
Other	4%	2%	1%	4%
None of these	14%	11%	5%	6%

Multi-response item. N = 4436.

Table 175: Q8.3 Approximately how much time in days have you spent on CPD activities in the last 12 months? (dual professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
I have not undertaken CPD in the last 12 months	2%	3%	7%	7%
Less than 1 day (1–7 hours)	7%	8%	9%	15%
1–2 days (8–14 hours)	15%	19%	24%	24%
3–5 days (15–35 hours)	34%	35%	33%	22%
6–10 days (36–70 hours)	20%	18%	11%	16%
11–15 days (71–105 hours)	7%	5%	2%	1%
More than 15 days (over 105 hours)	12%	8%	7%	11%
I don't know	3%	4%	6%	3%

Single response item. N = 4434

Table 176: Q8.3 Approximately how much time in days have you spent on CPD activities in the last 12 months? (Early Career Teachers)

	ECT	Not ECT
I have not undertaken CPD in the last 12 months	6%	3%
Less than 1 day (1–7 hours)	11%	7%
1–2 days (8–14 hours)	16%	17%
3–5 days (15–35 hours)	30%	34%
6–10 days (36–70 hours)	13%	19%
11–15 days (71–105 hours)	6%	6%
More than 15 days (over 105 hours)	10%	11%
I don't know	7%	3%

Single response item. Teachers. N = 3043

Table 177: Q8.5 Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months? (Early Career Teachers)

	ECT	Not ECT
Lack of time (due to workload or competing priorities)	64%	59%
Funding/cost of CPD	21%	31%
Lack of focus on subject/role-specific CPD	28%	28%
Lack of support from senior colleagues	9%	11%
Lack of cover	22%	22%
Lack of appropriate opportunities available	20%	27%
Other	2%	3%
Don't know	5%	2%
I haven't experienced any barriers	23%	20%

Multi-response item. All respondents with teaching responsibilities. N = 3044

Table 178: Q9.1 What would you say is the best or most rewarding part of working in FE? (aggregate)

	Overall
Making a difference to learners' lives	74%
Positive relationships with and feedback from learners	54%
Having the opportunity to teach my trade or vocation	36%
Supporting learners to move into employment or further study	35%
Relationship with and support from colleagues in the workplace	29%
Benefits e.g. holidays, pension	14%
Work-life balance	12%
Pay	3%
Other	1%
Nothing	<1%

Multiple response item (up to three items). N = 4281

Table 179: Q9.1 What would you say is the best or most rewarding part of working in FE? (provider)

	GFECs	SFCs	ITPs/ACLs
Making a difference to learners' lives	73%	67%	78%
Positive relationships with and feedback from learners	52%	64%	56%
Having the opportunity to teach my trade or vocation	37%	34%	36%
Supporting learners to move into employment or further study	36%	31%	36%
Relationship with and support from colleagues in the workplace	31%	32%	25%
Benefits e.g. holidays, pension	18%	27%	5%
Work-life balance	8%	6%	19%
Pay	4%	2%	3%
Other	1%	1%	2%
Nothing	1%	1%	<1%

Multiple response item (up to three items). N = 4281

Table 180: Q9.1 What would you say is the best or most rewarding part of working in FE? (role)

	Leaders	Managers without teaching responsibilities	Managers with teaching responsibilities	Teachers
Making a difference to learners' lives	84%	73%	82%	73%
Relationship with and support from colleagues in the workplace	40%	40%	29%	26%
Supporting learners to move into employment or further study	45%	37%	42%	34%
Positive relationships with and feedback from learners	41%	26%	56%	60%
Work-life balance	12%	24%	7%	10%
Benefits e.g. holidays, pension	10%	20%	17%	13%
Having the opportunity to teach my trade or vocation	14%	6%	37%	44%
Pay	4%	5%	2%	3%
Other	2%	2%	<1%	1%
Nothing	1%	2%	<1%	<1%

Multiple response item (up to three items). N = 4281

Table 181: Q9.2 What are the key factors that encouraged you to join the FE sector? (aggregate)

	Overall
Making a difference to learners' lives	66%
Having the opportunity to teach my trade or vocation	57%
Enjoyment of working with learners	44%
Supporting learners to move into employment or further study	30%
Benefits (e.g. holidays, pension)	22%
Supportive workplace culture	15%
Pay	7%
Other	5%
Nothing	2%

Multiple response item (up to three items). N = 356

Table 182: Q9.2 What are the key factors that encouraged you to join the FE sector? (provider)

	GFECs	SFCs	ITPs/ACLs
Making a difference to learners' lives	68%	80%	61%
Having the opportunity to teach my trade or vocation	56%	34%	62%
Enjoyment of working with learners	42%	58%	46%
Supporting learners to move into employment or further study	31%	27%	27%
Benefits (e.g. holidays, pension)	29%	24%	9%
Supportive workplace culture	11%	19%	21%
Pay	8%	3%	4%
Other	2%	7%	8%
Nothing	1%	<1%	4%

Multiple response item (up to three items). N = 356

Table 183: Q9.2 What are the key factors that encouraged you to join the FE sector? (role)

	Managers with teaching responsibilities	Teachers
Making a difference to learners' lives	36%	58%
Having the opportunity to teach my trade or vocation	45%	44%
Enjoyment of working with learners	69%	66%
Supporting learners to move into employment or further study	31%	14%
Benefits (e.g. holidays, pension)	21%	30%
Supportive workplace culture	33%	21%
Pay	<1%	7%
Other	6%	5%
Nothing	<1%	2%

Multiple response item (up to three items). N = 356

Table 184: Q10.1 What are your plans regarding continuing to work in the FE sector? (aggregate)

	Overall
I have no plans to leave the sector	42%
I have confirmed plans to leave the sector	2%
I am planning to leave within the next year	6%
I am planning to leave within the next 1-3 years	15%
I am planning to leave within the next 3-5 years	7%
I am planning to leave in the next 5+ years	7%
Not sure	17%
Prefer not to say	4%

Single response item. N = 4434

Table 185: Q10.1 What are your plans regarding continuing to work in the FE sector? (provider)

	GFECs	SFCs	ITPs/ACLs
I have no plans to leave the sector	36%	36%	55%
I have confirmed plans to leave the sector	2%	1%	1%
I am planning to leave within the next year	7%	6%	5%
I am planning to leave within the next 1-3 years	19%	16%	7%
I am planning to leave within the next 3-5 years	9%	9%	4%
I am planning to leave in the next 5+ years	7%	11%	6%
Not sure	17%	17%	18%
Prefer not to say	4%	2%	5%

Single response item. N = 4434

Table 186: Q10.1 What are your plans regarding continuing to work in the FE sector? (role)

	Leaders	Managers with No Teaching Responsibilities	Managers with Teaching Responsibilities	Teachers
I have no plans to leave the sector	56%	51%	37%	40%
I have confirmed plans to leave the sector	1%	1%	1%	2%
I am planning to leave within the next year	3%	6%	5%	7%
I am planning to leave within the next 1-3 years	12%	12%	16%	15%
I am planning to leave within the next 3-5 years	9%	7%	11%	7%
I am planning to leave in the next 5+ years	6%	7%	10%	7%
Not sure	10%	14%	19%	18%
Prefer not to say	3%	3%	2%	5%

Single response item. N = 4434

Table 187: Q10.1 What are your plans regarding continuing to work in the FE sector? (dual professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
I have no plans to leave the sector	44%	34%	33%	43%
I have confirmed plans to leave the sector	1%	1%	2%	3%
I am planning to leave within the next year	5%	9%	12%	6%
I am planning to leave within the next 1-3 years	14%	16%	19%	16%
I am planning to leave within the next 3-5 years	7%	10%	6%	3%
I am planning to leave in the next 5+ years	7%	8%	5%	6%
Not sure	18%	16%	13%	22%
Prefer not to say	4%	5%	9%	<1%

Single response item. N = 4434

Table 188: Q10.1 What are your plans regarding continuing to work in the FE sector? (Early Career Teachers)

	ECT	Not ECT
I have no plans to leave the sector	41%	42%
I have confirmed plans to leave the sector	2%	1%
I am planning to leave within the next year	7%	6%
I am planning to leave within the next 1-3 years	10%	15%
I am planning to leave within the next 3-5 years	6%	8%
I am planning to leave in the next 5+ years	5%	7%
Not sure	26%	16%
Prefer not to say	4%	4%

Single response item. N = 4434

Table 189: Q10.2 In the next 12 months, which of the following best describes your plans? (aggregate)

	Overall
Stay in my current role	74%
Seek a promotion at my current college/training provider	19%
Move to another role at my current college/training provider (lateral move)	2%
Move to another college/training provider (lateral move or for promotion)	3%
Other	2%

Single response item. N = 1928

Table 190: Q10.2 In the next 12 months, which of the following best describes your plans? (provider)

	GFECs	SFCs	ITPs/ACLs
Stay in my current role	74%	78%	73%
Seek a promotion at my current college/training provider	20%	19%	19%
Move to another role at my current college/training provider (lateral move)	2%	<1%	3%
Move to another college/training provider (lateral move or for promotion)	3%	2%	3%
Other	2%	2%	1%

Single response item. N = 1928

Table 191: Q10.2 In the next 12 months, which of the following best describes your plans? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Stay in my current role	81%	75%	69%	73%
Seek a promotion at my current college/training provider	13%	21%	26%	19%
Move to another role at my current college/training provider (lateral move)	2%	2%	1%	3%
Move to another college/training provider (lateral move or for promotion)	3%	2%	2%	3%
Other	1%	<1%	1%	2%

Single response item. N = 1928

Table 192: Q10.2 In the next 12 months, which of the following best describes your plans? (dual professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
Stay in my current role	72%	83%	82%	68%
Seek a promotion at my current college/training provider	21%	15%	10%	13%
Move to another role at my current college/training provider (lateral move)	3%	1%	1%	0%
Move to another college/training provider (lateral move or for promotion)	3%	<1%	3%	4%
Other (please specify)	<1%	<1%	4%	15%

Single response item. N = 1928

Table 193: Q10.2 In the next 12 months, which of the following best describes your plans? (Early Career Teachers)

	ECT	Not ECT
Stay in my current role	77%	73%
Seek a promotion at my current college/training provider	21%	19%
Move to another role at my current college/training provider (lateral move)	<1%	2%
Move to another college/training provider (lateral move or for promotion)	0%	3%
Other (please specify)	1%	2%

Single response item. N = 1928

Table 194: Q10.3 Which of the following factors have been most influential in making you consider leaving the FE sector? (aggregate)

	Overall
Workload and working hours	63%
Accountability and inspection (e.g. Ofsted)	19%
Pay	57%
Benefits (e.g. holidays, pension)	10%
Maternity pay package	1%
Managerial support	18%
Recognition or appreciation at work	29%
Career progression opportunities	30%
Job security	6%
Student behaviour	19%
Flexibility of working arrangements	17%
Public perceptions of FE	3%
Not suitable for the role	1%
Redundancy	1%
Retirement	28%
Personal career or life reasons	15%

	Overall
Other	5%

Multiple response item (up to five items). N = 1303

Table 195: Q10.3 Which of the following factors have been most influential in making you consider leaving the FE sector? (provider)

	GFECs	SFCs	ITPs/ACLs
Workload and working hours	66%	72%	47%
Accountability and inspection (e.g. Ofsted)	19%	30%	14%
Pay	60%	38%	53%
Benefits (e.g. holidays, pension)	10%	2%	15%
Maternity pay package	1%	3%	2%
Managerial support	20%	18%	12%
Recognition or appreciation at work	30%	35%	21%
Career progression opportunities	31%	22%	27%
Job security	6%	3%	5%
Student behaviour	23%	8%	8%
Flexibility of working arrangements	19%	23%	10%
Public perceptions of FE	3%	2%	1%
Not suitable for the role	<1%	0%	<1%
Redundancy	2%	<1%	1%
Retirement	26%	33%	31%
Personal career or life reasons	14%	14%	21%
Other	5%	5%	4%

Multiple response item (up to five items). N = 1303

Table 196: Q10.3 Which of the following factors have been most influential in making you consider leaving the FE sector? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Workload and working hours	42%	39%	69%	67%
Accountability and inspection (e.g. Ofsted)	27%	15%	18%	19%
Pay	33%	50%	51%	61%
Benefits (e.g. holidays, pension)	8%	6%	7%	11%
Maternity pay package	0%	2%	2%	1%
Managerial support	3%	9%	20%	20%
Recognition or appreciation at work	13%	23%	37%	30%
Career progression opportunities	9%	27%	27%	32%
Job security	11%	10%	4%	5%
Student behaviour	2%	8%	19%	22%
Flexibility of working arrangements	12%	15%	21%	18%
Public perceptions of FE	1%	3%	2%	3%
Not suitable for the role	0%	<1%	0%	<1%
Redundancy	<1%	3%	2%	1%
Retirement	43%	32%	31%	26%
Personal career or life reasons	16%	27%	15%	14%
Other	6%	4%	3%	5%

Multiple response item (up to five items). N = 1303

Table 197: Q10.3 Which of the following factors have been most influential in making you consider leaving the FE sector? (dual professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
Workload and working hours	68%	57%	60%	32%
Student behaviour	20%	21%	18%	8%
Flexibility of working arrangements	17%	18%	21%	10%
Public perceptions of FE	3%	2%	3%	1%
Not suitable for the role	<1%	1%	0%	0%
Redundancy	2%	<1%	1%	2%
Retirement	21%	46%	21%	53%
Personal career or life reasons	15%	14%	29%	9%
Other	5%	1%	7%	10%
Accountability and inspection (e.g. Ofsted)	21%	18%	17%	3%
Pay	62%	49%	56%	36%
Benefits (e.g. holidays, pension)	9%	15%	10%	1%
Maternity pay package	1%	2%	2%	2%
Managerial support	20%	12%	18%	14%
Recognition or appreciation at work	29%	27%	32%	25%
Career progression opportunities	34%	19%	37%	13%
Job security	5%	7%	4%	10%

Multiple response item (up to five items). N = 1303

Table 198: Q10.3 Which of the following factors have been most influential in making you consider leaving the FE sector? (Early Career Teachers)

	ECT	Not ECT
Workload and working hours	81%	61%
Student behaviour	37%	18%
Flexibility of working arrangements	17%	17%
Public perceptions of FE	2%	3%
Not suitable for the role	3%	<1%
Redundancy	<1%	2%
Retirement	4%	30%
Personal career or life reasons	19%	15%
Other	8%	5%
Accountability and inspection (e.g. Ofsted)	11%	20%
Pay	80%	55%
Benefits (e.g. holidays, pension)	16%	10%
Maternity pay package	2%	1%
Managerial support	26%	17%
Recognition or appreciation at work	42%	28%
Career progression opportunities	29%	30%
Job security	7%	6%

Multiple response item (up to five items). N = 1303

Table 199: Q10.4 If considering leaving, where are you intending to go? (aggregate)

	Overall
A secondary school	5%
A primary school	<1%
Higher education	5%
Into industry	26%
Into study	1%
Retirement	31%
Other	16%
Don't know	16%

Single response item. N = 1624

Table 200: Q10.4 If considering leaving, where are you intending to go? (provider)

	GFECs	SFCs	ITPs/ACLs
A secondary school	5%	1%	5%
A primary school	<1%	<1%	2%
Higher education	5%	3%	6%
Into industry	27%	30%	19%
Into study	<1%	1%	3%
Retirement	29%	35%	38%
Other	18%	12%	11%
Don't know	15%	18%	16%

Single response item. N = 1624

Table 201: Q10.4 If considering leaving, where are you intending to go? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
A secondary school	0%	2%	7%	5%
A primary school	0%	<1%	<1%	<1%
Higher education	<1%	5%	2%	6%
Into industry	19%	29%	24%	26%
Into study	<1%	0%	4%	1%
Retirement	40%	36%	35%	29%
Other	14%	14%	8%	17%
Don't know	25%	14%	20%	15%

Single response item. N = 1624

Table 202: Q10.4 If considering leaving, where are you intending to go? (dual professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
A secondary school	4%	6%	<1%	7%
A primary school	<1%	<1%	<1%	0%
Higher education	5%	4%	6%	8%
Into industry	29%	18%	23%	13%
Into study	1%	1%	0%	1%
Retirement	25%	47%	20%	57%
Other	16%	11%	33%	8%
Don't know	17%	13%	16%	5%

Single response item. N = 1624

Table 203: Q10.4 If considering leaving, where are you intending to go? (Early Career Teachers)

	ECT	Not ECT
A secondary school	<1%	5%
A primary school	<1%	<1%
Higher education	15%	4%
Into industry	30%	25%
Into study	6%	<1%
Retirement	7%	33%
Other	21%	15%
Don't know	19%	15%

Single response item. N = 1624

Table 204: Q6.1 To what extent do you agree or disagree with the following statements? (aggregate)

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know/ Prefer not to say
I experience stress in my work	33%	39%	17%	9%	2%	<1%
My job does not leave me enough time for my personal life	17%	25%	24%	22%	12%	<1%
My job negatively affects my physical health	14%	22%	24%	22%	17%	<1%

Single response. N = 4436

Table 205: Q6.1 To what extent do you agree or disagree with the following statements? (provider)

		GFECs	SFCs	ITPs/ACLss
I experience stress in my work	Strongly agree	39%	41%	19%
	Tend to agree	40%	42%	35%
	Neither agree nor disagree	12%	10%	28%
	Tend to disagree	6%	7%	14%
	Strongly disagree	2%	1%	4%
	Don't know/ Prefer not to say	<1%	<1%	<1%
My job does not leave me enough time for my personal life	Strongly agree	20%	32%	9%
	Tend to agree	31%	29%	12%
	Neither agree nor disagree	25%	18%	24%
	Tend to disagree	18%	16%	31%
	Strongly disagree	6%	6%	23%
My job does not leave me enough time for my personal life	Don't know/ Prefer not to say	<1%	0%	<1%
	Strongly agree	16%	24%	7%
	Tend to agree	27%	25%	12%
	Neither agree nor disagree	25%	22%	22%
	Tend to disagree	20%	17%	27%
	Strongly disagree	11%	12%	30%
	Don't know/ Prefer not to say	<1%	0%	<1%

Single response. N = 4436

Table 206: Q6.1 To what extent do you agree or disagree with the following statements? (role)

		Leader	Manager with No Teaching	Manager with Teaching	Teacher
I experience stress in my work	Strongly agree	23%	22%	39%	35%
	Tend to agree	45%	42%	44%	37%
	Neither agree nor disagree	19%	21%	10%	17%
	Tend to disagree	9%	13%	6%	8%
	Strongly disagree	4%	3%	1%	2%
	Don't know/ Prefer not to say	<1%	<1%	0%	<1%
My job does not leave me enough time for my personal life	Strongly agree	9%	6%	23%	19%
	Tend to agree	22%	16%	30%	26%
	Neither agree nor disagree	24%	23%	20%	25%
	Tend to disagree	26%	35%	16%	21%
	Strongly disagree	19%	19%	10%	10%
	Don't know/ Prefer not to say	<1%	<1%	0%	<1%
My job negatively affects my physical health	Strongly agree	5%	6%	16%	16%
	Tend to agree	17%	16%	28%	23%
	Neither agree nor disagree	26%	23%	26%	24%
	Tend to disagree	25%	30%	18%	21%
	Strongly disagree	26%	25%	11%	16%
	Don't know/ Prefer not to say	<1%	<1%	<1%	<1%

Single response. N = 4436

Table 207: Q6.1 To what extent do you agree or disagree with the following statements? (dual professionals)

		Full-time	Part-time, FE only	Part-time, Dual pro-fession	Other contract
I experience stress in my work	Strongly agree	34%	31%	31%	22%
	Tend to agree	38%	43%	47%	22%
	Neither agree nor disagree	17%	16%	12%	31%
	Tend to disagree	8%	8%	9%	21%
	Strongly disagree	3%	2%	1%	4%
	Don't know/ Prefer not to say	<1%	0%	0%	0%
My job does not leave me enough time for my personal life	Strongly agree	18%	15%	21%	11%
	Tend to agree	25%	26%	21%	19%
	Neither agree nor disagree	24%	22%	32%	22%
	Tend to disagree	21%	26%	19%	32%
	Strongly disagree	12%	11%	7%	15%
	Don't know/ Prefer not to say	<1%	<1%	0%	1%
My job negatively affects my physical health	Strongly agree	14%	13%	21%	8%
	Tend to agree	23%	23%	22%	14%
	Neither agree nor disagree	25%	23%	26%	20%
	Tend to disagree	22%	25%	19%	27%
	Strongly disagree	17%	16%	12%	31%
	Don't know/ Prefer not to say	<1%	<1%	0%	<1%

Single response. N = 4436

Table 208: Q6.1 To what extent do you agree or disagree with the following statements? (Early Career Teachers)

		ECT	Not ECT
I experience stress in my work	Strongly agree	39%	32%
	Tend to agree	35%	39%
	Neither agree nor disagree	18%	17%
	Tend to disagree	7%	9%
	Strongly disagree	1%	3%
	Don't know/ Prefer not to say	<1%	<1%
My job does not leave me enough time for my personal life	Strongly agree	22%	17%
	Tend to agree	22%	25%
	Neither agree nor disagree	23%	24%
	Tend to disagree	21%	22%
	Strongly disagree	13%	11%
	Don't know/ Prefer not to say	<1%	<1%
My job negatively affects my physical health	Strongly agree	13%	14%
	Tend to agree	22%	22%
	Neither agree nor disagree	24%	24%
	Tend to disagree	22%	22%
	Strongly disagree	19%	17%
	Don't know/ Prefer not to say	<1%	<1%

Single response. N = 4436

Table 209: Q6.2.1 Overall, how satisfied are you with working in FE? (aggregate)

	Overall
Very satisfied	19%
Fairly satisfied	47%
Neither satisfied nor dissatisfied	16%
Fairly dissatisfied	14%
Very dissatisfied	5%

Single response. N = 4436

Table 210: Q6.2.1 Overall, how satisfied are you with working in FE? (provider)

	GFECs	SFCs	ITPs/ACLs
Very satisfied	12%	18%	31%
Fairly satisfied	46%	47%	48%
Neither satisfied nor dissatisfied	18%	18%	12%
Fairly dissatisfied	17%	14%	8%
Very dissatisfied	6%	4%	1%

Single response. N = 4436

Table 211: Q6.2.1 Overall, how satisfied are you with working in FE? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Very satisfied	37%	32%	16%	15%
Fairly satisfied	47%	50%	47%	46%
Neither satisfied nor dissatisfied	9%	12%	18%	17%
Fairly dissatisfied	5%	5%	13%	16%
Very dissatisfied	<1%	1%	7%	5%

Single response. N = 4436

Table 212: Q6.2.1 Overall, how satisfied are you with working in FE? (dual professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
Very satisfied	20%	15%	11%	21%
Fairly satisfied	46%	53%	39%	53%
Neither satisfied nor dissatisfied	17%	15%	17%	7%
Fairly dissatisfied	13%	13%	22%	15%
Very dissatisfied	4%	4%	10%	4%
Very dissatisfied	10%	8%	21%	10%

Single response. N = 4436

Table 213: Q6.2.1 Overall, how satisfied are you with working in FE? (Early Career Teachers)

	ECT	Not ECT
Very satisfied	18%	19%
Fairly satisfied	48%	47%
Neither satisfied nor dissatisfied	17%	16%
Fairly dissatisfied	12%	14%
Very dissatisfied	5%	5%

Single response. N = 4436

Table 214: Q6.2.2 How satisfied are you with the opportunities to develop your career within FE? (aggregate)

	Overall
Very satisfied	12%
Fairly satisfied	27%
Neither satisfied nor dissatisfied	28%
Fairly dissatisfied	22%
Very dissatisfied	10%

Single response. N = 4436

Table 215 Q6.2.2 How satisfied are you with the opportunities to develop your career within FE? (provider)

	GFECs	SFCs	ITPs/ACLs
Very satisfied	7%	6%	22%
Fairly satisfied	24%	23%	34%
Neither satisfied nor dissatisfied	29%	38%	24%
Fairly dissatisfied	27%	23%	14%
Very dissatisfied	13%	11%	6%

Single response. N = 4436

Table 216: Q6.2.2 How satisfied are you with the opportunities to develop your career within FE? (role)

	Leader	Manager with No Teaching	Manager with Teaching	Teacher
Very satisfied	33%	23%	11%	9%
Fairly satisfied	39%	37%	28%	25%
Neither satisfied nor dissatisfied	19%	22%	29%	29%
Fairly dissatisfied	8%	14%	26%	25%
Very dissatisfied	<1%	4%	7%	12%

Single response. N = 4436

Table 217: Q6.2.2 How satisfied are you with the opportunities to develop your career within FE? (dual professionals)

	Full-time	Part-time, FE only	Part-time, Dual profession	Other contract
Very satisfied	13%	7%	5%	16%
Fairly satisfied	28%	26%	19%	28%
Neither satisfied nor dissatisfied	26%	35%	26%	33%
Fairly dissatisfied	22%	24%	29%	13%
Very dissatisfied	10%	8%	21%	10%

Single response. N = 4436

Table 218: Q6.2.2 How satisfied are you with the opportunities to develop your career within FE? (Early Career Teachers)

	ECT	Not ECT
Very satisfied	14%	12%
Fairly satisfied	36%	26%
Neither satisfied nor dissatisfied	26%	28%
Fairly dissatisfied	17%	23%
Very dissatisfied	7%	11%

Single response. N = 4436

Appendix D: Model Output

Appendix that contains all of the raw model outputs.

Model Diagnostics

Among the cumulative link mixed models, Model 2 demonstrated the best fit, with the lowest AIC and BIC values, indicating substantially improved performance relative to Models 1, 4, and 5. For the linear mixed models, Model 6 showed the strongest explanatory power of fixed effects (marginal $R^2 = 0.46$), whereas Model 3a achieved the highest overall fit (conditional $R^2 = 0.68$) but relied heavily on random effects. Model 3b performed poorly across all metrics, indicating limited explanatory value.

Table 219: Model diagnostics

Model	Model Type	Number of observations	R2 (marginal)	R2 (conditional)	AIC	BIC	Log-likelihood	RMSE
Intention to Leave model (all respondents)	CLMM	4372			6707.76	7033.13	-3302.88	1.43
Intention to Leave model (teachers)	CLMM	2288			4502.27	4826.45	-2197.14	1.46
Pay Satisfaction model (leaders)	LMER	695	0.13	0.68	3420.27	3533.87	-1685.13	1.93
Pay Satisfaction model	LMER	3865	0.08	0.21	19512.49	19854.15	-9701.25	2.77

Model	Model Type	Number of observations	R2 (marginal)	R2 (conditional)	AIC	BIC	Log-likelihood	RMSE
(managers and teachers)								
Job Satisfaction Model (teachers)	CLMM	2322			4842.43	5101.68	-2378.21	2.02
Career Progression Model (teachers)	CLMM	2321			5731.58	5984.79	-2823.79	1.74
Wellbeing Model (teachers)	LMER	2284	0.46	0.48	10640.55	11030.45	-5252.28	2.08

Table 220: Intention to Leave Model Output (all respondents)

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Contract Type (Full-time)	Other contract	0.45	0.19	2.31	0.02
	Part-time, Dual profession	0.67	0.17	3.90	0.00
	Part-time, FE only	0.44	0.12	3.60	0.00
Ethnicity (white)	Asian/Asian British	-0.36	0.17	-2.12	0.03
	Black/African/Caribbean/Black British	0.23	0.20	1.13	0.26
	Mixed/Multiple ethnic groups	0.17	0.24	0.70	0.49
	Other ethnic group	-0.28	0.38	-0.74	0.46
	Prefer not to say	0.29	0.15	1.87	0.06
Gender (female)	Identifies in another way	-2.74	2.96	-0.93	0.35
	Male	0.12	0.08	1.45	0.15
Main role (Leader)	Prefer not to say	0.06	0.39	0.15	0.88
	Manager with No Teaching	-0.09	0.18	-0.47	0.64
	Manager with Teaching	-1.17	0.39	-2.99	0.00
	Teacher	-1.31	0.37	-3.55	0.00
Satisfaction with pay		-0.06	0.01	-4.59	0.00

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Prior industry experience (no prior experience)	Prior industry experience	0.01	0.08	0.17	0.87
Provider Type (GFECs)	ITPs/ACLs	-0.43	0.12	-3.66	0.00
	SFCs	0.05	0.19	0.28	0.78
Disability (Yes)	No	-0.12	0.09	-1.39	0.17
	Prefer not to say	-0.51	0.16	-3.25	0.00
Hours Worked Quintile (Lowest 20%)	DK/Prefer Not to say	-0.61	0.17	-3.57	0.00
	Highest 20%	-0.19	0.15	-1.28	0.20
	Middle 20%	-0.33	0.14	-2.37	0.02
	Next Highest 20%	-0.48	0.15	-3.29	0.00
	Next Lowest 20%	-0.33	0.14	-2.38	0.02
Hours Taught Quintile (DK/Prefer Not to say)	Highest 20%	0.03	0.18	0.16	0.88
	Lowest 20%	0.11	0.18	0.60	0.55
	Middle 20%	0.09	0.18	0.51	0.61
	Next Highest 20%	0.08	0.18	0.43	0.66
	Next Lowest 20%	-0.43	0.18	-2.33	0.02

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Sufficient control over my own workload (Disagree)	Agree	0.11	0.11	1.00	0.32
	Neither agree nor disagree	-0.01	0.12	-0.05	0.96
I have an acceptable workload (Disagree)	Agree	-0.35	0.12	-3.01	0.00
	Neither agree nor disagree	-0.35	0.12	-2.91	0.00
I am satisfied with the flexible working options available to me at my current college/training provider (Disagree)	Agree	-0.23	0.10	-2.27	0.02
	Neither agree nor disagree	-0.49	0.10	-4.74	0.00
I experience stress in my work (Disagree)	Agree	0.43	0.15	2.95	0.00
	Neither agree nor disagree	0.09	0.16	0.53	0.59
Overall, how satisfied are you with working in FE? (Disagree)	Neither satisfied nor dissatisfied	-1.40	0.12	-12.03	0.00

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
	Satisfied	-2.02	0.11	-17.94	0.00
Qualification Taught (Academic only)	Functional only	-0.02	0.21	-0.08	0.94
	More than one type	0.08	0.15	0.54	0.59
	Vocational only	0.21	0.17	1.18	0.24
Teaching STEM subject (STEM)	Not STEM	0.10	0.19	0.51	0.61
Time Teaching (Less than 3 years)	10 years but less than 20 years	0.54	0.18	2.97	0.00
	3 years but less than 5 years	0.19	0.21	0.90	0.37
	5 years but less than 10 years	0.46	0.19	2.42	0.02
	More than 20 years	0.92	0.18	5.18	0.00

Table 221: Intention to Leave Model Output (teachers)

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Number of CPD events attended		0.05	0.05	1.08	0.28
CPD attendance flag (I have not attended any CPD)	CPD more than 3 years	-0.07	0.60	-0.12	0.91
	CPD more than a year, less than 3 years	1.18	0.49	2.39	0.02
	CPD within last 12 months	0.29	0.39	0.74	0.46
Contract Type (Full-time)	Other contract	0.44	0.24	1.88	0.06
	Part-time, Dual profession	0.57	0.20	2.79	0.01
	Part-time, FE only	0.25	0.15	1.66	0.10
Ethnicity (white)	Asian/Asian British	-0.50	0.20	-2.54	0.01
	Black/African/Caribbean/Black British	0.81	0.25	3.31	0.00
	Mixed/Multiple ethnic groups	0.27	0.30	0.90	0.37
	Other ethnic group	0.09	0.52	0.17	0.87
	Prefer not to say	0.50	0.21	2.33	0.02
Gender (female)	Identifies in another way	-2.44	3.51	-0.70	0.49
	Male	0.19	0.10	1.85	0.06
	Prefer not to say	-0.64	0.51	-1.26	0.21
Satisfaction with pay		-0.05	0.02	-2.98	0.00

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Prior industry experience (no prior experience)	Prior industry experience	-0.04	0.10	-0.42	0.68
Provider Type (GFECs)	ITPs/ACLs	-0.47	0.16	-2.96	0.00
	SFCs	-0.03	0.23	-0.12	0.90
Disability (Yes)	No	0.02	0.11	0.15	0.88
	Prefer not to say	-0.35	0.20	-1.77	0.08
Hours Worked Quintile (Lowest 20%)	DK/Prefer Not to say	-0.87	0.21	-4.06	0.00
	Highest 20%	-0.28	0.18	-1.52	0.13
	Middle 20%	-0.34	0.17	-2.06	0.04
	Next Highest 20%	-0.67	0.18	-3.77	0.00
	Next Lowest 20%	-0.45	0.17	-2.58	0.01
Hours Taught Quintile (DK/Prefer Not to say)	Highest 20%	-0.37	0.22	-1.66	0.10
	Lowest 20%	-0.08	0.21	-0.38	0.70
	Middle 20%	0.17	0.22	0.79	0.43
	Next Highest 20%	0.08	0.21	0.36	0.72
	Next Lowest 20%	-0.11	0.21	-0.52	0.61
Sufficient control over my own workload (Disagree)	Agree	0.00	0.14	0.02	0.99

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
	Neither agree nor disagree	-0.03	0.15	-0.21	0.83
I have an acceptable workload (Disagree)	Agree	-0.02	0.15	-0.14	0.89
	Neither agree nor disagree	-0.25	0.15	-1.68	0.09
I am satisfied with the flexible working options available to me at my current college/training provider (Disagree)	Agree	-0.15	0.13	-1.18	0.24
	Neither agree nor disagree	-0.39	0.12	-3.17	0.00
I experience stress in my work (Disagree)	Agree	0.51	0.20	2.51	0.01
	Neither agree nor disagree	0.07	0.22	0.33	0.74
Overall, how satisfied are you with working in FE? (Dissatisfied)	Neither satisfied nor dissatisfied	-1.49	0.15	-10.26	0.00
	Satisfied	-2.01	0.15	-13.68	0.00
Qualification Taught (Academic only)	Functional only	0.10	0.24	0.43	0.66
	More than one type	0.11	0.18	0.64	0.52
	Vocational only	0.17	0.20	0.86	0.39
Teaching STEM subject (STEM)	Not STEM	-0.18	0.21	-0.84	0.40

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Satisfaction with student support		0.01	0.02	0.68	0.49
Satisfaction with staff support		-0.07	0.01	-5.18	0.00
Time teaching (Less than 3 years)	10 years but less than 20 years	0.59	0.20	2.90	0.00
	3 years but less than 5 years	0.07	0.24	0.30	0.76
	5 years but less than 10 years	0.44	0.21	2.06	0.04
	More than 20 years	1.03	0.20	5.17	0.00

Table 222: Pay Satisfaction Model Output (leaders)

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
(Intercept)		-0.91	0.63	658.26	-1.44	0.15
Contract Type (Full-time)	Other contract	-0.97	0.82	661.86	-1.19	0.24
	Part-time, Dual profession	1.31	0.74	591.46	1.77	0.08
	Part-time, FE only	0.07	0.41	647.08	0.17	0.86
Ethnicity (white)	Asian/Asian British	-0.39	0.50	647.45	-0.78	0.44
	Black/African/Caribbean/Black British	-0.43	0.62	669.16	-0.70	0.48

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
	Mixed/Multiple ethnic groups	-1.43	0.78	652.98	-1.83	0.07
	Other ethnic group	-1.66	1.12	448.33	-1.49	0.14
	Prefer not to say	-1.94	0.91	557.05	-2.13	0.03
Gender (female)	Male	-0.57	0.21	667.91	-2.71	0.01
	Prefer not to say	0.91	1.88	605.85	0.49	0.63
Prior experience (no prior experience)	Prior industry experience	-0.05	0.20	663.13	-0.26	0.79
Provider Type (GFECs)	ITPs/ACLs	0.65	0.30	443.65	2.16	0.03
	SFCs	0.56	0.64	639.25	0.87	0.38
Disability (Yes)	No	0.95	0.29	666.10	3.23	0.00
	Prefer not to say	0.24	0.72	671.20	0.34	0.74
Pay Band (Less than £10,000)	£100,000 - £149,999	1.37	0.62	671.99	2.19	0.03
	£150,000 - 199,999	1.76	0.92	638.41	1.92	0.05
	£200,000 - £249,999	5.52	2.51	411.90	2.20	0.03
	£250,000 or more	3.53	2.97	651.64	1.19	0.23
	£35,000 - £49,999	-0.39	0.53	671.28	-0.74	0.46
	£50,000 - £99,999	0.11	0.52	664.92	0.21	0.84
	Prefer not to say	1.45	0.61	659.36	2.38	0.02

Table 223: Pay Satisfaction Model Output (managers and leaders)

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
(Intercept)		-0.94	0.45	3363.73	-2.10	0.04
Contract Type (Full-time)	Other contract	0.39	0.26	3620.96	1.50	0.13
	Part-time, Dual profession	-0.32	0.22	3617.22	-1.44	0.15
	Part-time, FE only	0.14	0.16	3628.34	0.92	0.36
Ethnicity (white)	Asian/Asian British	0.09	0.21	3620.52	0.44	0.66
	Black/African/Caribbean/Black British	0.11	0.27	3630.62	0.42	0.67
	Mixed/Multiple ethnic groups	-0.02	0.34	3556.02	-0.07	0.94
	Other ethnic group	0.13	0.47	3614.75	0.28	0.78
	Prefer not to say	-0.51	0.20	3232.21	-2.51	0.01
Gender (female)	Identifies in another way	2.01	1.41	3630.12	1.43	0.15
	Male	-0.32	0.11	3629.14	-2.92	0.00
	Prefer not to say	0.99	0.51	3626.76	1.96	0.05
Main Role (Manager with no teaching responsibilities)	Manager with Teaching	0.45	1.44	3618.54	0.31	0.75
	Teacher	-0.67	0.41	3625.07	-1.62	0.10
Prior Industry Experience (No prior experience	Prior industry experience	0.07	0.10	3626.38	0.70	0.48
Provider Type (GFECs)	ITPs/ACLs	1.07	0.17	661.41	6.18	0.00

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
	SFCs	0.16	0.29	1050.30	0.57	0.57
Disability (Yes)	No	0.44	0.12	3587.64	3.81	0.00
	Prefer not to say	-0.31	0.20	3609.08	-1.55	0.12
	£10,000-£15,999	-0.61	0.42	3631.93	-1.45	0.15
Pay Band (Under £10,000)	£16,000-£19,999	-0.95	0.46	3631.99	-2.06	0.04
	£20,000-£24,999	-1.38	0.41	3630.39	-3.38	0.00
	£25,000-£29,999	-0.91	0.39	3625.97	-2.37	0.02
	£30,000-£34,999	-0.92	0.38	3625.50	-2.41	0.02
	£35,000-£39,999	-0.99	0.39	3623.57	-2.54	0.01
	£40,000-£44,999	-0.53	0.40	3627.53	-1.33	0.18
	£45,000-£49,999	-0.31	0.42	3620.65	-0.73	0.46
	£50,000-£54,999	-0.04	0.46	3620.37	-0.08	0.94
	£55,000-£59,999	0.33	0.57	3631.98	0.58	0.56
	£60,000-£64,999	-0.68	0.65	3587.96	-1.05	0.30
	£65,000-£69,999	1.08	0.88	3617.76	1.23	0.22
	Over £70,000	0.18	1.18	3531.95	0.15	0.88
	Prefer not to say	-0.31	0.41	3620.71	-0.74	0.46

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
Teaching Qualification (Manager with no teaching responsibilities)	Manager with Teaching - ITT	-1.29	1.12	3630.64	-1.16	0.25
	Manager with Teaching - Other Qualification	0.06	1.23	3625.76	0.05	0.96
	Teacher - ITT	-0.38	0.23	3631.64	-1.63	0.10
	Teacher - Other Qualification	-0.35	0.25	3631.70	-1.39	0.16
Qualification Taught (Manager with no teaching responsibilities)	Manager with Teaching - Academic only	-0.47	0.69	3538.48	-0.67	0.50
	Manager with Teaching - Functional only	-0.44	0.80	3538.30	-0.54	0.59
	Manager with Teaching - More than one type	-0.18	0.49	3554.77	-0.37	0.71
	Teacher - Academic only	-0.48	0.24	3609.26	-1.98	0.05
	Teacher - Functional only	-0.37	0.23	3630.94	-1.59	0.11
	Teacher - More than one type	-0.38	0.15	3598.93	-2.63	0.01
STEM (Manager with no teaching responsibilities)	Manager with Teaching - Not STEM	-0.50	0.75	3471.86	-0.67	0.50
	Teacher - Not STEM	0.42	0.26	3556.48	1.60	0.11

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
Time Teaching (Manager with no teaching responsibilities)	Manager with Teaching - 10 years but less than 20 years	0.26	0.40	3577.33	0.65	0.51
	Manager with Teaching - 3 years but less than 5 years	0.98	0.88	3491.94	1.12	0.26
	Manager with Teaching - 5 years but less than 10 years	0.96	0.57	3560.71	1.70	0.09
	Manager with Teaching - Less than 3 years	2.15	1.42	3491.58	1.52	0.13
	Teacher - 10 years but less than 20 years	-0.17	0.14	3599.99	-1.24	0.22
	Teacher - 3 years but less than 5 years	0.08	0.20	3623.05	0.37	0.71
	Teacher - 5 years but less than 10 years	0.01	0.16	3623.56	0.08	0.94
	Teacher - Less than 3 years	0.32	0.22	3612.91	1.46	0.14

Table 224: Job Satisfaction Model Output (teachers)

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Barrier to CPD attendance (No Barrier)	Barrier	-1.08	0.14	-7.65	0.00
Number of CPD events attended		0.13	0.05	2.73	0.01
CPD attendance flag (I have not attended any CPD)	CPD more than 3 years	-1.81	0.54	-3.34	0.00
	CPD more than a year, less than 3 years	-0.62	0.49	-1.26	0.21
	CPD within last 12 months	-0.24	0.39	-0.62	0.53
Contract Type (Full-time)	Other contract	0.58	0.23	2.51	0.01
	Part-time, Dual profession	-0.18	0.17	-1.04	0.30
	Part-time, FE only	0.27	0.12	2.23	0.03
Ethnicity (white)	Asian/Asian British	-0.44	0.18	-2.45	0.01
	Black/African/Caribbean/Black British	0.62	0.26	2.36	0.02
	Mixed/Multiple ethnic groups	-0.39	0.32	-1.22	0.22
	Other ethnic group	-1.00	0.46	-2.15	0.03
	Prefer not to say	-0.99	0.18	-5.49	0.00
Gender (female)	Identifies in another way	2.72	1.88	1.44	0.15
	Male	0.06	0.10	0.60	0.55
	Prefer not to say	0.98	0.44	2.22	0.03

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Prior Industry experience (No prior experience)	Prior industry experience	-0.08	0.09	-0.80	0.42
Provider Type (GFECs)	ITPs/ACLs	0.61	0.16	3.68	0.00
	SFCs	0.35	0.25	1.39	0.16
Disability (Yes)	No	0.22	0.10	2.11	0.03
	Prefer not to say	-0.64	0.18	-3.66	0.00
Time spent on CPD (I have not undertaken CPD in the last 12 months)	1–2 days (8–14 hours)	-0.06	0.17	-0.36	0.72
	11–15 days (71–105 hours)	0.56	0.26	2.16	0.03
	3–5 days (15–35 hours)	0.13	0.16	0.83	0.41
	6–10 days (36–70 hours)	0.29	0.18	1.63	0.10
	More than 15 days (over 105 hours)	-0.05	0.21	-0.23	0.82
CPD quality (Excellent)	Fair	-1.34	0.20	-6.55	0.00
	Good	-0.50	0.20	-2.49	0.01
	Poor	-2.01	0.23	-8.80	0.00
	Very poor	-3.03	0.31	-9.81	0.00
Teaching Qualification (ITT)	Other Qualification	0.38	0.13	2.85	0.00
	Teaching with no Qual	0.43	0.21	2.07	0.04

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Qualification taught (Academic only)	Functional only	-0.10	0.23	-0.43	0.67
	More than one type	-0.01	0.18	-0.06	0.95
	Vocational only	0.07	0.20	0.36	0.72
STEM subject taught (Not STEM)	STEM	0.00	0.21	0.00	1.00
Time Teaching (Less than three years)	10 years but less than 20 years	0.12	0.19	0.66	0.51
	3 years but less than 5 years	0.42	0.22	1.90	0.06
	5 years but less than 10 years	0.19	0.20	0.99	0.32
	More than 20 years	0.43	0.19	2.25	0.02

Table 225: Career Progression Model Output (teachers)

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Barrier to CPD attendance (No barrier)	Barrier	-1.05	0.11	-9.87	0.00
Number of CPD activities attended		0.03	0.04	0.82	0.41
When was CPD attended (I have not attended CPD)	CPD more than 3 years	-0.68	0.55	-1.24	0.21
	CPD more than a year, less than 3 years	0.09	0.51	0.17	0.86
	CPD within last 12 months	0.11	0.42	0.27	0.79
Contract Type (Full-time)	Other contract	0.35	0.18	1.97	0.05
	Part-time, Dual profession	-0.33	0.16	-2.07	0.04
	Part-time, FE only	0.09	0.11	0.82	0.41
Ethnicity (white)	Asian/Asian British	0.03	0.17	0.20	0.84
	Black/African/Caribbean/Black British	0.49	0.21	2.32	0.02
	Mixed/Multiple ethnic groups	-0.60	0.28	-2.14	0.03
	Other ethnic group	0.07	0.45	0.16	0.87
	Prefer not to say	-0.50	0.16	-3.16	0.00
Financial support flag (No financial support)	Some Financial Support	0.14	0.09	1.58	0.11
Gender (female)	Identifies in another way	0.83	1.08	0.77	0.44

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
	Male	-0.04	0.09	-0.50	0.62
	Prefer not to say	-0.14	0.40	-0.34	0.73
Prior industry experience (no prior experience)	Prior industry experience	-0.10	0.08	-1.19	0.23
Provider Type (GFECs)	ITPs/ACLs	0.57	0.12	4.60	0.00
	SFCs	0.31	0.20	1.55	0.12
Disability (yes)	No	0.25	0.09	2.65	0.01
	Prefer not to say	-0.07	0.16	-0.45	0.65
Time spent on CPD (I have not undertaken CPD in the last 12 months)	1–2 days (8–14 hours)	0.10	0.16	0.63	0.53
	11–15 days (71–105 hours)	0.66	0.22	2.94	0.00
	3–5 days (15–35 hours)	0.14	0.15	0.93	0.35
	6–10 days (36–70 hours)	0.13	0.17	0.80	0.42
	More than 15 days (over 105 hours)	0.06	0.19	0.32	0.75
CPD quality (Excellent)	Fair	-1.68	0.16	-10.36	0.00
	Good	-0.93	0.15	-6.04	0.00
	Poor	-2.50	0.20	-12.65	0.00
	Very poor	-3.85	0.35	-11.14	0.00

Variable (base for categorical variables)	Level	Estimate	Std. Error	z value	Pr(>|z|)
Qualification taught (Academic only)	Functional only	0.06	0.21	0.28	0.78
	More than one type	0.13	0.16	0.80	0.42
	Vocational only	0.13	0.18	0.74	0.46
STEM subject taught (Not STEM)	STEM	-0.16	0.20	-0.84	0.40
Time Teaching (Less than three years)	10 years but less than 20 years	-1.02	0.17	-5.98	0.00
	3 years but less than 5 years	-0.43	0.20	-2.17	0.03
	5 years but less than 10 years	-0.80	0.18	-4.55	0.00
	More than 20 years	-0.97	0.17	-5.77	0.00

Table 226: Wellbeing Model Output (teachers)

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
(Intercept)		7.31	0.64	2213.55	11.49	0.00
When was CPD attended (I have not attended CPD)	CPD more than 3 years	-0.41	0.59	2168.72	-0.70	0.49
	CPD more than a year, less than 3 years	-0.35	0.53	2148.29	-0.67	0.51
	CPD within last 12 months	-0.47	0.41	2146.50	-1.17	0.24
Contract Type (Full-time)	Other contract	-0.24	0.25	2010.58	-0.96	0.34
	Part-time, Dual profession	-0.16	0.22	2217.77	-0.75	0.45
	Part-time, FE only	-0.15	0.16	2216.03	-0.90	0.37
Ethnicity (white)	Asian/Asian British	-0.32	0.18	2109.50	-1.76	0.08
	Black/African/Caribbean/Black British	0.04	0.24	2101.45	0.17	0.86
	Mixed/Multiple ethnic groups	-0.29	0.32	2194.64	-0.89	0.37
	Other ethnic group	-0.22	0.47	1935.31	-0.46	0.65
	Prefer not to say	0.30	0.19	1440.95	1.55	0.12
Gender (female)	Identifies in another way	-0.39	1.15	2214.95	-0.34	0.74
	Male	0.20	0.10	2174.87	1.88	0.06
	Prefer not to say	-0.39	0.46	2046.14	-0.84	0.40
Prior industry experience (no prior experience)	Prior industry experience	0.13	0.10	2211.47	1.33	0.18

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
Provider Type (GFECs)	ITPs/ACLs	0.50	0.14	601.69	3.62	0.00
	SFCs	-0.35	0.23	912.98	-1.53	0.13
Disability (yes)	No	0.63	0.11	2215.40	5.82	0.00
	Prefer not to say	0.05	0.19	2193.18	0.27	0.79
Hours Worked Quintile (Lowest 20%)	DK/Prefer Not to say	-0.59	0.20	2209.26	-2.89	0.00
	Highest 20%	-1.30	0.19	2217.94	-6.85	0.00
	Middle 20%	-0.42	0.17	2212.81	-2.42	0.02
	Next Highest 20%	-0.96	0.18	2217.87	-5.27	0.00
	Next Lowest 20%	-0.03	0.17	2214.90	-0.16	0.87
Hours Taught Quintile (DK/Prefer Not to say)	Highest 20%	0.28	0.20	2200.82	1.41	0.16
	Lowest 20%	0.08	0.21	2217.99	0.40	0.69
	Middle 20%	-0.08	0.21	2216.18	-0.38	0.70
	Next Highest 20%	-0.14	0.20	2207.15	-0.68	0.50
	Next Lowest 20%	-0.14	0.21	2217.61	-0.67	0.51
Time Spent on pastoral support (Less than 1 hour)	1-2 hours	-0.19	0.17	2212.33	-1.13	0.26
	3-5 hours	-0.48	0.17	2212.76	-2.82	0.00
	6-10 hours	-0.63	0.21	2216.72	-3.00	0.00

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
	More than 10 hours	-0.36	0.23	2217.65	-1.57	0.12
	Not applicable	0.09	0.22	2201.99	0.44	0.66
I have sufficient control over my own workload (Disagree)	Agree	0.89	0.14	2208.32	6.21	0.00
	Neither agree nor disagree	0.45	0.15	2214.20	2.95	0.00
I have an acceptable workload (Disagree)	Agree	1.65	0.15	2218.00	11.04	0.00
	Neither agree nor disagree	0.87	0.15	2216.69	5.80	0.00
I am satisfied with the flexible working options available to me at my current college/training provider (Disagree)	Agree	0.88	0.13	2212.53	6.66	0.00
	Neither agree nor disagree	0.30	0.13	2217.46	2.38	0.02
Pay Band (Less than £10,000)	£10,000-£15,999	-0.36	0.38	2127.69	-0.93	0.35
	£16,000-£19,999	-0.47	0.43	2133.89	-1.09	0.28
	£20,000-£24,999	-0.47	0.38	2101.49	-1.23	0.22
	£25,000-£29,999	-0.41	0.37	2079.28	-1.12	0.26

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
	£30,000-£34,999	-0.33	0.37	2088.53	-0.89	0.37
	£35,000-£39,999	-0.28	0.38	2065.07	-0.75	0.46
	£40,000-£44,999	-0.32	0.38	2061.95	-0.84	0.40
	£45,000-£49,999	-0.47	0.42	1968.22	-1.13	0.26
	£50,000-£54,999	-0.03	0.52	2046.28	-0.06	0.95
	£55,000-£59,999	0.82	0.86	1548.36	0.96	0.34
	£60,000-£64,999	-0.59	0.78	343.24	-0.75	0.45
	£65,000-£69,999	-1.61	1.84	2201.33	-0.88	0.38
	Prefer not to say	-0.63	0.39	2045.25	-1.59	0.11
Teaching Qualification (ITT)	Other Qualification	0.13	0.13	2177.83	1.02	0.31
	Teaching with no Qual	0.24	0.20	2199.01	1.22	0.22
Qualification Taught (Academic only)	Functional only	-0.45	0.24	2142.87	-1.85	0.06
	More than one type	-0.54	0.19	2188.08	-2.87	0.00
	Vocational only	-0.46	0.21	2181.93	-2.20	0.03
STEM subject taught (Not STEM)	STEM	0.23	0.21	2216.57	1.07	0.28
Level of student support		0.04	0.02	2208.14	1.99	0.05
Level of staff support		0.14	0.01	2217.18	10.70	0.00

Variable (base for categorical variables)	Level	Estimate	Std. Error	df	t value	p-value
Time Teaching (Less than 3 Years)	10 years but less than 20 years	-0.10	0.19	2217.40	-0.55	0.58
	3 years but less than 5 years	-0.10	0.21	2217.98	-0.48	0.63
	5 years but less than 10 years	-0.10	0.19	2217.83	-0.54	0.59
	More than 20 years	0.17	0.18	2216.21	0.95	0.34

Appendix E: Email invitation to FE providers

UKPRN: <UKPRN>

Dear <contact>,

DfE needs your views to help shape further education workforce policy

Why are we contacting you?

NFER has been commissioned by the Department for Education (DfE) to research the experiences and working conditions of the further education (FE) workforce. A key part of this is the new **FE Workforce Survey**, targeted at leaders, managers and teachers in all General Further Education Colleges, Sixth Form Colleges and Independent Training Providers in England.

We are inviting your setting to take part. Once you have registered, we will send you a survey link at the beginning of November for you to share with your staff.

If you think that someone else in your setting would be better placed to help us, please do share this email with them. This email may have gone to an additional contact at your setting, only one person per setting needs to register.

Why should your workforce take part?

The survey will ensure that the voices of FE leaders, managers, and teachers are heard on issues such as workload, recruitment, and professional development. It will provide much needed up-to-date evidence on workforce experiences and working conditions, directly informing DfE's future policy and funding decisions for the FE sector.

We've also attached a letter from Julia Kinniburgh, the Director General for Skills Group at the Department for Education, encouraging you, and your staff, to participate in the survey and highlighting its importance in building the evidence base to inform future DfE policy.

What's involved?

- The online survey will take around **15 minutes** to complete and can be accessed on any internet connected device.
- It will open from **Thursday 6th November to Friday 28th November 2025.**
- NFER will provide you with a unique survey link to share with staff.
- All responses will be strictly confidential. No individual or setting will be identified in any report.
- Further details, including a copy of the privacy notice, are available here.

What's next?

Please confirm your interest by completing this short registration form (takes less than 2 mins):

REGISTER YOUR INTEREST NOW - https://forms.office.com/e/in7wbYDUaU

Registering ensures that your staff have the opportunity to take part and have their views heard, contributing valuable insights to help shape future policy.

Speak up and influence change

How you can help

1. Spread the word. Let your staff know that the survey is coming. We've attached a flyer you can share or display.
2. Share the survey link with all your staff when you receive it on 6th November.

As a thank you: if at least 10 staff from your setting complete the survey, you will receive a tailored report benchmarking your anonymised results against national findings.

If you have any questions or would like to discuss your setting's participation, please contact Sophie Ainsby or Stewart McKane at DFEworkforcesurvey@nfer.ac.uk or by calling 01753 63 7007.

Thank you very much in advance for your support with this important research.

Sophie Ainsby
Research Operations Lead, Research and Product Operations

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Appendix F: Summary of findings from report into the feasibility of a longitudinal FE workforce survey

A feasibility study was undertaken to examine what is the most appropriate approach for strengthening national evidence on FE leaders, managers and teachers. Crucially, the recommendations and guidance set out in this summary are grounded in, and directly shaped by, the evidence reviewed.

The analysis drew on a wide evidence base, including a rapid review of UK and international longitudinal studies; examination of existing FE workforce datasets such as the FE Workforce Data Collection (FEWDC); interviews with DfE data and policy leads; consultations with sector bodies; focus groups with FE teachers and leaders; and learning from the 2025 autumn FE workforce survey.

Building on this foundation, the study assesses alternative designs, sampling options, data collection strategies and operational considerations, answering the study's nine key research questions. Throughout, particular attention is given to how the distinctive features of the FE workforce, such as high staff mobility and turnover, part-time and sessional working patterns, and the prevalence of dual professionals combining FE and industry roles, shape both the feasibility of different methodological approaches and the recommendations we propose.

1. Is a longitudinal study the most appropriate design, and what alternatives could meet the evidence needs?

A longitudinal study offers distinct strategic value for understanding the FE workforce. Although repeated cross-sectional surveys can identify changes in workforce trends at a group level, longitudinal data uniquely allow the tracking of individuals over time, providing deeper insight into career pathways, recruitment and retention patterns, workload pressures, and responses to policy change. This is particularly important in the FE context, where movement between FE and industry is common. Tracking the career trajectories of dual professionals, including those who move into and out of FE, would provide valuable insights into the impact of industry experience on teaching practice and retention. To capture this effectively, a longitudinal survey would need to be responsive to individuals' changing roles and career pathways over time, for example by routing participants to tailored question sets depending on whether they are currently teaching in FE, combining FE and industry roles, or have moved into industry. Such an adaptive design would ensure continued relevance, reduce respondent burden, and generate more meaningful data on the diverse and fluid career pathways that characterise the FE workforce.

This design would significantly enhance existing administrative datasets by supplying the contextual, attitudinal and experiential data that are otherwise unavailable. On the basis of the evidence reviewed, a longitudinal approach is both feasible and the preferred option, particularly if supported by a focused panel of “engagement partner providers” to help identify harder-to-reach groups such as early career teachers (ECTs) and dual professionals. However, longitudinal studies are typically more expensive to administer than repeated cross-sectional surveys because of the ongoing work required to maintain contact with participants and to manage attrition. When underpinned by robust engagement, governance and funding, it offers insights that no alternative design can match. However, if these essential conditions cannot be secured, repeated cross-sectional or hybrid designs should be considered as fallback options that ensure evidence needs are still met sustainably.

Conclusion: A longitudinal study is feasible and offers unique benefits, but should only be adopted if robust engagement, governance and resourcing structures are put in place.

2. What is the most appropriate sampling frame for an FE workforce study?

The FEWDC provides the most comprehensive and reliable foundation for a national sampling frame, covering leaders, managers, and teaching staff across the sector. While other data sources were considered, we propose using FEWDC as the anchor for the sample. Given known constraints around coverage and provider mapping, achieving a representative sample will require proactive steps to strengthen the sampling frame, including improving the completeness and accuracy of provider lists, clarifying institutional structures within college groups and establishing a clear and consistent basis for sampling; without such investment, there is a risk that parts of the sector (notably ACL providers, smaller ITPs and hard-to-reach technical subject areas) may be under-represented. To address gaps, particularly for dual professionals and ECTs, supplementary sources will also need to be used selectively. All FE teachers on formal initial teacher education (ITE)-based induction can be sampled via Manage Training for Early Career Teachers, while ECTs entering through other routes, along with dual professionals, should be recruited through a panel of “engagement partner providers”, as described above.

Conclusion: FEWDC should anchor the sampling frame, supplemented with targeted sources to cover harder-to-capture workforce groups.

3. Which FE workforce groups should be surveyed, and how should they be contacted?

The survey should include teachers, leaders, managers, ECTs/new entrants and dual professionals, representing the breadth of FE roles. We acknowledge the valuable contributions of support staff within FE and recognise the importance of examining their roles and career development. However, support staff often have distinct experiences that require a different line of inquiry, for example, many work across multiple curriculum areas rather than within a single subject team, and their career progression routes are typically shaped by administrative or learner-support functions rather than teaching responsibilities. Because these experiences do not align directly with the pedagogical, workload and retention issues central to this study, it would be more appropriate to examine them through a dedicated piece of research.

Contact with the sample would initially be made by letter, with recruited panel members subsequently contacted by email, supported by provider-level endorsement and communications from sector bodies. This mixed contact strategy is essential for reaching staff across diverse provider types with inconsistent internal communication structures.

Conclusion: A comprehensive workforce scope is recommended, using direct letter and email contact supplemented by provider and sector-body engagement.

4. What response rates are feasible, which FE teachers are hardest to reach, and is boost sampling required?

Evidence from comparable national education workforce surveys indicates that feasible response rates tend to fall in the region of 10–20% for teachers and 30–70% for leaders, with higher rates achievable when telephone follow-up is used. Based on our scoping work, certain groups, such as part-time staff, ECTs, sessional tutors, dual professionals, and those working in shortage subjects (e.g., construction and engineering), are typically harder to reach. Boost sampling may therefore be required to ensure adequate representation of these groups.

Taking these patterns into account, and drawing on observed response levels from the autumn 2025 FE workforce survey, an overall target sample of **5,000** respondents is proposed.

Meeting and sustaining this target will likely require targeted engagement strategies for teachers, especially in GFECs and ITPs, alongside the strategic use of boost sampling to reach under-represented groups. Top-up sampling after the initial wave will also be necessary to maintain the desired sample size over time.

Conclusion: Response rates are likely to vary by role and provider type. Targeted boost sampling is recommended for groups with lower baseline engagement, alongside top-up sampling to maintain the overall target sample size.

5. Which FE provider types should be in scope, and what are the implications?

General FE Colleges (GFECs), Sixth Form Colleges (SFCs), 16-to-19 academies, Independent Training Providers (ITPs) and Adult and Community Learning (ACL) providers should all be included to ensure a representative sector picture. Consideration should also be given to including specialist and offender learning settings. Including SFCs and providers in receipt of Public Sector Programme Funding (PSPF) enhances coverage but requires careful weighting due to differences in size and staffing structures.

Conclusion: A broad provider scope is recommended, with weighting and possibly oversampling for smaller provider types.

6. How should the sample be maintained and refreshed over time?

Maintaining a longitudinal panel requires proactive retention strategies: regular communications, updates on findings, participant-friendly reminders and clear explanations of purpose. Individuals who do not respond in a given wave should be retained within the panel and re-contacted in subsequent waves, with weighting used to adjust for non-response. To maintain representativeness over time, refreshment sampling should be undertaken at each wave to include new entrants to the FE workforce who were not present in the administrative data used to construct earlier samples due to data lag. Participants who exit the FE workforce should be followed for at least one additional wave to capture reasons for leaving.

Conclusion: Retention and refreshment processes must be built into core study design, supported by robust tracking and communication systems.

7. What data collection modes and timings are most appropriate?

A mixed-mode web-first approach, with telephone follow-up targeted at non-responders and harder-to-reach roles, is the recommended model. Fieldwork should take place annually in the spring term, avoiding peak workload pressures associated with enrolment, assessment and registration. Short “pulse” surveys between annual waves could provide rapid insights on emerging issues and help keep the sample engaged.

Conclusion: A spring-term, mixed-mode design offers the strongest balance of feasibility, response and data quality.

8. What are the key barriers and enablers to FE workforce engagement?

Barriers include workload pressures, survey fatigue, unclear communication, long surveys, poor timing, limited provider capacity and concerns about confidentiality or data linkage. Enablers include trusted communications, concise surveys, senior leadership endorsement, visible DfE branding, financial incentives, tailored messaging, and opportunities for staff to see how data is used. These factors vary by role, provider type and time of year.

Conclusion: Engagement hinges on relevance, trust, clarity, brevity and strong institutional and leadership support.

9. How can attrition be minimised, and what incentives are appropriate?

Attrition can be reduced through consistent communications, personalised reminders, engaging feedback loops and convenient survey design. Financial incentives can also play an important role in sustaining engagement, mitigating attrition, and improving participation among harder-to-reach groups, while recognising the time burden on respondents. Importantly, the FE workforce is, on average, older than the school teaching workforce (see Iocco and Julius, 2026), which implies a greater likelihood of exits due to retirement or career change over the lifetime of a panel. As a result, baseline attrition may be inherently higher than in studies such as the Working Lives of Teachers and Leaders survey, strengthening the case for a proactive and well-resourced retention strategy from the outset.

Our preferred approach is a universal, escalating incentive model. This would involve offering an incentive at Wave 1, followed by incrementally increasing payments in subsequent waves (e.g. £10, increasing by £2 per wave). This supports sustained engagement and representativeness over time. It can be supplemented, where necessary, by targeted incentives for groups at higher risk of non-response, alongside strong non-financial motivators, and should be reviewed after each wave.

If this is not affordable, a second-best option is a flat-rate model following initial recruitment. Participants would receive a higher payment at Wave 1 (e.g. £10), followed by a lower, consistent payment for each subsequent wave (e.g. £5). While potentially less effective than escalation, this still supports ongoing engagement.

If neither approach is feasible, a third option is targeted differential incentives. These would focus on groups at higher risk of non-response or attrition (e.g. part-time staff, those in smaller providers, or shortage subjects) and should be implemented transparently to avoid perceptions of inequity.

Conclusion: A structured retention strategy, combining strong communication, user-centred design, and a proportionate incentive model, is essential for sustaining panel quality over time.

Overall summary

This feasibility study finds that a longitudinal FE workforce survey is both possible and potentially highly valuable, but its success depends on careful design, strong sector engagement, methodological rigour and sustained investment. Key enabling conditions include: a robust sampling frame led by FEWDC; tailored outreach and mixed-mode data collection; clear, trusted communications; and proactive management of attrition through incentives and refreshment sampling. Alternative designs (cross-sectional or hybrid) remain credible options should constraints around cost, burden or representativeness limit the feasibility of a full longitudinal approach.



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