

Research Report DCSF-RR005

Deployment and Impact of Support Staff in Schools

**Report on findings from the Second
National Questionnaire Survey of
Schools, Support Staff and Teachers
(Strand 1, Wave 2 - 2006)**

*Peter Blatchford, Paul Bassett, Penelope Brown,
Clare Martin, Anthony Russell and Rob Webster*

Institute of Education, University of London

Deployment and Impact of Support Staff in Schools

*Report on findings from the Second National Questionnaire
Survey of Schools, Support Staff and Teachers
(Strand 1, Wave 2 - 2006)*

*By Peter Blatchford, Paul Bassett, Penelope Brown,
Clare Martin, Anthony Russell, and Rob Webster*

*Institute of Education,
University of London*

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Children, Families and Schools.

Contents

Executive Summary	6
1. Background	6
2. Methodology	6
3. Results	7
4. The future of the DISS project	14
1. Introduction	15
1.1 Summary of project	15
1.2 Introduction to the project	15
1.2.1 Remodelling of the school workforce (School Workforce Reform)	15
1.2.2 Review of support staff roles	16
1.2.3 Increased numbers of support staff in schools	16
1.3 Aims of the Research	17
1.3.1 Specific research questions	17
1.4 Strand 1: A three wave survey concerning support staff in schools in England and Wales	18
1.5 Classification of support staff	19
2. Methodology for Wave 2	21
2.1 Main School Questionnaire (MSQ).	21
2.1.1 Sample sizes	21
2.2 Support Staff Questionnaire (SSQ)	22
2.3 Teacher Questionnaire (TQ)	24
3. Results	26
3.1 Numbers and estimated FTEs of support staff in schools	26
3.1.1 Factors influencing the number of staff in schools	28
3.1.2 Estimates of the number of full-time equivalent staff and change from Wave 1	30
3.1.3 Change in the number of support staff	32
3.1.4 Factors influencing change in numbers	32
3.1.5 Reasons given by schools for a change in support staff numbers	33
Key findings	33
3.2 Vacancies, and problems of turnover and recruitment	35
3.2.1 Factors influencing vacancies	36
3.2.2 Problems with recruitment	36
3.2.3 Turnover problems	37
Key findings	38
3.3 Further characteristics of Support Staff: Support staff gender, age, experience, ethnicity, qualifications	39
3.3.1 Gender	39
3.3.2 Age, ethnicity and experience	39
3.3.3 Academic qualifications of support staff	39

Key findings	40
3.4 Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year	41
3.4.1 Hours worked per week	41
3.4.2 Support staff have more than one role in the school?	42
3.4.3 Like to work extra hours?	42
3.4.4 Permanent contracts?	42
3.4.5 Contracted to work 52 weeks?	43
Key findings	43
3.5 Working extra hours: Are support staff required, or voluntarily wish, to work more hours than specified in their contract?	44
3.5.1 Frequency of extra hours worked	45
3.5.2 Duration extra hours worked	45
3.5.3 Paid for extra work?	45
3.5.4 What tasks/activities do support staff do when they work extra hours?	46
Key findings	46
3.6 Job descriptions, appraisal, supervision and line management	47
3.6.1 Supervision of support staff	47
3.6.2 Line management	49
Key findings	50
3.7 Wages of support staff	52
3.7.1 Factors influencing support staff wages	54
Key findings	56
3.8 Qualifications and previous experience required	57
Key findings	57
3.9 Training and INSET	58
3.9.1 School based INSET	58
3.9.2 Non-school based INSET	58
3.9.3 Other education and training relevant to post	58
3.9.4 Taken part in any education and training?	58
3.9.5 Training and development for teachers to help them work with support staff	59
3.9.6 Teachers involved in training and development of support staff?	60
Key findings	61
3.10 Supporting pupils and teachers	63
3.10.1 Nature of support staff roles: supporting pupils and teachers	63
3.10.2 Amount of contact between teachers and support staff	66
Key findings	67
3.11 Planning and feedback time between teachers and support staff	68
3.11.1 Planning time	68
3.11.2 Feedback time	69
3.11.3 Other allocated time together?	70
Key findings	70

3.12 Support staff satisfaction with their jobs	71
3.12.1 Job satisfaction	71
3.12.2 School appreciation of their work	72
3.12.3 Satisfaction with their pay	74
3.12.4 Satisfaction with their contract and conditions of employment	75
3.12.5 Satisfaction with the working arrangements for their post	76
3.12.6 Satisfaction with training and development that they have received for their role	78
3.12.7 Satisfaction with any training and development opportunities available to them	79
Key findings	80
3.13 Impact of support staff on teachers' workloads, job satisfaction and levels of stress	82
3.13.1 Extent and timing of transfer of administrative tasks	82
3.13.2 Impact on routine administrative and clerical tasks	83
3.13.3 Impact on teacher job satisfaction	85
3.13.4 Impact on levels of teacher stress	87
3.13.5 Impact on teacher workload	88
Key findings	90
4. Discussion and Conclusions	91
4.1 Numbers and estimated FTE of support staff in schools	91
4.2 Vacancies, and problems of turnover and recruitment	92
4.3 Further characteristics of Support Staff: Support staff gender, age, experience, ethnicity, qualifications	93
4.4 Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year	93
4.5 Working extra hours: Are support staff required, or voluntarily wish, to work more hours than specified in their contract?	94
4.6 Job descriptions, appraisal, supervision and line management	95
4.7 Wages of support staff	96
4.8 Qualifications and previous experience required	97
4.9 Training and INSET	97
4.10 Working with and training support staff	98
4.11 Supporting pupils and teachers	99
4.12 Planning and feedback time between teachers and support staff	100
4.13 Support staff satisfaction with their jobs	100
4.14 Impact of support staff on teachers' workloads, job satisfaction and levels of stress	102
4.15 The future of the DISS project	103
References	104
Appendices	106

Executive Summary

1. Background

In the past few years there has been a huge growth in the range and number of support staff in schools. A major context for policy and resourcing involving support staff in schools was the introduction in January 2003 by the Government, local Government employers and the majority of school workforce unions of the National Agreement: 'Raising Standards and Tackling Workload'. The National Agreement (NA) set out a number of measures designed to continue to raise pupil standards, tackle teacher workload, including a concerted attack on unnecessary paperwork and bureaucracy, and review support staff roles. The NA also brought about a number of new support staff roles, as part of the remodelling agenda, including Higher Level Teaching Assistants (HLTAs) and cover supervisors.

Research to date provides only limited information on the impact of support staff in schools, and on the processes in schools through which impact is maximised or inhibited. This study was designed to help fill these gaps.

The two main aims of the project were:

1. To provide an accurate, systematic and representative description of the types of support staff in schools, and their characteristics and deployment in schools, and how these change over time;
2. To analyse the impact or effect of support staff on teaching and learning and management and administration in schools, and how this changes over time.

2. Methodology

This study was designed to obtain up to date and reliable data on the deployment and characteristics of support staff, the impact of support staff on pupil outcomes and teacher workloads, and how impact is affected by school management and communication in the school. The study covers schools in England and Wales. It involves a large scale survey (Strand 1), followed by a multi method and multi informant approach (Strand 2) which is designed to study the deployment and impact of support staff in a smaller sample of schools. The aim of Strand 1 is to provide comprehensive and reliable information on support staff in schools in England and Wales. It involves large scale surveys in order to obtain baseline data, the first Wave of which was the summer term 2003/4 for the Main School Questionnaire (MSQ) and the Autumn term 2004/5 for the Support Staff Questionnaire (SSQ) and Teacher Questionnaire (TQ). This report covers results from the second wave of these surveys, which was the Spring term 2005/6 for the Wave 2 MSQ and TQ, and the summer term 2005/6 for TQ. The first wave was conducted at the end of the first phase of the National Agreement, and throughout this report comparisons are made between the first and second Waves in order to see what changes have taken place. For the MSQ, 2,071 were returned, a response rate of 21%, similar to Wave 1. The SSQ sample was doubled in comparison to Wave 1 and 2,693 were returned, a response rate of 27%. For the TQ 1,297 were returned a response rate of 16%, slightly down on Wave 1. Tests showed that schools responding to the MSQ did not differ significantly from non-responders on key social background indicators,

such as eligibility for free school meals. A third wave of surveys will be conducted in 2007/8. Taken together, the three biennial survey points will provide a systematic account of basic information on support staff in schools and changes over a key 5 year period (2003-8).

The study made use of the classification of support staff derived in Wave 1:

Groups of support staff post titles			
<u>TA Equivalent</u>	<u>Pupil Welfare</u>	<u>Technicians</u>	<u>Other Pupil Supp.</u>
Higher level TA	Connexions Advisor	ICT manager	Bilingual Support
LSA (SEN pupils)	Education welfare	ICT technician	Cover Supervisor
Nursery Nurse	Home liaison	Librarian	Escort
Therapist	Learning Mentor	Science Technician	Exam Invigilator
TA - primary	Nurse	Technology Tech.	Lang Assistant
TA - secondary	Welfare Assistant		Middy Assistant
TA - special			Middy Supervisor
<u>Facilities</u>	<u>Administrative</u>	<u>Site</u>	
Cleaner	Administrator	Caretaker	
Cook	Bursar	Premises Manager	
Other catering	Finance Officer		
	Office Manager		
	Secretary		
	Attendance Officer		
	Data Manager		
	Examinations Officer		
	PA to Head		

3. Results

Numbers and estimated FTEs of support staff in schools

There was a significant increase in the numbers of support staff from Wave 1 to Wave 2. There were significantly more support staff in the TA equivalent, technician, other pupil support, facilities and site categories in Wave 2 than in Wave 1. The biggest increases were for the TA equivalent category. There were 50% more at Wave 2 compared to Wave 1.

Estimates of the number of full time equivalent (FTE) staff in England and Wales showed the rapid change in the landscape of support staff in schools since Wave 1. TA Equivalent staff were again the most prevalent and FTEs had significantly and markedly increased from Wave 1. There were large increases in Higher Level Teaching Assistants (HLTAs), ICT Support Staff (other), Cover Supervisors, Catering staff, Data Manager/ Analyst, Examination Officers, and Creative Arts Specialists.

By Wave 2, implementation of Planning and Preparation time (PPA) is the main reason given for a change in support staff numbers and this almost always led to an increase. This was not a reason given at Wave 1 and indicates that by Wave 2 the NA has resulted in many more support staff

being brought in to allow this time for teachers. By Wave 2 a change in the school budget was likely to bring about an increase in support staff numbers (75%) rather than a decrease (25%).

Having controlled for other variables including numbers of pupils in schools, special schools had the largest numbers of support staff on average. This was also found in Wave 1. Two other key factors affecting numbers of staff were size of the school, and pupil need as reflected in results concerning % pupils with SEN (statemented or not statemented), the % pupils with EAL, and the % of pupils eligible for FSM.

Vacancies, and problems of turnover and recruitment

A quarter of all schools at both Wave 1 and Wave 2 said that they had vacancies for support staff. Schools at Wave 2 were significantly less likely to have vacancies in the TA equivalent, pupil welfare and administrative support staff categories. This was particularly marked for TA equivalent staff. Most vacancies were in the 'other pupil support' category, though the increase from Wave 1 was not statistically significant. Schools were next most likely to have vacancies in facilities staff and this had increased since Wave 1.

Results showed that 36% of schools had particular problems of recruitment at Wave 2, and this was a small but statistically significant increase from 32% at Wave 1. 12% of schools had problems of turnover, a similar figure to Wave 1.

At both waves, secondary schools were more likely to have a vacancy than primary and special schools, and have more turnover problems, but less likely to have problems of recruitment.

At both Wave 1 and 2, problems of vacancies, recruitment and turnover were most prevalent for the 'other pupil support' staff category. This category of support staff has consistently presented the most challenging problems, at both Wave 1 and 2.

Further characteristics of Support Staff: Support staff gender, age, experience, ethnicity, qualifications

As at Wave 1, and in line with other studies, most support staff were female, and there were more female support staff in primary than special and secondary schools. Most support staff were aged 36 and over, and almost all classified themselves as being of white ethnic background. Site staff was the only category predominantly made up of males, though there were relatively high numbers of male technicians, at both Wave 1 and 2.

Only 10% of support staff had no qualifications and over a third (38%) had qualifications above GCSE level. 'Site staff, along with other pupil support and especially facilities staff, had the lowest qualifications, while pupil welfare staff and technicians had the highest level of qualifications.

Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year

As at Wave 1, contracted hours were lower in primary schools than in secondary and special schools. There were no significant differences between Wave 1 and 2 in contracted hours. A third of all part time support staff said that they would like to work more hours and TA equivalent staff were most keen on extra hours.

Most support staff said that they were on permanent contracts and this had not changed from Wave 1. Staff in categories associated with less pupil contact (facilities, administrative and site staff), and therefore less likely to fluctuate with pupil related needs, appeared to be most likely to have a permanent contract.

One of the most obvious changes between Wave 1 and 2 concerned the doubling in the number of support staff contracted to work all 52 weeks of the year, from 22% to 45%. The biggest increases from Wave 1 to Wave 2 in working 52 weeks were for other pupil support, technicians, facilities, site and TA equivalent staff. Most site staff were contracted to work 52 weeks per year but administrative and TA equivalent staff were more likely to be contracted for less than 52 weeks per year (65% and 63%).

Working extra hours: Are support staff required, or voluntarily wish, to work more hours than specified in their contract?

Over two thirds of staff worked extra hours. In Wave 2 a distinction was made between extra work that was required of support staff and extra work they undertook voluntarily. The results revealed the extent to which staff can feel obliged to work extra hours to their contracts. Staff worked extra hours on a voluntary basis three times as often as extra time required by a member of staff. Just over half of those who were required to work more hours than specified in their contract worked more hours at least once a week. Most worked 3 or less additional hours per week. Site staff were more likely than other support staff to be required to work more hours. The balance shifted more to working voluntarily in the case of TA equivalent, pupil welfare, technicians, and administrative staff.

In Wave 2 we found that only one half of staff were always or sometimes paid for this extra work. Worryingly, this was a significant drop from Wave 1. Staff most likely to be paid for extra time were facilities and site staff. For the most part staff worked on their usual tasks but over a quarter of them found themselves working on tasks that were not a part of their usual job.

Job descriptions, appraisal, supervision and line management

There are now clear signs of change in working practices between Wave 1 and 2. Staff are now significantly more likely to be provided with a job description, and to have been appraised over the last year. There are therefore now encouraging signs of improved management practices in schools.

At Wave 2 fewer support staff (33%) were being supervised by teachers than at Wave 1 (43%), but more detailed questioning at Wave 2 showed that another third of staff were being supervised by other members of staff. It appears that rather than a drop in supervision overall, supervision is being spread across more people. However, a third of staff were not being supervised by anyone. Staff in secondary schools are less likely to be supervised by teachers and more likely to be supervised by others. They are also more likely not to be supervised by anyone.

There was a wide variety of staff who were line managers. Most staff were line managed by head and deputy head teachers, followed by teachers, administrative staff and SENCOs.

There were several overall differences between school types in the case of management practices. Support staff in special schools were more likely to have a job description and more likely to have

been appraised in the last 12 months, suggesting that special schools are still further ahead in terms of these aspects of staff management. Staff in secondary schools were less likely to have a job description, less likely to be supervised by a teacher, more likely to be supervised by someone else, and also not supervised by anyone. There are likely to be several reasons for this last finding. Support staff in secondary schools appear to work less in tandem with individual teachers, but more to an overall plan directed from outside the individual classrooms. Secondary schools are also larger and able to devise line management and appraisal systems which do not include teachers, heads or deputy heads.

Wages of support staff

The highest average salaries were paid to pupil welfare staff and administrative staff (over £11 per hour on average), while the lowest salaries were paid to other pupil support staff and facilities and site staff (£7.49 and £6.64 on average respectively). In a similar way, the higher salary bands (over £15 per hour) were paid to pupil welfare staff and particularly administrative staff, while almost all facilities staff (83%) were paid less than £7.50 per hour, and other pupil support staff were also likely to be paid less than £7.50 (61%). A relatively high proportion of site staff (42%) were also paid at this lowest wage band. Higher average wages were paid in England than Wales, and staff in secondary schools received a higher average wage than those in special schools and especially those in primary schools. The wages of TA equivalent, facilities and site staff had increased since Wave 1, but there was no statistically significant difference between waves for pupil welfare, technician, other pupil support and administrative staff.

The DISS project examined in a systematic way factors that influence wages. Not all effects were consistent across all seven categories of support staff, but there appear to be four key sets of factors affecting staff wages. The first factor was personal biographical characteristics of support staff - qualifications, gender and age. The second was what might be seen as a 'disadvantage' effect, reflected in higher wages being more likely with a higher percentage of SEN pupils (whether statemented or not), and % of pupils eligible for free school meals. A third main factor affecting wages was an area effect (London had the highest wages). We also find that school size is a factor in that staff in schools with more pupils had higher wages.

Qualifications and previous experience required

It is encouraging to see signs by Wave 2 that schools were more likely to require specific qualifications from staff. There were, however, large differences between support staff categories. TA equivalent staff were more likely at Wave 2 to be asked for specific qualifications and previous experience. Pupil welfare staff were most likely to require specific qualifications and previous experience for the post.

Training and INSET

Strand 1 results from both Wave 1 and Wave 2 are consistent in showing that two-thirds of support staff had attended school-based INSET. Around a half of support staff had attended non-school based INSET or other education and training relevant to their post. Only just over a quarter had attended education or training leading to a qualification in the previous two years. Comparison of results for Wave 1 and 2 showed that there was little sign that attendance at training and INSET had increased over the past two years.

There were a number of overall differences by school type. Support staff in special schools were more likely to have attended school based INSET, more likely to have attended other education or training relevant to their posts, and more likely to have attended education and training leading to a qualification in the previous two years. Special school teachers were also most likely to have had training and development to help them work with support staff, and were more positive about training they had received and training and/or development opportunities available to help them work with support staff in the classroom. Secondary school support staff were least likely to have attended school based INSET.

There were also some differences between support staff categories. TA equivalent staff and pupil welfare staff were more likely to have attended school based INSET, non school based INSET and other courses. Other pupil support, facilities, and site staff were the least likely to have attended school based INSET, non school based INSET and other courses.

The majority - three quarters - of teachers at Wave 1 and at Wave 2 had not had training to help them work with support staff in classrooms, even though the number of teachers involved in training support staff themselves had increased from 40% to 50% at Wave 2. Half of the teachers were positive about the training received but 16% were negative and one third were neutral. This suggests that much still needs to be done in terms of preparing teachers for working with support staff, especially those in mainstream schools.

Most (three quarters) of the training and development provided by teachers for support staff was actually informal support on the job. Just over half took part in formal sessions, e.g., INSET days, and this was more likely to be done by special school staff. Slightly fewer staff were involved in coaching and mentoring schemes with support staff. The majority of teachers (70%) not involved in training or developing support staff, would have found being involved with training or development of support staff useful.

We also found that only a third of the teachers who were line managers of support staff had received training or development to help them with this role and only half rated this training and development as useful. Moreover, only a quarter of teachers were satisfied with training and/or development opportunities with regard to their role as a line manager of support staff, and a further 30% were dissatisfied, indicating that this is an area that could also benefit from attention.

Supporting pupils and teachers

By Wave 2 the number of support staff who spent all or most of their working time directly supporting pupils had increased from a third (38%) to just over a half, while 15% of staff spent all or most of their time directly supporting teachers. At both Wave 1 and Wave 2 a third of staff spent no working time supporting pupils, and slightly more spent no time supporting teachers. As expected, this picture varied between categories of support staff. Other pupil support and TA equivalent support staff spent much more time than other support staff groups directly supporting pupils. Conversely, facilities, administrative and site staff spent very little time directly supporting pupils. TA equivalent support staff were also more likely than other support staff to directly support teachers but technicians spent the most time supporting teachers. Technicians along with administrative staff were the only categories of support staff that spent noticeably more time supporting teachers than pupils.

As at Wave 1, staff in special schools spent more time supporting pupils and teachers than in secondary and primary schools. Secondary school support staff were less likely to support pupils, when compared with their counterparts at primary level.

The results indicate that overall teachers have experienced much more contact with support staff in Wave 2 compared to Wave 1. Contact with pupil welfare staff had increased from 16 to 27%, technicians from 37 to 47%, other pupil support staff from 38 to 60%, facilities staff from 36% to 55%, administrative staff from 55% to 71% and site staff from 34% to 62%. The amount of contact with TA equivalent staff had not increased much (from 92 to 96%), but teachers already had a good deal of contact with them.

These data rely on support staff making relatively general judgments about time supporting teachers and pupils and in later reports from the DISS project more precise estimates will be made on the basis of data from time logs and systematic observations.

Planning and feedback time between teachers and support staff

As at Wave 1, the data showed that most teachers do not have allocated planning or feedback time with support staff they work with in the classroom (66% and 71% respectively). This is in line with most other studies and all point to this as a factor undermining good practice. Once again secondary schools stand out in having less planning and feedback time. Moreover, while both planning and feedback time increased between Wave 1 and 2, this did not happen in secondary schools. As part of the DISS project case studies were carried out in schools and these showed that special schools were the most likely to have set aside time for planning and feedback, which support staff are paid for, and secondary schools are least likely to provide it.

Support staff satisfaction with their jobs

This project is among the first to seek the views of all support staff, about whom little is often known.

Responses to the two closed questions in the SSQ asking for support staff to indicate their level of job satisfaction and how much they felt appreciated by schools showed at both Wave 1 and 2 that they were generally positive. For Wave 2 89% (86 % in Wave 1) reported they were fairly or very satisfied with their job and 69 % (72 % in Wave 1) that they felt the schools appreciated their work. Though it is worrying that the extent to which they felt appreciated by schools had significantly declined between Wave 1 and 2, in general it seems that there are many support staff who get a great deal of satisfaction from the work they do in schools.

In Wave 2 we asked a number of extra questions in order to get a more detailed account of support staff views on their jobs. Once again satisfaction was measured on five point scales from very satisfied to very dissatisfied. We found high rates of satisfaction with their contracts and conditions of employment (79% reported fairly or very satisfied ratings), working arrangements (78%), and training and development they had received in their role (76%). There was less satisfaction with training and development opportunities available to them (64%) and still less with their pay (51%) A third (33 %) of staff were fairly or very dissatisfied with their pay.

It was noticeable that staff in secondary schools were relatively less satisfied across all factors than those in primary and special schools. It was also clear that technicians showed consistently less

satisfaction. On the other hand, other pupil support staff were noticeably more satisfied with their posts. TA equivalent staff and pupil welfare staff were also relatively more satisfied than most other categories of support staff.

Impact of support staff on teachers' workloads, job satisfaction and levels of stress

Just over half of teachers said that support staff had led to a decrease in their workload. Administrative staff, technicians, as well as TA equivalent staff, had had most effect on loads. As might be expected, given that they work less directly with teachers, facilities, and site staff had less effect on workloads.

In about two thirds of schools, administrative tasks included in the NA had transferred from teachers to support staff since January 2003. A very small number (2%) had not transferred tasks at all. Consistent with the NA, most transfer of tasks took place either between September 2003 and August 2004 or between September 2004 and August 2005. However, consistent with the open ended responses from the Wave 1 MSQ, a quarter of schools had already transferred tasks before August 2003.

At Wave 1 it was noticeable that most of the 26 tasks were still performed by the teachers, and that there appeared to have been very little transfer of tasks. But by Wave 2 there was a clear and major change with most tasks not now being performed by teachers. The drop in numbers of teachers now performing these tasks was in many cases very marked, with a number more than halving.

It was clear that administrative staff were far more likely than other support staff to perform tasks previously undertaken by teachers. They now performed 14 of the 26 tasks. Despite this seeming increase in workloads we have already seen that there are no signs of an increase in administrative staff numbers from Wave 1 to Wave 2, and no sign that the hours worked per week had increased.

Results from Wave 1 and 2 were consistent in showing that from the teacher's perspective, support staff had a positive effect on their level of job satisfaction. About two thirds of them (65%) said that there had been a large or slight increase in satisfaction, and only 5% said that support staff had decreased their job satisfaction. As expected, those support staff who worked more closely in the classroom seemed to have the most effect - especially TA equivalent, followed by technicians (increase in satisfaction 75% and 68% respectively) - and those with responsibilities out of the classroom like facilities and site staff least (33% and 42%). It was interesting, however, that administrative staff were also not high in terms of job satisfaction (47%), given the major part they have played in the transfer of administrative and routine tasks.

There was a similar positive view about the effect that support staff had in reducing levels of stress. Nearly two thirds of teachers said that support staff had led to a slight or large decrease in stress. Again support staff with a more direct role in the classroom had most effect, i.e., TA equivalent staff and technicians, and administrative staff were also credited with reducing stress (69%, 69% and 57% respectively). There was little sign of any change in teachers' perception of impact between Wave 1 and 2.

4. The future of the DISS project

The first two waves of Strand 1 have produced data that is providing a solid baseline, in the context of which developments in the deployment and impact of support staff can be better understood. They will act as a backdrop against which the third wave of Strand 1 will be conducted and which will provide a major source of information on the characteristics, deployment, perceptions, training and views of the range of support staff in schools today. Along with results from Strand 2 which comprises a survey of pupil academic progress in 100 schools, along with detailed case studies and systematic observations, the study will provide much needed information on the deployment and impact of support staff on pupils and teachers. It needs to be remembered that the first Wave of Strand 1 was conducted at a relatively early stage in the process of remodelling, and that significant changes have taken place in schools since then. The picture over the next two years is also likely to change significantly. This project aims to take regular snapshots and provide up to date, and in many cases, brand new data on support staff and the impact they have in schools.

1. Introduction

1.1 Summary of project

This study was designed to obtain up to date and reliable data on the deployment and characteristics of support staff, the impact of support staff on pupil outcomes and teacher workloads, and how impact is affected by school management and communication in the school. The study covers schools in England and Wales. It involves large scale surveys (Strand 1), followed by a multi method and multi informant approach (Strand 2). It provides detailed baseline data by which to assess change and progress over time. It will also seek understanding of the processes in schools which lead to the effective use of support staff. This report presents results from the second wave of Strand 1, stemming from the second mail out of the three questionnaires: the Main School Questionnaire (MSQ), the Support Staff Questionnaire (SSQ) and the Teacher Questionnaire (TQ). The Wave 2 MSQ and the TQ were sent out in the spring term 2005/6 and the SSQ in the summer term 2005/6.

1.2 Introduction to the project

In the report for the Strand 1 Wave 1 survey (Blatchford et al, 2006) we described the main reasons for the recent growth in the range and number of support staff in schools. In summary, these included the greater freedoms concerning school budgets for heads and governors, arising out of the 1988 Education Reform Act and Local Management of Schools (LMS); the delegation of funding for Special Educational Needs (SEN), accompanied by increased provision of learning support assistants for pupils with statements of special educational needs; the introduction of the national literacy and numeracy strategies; and recent Government commitments to and investment in increased numbers of full-time equivalent support staff (FTE), including teaching assistants.

1.2.1 Remodelling of the school workforce (School Workforce Reform)

A major context for policy and resourcing involving support staff in schools was the introduction in January 2003 by the Government, local Government employers and the majority of school workforce unions of the National Agreement: 'Raising Standards and Tackling Workload'. The National Agreement (NA) set out a number of measures designed to raise pupil standards, tackle teacher workload including a concerted attack on unnecessary paperwork and bureaucracy, and create new support staff roles (see Blatchford et al, 2006, for a fuller account).

In brief, the National Agreement set out three phases of reform tackling teacher workload through changes to the School Teachers Pay and Conditions Document (STPCD). These took place in September 2003, September 2004 and September 2005. In September 2003, amendments were made to the STPCD which meant that from that date teachers could no longer routinely be required to carry out administrative and clerical tasks (Annex 5 to Section 2 of the STPCD sets out a list of 21 such tasks but this was not meant to be exhaustive); all teachers and headteachers should enjoy a reasonable work/life balance; and those with leadership and management responsibilities must be given a reasonable allocation of time in which to carry out their duties. Since September 2004 there has been an annual limit of 38 hours on the time that teachers can be expected to spend covering for absent colleagues. Finally, with effect from September 2005, teachers were guaranteed at least

10% of their timetabled teaching time for planning, preparation and assessment (PPA); and no longer required to invigilate external examinations and tests. Headteachers, with effect from September 2005, were also now entitled to a reasonable amount of dedicated headship time.

The changes made to teachers' conditions of work set out in STPCD were statutory and schools have had to implement these. The Training and Development Agency for Schools (TDA) Development Directorate (formerly the National Remodelling Team (NRT)) and the Workforce Agreement Monitoring Group (WAMG) have also provided a detailed range of advice and guidance on implementation strategies. It should be noted that specific arrangements exist for Wales.

1.2.2 Review of support staff roles

Detailed guidance on what might be expected of two new support staff roles - cover supervisors and higher level teaching assistants (HLTA) - was also provided by the Workforce Agreement Monitoring Group (WAMG). The NA also outlined a number of other roles and activities which schools might want to consider for support staff as part of the remodelling agenda. These included assigning the administrative and clerical tasks which teachers no longer carry out to support staff; engaging support staff to act as "personal assistants" to teachers; employing additional technical support staff - including information and communications technology (ICT); and developing enhanced roles for support staff in the guidance and supervision of pupils. It should be noted that in September 2005 the TDA gained a wider remit for the training and development of the whole school workforce.

Although the three phases of compulsory statutory changes to the STPCD have now taken place and many schools have made changes to how they operate, remodelling can be seen as part of a much wider and ongoing process of modernisation in schools - for example, schools have had to implement new staffing structures in response to the Education (Review of Staffing Structure) (England) Regulations 2005 (SI 2005 No. 1032). These Regulations require the staffing structures of all maintained schools and pupil referral units in England to have been reviewed by the end of 2005, and that any resulting changes to schools' staffing arrangements be implemented in full by the end of 2008.

1.2.3 Increased numbers of support staff in schools

Information from the DfES and the Wave 1 report shows that these developments have been accompanied by a huge increase in numbers of support staff in schools. Over the period January 1997 to January 2006, the number of support staff more than doubled in English schools. There was a 153% increase in Teaching Assistants, including support for special educational needs; a 61% increase in administration staff; an 81% increase in technical staff (with technicians first appearing on the primary school census results in 2002); and a 130% increase in other support staff including medical staff. Figures from the DfES showed that in January 2006 there were 287,500 support staff¹, the vast majority of which - 153,100 - are employed as TAs (DfES, 2006)². Overall full-time equivalent (FTE) support staff numbers increased by 64,300 since January 2003,

¹ Full-time equivalent (excludes support staff at nursery schools)

² Includes HLTAs, nursery nurses, nursery assistants, literacy and numeracy support staff, and any other non-teaching staff regularly employed to support teachers in the classroom, except for SEN and minority ethnic pupils support staff

when the National Agreement was signed. This figure represents 31,900 more TAs; 12,200 more administrative staff; and 5,100 more technicians.

Surveys by UNISON (2002, 2004) also show the increasing number of support staff, and their widening role.

It is estimated that at the beginning of the 2005/06 school year, more than 4,000 HLTA were also in place at English schools (TTA, 2005). The TDA report that as of January 2007 14,882 support staff in England have achieved HLTA status with an additional 3,274 currently registered for training and assessment.

1.3 Aims of the Research

Despite this large increase in support staff it is recognised that there are significant gaps in knowledge about many aspects of support staff employment. There is not space here to provide a review of previous research other than to say that it provides only limited information on the deployment and impact of support staff in schools, and on the processes in schools through which impact is maximised or inhibited. This study was designed to help fill these gaps.

The two main aims of the project were:

1. To provide an accurate, systematic and representative description of the types of support staff in schools, and their characteristics and deployment in schools, and how these change over time;
2. To analyse the impact or effect of support staff on teaching and learning and management and administration in schools, and how this changes over time.

1.3.1 Specific research questions

a. Description of support staff in schools and changes over time

Specific research areas addressed by the first main research aim, are:

1. The characteristics of support staff in terms of, for example, their age, gender, ethnicity, pay, experience, hours worked, qualification levels and job specific training undertaken;
2. The deployment of support staff, including the tasks they undertake, how their work is organised, planned and managed and how they support teaching and learning;
3. The recruitment, retention, turnover and career progression of support staff - particularly whether there are difficulties in relation to certain geographical areas or certain types of staff, despite an apparently buoyant market in the country as a whole; and the reasons for any such difficulties;
4. Support staff perceptions of their work, including workload, job satisfaction and career progression opportunities;
5. Perceptions of the roles of support staff among the wider school workforce, whether these are changing and the extent to which this is reflected in the way support staff are deployed, managed and trained (including the extent to which line managers or teachers are involved in effective coaching); and
6. Analysis of any changes over time in the areas set out above - characteristics, deployment, impact, recruitment, retention and perceptions of the roles of support staff.

b. *Impact or effect of support staff in schools*

The second main aim goes further and seeks to establish the effect of support staff on pupil outcomes and teacher workloads, and ways that impact is connected to school organisation. Specifically it addresses:

7. Whether and how impact differs among different types of support staff and whether this is related to training, qualifications and experience, and the way they are managed and deployed;
8. The impact of support staff on teachers' work - including how teachers spend their time and their workload (including teachers' perception of their own workload and how stressful they find their jobs);
9. The impact of support staff on pupil outcomes - both quantitative and qualitative, including behaviour, motivation to learn and key stage outcomes.

1.4 Strand 1: A three wave survey concerning support staff in schools in England and Wales

The aim of Strand 1 is to provide comprehensive and reliable information on support staff in schools in England and Wales. It involves a large scale survey in order to obtain baseline data, the first of which was the summer term 2003/4 for the Main School Questionnaire (MSQ) and the Autumn term 2004/5 for the Support Staff Questionnaire (SSQ) and Teacher Questionnaire (TQ). This report covers results from the second wave of these surveys, which for the Wave 2 MSQ and the TQ was the spring term 2005/6 and for the SSQ was the summer term 2005/6. The first wave was conducted at the end of the first phase of the National Agreement, and throughout this report comparisons are made between the first and second surveys in order to see what changes have taken place. A third wave of surveys will be conducted in 2007/8. Taken together, the three biennial survey points will provide a systematic account of basic information on support staff in schools and changes over a key 5 year period (2003-8).

Information collected from Strand 1 aims to address characteristics and deployment of support staff, including details of all support staff in schools, numbers and type, age, gender, ethnicity, salary levels, experience, qualifications, turnover, hours and duties, deployment in schools, how they support teaching and learning, and training. Information has also been collected to provide a detailed account of staff perceptions of their job satisfaction and conditions of employment.

In this report we focus on:

- Numbers and estimated FTE of support staff in schools
- Vacancies and problems of turnover and recruitment
- Further characteristics of support staff: gender, age, experience, ethnicity and qualifications
- Support staff working practices: number of hours of work per week, contract type and contracted weeks per year
- Working extra hours: are support staff required or voluntarily wish to work more hours than specified in their contracts?
- Job descriptions, appraisal, supervision and line management
- Wages of support staff
- Qualifications and previous experience required
- Training and INSET
- Supporting pupils and teachers
- Planning and feedback time
- Support staff satisfaction with their jobs
- Impact of support staff on teachers' workloads, job satisfaction and levels of stress

The information provided by the Strand 1 Wave 2 survey is the basis for study of differences between Wave 1 and Wave 2, school phase (primary, secondary and special), types of support staff, and geographical areas and school characteristics (e.g., size, type, levels of need). Some information to be used in assessing the impact of support staff comes from Strand 1, e.g., in terms of the impact on teachers' workloads, job satisfaction and levels of stress, but most analyses on the impact of support staff will be conducted in Strand 2, and will be based on teachers' assessments of impact on teaching and learning and pupil behaviour, and data from systematic observations and statistical analyses of outcomes. Strand 2 also involves detailed case studies of primary, secondary and special schools and these will provide valuable information on processes in schools affecting impact of support staff. Results from Strand 2 will be published separately, with results from Strand 2 Wave 1 published later in 2007. To help in interpreting results from the Strand 1 surveys, in this report we draw on provisional results from the case studies.

1.5 Classification of support staff

A main aim of Strand 1 Wave 1 was to provide a classification or typology of support staff. There has been substantial growth in the number of support staff working in schools and also the number and range of roles, and one basic aim of Wave 1 was to document and categorise the current situation. In the Wave 1 report we describe the background and method used to categorise support staff. Following careful piloting and analysis of the MSQ and SSQ data, it was found that support staff in England and Wales could be best classified in terms of seven groups.

Groups of support staff post titles			
<u>TA Equivalent</u>	<u>Pupil Welfare</u>	<u>Technicians</u>	<u>Other Pupil Supp.</u>
Higher level TA	Connexions Advisor	ICT manager	Bilingual Support
LSA (SEN pupils)	Education welfare	ICT technician	Cover Supervisor
Nursery Nurse	Home liaison	Librarian	Escort
Therapist	Learning Mentor	Science Technician	Exam Invigilator
TA - primary	Nurse	Technology Tech.	Lang Assistant
TA - secondary	Welfare Assistant		Middy Assistant
TA - special			Middy Supervisor
<u>Facilities</u>	<u>Administrative</u>	<u>Site</u>	
Cleaner	Administrator	Caretaker	
Cook	Bursar	Premises Manager	
Other catering	Finance Officer		
	Office Manager		
	Secretary		
	Attendance Officer		
	Data Manager		
	Examinations Officer		
	PA to Head		

This classification went beyond previous approaches in that it was based on multivariate statistical analysis which classified post titles in groups in terms of the degree of commonality in the tasks

they performed. In several cases it was found that previous groupings of support staff post titles were not sustainable once the activities actually undertaken were considered. The significance of this classification, aside from being based on all support staff roles, is that it also takes accounts of the remodelling and restructuring that has taken place among the workforce following the introduction of the first phase reforms set out in the National Agreement from September 2003. The results described in the Wave 1 report clearly showed, on a range of issues connected to deployment and working conditions, that there were often systematic differences between the seven support staff categories, further supporting the value and validity of the groupings. More details on the method of classifying staff into categories can be found in Blatchford et al (2006).

2. Methodology for Wave 2

Wave 2 of Strand 1 involved the design and mailing out of questionnaires to three different groups of respondents.

2.1 Main School Questionnaire (MSQ).

This collected basic information on support staff in schools, such as numbers of support staff, ease of recruitment, vacancies, problems with turnover and recruitment, changes in support staff since the summer term 2004, and reasons for changes in numbers of support staff. It was addressed to the headteacher, though experience with previous surveys suggested that much of the questionnaire could be completed by senior teaching or administrative staff. The design of the questionnaire was based on the Wave 1 questionnaire, which itself was based on schedules developed in previous studies (see the Strand 1, Wave 1 report, Blatchford et al, 2006).

2.1.1 Sample sizes

The Wave 2 survey involved a nationally representative survey of all primary, secondary and special schools in England and Wales.

Table 1 - Numbers of schools taking part in the MSQ

Country	School Type	Questionnaires Sent	Questionnaires Returned	Response Rate
Eng & Wales	All schools	10,000	2,071	21%
	Primary	6,232	1,356	22%
	Secondary	2,726	482	18%
	Special	1,042	233	22%
England	All schools	8,732	1,824	21%
	Primary	5,232	1,179	23%
	Secondary	2,500	426	17%
	Special	1,000	219	22%
Wales	All schools	1,268	247	19%
	Primary	1,000	177	18%
	Secondary	226	56	25%
	Special	42	14	33%

In order to achieve a large enough sample for reliable estimates it was estimated that a 10% sample of all schools in England and Wales would be needed. Experience with the Wave 1 questionnaires and previous research, suggested that in order to achieve this sample size questionnaires should be sent to approximately 40% of the total schools in England and Wales. The sample therefore consisted of 10,000 schools. As there are a smaller number of special and secondary school than primary schools, and a smaller number of schools in Wales than in England, a slightly higher proportion of these schools were included in the sample in order to

obtain sufficient information on them. Within each phase of school, and each country, a random number generator was used to select a random sample of schools. Numbers of school taking part in the MSQ is shown in Table 1.

The overall response rate was 21%, marginally down on the response rate of 23% for the same questionnaire in Wave 1. Statistical analyses were conducted to assess the representativeness of those who responded and there were not found to be any significant differences with schools who did not respond in terms of school type (primary, secondary or special); number full-time equivalent (FTE) pupils; % of pupils eligible for free school meals (FSM); % of pupils with special needs (SEN) and with statements; % of pupils with special needs (SEN), but without statements; % of pupils with English as an additional language (EAL); % of pupils from ethnic minority groups (i.e., from any ethnic group other than that classified as white) or school setting - rural or urban and area of the country.

2.2 Support Staff Questionnaire (SSQ)

The aim of the SSQ was to collect information from support staff about gender, age, ethnic background, whether a Welsh speaker, qualifications, hours contracted, wage, nature of contract, e.g., termly vs. yearly, employer, whether they had a job description, who was their line manager, whether supervised by a teacher, whether they had been appraised in the last 12 months, whether required to work more hours than contract specifies, and whether paid, the nature of tasks/activities done during extra hours, how they heard about their current post, whether qualifications were needed for the post, whether Welsh was needed, whether previous experience was needed, years experience in the role, whether they had attended school based in-service education, non school based in-service education, any other education/training, and education/training leading to qualification. They were also asked how much time they spent directly supporting pupils and how much time spent directly supporting teachers. Finally they were asked about their levels of satisfaction with their job, and how much they felt the school appreciated their work.

The questionnaire was based on the Wave 1 SSQ, although some questions were revised, and additional questions were added, including further questions on various aspects of support staff satisfaction.

This questionnaire aimed to get information from a wide range of support staff. One option would have been to send the questionnaire to schools and get them to pick the support staff to fill in the questionnaire. Experience had shown that such a strategy would have provided a lot of information on a small number of support staff post titles (e.g. teaching assistants), but insufficient information on many other post titles. It would not therefore have provided information across the full range of support staff roles. The MSQ provided information on the exact type and number of support staff working in each school and this was therefore used to target specific post titles at each school. In this way it was possible to obtain a spread of responses from different support staff types. It was possible for some schools in the MSQ not to be selected for the SSQ, as the sample was selected at random. Questionnaires were sent via the school's designated contact point.

It was decided to increase the sample size from around 5,000 in Wave 1 to roughly 10,000 in order to increase still further the number and representativeness of staff in the main seven categories of support staff. The sampling strategy for the SSQ was to distribute a roughly equal number of questionnaires to each category of support staff. This was done to ensure that we would get a

reasonably large sample in each category and to get reasonably accurate results for each category. The questionnaire was therefore distributed to approximately 1,400 support staff in each of the seven categories. To avoid overburdening schools, a restriction on the sampling was that no school received more than seven questionnaires. This sampling strategy resulted in over-sampling some groups of support staff relative to their prevalence in schools. However, this imbalance was accounted for when summarising the results by weighting the results for all staff combined (and those broken down by country and phase of school) by the prevalence of each group of support staff in schools.

A summary of the schools in the SSQ sample is shown in Table 2.

Table 2 - Numbers of schools in the SSQ sample

Country	Schools in Sample	Responding Schools	% schools responding
England	1784	957	54%
Wales	242	116	48%

The proportion of schools responding was very similar to Wave 1 (Wave 1 response rates: England 54%, Wales 42%).

A full summary of the number of questionnaires sent out and returned, by country, phase of school, and support staff category is shown in Table 3.

Table 3 - Numbers of support staff in SSQ sample

Category	Questionnaires Sent	Questionnaires Returned	Response Rate
All staff	9,811	2,693	27%
England	8,684	2,419	28%
Wales	1,127	271	24%
Primary	5,923	1,485	25%
Secondary	2,869	892	31%
Special	1,019	311	31%
TA equivalent	1,427	550	39%
Pupil Welfare	1,409	284	20%
Technicians	1,329	306	23%
Other Pupil Support	1,427	398	28%
Facilities	1,427	275	19%
Administration	1,427	517	36%
Site staff	1,365	260	19%

The overall response rate was 27%, which was somewhat lower than that in Wave 1 (41%). However, the higher number of questionnaires sent out in Wave 2 meant that responses were obtained from more support staff in Wave 2 than in Wave 1 (2693 vs. 2127 in Wave 1). As shown above, it was also found schools included in the MSQ sample were not significantly different to those who were not.

2.3 Teacher Questionnaire (TQ)

A further questionnaire was sent to a sample of teachers. This questionnaire included information on whether teachers and support staff have allocated planning time, feedback time, other time together, whether they were paid for this time, whether this time was within school session, other time before or after school sessions when the support staff were paid, how decisions about activities when working with SEN pupils in class were made (decided as a result of school policy, SENCO or teacher decisions?), whether teachers had training to help work with support staff, whether involved in training support staff and, if so, the type of training, and whether they were line manager for any members of support staff.

They were also asked about the impact of support staff on pupils and themselves in terms of administrative and routine tasks they still carried out and tasks now carried out by support staff. They were asked for the post title of those staff now performing each task previously carried out by the teacher. Finally, they were asked open questions about how support staff had affected pupil learning and behaviour, and their teaching (to be reported in a subsequent report), and closed questions asking how support staff had affected the teacher's level of job satisfaction, stress and workload.

In order to be clear how answers related to specific categories of support staff, and to also ensure that we had information on as wide a range of support staff as possible (not just TA equivalent support staff), teachers were first asked to indicate which of a list of support staff post titles they had worked with in the last week, and then asked questions about how many of each staff they worked with and for how much time. Teachers were then requested to answer further questions about support staff by referring to two different categories of support staff who supported them last week.

The TQ was based on the Wave 1 TQ, with some additional questions added, and carefully piloted in the same way as the other two questionnaires.

Questionnaires were sent to four teachers in each school who responded to the MSQ (via the contact person appointed by the school). For primary schools, two questionnaires were sent to teachers from each key stage. For secondary schools, questionnaires were sent to two core subject teachers (English, maths or science) and two non-core subject teachers (all other subjects). For special schools, questionnaires were sent to any four teachers. Information on specific teachers working within each school were unknown, so the decision as to exactly which teachers received the questionnaires was made by each individual school. The sample consisted of 8,056 questionnaires distributed to 2,014 schools.

A summary of the questionnaires received and response rates is shown in Table 4. It can be seen that the response rate was 16%, a little down on the 20% response rate from the Wave 1 questionnaire, and less than the MSQ and the SSQ. It is difficult to compare response rates exactly

(e.g., because we cannot be sure that all teachers in a school received the questionnaire) but it does seem (as with Wave 1) that support staff were more willing to complete the questionnaire than teachers.

Part of the TQ was designed so that teachers chose support staff from two different categories. However, teachers tended to give information about TA equivalent staff in preference to other support staff categories, and so this group was over-represented in the sample compared to other groups. To counter this imbalance, the results of these questions for all staff combined (and those broken down by country and phase of school) were weighted by the prevalence of each group of support staff in schools.

Table 4 - Numbers of teachers in TQ sample

Category	Questionnaires Sent	Questionnaires Returned	Response Rate
All schools	8,056	1,297	16%
England	7,084	1,129	16%
Wales	972	165	17%
Primary	5,296	820	15%
Secondary	1,856	277	15%
Special	904	197	22%

3. Results

In this chapter results are presented from the three questionnaires in Wave 2. In general, for each topic, information is presented on all staff, differences between England and Wales, differences between school phases (primary, secondary and special), differences between the seven support staff groups, and the results are also compared with those from the earlier 2004 survey (Wave 1). For the most part we reserve comment on results until the final chapter of this report. Unless stated otherwise all differences and effects noted in the text are statistically significant.

3.1 Numbers and estimated FTEs of support staff in schools

This section examines results on main questions from the MSQ. The Wave 1 and Wave 2 samples were relatively similar in respect of the number of schools from different school phases and areas of the country. However, there were slight differences between waves in terms of the proportion of pupils eligible for free school meals and the ethnic makeup of the schools. The statistical analyses therefore compared the waves taking into account these differences in the characteristics of the schools in the two waves. We also analyse differences controlling for school background factors, such as such as number of pupils and eligibility for free schools.

Table 5 and Figure 1 give information on the number of support staff in Wave 2 (excluding some additional posts not classified into the seven categories of support staff categories - representing only a very small minority of 1-2% of responses), and a comparison with Wave 1. The figures are number of schools (and percentage of total) in each category.

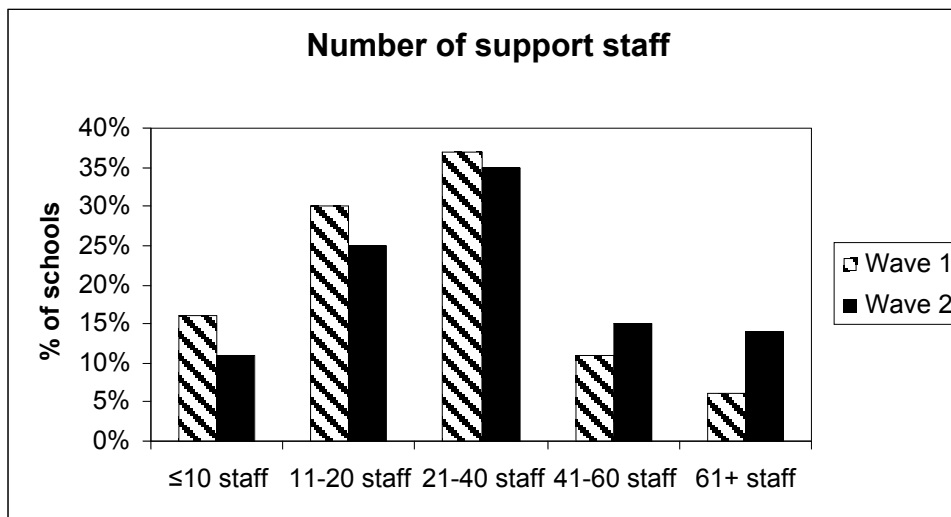
Table 5 - Total number of support staff

Category	≤ 10 Staff N (%)	11–20 Staff N (%)	21–40 Staff N (%)	41–60 Staff N (%)	61+ Staff N (%)
All - w1	360 (16%)	663 (30%)	844 (37%)	255 (11%)	128 (6%)
- w2	233 (11%)	518 (25%)	726 (35%)	314 (15%)	280 (14%)
England - w1	251 (13%)	544 (28%)	764 (40%)	238 (12%)	122 (6%)
- w2	185 (10%)	436 (24%)	646 (35%)	294 (16%)	263 (14%)
Wales - w1	109 (33%)	119 (36%)	80 (24%)	16 (5%)	6 (2%)
- w2	48 (19%)	82 (33%)	80 (32%)	20 (8%)	17 (7%)
Primary - w1	320 (22%)	580 (39%)	525 (36%)	46 (3%)	6 (<1%)
- w2	194 (14%)	466 (34%)	567 (42%)	112 (8%)	17 (1%)
Secondary - w1	6 (1%)	31 (6%)	204 (41%)	163 (33%)	93 (19%)
- w2	4 (<1%)	6 (1%)	90 (19%)	153 (32%)	229 (48%)
Special - w1	34 (12%)	52 (19%)	115 (42%)	45 (16%)	29 (11%)
- w2	35 (15%)	46 (20%)	69 (30%)	49 (21%)	34 (15%)

Key: w1 = Wave 1, w2 = Wave 2

At Wave 2, 11% of all schools responding had 10 or less support staff, 25% had 11-20 support staff, 35% had 21-40, 15% had 41-60, and 14% had 61 or more staff. Statistical analysis of the data showed that there was an overall significant increase in the numbers of support staff from Wave 1 to Wave 2. A measure of this can be gauged by comparing the number of schools with 41 - 60 and 61 or more staff (see Figure 1). At Wave 1 there were 17% with 41 or more staff but by Wave 2 this had increased to 29% of schools. Conversely there were 46% of schools with 20 or less staff but this had reduced to 36% by Wave 2. There was a significant increase in support staff numbers for England and Wales separately, and for each phase of school. As at Wave 1, there were far more secondary schools with 41 or more staff, reflecting their larger size. The number of secondary schools with 41 or more support staff had dramatically increased from 52% at Wave 1 to 80% by Wave 2. Numbers of support staff were higher in schools in England compared to Wales, no doubt reflecting the larger size of schools (see Wave 1).

Figure 1 - Number of support staff in schools



Results for the seven support staff categories (see Table 6) showed that TA equivalent staff were the most frequently found (41% had 11 or more staff, and 73% had 6 or more), followed by other support staff (21% had 11 or more and 52% had 6 or more). Site staff were the least numerous category of support staff (with very few schools with 6 or more site staff). Schools were most likely not to have any pupil welfare staff and technicians (66% and 42% respectively), and this is largely explained by the lack of these staff in primary schools. These results were similar to those at Wave 1.

By Wave 2, although there was an increase overall in numbers of support staff in schools, this was most marked in some support staff categories. There were significantly more support staff in the TA equivalent, technician, other pupil support, facilities and site categories in Wave 2 compared to Wave 1. The biggest increases were for the TA equivalent category (73% of schools with 6 or more staff at Wave 2 compared to 51% at Wave 1; there were over 50% more TA equivalent staff in schools in Wave 2 compared to Wave 1), and for facilities staff, where there were double the number of staff in Wave 2 compared to Wave 1. However, the differences for the facilities staff could well be attributable to the fact that cleaners were omitted from the main list of staff in Wave 1, and so the numbers of facilities staff were probably underestimated in Wave 1.

The results indicated that there were significantly less pupil welfare staff in Wave 2 than in Wave 1, whilst there was no significant difference in the number of administrative staff between waves. We return to this last result below in the context of findings about the transfer of administrative and routine tasks from teachers.

As might be expected, given their larger size, for the majority of support staff categories, the numbers of support staff in individual secondary schools were found to be higher than for primary schools (though note the analyses later in this section where numbers of pupils in schools are taken into account).

Table 6 - Numbers of staff for support staff categories - England and Wales combined
(Figures are the number (%) of schools employing staff in each support staff category)

Category	No Staff N (%)	1–5 Staff N (%)	6–10 Staff N (%)	11–20 Staff N (%)	21+ Staff N (%)
TA equiv. - w1	260 (11%)	856 (37%)	613 (26%)	444 (19%)	145 (6%)
- w2	73 (4%)	497 (24%)	653 (32%)	595 (29%)	253 (12%)
P Welfare - w1	1444 (62%)	795 (34%)	71 (3%)	8 (<1%)	0 (0%)
- w2	1358 (66%)	679 (33%)	25 (1%)	8 (<1%)	1 (<1%)
Technicians - w1	1135 (49%)	867 (37%)	259 (11%)	56 (2%)	1 (<1%)
- w2	862 (42%)	837 (40%)	289 (14%)	82 (4%)	1 (<1%)
Oth Support - w1	323 (14%)	894 (39%)	736 (32%)	290 (12%)	75 (3%)
- w2	239 (12%)	745 (36%)	645 (31%)	338 (16%)	104 (5%)
Facilities - w1	998 (43%)	1061 (46%)	166 (7%)	76 (3%)	17 (<1%)
- w2	452 (22%)	980 (47%)	329 (16%)	195 (9%)	115 (6%)
Admin - w1	64 (3%)	1847 (80%)	283 (12%)	120 (5%)	4 (<1%)
- w2	29 (1%)	1622 (78%)	274 (13%)	128 (6%)	18 (1%)
Site staff - w1	314 (14%)	1991 (86%)	12 (<1%)	1 (<1%)	0 (0%)
- w2	288 (14%)	1748 (84%)	32 (2%)	32 (2%)	3 (<1%)

Key: w1 = Wave 1, w2 = Wave 2

3.1.1 Factors influencing the number of staff in schools

The aim of the analyses so far has been to examine differences between the seven support staff categories and comparisons between the three types of schools (primary, secondary and special schools), and countries (England and Wales). The next step was to examine whether these and other factors influenced numbers of support staff in a systematic way, taking account of all other factors at the same time. School characteristics were obtained from national data sets (Pupil Level Annual School Census (PLASC) and Edubase. Comparable national data were not available for schools in Wales for the Wave 1 analyses. However, data were available for Wave 2 on all background measures listed below, with the exception of the % of pupils for whom English was an

additional language (EAL) and the % pupils with SEN without statements, which are not collected in Wales.

The school characteristics examined were as follows:

- School type - primary, secondary or special
- Number full-time equivalent (FTE) pupils
- % of pupils eligible for free school meals (FSM)
- % of pupils with special needs (SEN) and with statements
- % of pupils with special needs (SEN), but without statements
- % of pupils with English as an additional language (EAL)
- % of pupils from ethnic minority groups (i.e., from any ethnic group other than that classified as white)
- School setting - rural or urban
- Area of the country

The effects of these school characteristics on the number of support staff were examined separately for each support staff category. The advantage of the sophisticated statistical analyses conducted here is that the statistical analysis considers the effect of each explanatory variable, having taken into account, or having controlled for, the effect of other variables.

Statistical analysis showed that there were four key sets of factors independently related to the number of support staff in schools.

The first factor is school type. In all support staff categories, other than technicians, special schools had more support staff. For TA equivalent and other pupil support staff secondary schools had least, and for pupil welfare and facilities staff primary schools had least. This result concerning special schools is important because it shows a different picture to that emerging from the tabulation of the simple number of support staff in different types of schools as presented above. It means that once one has controlled for the number of pupils in schools (secondary schools have many more), there are actually proportionately more support staff in special schools.

The second factor is the size of the school. For all support staff categories, schools with a larger number of pupils had more support staff. This is understandable and means that recruitment of support staff and pupil numbers are linked.

The third main set of factors might be seen as reflecting pupil need. This is seen in results concerning % pupils with SEN (both statemented and not statemented), the % pupils with EAL, and the % of pupils eligible for FSM. In schools with a higher % of SEN there were more TA equivalent, welfare staff and technicians; in schools with more children with EAL there were more technicians and administrative staff; and in schools with a higher % of FSM there were more other pupil support staff.

The fourth factor might be seen as an area effect. There were differences between regions of the country, though it must be noted that these relationships were complex and varied for different support staff categories. More consistent, though still only detectable by examining closely interactions within the data, was an effect of urban vs rural areas. This varied in relation to school type. There was evidence that primary schools in urban areas had more TA equivalent, welfare staff, other pupil support staff and site staff, but that there were fewer TA equivalent staff, other

pupil support facilities, administrative and site staff in urban secondary schools, and fewer other pupil support staff, site staff in urban special schools. We return to this and other results in the final chapter of this report.

3.1.2 Estimates of the number of full-time equivalent staff and change from Wave 1

In order to get an indication of the situation nationally, we present in Table 7 estimates of the number of FTE staff in England and Wales for each of the post titles in the MSQ survey, organised under the seven support staff categories. The estimates were calculated by multiplying the average FTE for each type of school by the latest figures on the numbers of schools in each type. Also shown are figures for Wave 1, and the percentage change from Wave 1 to Wave 2.

Table 7 - Estimates of the number of full-time equivalent staff and change from Wave 1 to Wave 2. England and Wales combined

Support Staff Category	Post Title	Number FTE – Wave 1	Number FTE – Wave 2	% change
TA Equivalent	Classroom Assistant	51,451	45,695	-11%
	Higher Level Teaching Asst	1,993	6,612	+232%
	Learning Support Assistant (for SEN pupils)	39,814	43,333	+9%
	Nursery Nurse	15,270	11,469	-25%
	Therapist	903	535	-41%
	Teaching Assistant	33,314	64,297	+93%
	All posts combined (95% Confidence Interval)	142,745 (137192, 148298)	171,941 (166137, 177745)	+20%
	Pupil Welfare	Connexions Adviser	1,021	967
Education Welfare Officer		1,057	1,471	+39%
Home-School Liaison		843	900	+7%
Learning Mentor		4,563	5,924	+30%
Nurse		1,067	1,207	+13%
Welfare Assistant		1,497	1,840	+23%
All posts combined (95% Confidence Interval)		10,048 (9077, 11019)	12,309 (11220, 13398)	+23%
Technicians		ICT Network Manager	2,538	3,405
	ICT Technician	6,089	6,383	+5%
	ICT Support Staff - Other	411	1,713	+317%
	Librarian	3,566	4,205	+18%
	Science Technician	7,396	8,598	+16%
	Technology Technician	2,722	3,802	+40%
	All posts combined (95% Confidence Interval)	22722 (21762, 23682)	28,106 (27045, 29167)	+24%

Table 7 (continued)

Other Pupil Support	Bilingual Support Assistant	1,709	1,865	+9%
	Cover Supervisor	1,047	5,980	+471%
	Escort	873	379	-57%
	Exam Invigilator	950	1,921	+102%
	Language Assistant	828	873	+5%
	Midday Assistant	11,830	15,217	+29%
	Midday Supervisor	14,600	16,099	+10%
	All posts combined	31,837	42,334	+33%
	(95% Confidence Interval)	(29253, 34421)	(39595, 45073)	
Facilities	Catering Staff - Other	7,985	15,988	+100%
	Cleaner	3,012	24,739	(*)
	Cook	9,078	8,014	-12%
	All posts combined	20,075	48,741	+143%
	(95% Confidence Interval)	(18560, 21590)	(45958, 51524)	(*)
Administrative	Administrator / Clerk	26,539	27,701	+4%
	Attendance Officer	1,672	2,244	+34%
	Bursar	3,662	4,693	+28%
	Data Manager / Analyst	897	1,512	+69%
	Examinations Officer	1,361	2,280	+68%
	Finance Officer	4,056	4,723	+16%
	Office Manager	2,642	3,503	+33%
	Personal Assistant to Head	2,370	3,075	+30%
	School Secretary	7,207	7,184	0%
	All posts combined	50,406	56,915	+13%
(95% Confidence Interval)	(49046, 51766)	(55385, 58445)		
Site	Caretaker	19,940	21,192	+6%
	Premises Manager	2,768	3,873	+40%
	All posts combined	22,708	25,065	+10%
	(95% Confidence Interval)	(22056, 23360)	(24390, 25740)	
Other Posts (not categorised)	Art &/or Design Technician	1,644	2,101	+28%
	Creative Arts Specialist	188	368	+96%
	Learning Manager	242	349	+44%
	Literacy Worker	362	283	-22%
	Music Specialist	1,149	1,469	+28%
	Receptionist	616	4,015	(*)
	Reprographics Technician	402	3,051	(*)

(*) Comparison not really valid, as category was omitted from main list of post titles for Wave 1

It can be seen that there were increases in FTE for TA equivalent staff (20%), Pupil Welfare staff (23%), Technicians (24%), Other Pupil Support staff (33%), Administrative staff (13%) and Site Staff (10%). (Comparisons between waves for facilities staff were not really valid.) It can also be seen that at Wave 2 post titles in the TA Equivalent category are the most prevalent - in order of frequency: Teaching Assistants, Classroom Assistants and Learning Support Assistants. The situation at Wave 1 was broadly similar but there are now fewer Classroom Assistants and nearly double the number of Teaching Assistants. 'Teaching Assistant' is now the preferred post title name and so this may owe as much to the changing of titles from Classroom Assistant to Teaching Assistant as to the creation of new posts. There will also be TAs at Wave 1 who have become HLTAs by Wave 2. For both Wave 2 and Wave 1, these posts were followed in frequency by

‘Administrators/Clerks’ and ‘Caretakers’. Comparison across waves of the number of cleaners is not really valid, as this category was omitted from the main list of post titles for Wave 1.

Apart from Teaching Assistants, the biggest increases in support staff post titles were Higher Level Teaching Assistants (HLTAs), ICT Support Staff (other), Cover Supervisors, Catering staff, Data Manager/ Analyst, Examination Officers, and Creative Arts Specialists. Some of these increases, e.g., to HLTAs and Cover Supervisors and Examination Officers, are to be expected given new posts created to reflect changes to the teacher’s contract outlined in the National Agreement.

3.1.3 Change in the number of support staff

In Wave 1, schools were simply asked to indicate if there had been a change in support staff numbers in the last 1_ years. In order to provide more detailed information on the direction of change in Wave 2, schools were asked to indicate if there was a decrease, no change, or an increase in support staff numbers in the previous 1_ years. Table 8 shows that across all schools most of the change in numbers prior to Wave 2 was an increase (62%) rather than a decrease (6%) in numbers. The increase was particularly marked in secondary schools (87% of schools). In a third of schools (32%) there was no reported change in numbers of support staff. Change in numbers is, however, greatly affected by the size of schools, as is shown shortly.

Table 8 - Changes in the overall numbers of support staff in all schools since the end of the summer term 2004. Number (%) of schools.

Country	School type	Overall Increase N (%)	No change	Overall Decrease N (%)
England & Wales	All schools	1268 (62%)	653 (32%)	129 (6%)
	Primary	717 (53%)	517 (39%)	110 (8%)
	Secondary	417 (87%)	51 (11%)	9 (2%)
	Special	134 (59%)	85 (37%)	10 (4%)
England	All schools	1125 (62%)	575 (32%)	107 (6%)
	Primary	628 (54%)	451 (39%)	90 (8%)
	Secondary	371 (88%)	45 (11%)	7 (2%)
	Special	126 (59%)	79 (37%)	10 (5%)
Wales	All schools	143 (59%)	78 (32%)	22 (9%)
	Primary	89 (51%)	66 (38%)	20 (11%)
	Secondary	46 (85%)	6 (11%)	2 (4%)
	Special	8 (57%)	6 (43%)	0 (0%)

3.1.4 Factors influencing change in numbers

The results indicated that after adjusting the effects of other variables, there was a significant effect of school type and number of pupils on the change in support staff numbers. Schools with a larger number of pupils were significantly more likely to have an increase in support staff numbers. After allowing for the number of pupils in the school, special schools were found to have a much greater likelihood of an increase in support staff numbers than primary and secondary schools. Though this

result may appear to be at odds with the results above on the school type effects on differences between wave 1 and 2, and also overall increases and decreases, it is explained by taking into account the greater number of pupils in secondary schools. The overwhelming factor in the change in numbers is the size of the school (as indicated by the number of pupils), and larger schools are likely to have a change in numbers. Secondary schools only appear to have more change because they are larger. After allowing for the number of pupils, special schools are in fact more likely to have a change.

These results were in some agreement with the changes reported in Wave 1. The Wave 1 results also indicated that special schools were the most likely to have a change in support staff numbers and that change was most likely in schools with a larger number of pupils.

3.1.5 Reasons given by schools for a change in support staff numbers

In the MSQ staff were asked, if there had been a change in support staff numbers, to tick all the reasons from a list (drawn up on the basis of pilot work and Wave 1), and to note if it was an increase or decrease. Implementation of PPA (which took effect from September 2005) is the main reason given for a change in support staff numbers (49%) and this almost always led to an increase (96%). This was not a reason given at Wave 1 and indicates that by Wave 2 the statutory requirement for PPA has resulted in many more support staff being brought in to allow PPA time for teachers. The other reasons given for changes in support staff numbers are similar to Wave 1: changes in the number of pupils with special educational needs (46%) and school led new initiatives within the school (46%). In Wave 1 the third most common reason for the change in support staff numbers was changes in budget, a response given by 33% of schools. Interestingly, of the schools giving this response, about the same number (53%) indicated that this had led to an increase in the numbers of support staff, as led to a decrease in support staff number (47%). However by Wave 2 a change in the school budget was much more likely to bring about an increase in support staff numbers (75%) rather than a decrease (25%). There therefore appear to be more funds available to schools for increasing numbers of support staff. Schools may also be using funds differently, for example, reflecting remodelling principles. For Wave 2 the introduction of extended services for pupils was added as a possible reason for a change in support staff numbers. This was cited by a relatively small number - 13% of respondents - with almost all (96%) indicating that this led to an increase.

Key findings

- *There was a significant increase in the number of support staff from Wave 1 to Wave 2.*
- *There were significantly more support staff in the TA equivalent, technician, other pupil support, facilities and site categories in Wave 2 than in Wave 1. The biggest increases were for the TA equivalent category.*
- *Estimates of the number of FTE staff in England and Wales also showed increases in support staff in schools since Wave 1.*
- *TA Equivalent staff were again the most prevalent and FTEs had markedly increased from Wave 1. There were large increases in Higher Level Teaching Assistants (HLTAs),*

ICT Support Staff (other), Cover Supervisors, Catering staff, Data Manager/ Analyst, Examination Officers, and Creative Arts Specialists.

- *By Wave 2, implementation of PPA is the main reason given for a change in support staff numbers and this almost always led to an increase. By Wave 2 there appeared to be more funds made available for increasing numbers of support staff.*
- *Having controlled for other variables including numbers of pupils in schools, special schools had the largest numbers of support staff on average. Two other key factors were size of the school, and pupil need.*

3.2 Vacancies, and problems of turnover and recruitment

Schools were asked to note if they had any vacancies and these were recorded by post titles. Results are shown in Table 9. Just over a quarter of all schools at both Wave 1 and Wave 2 (29% at each) said that they had vacancies for support staff post titles. At both waves secondary schools were most likely to have a vacancy (49% and 50% at Wave 1 and Wave 2 respectively), and primary schools least likely (22% and 21%). There was still more likelihood of a vacancy in England than Wales (30% vs. 23%) though this difference had decreased since Wave 1.

Table 9 - Number of schools with at least one support staff vacancy for all schools and by country, type of school and support staff category.

Group	Support Staff Vacancy - Wave 1	Support staff Vacancy - Wave 2
	Number (%)	Number (%)
All	680 (29%)	603 (29%)
England	615 (31%)	546 (30%)
Wales	64 (19%)	57 (23%)
Primary	334 (22%)	283 (21%)
Secondary	247 (49%)	242 (50%)
Special	98 (35%)	78 (34%)
TA Equivalent	251 (12%)	145 (7%)
Pupil Welfare	46 (5%)	16 (2%)
Technicians	73 (6%)	70 (6%)
Other Pupil Support	296 (15%)	328 (18%)
Facilities	62 (5%)	160 (10%)
Administrative	121 (5%)	79 (4%)
Site	47 (2%)	56 (3%)

Note: The total n^o of the support staff categories falls short of the total n^o in the row 'all' because it does not include post titles not included in the seven categories

Statistical analyses of the data indicated that, when all support staff were considered together, there was no significant difference between waves in whether a school had a support staff vacancy. This result also held when English schools and Welsh schools, and each phase of school, were examined separately.

When individual support staff categories were examined, the results showed that most vacancies were in the other pupil support category (18% of schools in Wave 2) and if anything this had increased from Wave 1 (15% of schools - though this difference was not statistically significant). The next support staff category most likely to have vacancies was facilities staff and this had significantly increased since Wave 1 (from 5% to 10% of schools). Statistical analyses showed that schools were significantly less likely to have a vacancy in the TA equivalent, pupil welfare and

administrative categories in Wave 2 compared to Wave 1. This is particularly notable in the TA equivalent category, as there were fewer schools with a vacancy despite a big increase in the total numbers of TA equivalent staff. There were no significant differences in the likelihood of a vacancy between Waves 1 and 2 for the technician and site staff categories.

3.2.1 Factors influencing vacancies

A similar analysis to that conducted for factors affecting support staff numbers was also undertaken to find factors affecting support staff vacancies. The clearest effects were related to school type. In general there were more vacancies in secondary and special schools and fewer in primary schools. More specifically, there were more support staff vacancies in secondary schools than in primary schools for TA equivalent, other pupil support, facilities and site staff, and more vacancies in special schools than in primary schools for TA equivalent, facilities, site and administrative staff. These results are consistent with the simple comparisons of school types shown above, even after controlling for all other factors.

Another consistent finding was that schools with more support staff working in each category were more likely to have a vacancy.

There were also fewer vacancies in Wales than in England for TA equivalent and other pupil support staff, but no differences between countries for all other categories.

3.2.2 Problems with recruitment

Table 10 shows the number (and percentage) of schools who said they had particular recruitment and turnover problems. Overall, 36% of schools had particular problems of recruitment at Wave 2. Analyses comparing the waves indicated that there was a small but statistically significant increase in the likelihood of recruitment problems in Wave 2 schools relative to Wave 1 schools (32% to 36%).

Problems of recruitment were less prevalent in secondary schools (30% of schools as opposed to 37% in primary and 39% in special schools). As with Wave 1, problems with recruitment were more prevalent in Wales than in all areas of England (49% vs. 34%).

Table 10 also shows results for support staff categories. Recruitment problems were most likely for other pupil support staff (18% of schools). This was even more marked than in Wave 1 (15%). There were also increases in recruitment difficulties between waves for technicians (3 to 6%) facilities (4 to 8%) and administrative staff (2 to 4%), though overall recruitment problems for these support staff were not common.

Table 10 - Number of schools with particular recruitment and turnover problems, for all schools and by country, type of school and support staff category

Group	Recruitment Problems		Turnover problems	
	Wave 1 Number (%)	Wave 2 Number (%)	Wave 1 Number (%)	Wave 2 Number (%)
All	731 (32%)	718 (36%)	255 (11%)	239 (12%)
England	597 (31%)	602 (34%)	219 (11%)	206 (11%)
Wales	134 (40%)	116 (49%)	36 (11%)	33 (14%)
Primary	490 (33%)	489 (37%)	142 (10%)	144 (11%)
Secondary	146 (30%)	142 (30%)	74 (15%)	82 (17%)
Special	95 (35%)	87 (39%)	39 (14%)	13 (6%)
TA Equivalent	132 (6%)	145 (7%)	53 (3%)	62 (3%)
Pupil Welfare	8 (1%)	16 (<1%)	3 (<1%)	2 (<1%)
Technicians	40 (3%)	70 (6%)	11 (1%)	6 (<1%)
Other Pupil Support	302 (15%)	328 (18%)	91 (5%)	114 (6%)
Facilities	54 (4%)	160 (8%)	24 (2%)	51 (3%)
Administrative	38 (2%)	79 (4%)	7 (<1%)	14 (<1%)
Site	64 (3%)	56 (3%)	24 (1%)	10 (<1%)

3.2.2.1 Factors influencing recruitment problems

After controlling for other variables, as described above, it was found that school type and area both had a significant effect on recruitment problems. In line with the results above, recruitment problems were less likely in secondary schools than in both primary and special schools. In addition, schools in Wales were found to have a greater occurrence of recruitment problems compared to all areas of England.

3.2.3 Turnover problems

Overall, 12% of schools had a particular problem with turnover (see Table 10). There were no overall significant differences with Wave 1. Secondary schools had more turnover problems (17% vs. 11% for primary schools and 6% for special schools), but this difference was not statistically significant after allowing for the number of pupils in the school. The prevalence of schools noting a problem with turnover was similar for schools in England and Wales (14% vs. 11%).

Problems with turnover of the seven support staff categories are also shown in Table 10. As with recruitment problems, turnover problems were most frequently reported for other pupil support staff (6%).

3.2.3.1 Factors influencing turnover

An analysis indicated that only the number of pupils had a significant effect on turnover problems. Schools with a larger number of pupils were more likely to have problems with turnover. This may have something to do with the fact that schools with more pupils are also likely to have more staff and hence more likelihood of turnover but this does not necessarily address the *problems* with

turnover asked about in the question (e.g., would a turnover of 4 out of 40 staff per year in a larger school necessarily be more of a problem than 1 out of 4 in a smaller school?). It may be that other processes at work in larger schools contribute to more turnover of staff, though on present evidence one can only speculate what these might be. What seems clear is that for both problems of recruitment and turnover, the ‘disadvantage’ effect found at Wave 1, has disappeared by Wave 2. By Wave 2 there was no longer a tendency for schools with a higher percentage of pupils eligible for free school meals to report more problems of recruitment and turnover.

Key findings

- *A quarter of all schools at both Wave 1 and Wave 2 had vacancies for support staff post titles. Schools in Wave 2 were significantly less likely to have vacancies in the TA equivalent, pupil welfare and administrative support staff categories. This was particularly marked for TA equivalent staff.*
- *Results showed that 36% of schools had particular problems of recruitment at Wave 2, and this was a small but statistically significant increase from 32% at Wave 1.*
- *12% of schools had problems of turnover, a similar figure to Wave 1.*
- *At both waves, secondary schools were most likely to have a vacancy and have more turnover problems, but less likely to have problems of recruitment.*
- *At both Wave 1 and 2, problems with vacancies, recruitment and turnover were most likely for other pupil support staff. This category of support staff has consistently presented the most challenging problems.*

3.3 Further characteristics of Support Staff: Support staff gender, age, experience, ethnicity, qualifications

The Wave 2 Support Staff Questionnaire (SSQ) was sent to support staff in England and Wales during the summer term in the 2005/06 school year. In this section results are presented for each of the seven categories of support staff, along with differences between phase of school, country, and for all support staff combined. As described above, as some support staff categories were over-sampled relative to their prevalence in schools, the results were weighted for all staff combined (and those broken down by country and phase of school) by the prevalence of each group of support staff in schools.

Differences between waves were then examined. A simple comparison of the two waves would assume that they were equally balanced in terms of the characteristics of the support staff. However, there may be slight differences between waves in some characteristics, such as the number of staff in each support staff category and post title, phase of school, age, gender and qualification level. Therefore, regression methods were used to compare the differences between waves taking into account differences in the characteristics of the support staff in the two waves. This provides a more accurate comparison of the two waves.

3.3.1 Gender

As in Wave 1, the vast majority of respondents (89%) were female, though there were more female support staff in primary (94%) and special (93%) than in secondary schools (80%). Only site staff were more likely to be male (79%), though a relatively high number (40%) of technicians were male. There were no differences between waves in the gender composition of the sample.

3.3.2 Age, ethnicity and experience

Most respondents were aged 36 and over (90%). After taking into account any potential difference between waves, there was a statistically significant difference between waves in the age of support staff. Support staff in Wave 2 were significantly older than in Wave 1, with an average age difference of just less than 2 years between waves. As in Wave 1, almost all respondents classified themselves as of white ethnic background (97%). There was an even spread of the amount of experience in their support staff role with 25% of them fairly new to the post - 3 or less years, 30% 4-8 years, 25% 9-15 years, and 20% with 16 or more years experience.

3.3.3 Academic qualifications of support staff

A more detailed survey of staff qualifications was conducted in comparison to that in Wave 1. To be as clear as possible, staff were asked to tick all academic qualifications in a list, and to also note pass grades in GCSE equivalent mathematics, English and science, Level 2 skills and certificates in number and adult literacy, and also vocational awards, e.g., NVQ, along with the level. Full results are given in Appendix 1. It was found that only 10% had no qualifications. Of those with qualifications, 9% said they had GCSE grades D-G, 22% GCSE grades A*-C, 37% had CSE qualifications, 56% held 'O' level passes, 25% GCSE A or AS level, 7% Certificate of Education, 2% Foundation degree, 14% a degree, and 5% a higher degree or post graduate qualification. It can be seen that these total more than 100% showing that respondents did list more than one qualification, as intended, and not just their highest qualification. However, it was also likely that not everyone ticked all their qualifications; those with a degree, for example, did not always note

that they had A levels, though this is likely to be the case. For this reason, and for the purposes of analyses reported in this report, qualifications were subsequently grouped into two categories: those equivalent to grades up to GCSE, and those equivalent to grades above GCSE level.

A third (38%) had qualifications above GCSE level and 62% had qualifications at GCSE level or lower. There were some differences between support staff groups. Other pupil support, site and especially facilities staff had the lowest level of qualifications (33%, 15%, 14% respectively had qualifications above GCSE), while technicians and pupil welfare staff had the highest level of qualifications (58% and 56% respectively had qualifications above GCSE). Differences between waves in the way data on qualifications were collected make exact comparisons difficult but there were indications that support staff in Wave 2 were significantly less qualified overall than staff in Wave 1, though further analyses showed that there was only a statistically significant difference between waves for pupil welfare staff, who were less qualified than in Wave 1.

Key findings

- *As at Wave 1, most support staff were female, and there were more female support staff in primary than special and secondary schools. Only site staff were mostly male, though there were relatively high numbers of male technicians, at both Wave 1 and 2.*
- *Most support staff were aged 36 and over, and almost all classified themselves as being of white ethnic background.*
- *Only 10% of support staff had no qualifications and over a third (38%) had qualifications above GCSE level.*
- *Site staff, other pupil support and especially facilities staff, had the lowest qualifications, while pupil welfare staff and technicians had the highest qualifications.*

3.4 Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year

3.4.1 Hours worked per week

Support staff were asked to say for each post held how many hours a week they were contracted to work. Table 11 shows that support staff worked an average of 22 hours per week. There were no significant differences between Wave 1 and 2 in contracted hours.

Table 12 gives more detail on the range of hours worked per week. It can be seen that staff were fairly evenly divided between working less than 15 hours, 15-24 hours, 25-34 hours and 35 and more hours per week. If we take the category 35 or more hours to mean full time work then we see that 1 in 5 staff worked full time, just a little down on Wave 1 (23% down to 20%).

There were marked differences between school types and support staff category in hours worked. As at Wave 1, contracted hours were lower in primary schools (18.5 hours on average) than in secondary (27.4 hours) and special schools (26.2 hours) (see Table 12). Table 12 shows that staff in secondary schools were much more likely to work full time (35 hours and over - 44%) compared to special schools (19%) and primary schools (9%). Conversely, staff in primary schools were more likely to work the fewest hours (less than 15 hours) - 40% vs 18% for secondary schools and 19% for special schools.

Table 11 - Number of hours of work per week, contract type and contracted weeks per year

	Hours worked per week		Permanent contract		Contracted to work 52 weeks	
	Wave 1 Mean	Wave 2 Mean	Wave 1 Number (%)	Wave 2 Number (%)	Wave 1 Number (%)	Wave 2 Number (%)
All staff (*)	23.0	21.8	1809 (87%)	2284 (88%)	379 (22%)	1058 (45%)
England (*)	22.9	21.3	1647 (87%)	2069 (89%)	344 (22%)	930 (44%)
Wales (*)	24.4	23.2	162 (80%)	212 (77%)	35 (22%)	127 (57%)
Primary (*)	18.7	18.5	654 (87%)	1241 (86%)	119 (19%)	548 (43%)
Secondary (*)	26.6	27.4	885 (84%)	764 (90%)	201 (24%)	352 (44%)
Special (*)	26.0	26.2	270 (95%)	276 (91%)	59 (24%)	155 (51%)
TA equivalent	25.8	24.3	460 (81%)	415 (79%)	59 (15%)	165 (37%)
Pupil Welfare	29.8	30.4	177 (77%)	208 (77%)	63 (40%)	117 (50%)
Technicians	28.3	28.3	240 (94%)	273 (93%)	44 (23%)	112 (42%)
Oth Pup Supp	12.2	9.2	149 (81%)	317 (87%)	12 (11%)	119 (43%)
Facilities	19.6	19.7	81 (96%)	257 (96%)	20 (33%)	129 (61%)
Administrative	30.7	29.9	494 (97%)	484 (97%)	107 (25%)	166 (35%)
Site staff	31.9	31.5	57 (95%)	245 (96%)	36 (78%)	217 (91%)

(*) % values weighted by prevalence of each support staff category in schools

Pupil welfare, technicians, administrative and site staff worked the longest hours and this was shown in both the average hours worked (30, 28, 30 and 32 hours respectively), as well as the

categorised data (for example, pupil welfare, technicians, administrative and site staff were far more likely to work full time - 53%, 51%, 52% and 66% respectively - than other support staff).

Table 12 - How many hours are you contracted to work (hours per week categorised)?

	< 15 hrs/wk Number (%)	15-24 hrs/wk Number (%)	25-34 hrs/wk Number (%)	≥35 hrs/wk Number (%)
All staff ^(*)	615 (33%)	447 (20%)	632 (28%)	825 (20%)
England ^(*)	562 (33%)	411 (20%)	546 (27%)	751 (20%)
Wales ^(*)	53 (27%)	36 (15%)	84 (40%)	73 (19%)
Primary ^(*)	491 (40%)	318 (23%)	372 (28%)	234 (9%)
Secondary ^(*)	81 (18%)	87 (14%)	87 (24%)	478 (44%)
Special ^(*)	42 (19%)	42 (14%)	42 (48%)	112 (19%)
TA equivalent	71 (14%)	141 (27%)	259 (50%)	47 (9%)
Pupil Welfare	16 (6%)	47 (18%)	61 (23%)	140 (53%)
Technicians	50 (17%)	35 (12%)	60 (20%)	149 (51%)
Other Pupil Support	311 (87%)	12 (3%)	22 (6%)	13 (4%)
Facilities	84 (32%)	90 (35%)	58 (22%)	28 (11%)
Administrative	38 (8%)	75 (15%)	121 (25%)	254 (52%)
Site staff	18 (7%)	33 (13%)	34 (14%)	163 (66%)

(*) % values weighted by prevalence of each support staff category in schools

3.4.2 Support staff have more than one role in the school?

Support staff were asked to give information for up to two posts that they held in the school. It was therefore possible to obtain a measure of the number of support staff with more than one post. This was much the same at Wave 1 and 2 (14% and 13% respectively).

3.4.3 Like to work extra hours?

Support staff were asked, if they worked part time hours, whether they would like to work more hours. A third of all support staff (34%) said that they would, more in primary schools (36%) than in special schools (32%) and secondary schools (28%). Administrative staff were the least likely to say they would like more hours, though as we have seen they already work relatively long hours. TA equivalent staff were most keen on extra hours (39%).

3.4.4 Permanent contracts?

Most support staff said that they were on permanent contracts (88% vs. 12%), and this had not changed from Wave 1 (see Table 11). Staff in the pupil welfare category were least likely to have a permanent contract (77%). Staff in categories associated with less pupil contact appeared to be most likely to have a permanent contract, that is, facilities staff, administrative staff and site staff (96%, 97% and 96%).

3.4.5 Contracted to work 52 weeks?

One of the biggest changes between Wave 1 and 2 concerned how many weeks support staff were contracted to work. At Wave 1 the majority (78%) were contracted to work less than 52 weeks per year (see Table 11), whilst the remainder (22%) were contracted to work all 52 weeks of the year. However, by Wave 2 the percentage of support staff contracted to work 52 weeks had increased to 45%.

A slightly higher percentage of support staff in special schools now worked 52 weeks a year (51% compared to 43% and 44% at primary and secondary level). There were large differences between support staff. Almost all site staff were contracted to work 52 weeks per year (90%), while administrative and TA equivalent staff were more likely to be contracted for less than 52 weeks per year (65% and 63%).

The biggest increases from Wave 1 to Wave 2 in working 52 weeks were for other pupil support (11% - 43%), technicians (23% - 42%), facilities (33% - 61%), site (7% - 91%) and TA equivalent staff (15% - 37%).

Key findings

- *As at Wave 1, contracted hours were lower in primary schools than in secondary and special schools. There were no significant differences between Wave 1 and 2 in contracted hours. A third of all part time support staff would like to work more hours, with TA equivalent staff most keen on extra hours.*
- *Most support staff were on permanent contracts and this had not changed from Wave 1. Facilities staff, administrative staff and site staff were most likely to have a permanent contract.*
- *The number of support staff contracted to work all 52 weeks of the year had doubled from 22% to 45% between Wave 1 and 2. The biggest increases from Wave 1 to Wave 2 were for other pupil support, technicians, facilities, site and TA equivalent staff. Most site staff were contracted to work 52 weeks per year, but administrative and TA equivalent staff were more likely to be contracted to work less than 52 weeks a year.*

3.5 Working extra hours: Are support staff required, or voluntarily wish, to work more hours than specified in their contract?

In Wave 1, support staff were asked if they worked more hours than their contract specified. Results were helpful about the overall amount of time worked but it was felt that the general question asked could be ambiguous in that it could be interpreted to mean either that staff were asked to work extra hours or that staff felt obliged to work extra hours. In Wave 2 we therefore asked several extra questions in order to build up a systematic description of the extent and kind of work extra to that contracted. In Wave 2, the main question was split into two: whether support staff were *required* by a member of staff to work extra hours (so this was more specific than the Wave 1 question), or whether staff *voluntarily* found themselves working more hours than their contract specified (a new question). Table 13 presents results on these two questions along with the total number of those who worked extra hours, whether required or voluntarily (respondents could tick more than one option), and also results for Wave 1.

Table 13 - Are support staff required to or voluntarily work more hours than their contract specifies?

	Work extra hours - Wave 1 Number (%)	Required to work extra hours - Wave 2 Number (%)	Voluntarily work extra hours - Wave 2 Number (%)	Required or Voluntarily work extra hours - Wave 2 Number (%)
All staff (*)	1191 (51%)	599 (20%)	1830 (66%)	1936 (69%)
England (*)	1079 (51%)	495 (19%)	1653 (66%)	1748 (70%)
Wales (*)	112 (54%)	64 (23%)	174 (63%)	185 (67%)
Primary (*)	431 (47%)	316 (20%)	997 (67%)	1047 (70%)
Secondary (*)	597 (55%)	175 (22%)	614 (59%)	655 (66%)
Special (*)	163 (49%)	67 (18%)	214 (71%)	229 (75%)
TA equivalent	327 (58%)	108 (20%)	446 (82%)	457 (84%)
Pupil Welfare	144 (62%)	51 (19%)	210 (75%)	214 (77%)
Technicians	146 (56%)	42 (14%)	224 (74%)	234 (78%)
Other P Supp	45 (24%)	48 (13%)	142 (38%)	158 (42%)
Facilities	41 (48%)	62 (23%)	129 (48%)	148 (55%)
Administrative	354 (70%)	99 (20%)	434 (86%)	443 (88%)
Site staff	44 (73%)	123 (48%)	178 (70%)	206 (81%)

(*) % values weighted by prevalence of each support staff category in schools

In Wave 1 it was found that half (51%) of respondents worked more hours than specified in their contract. Site staff and administrative staff were particularly likely to work more hours (73% and 70%), whilst other pupil support staff were least likely (24%). In Wave 1 there was little difference between types of school or country. Comparisons between Wave 1 and 2 are not straightforward, because of the extended wording of the question in Wave 2, but it can be seen in Table 13 that the overall percentage of staff working extra hours, whether required or voluntarily, had now increased to just over two thirds (69%). It is noticeable that far fewer staff were required by a member of

staff to work extra hours (20%) in comparison to the two thirds (66%) who voluntarily work extra hours. Staff in special schools were more likely than those in primary and particularly secondary schools to voluntarily work extra hours (71%, 67% and 59% respectively). TA equivalent, administrative and site staff were the most likely to work extra hours, whether required or voluntarily (84%, 88% and 81%), and other pupil support and facilities staff the least likely to work extra hours (42% and 55%).

It is informative to compare figures for each support staff category in terms of the balance between being required to and voluntarily working extra hours. It can be seen in Table 13 that site staff were much more likely than other support staff to be required to work extra hours (48%) while the balance shifts more to working voluntarily in the case of TA equivalent, pupil welfare, technicians, and administrative staff.

3.5.1 Frequency of extra hours worked

Staff were asked how often they were required to work extra hours in terms of five categories: daily, at least once a week, less than once a month, at least once a term and never. By way of summary, just over half (58%) of those who were *required* to work more hours than specified in their contract worked more hours at least once a week, while three quarters (78%) of those who worked extra hours *voluntarily* worked at least once a week. Staff in primary schools worked extra hours more often in comparison to secondary or special schools (63% vs. 51% and 52% once a week or more). Staff in secondary schools worked extra time less frequently on a voluntary basis (67% vs 81% primary schools and 80% special schools). By Wave 2, staff in Wales were far more likely than those in England to be required work extra hours at least once a week (74% vs. 56%).

3.5.2 Duration extra hours worked

Support staff were also asked about the amount of extra hours per week or per month they were required to work, or voluntarily worked. Most (81%) were required to work 3 or less hours per week, and 18% were required to work more than 3 hours. Staff voluntarily worked slightly longer hours; 76% worked 3 hours or less and a quarter - 24% - worked over 3 hours. Site and administrative staff were both required and voluntarily worked more hours than other support staff groups (required: 36% and 25% respectively, and voluntarily: 36% and 35% respectively).

3.5.3 Paid for extra work?

Of those staff who said they were required to work extra hours, only one half (49%) were always or sometimes paid. This was a significant drop from Wave 1 (53%). Staff in the TA equivalent, pupil welfare, facilities, administrative and site staff categories were significantly less likely to be paid for extra hours in Wave 2 than in Wave 1, whilst there was no difference between waves for technicians and other pupil support staff

At both Wave 1 and Wave 2 staff in Wales who worked extra hours are less likely to be paid for them than staff in England (Wave 1: 41% vs. 57%; Wave 2: 35% vs. 50%). There were few differences between school types in terms of being paid for extra time. Staff most likely to be paid for extra time were facilities and site staff (68% and 75%). Staff least likely to be paid were pupil welfare staff, technicians and TA equivalent staff (22%, 36% and 35%) - a similar situation to Wave 1.

3.5.4 What tasks/activities do you do when you work extra hours?

The final question in this section on working extra hours concerned what tasks and activities staff did when they worked extra hours. Specifically, we asked if tasks were part of their usual jobs or not part of their usual jobs (more than one answer could be given). For the most part they worked on their usual tasks (89%), though over a quarter (27%) worked on tasks that were not a part of their usual jobs. TA equivalent and especially site staff were more likely to work on tasks not part of their usual job (34% and 41% respectively).

Key findings

- *Over two thirds of staff worked extra hours. In Wave 2 a distinction was made between extra work that was required and extra work undertaken voluntarily. Extra hours on a voluntary basis were three times as frequent as extra time required by a member of staff.*
- *Over half of staff, who were required to work more hours, worked more hours at least once a week. Most worked 3 or less hours per week. Site staff were most likely to be required to work more hours.*
- *The balance shifted more to working voluntarily in the case of TA equivalent, pupil welfare, technicians, and administrative staff.*
- *Only half of staff were always or sometimes paid for extra work. This was a significant drop from Wave 1. Staff mostly worked on their usual tasks, but over a quarter worked on tasks that were not a part of their usual job.*
- *Numbers and contracted hours of administrative staff have not kept pace with an increase in workload.*

3.6 Job descriptions, appraisal, supervision and line management

As at Wave 1, support staff were asked if they had a job description (see Table 14). Most (90%) of respondents said that they had. There was evidence that more support staff had a job description in Wave 2 than in Wave 1. However, this result was only of borderline statistical significance. As with Wave 1, more support staff in special schools had a job description (95%) than in primary schools (90%) and secondary school (88%). There were no longer any differences between England and Wales.

In Wave 1 just under half (47%) of all staff had been appraised in the last 12 months (see Table 15). This had increased significantly to 52% by Wave 2. Appraisals were most likely to have taken place in special schools (65%), and had increased at a faster rate there than in primary or secondary schools. As in Wave 1, far fewer staff in Wales had had an appraisal in the last 12 months (36% vs. 54%). Staff most likely to have had an appraisal in the last 12 months were pupil welfare and TA equivalent staff (69% and 65%). Staff least likely to have been appraised were other pupil support staff (34%).

Table 14 - Job descriptions and appraisal

	Have a Job description		Staff appraised in last year	
	Wave 1 Number (%)	Wave 2 Number (%)	Wave 1 Number (%)	Wave 2 Number (%)
All staff (*)	1777 (88%)	2318 (90%)	984 (47%)	1354 (52%)
England (*)	1621 (88%)	2087 (90%)	905 (48%)	1256 (54%)
Wales (*)	156 (81%)	228 (89%)	79 (36%)	95 (36%)
Primary (*)	671 (90%)	1266 (90%)	335 (46%)	673 (50%)
Secondary (*)	847 (84%)	766 (88%)	489 (48%)	491 (51%)
Special (*)	259 (93%)	283 (95%)	160 (53%)	187 (65%)
TA equivalent	487 (89%)	478 (91%)	321 (60%)	338 (65%)
Pupil Welfare	216 (94%)	256 (94%)	138 (63%)	190 (69%)
Technicians	215 (85%)	261 (88%)	107 (44%)	157 (54%)
Oth Pup Supp	148 (84%)	322 (87%)	62 (36%)	123 (34%)
Facilities	67 (88%)	217 (90%)	23 (32%)	111 (45%)
Administrative	446 (90%)	462 (92%)	231 (48%)	272 (54%)
Site staff	54 (95%)	247 (98%)	21 (41%)	116 (48%)

(*) % values weighted by prevalence of each support staff category in schools

3.6.1 Supervision of support staff

As for Wave 1 we asked support staff another facet of management practices in schools - whether their work was supervised by a teacher. We found a decline from Wave 1 to Wave 2 in the percentage of support staff who were supervised by a teachers, from 43% to 33% (see Table 15). However, the differences between waves were found to vary by support staff category. TA equivalent, other pupil support, facilities and administrative support staff were less likely to be

supervised by a teacher in Wave 2 relative to Wave 1. There was no difference between waves for the other support staff categories. Nevertheless, TA equivalent staff were still far more likely to be supervised by a teacher (67%), indicating that teachers will supervise support staff who are more likely to be based in classrooms. Staff in secondary schools were least likely to be supervised (20%) and staff in special schools most likely (48%; 39% in primary schools).

In the Wave 2 questionnaire the question was extended in order to obtain a more complete picture of staff supervision. If their work was not supervised by a teacher, we asked them to say whether they were supervised by somebody else. Results are also shown in Table 15, along with the number of support staff who were not supervised by anyone. It can be seen that 31% of all staff were not supervised by anyone (though this does not necessarily mean that these staff were not managed by other staff). In contrast to staff in primary and special schools, staff in secondary schools were much more likely to be supervised by someone other than a teacher (43%) in comparison to being supervised by the teacher. Staff in secondary schools were also more likely not to be supervised by anyone (37% vs 27% for primary schools and 23% for special schools). Facilities and pupil welfare staff were most likely to be supervised by someone other than teachers. TA equivalent staff were more likely than other support staff to be supervised overall (only 11% were not supervised), while technicians, facilities, administrative and site staff were more likely not to be supervised by anyone (46%, 40%, 43% and 49%).

Table 15 - Is your work supervised by a teacher, and if not is it your work supervised by somebody else?

Group	Wave 1	Wave 2		
	Supervised by teacher Number (%)	Supervised by teacher Number (%)	Supervised by other Number (%)	Not supervised Number (%)
All staff ^(*)	770 (43%)	696 (33%)	994 (36%)	897 (31%)
England ^(*)	68 (43%)	617 (33%)	910 (36%)	796 (30%)
Wales ^(*)	83 (44%)	77 (35%)	84 (31%)	100 (34%)
Primary ^(*)	343 (48%)	438 (39%)	532 (34%)	455 (27%)
Secondary ^(*)	279 (34%)	174 (20%)	342 (43%)	340 (37%)
Special ^(*)	148 (49%)	80 (48%)	120 (29%)	101 (23%)
TA Equivalent	424 (77%)	355 (67%)	116 (22%)	59 (11%)
Pupil Welfare	51 (22%)	50 (18%)	144 (53%)	79 (29%)
Technicians	63 (25%)	96 (32%)	61 (21%)	141 (47%)
Other Pupil Supp	73 (40%)	93 (25%)	143 (38%)	142 (38%)
Facilities	7 (8%)	7 (3%)	149 (56%)	110 (41%)
Administrative	92 (19%)	48 (10%)	234 (47%)	214 (43%)
Site	9 (16%)	27 (11%)	101 (40%)	110 (49%)

(*) Weighted percentage values reported

3.6.1.1 Who else supervised support staff?

If staff were supervised by someone other than the teacher they were asked to enter the job title of this supervisor (e.g., SENCO). These responses were then grouped into the following categories: another member of support staff (by category), head/deputy head, SENCO, somebody external to the school or other supervisor (See Table 16).

Most staff were supervised by the head or deputy headteacher (39%). Headteachers and Deputy headteachers were particularly likely to supervise administrative and site staff. TA equivalent staff were particularly likely to be supervised by SENCOs, and technicians by other technicians.

Table 16 - If your work is supervised by somebody other than a teacher, who is it supervised by?

Supervisor	Support Staff Category							Total N (%)
	TA Equival. N (%)	Pupil Welfare N (%)	Technic N (%)	Other Pup Support N (%)	Facilities N (%)	Admin. N (%)	Site N (%)	
TA Equivalent	5 (5%)	1 (1%)	0 (0%)	3 (2%)	0 (0%)	0 (0%)	0 (0%)	9 (1%)
Pupil Welfare	0 (0%)	25 (19%)	0 (0%)	3 (2%)	0 (0%)	0 (0%)	0 (0%)	28 (3%)
Technicians	0 (0%)	0 (0%)	33 (58%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	33 (4%)
Oth Pupil Sup	1 (1%)	0 (0%)	0 (0%)	48 (17%)	2 (2%)	0 (0%)	0 (0%)	51 (6%)
Facilities	0 (0%)	0 (0%)	0 (0%)	3 (2%)	26 (22%)	0 (0%)	1 (1%)	30 (4%)
Administrative	0 (0%)	2 (2%)	8 (14%)	12 (9%)	4 (3%)	63 (31%)	15 (17%)	104 (13%)
Site	0 (0%)	0 (0%)	0 (0%)	3 (2%)	46 (40%)	0 (0%)	11 (13%)	60 (7%)
Head/dep head	18 (18%)	48 (36%)	13 (23%)	48 (38%)	10 (9%)	131 (65%)	52 (60%)	320 (39%)
SENCO	74 (72%)	12 (9%)	1 (2%)	1 (19%)	1 (1%)	1 (1%)	0 (0%)	90 (11%)
External	1 (1%)	6 (5%)	0 (0%)	0 (0%)	13 (11%)	0 (0%)	4 (5%)	24 (3%)
Other	4 (4%)	39 (29%)	2 (4%)	6 (5%)	14 (12%)	8 (4%)	4 (5%)	77 (9%)
Total	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

[Note that the percentage values apply to the percentage of staff who are supervised by somebody other than a teacher, not the percentage of all support staff.]

3.6.2 Line management

Another key facet of school management concerns line management. Staff were asked to give the post title of their line manager. Responses were categorised into similar categories to those used for supervision (see Table 17).

Table 17 - Line management of support staff

Supervisor	Support Staff Category							Total (*) N (%)
	TA Equival. N (%)	Pupil Welfare N (%)	Technic N (%)	Other Pup Support N (%)	Facilities N (%)	Admin. N (%)	Site N (%)	
TA Equivalent	9 (2%)	1 (<1%)	3 (1%)	3 (1%)	0 (0%)	0 (0%)	0 (0%)	18 (1%)
Pupil Welfare	5 (1%)	59 (24%)	0 (0%)	1 (<1%)	0 (0%)	2 (<1%)	0 (0%)	67 (1%)
Technicians	0 (0%)	0 (0%)	49 (17%)	0 (0%)	0 (0%)	1 (<1%)	0 (0%)	50 (1%)
Oth Pupil Sup	1 (1%)	0 (0%)	0 (0%)	38 (12%)	8 (4%)	0 (0%)	0 (0%)	47 (3%)
Facilities	0 (0%)	0 (0%)	0 (0%)	2 (1%)	37 (19%)	1 (<1%)	0 (0%)	41 (3%)
Administrative	5 (1%)	17 (7%)	46 (16%)	37 (12%)	20 (11%)	119 (24%)	42 (18%)	303 (10%)
Site	0 (0%)	3 (1%)	1 (1%)	1 (<1%)	49 (26%)	1 (<1%)	19 (8%)	76 (5%)
Head/dep head	182 (37%)	96 (40%)	71 (25%)	195 (62%)	35 (18%)	351 (72%)	165 (71%)	1113 (44%)
Teacher	176 (36%)	19 (8%)	106 (38%)	31 (10%)	5 (3%)	4 (1%)	3 (1%)	357 (18%)
SENCO	114 (23%)	13 (5%)	1 (<1%)	5 (2%)	0 (0%)	1 (<1%)	0 (0%)	137 (8%)
External	0 (0%)	19 (8%)	0 (0%)	1 (<1%)	32 (17%)	2 (<1%)	1 (<1%)	58 (3%)
Other	5 (1%)	16 (7%)	0 (0%)	0 (0%)	5 (3%)	7 (1%)	2 (1%)	40 (1%)
Total	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

(*) % values weighted by prevalence of each support staff category in schools

There was a wide variety of line managers both between support staff categories, but also within the same category. In a similar way to supervision, most staff were line managed by head and deputy head teachers (44%), followed by teachers (18%), administrative staff (10%) and SENCOs (8%). Head and deputy headteachers were particularly likely to line manage pupil welfare, other pupil support, administrative and site staff (40%, 62%, 72%, 71% respectively). Line management of TA equivalent staff was shared between head/deputy headteachers, teachers and SENCOs (37%, 36% and 23%), technicians were line managed by teachers, head/deputy headteachers, other technicians, and administrative staff (38%, 17% and 16%), and line management for facilities staff was shared between site staff, facilities staff, head/deputy headteachers, and staff external to the school (26%, 19%, 18% and 17%).

In the TQ we asked teachers if they were line manager for any members of support staff, and 40% said that they were, teachers in special schools (66%) far more than teachers in primary schools (39%) and especially secondary schools (24%).

Key findings

- *Staff are now significantly more likely to be provided with a job description, and to have been appraised over the last year.*
- *Fewer support staff were being supervised by class teachers than at Wave 1, but at Wave 2 a third of staff were supervised by other members of staff. Rather than a drop in supervision overall, supervision appears to be spread across more people. A third of staff were not being supervised by anyone.*
- *A wide variety of staff were line managers. Most staff were managed by headteachers or deputy headteachers, followed by teachers, administrative staff and SENCOs.*

- *Staff in special schools were more likely to have a job description, more likely to have their work supervised by a teacher, and more likely to have been appraised in the last 12 months.*
- *Staff in secondary schools were less likely to have a job description, less likely to be supervised by a teacher, more likely to be supervised by someone else, and also not supervised by anyone.*

3.7 Wages of support staff

Support staff were asked how much they were paid (before tax). They were given the option of recording this in terms of wage per hour, per month, or the annual salary. All wages were then converted to an hourly rate, and all figures in the subsequent sections are reported on this scale. This calculation was based on the number of weeks contracted to work, and the hours worked per week. Figures were manually checked to ensure that all wages were as accurate as possible. Results on average wages are presented in Tables 18 and 19 are broken down in terms of each category of support staff.

Table 18 - How much support staff are paid (before tax)_(average pounds per hour)

	<i>Mean Wage - Wave1</i>	Mean Wage - Wave2
All staff (*)	£8.80	£8.69
England (*)	£8.89	£8.77
Wales (*)	£7.77	£7.88
Primary (*)	£7.90	£8.27
Secondary (*)	£9.55	£9.35
Special (*)	£9.06	£9.06
TA equivalent	£8.66	£9.26
Pupil Welfare	£10.83	£11.34
Technicians	£10.20	£9.95
Other Pupil Support	£8.13	£7.49
Facilities	£6.19	£6.64
Administrative	£11.01	£11.18
Site staff	£7.64	£8.26

(*) % values weighted by prevalence of each support staff category in schools

After allowing for any potential differences in the characteristics of support staff in the two waves, there was no statistically significant difference in wages between waves for pupil welfare, technician, other pupil support and administrative staff. However, there was evidence that the wages of TA equivalent, facilities and site staff had increased since Wave 1. On average, the wages of TA equivalent staff increased by £0.89 per hour, the wages of facilities increased by £0.42 per hour, whilst the wages of site staff increased by £0.74 per hour.

It can also be seen in Table 18, as at Wave 1, that higher average wages were paid in England than Wales, and staff in secondary schools are likely to receive a higher average wage than those in special schools and especially those in primary schools. It can also be seen that the highest average salaries were paid to pupil welfare staff and administrative staff (over £11 per hour on average), while the lowest salaries were paid to other pupil support staff and facilities and site staff (£7.49 and £6.64 on average respectively).

There is some variation within support staff categories that mean that some post titles will earn somewhat higher or lower salaries than the average for their category. Results on each post title

wage, in terms of mean, standard deviations, and wage bands, are shown in Appendix 2. This shows that the highest wages (over £12 on average) were paid to therapists (from the TA equivalent group), connexions advisors (from the Pupil Welfare group), ICT network managers (from the Technicians group), language assistants (from the Other Pupil Support group), and bursars and office managers (from the Administrative group). On the other hand, escorts, exam invigilators, midday assistants and midday supervisors (from the Other Pupil Support group), all the Facilities group post titles (catering staff - other, cleaner and cook), and caretakers (from Site staff), had relatively low wages (less than £8 per hour). It should be noted that for some post titles there are low frequencies, below 10 (i.e., therapist, language assistant, escort, and bilingual support assistant, and data manager/analyst), and comparisons involving such cases should be treated with caution.

Table 19 shows wages organised in terms of bands. It can be seen that higher salaries (in the over £15 per hour category) were paid to pupil welfare staff and particularly administrative staff. It is noticeable that almost all facilities staff (83%) were paid less than £7.50 per hour, and other pupil support staff were also likely to be paid less than £7.50 (61%). A relatively high proportion of site staff (42%) were also paid at this lowest wage band.

Table 19 - How much support staff are paid (before tax) (pounds per hour)

	Support Staff Wages - Wave 1				Support Staff Wages - Wave 2			
	<£7.50 / hour	£7.50- £10.00 / hour	£10.01- £15.00 / hour	>£15.00 per hour	<£7.50 / hour	£7.50- £10.00 / hour	£10.01- £15.00 / hour	>£15.00 / hour
All staff (*)	399 (42%)	441 (30%)	444 (24%)	98 (5%)	615 (39%)	736 (36%)	553 (22%)	115 (3%)
England (*)	344 (40%)	404 (31%)	417 (25%)	95 (5%)	519 (37%)	683 (37%)	516 (23%)	111 (3%)
Wales (*)	54 (56%)	36 (27%)	27 (16%)	3 (1%)	96 (56%)	52 (28%)	35 (15%)	4 (1%)
Primary (*)	226 (54%)	164 (28%)	110 (16%)	16 (2%)	451 (42%)	423 (38%)	221 (18%)	22 (1%)
Secondary (*)	128 (32%)	219 (32%)	264 (30%)	61 (8%)	111 (32%)	239 (35%)	250 (27%)	72 (6%)
Special (*)	44 (37%)	57 (28%)	70 (30%)	21 (5%)	52 (25%)	72 (30%)	80 (38%)	21 (7%)
TA Equival.	130 (35%)	146 (40%)	88 (24%)	4 (1%)	78 (19%)	206 (50%)	120 (29%)	8 (2%)
Pupil Welfare	20 (14%)	37 (27%)	71 (51%)	11 (8%)	17 (8%)	59 (28%)	110 (53%)	23 (11%)
Technicians	34 (20%)	58 (35%)	64 (38%)	12 (7%)	35 (15%)	112 (47%)	76 (32%)	15 (6%)
Oth Pup Supp	78 (61%)	25 (19%)	16 (12%)	10 (8%)	183 (61%)	87 (29%)	28 (9%)	1 (0%)
Facilities	56 (90%)	5 (8%)	1 (2%)	0 (0%)	161 (83%)	26 (13%)	7 (4%)	1 (1%)
Admin.	31 (9%)	120 (33%)	175 (48%)	39 (11%)	36 (9%)	134 (34%)	172 (44%)	49 (13%)
Site staff	20 (47%)	20 (47%)	3 (7%)	0 (0%)	85 (42%)	88 (43%)	27 (13%)	4 (2%)

(*) % values weighted by prevalence of each support staff category in schools

3.7.1 Factors influencing support staff wages

The following background factors were examined to see if they had an influence on the wages of each of the seven support staff categories:

- School type - primary, secondary or special
- Number full-time equivalent (FTE) pupils
- % of pupils eligible for free school meals (FSM)
- % of pupils with special needs (SEN) and with statements
- % of pupils with special needs (SEN) but without statements
- % of pupils with English as an additional language (EAL)
- % of pupils from minority ethnic groups
- School setting - rural or urban
- Area of the country
- Country (England, Wales)

The following support staff characteristics were also examined:

- Staff gender
- Staff age
- Staff ethnic group
- Staff qualification level
- Staff post title group

As we have seen, support staff wages were found to vary between support staff categories, and it was therefore decided to perform a separate analysis for each category of support staff for the factors influencing wages.

The nature of the statistical analysis conducted means that each of these variables is examined in relation to wages having taken into account all the other variables. The advantage of this approach is that it means that any relationships found are not accounted for by relationships between other variables and wages.

3.7.1.1 TA equivalent

The mean wage for TA equivalent staff was £9.26 per hour, with a range from £5.05 to £17.95. After adjusting the effects of other variables, there was a significant effect of % pupils with statements, area and staff gender. In addition, there was some evidence of an effect of the percentage of pupils with a first language other than English. Staff working in schools with a high percentage of pupils with statements received higher wages. Staff in schools with greater than 5% of pupils with statements received £1.21 per hour more than those in schools with a lower percentage of statemented pupils. Area differences suggested that staff in London received the highest pay, with those in Wales the lowest. On average, males were paid £1.52 per hour more than females.

3.7.1.2 Pupil Welfare

The mean wage for pupil welfare staff was £11.34 per hour, with a range from £5.29 to £19.18. The analysis indicated that % SEN pupils with statements, area, staff ethnic group and staff qualification level all had a significant effect on pupil welfare wages. After adjustments for the other variables, it was found that staff working in schools with over 5% of pupils had SEN with statements had wages that were, on average, £1.43 per hour higher than staff with schools with a

lower proportion of statemented pupils. The difference between areas showed that staff working in London had the highest wages, whilst those working in the West Midlands and North-West had the lowest wages.

Staff whose ethnic group was other than white had higher wages than white staff, with an average difference of £2.81 per hour between groups. Staff qualified above GCSE level received wages that were, on average, £1.21 higher than staff whose maximum qualification level was to GCSE or lower. Staff qualifications and wages are therefore related, though it is not possible to say from the survey anything about the causal processes involved.

3.7.1.3 Technicians

The mean wage for technicians was £9.61 per hour, with a range from £5.05 to £20.00. The analysis indicated a significant effect of the number of pupils, staff gender, staff age and staff qualification level upon the wages of technicians. After adjusting for the effects of the other explanatory variables, staff working in schools with more pupils were still better paid, female technicians received lower wages, and also that more qualified support staff were higher paid. In addition, there was now a significant effect of staff age on wages. Older technicians were paid more than younger staff, with a 10 year increase in age associated with an increase in salary of £0.42 per hour.

3.7.1.4 Other Pupil Support

The mean wage for other pupil staff was £7.49 per hour, with a range from £5.05 to £16.00. The number of pupils, area and staff qualification level were all found to significantly influence the wages of other pupil support staff. Staff working in schools with a larger number of pupils had higher wages. In addition, staff in London had the highest wages, with staff in the North-West the lowest wages. Staff qualified above GCSE level were better paid than staff qualified up to GCSE level.

3.7.1.5 Facilities

The mean wage for facilities staff was £6.64 per hour, with a range from £5.05 to £15.07. Wages were higher for staff in schools with a greater number of pupils and a greater percentage of pupils whose ethnic group is other than white.

3.7.1.6 Administrative

The mean wage for the administrative staff was £11.18 per hour, with a range from £5.30 to £26.22. After adjusting for the effects of the other explanatory variables, there was a significant effect of the number of pupils, percentage of pupils eligible for free school meals, percentage of pupils whose ethnic group was other than white, staff gender, and staff age upon the wages of administrative staff. Staff working in schools with a large number of pupils had higher wages than those working in schools with a lower number of pupils. In addition, staff working at schools with a high proportion of FSM pupils or pupils other than white had higher wages. Females obtained a lower salary than their male equivalents, with a mean difference of £3.44 per hour. Older administrative staff had higher wages than younger support staff. It is possible that this result may also be attributable to length of service as much as age, though it is not possible to exactly test this proposition from the survey data collected.

3.7.1.7 Site Staff

The mean wage for site staff was £8.25 per hour, with a range from £5.05 to £17.93. The analysis indicated that school phase, % pupils eligible for free school meals, % pupils with statements, %

pupils other than white, area and staff age had a significant impact on the wages of site staff. After adjusting for the other explanatory variables, staff in secondary schools received the highest pay, whilst staff in special schools received the lowest pay. Staff working in schools with a high percentage of pupils eligible for free school meals, a high percentage of SEN pupils with statements and a high percentage of pupils whose ethnic group is other than white all had higher wages. Staff in London were the highest paid, whilst staff in Wales were the lowest paid.

The results for staff age indicated that there was not a simple linear (straight line) relationship between age and wages. The highest wages were paid to site staff around the age of 40, with lower wages for older and younger staff.

Extra analyses were conducted to see if the post title explained any relationships with wages. There was a gender difference for TA equivalent staff, with a mean difference of £1.52. After adjusting for post titles, this difference was reduced to £1.25, with a p-value of 0.08. This indicates that a small part was explained, but there is still some suggestion, although weak, that males were paid more than females. There was an ethnic group difference in the wages of pupil welfare staff, with staff whose ethnic group was other than white paid more. This difference did not alter when adjusting for post title, as so cannot be explained by post title differences.

The DISS project therefore examined in a systematic way factors that influence wages. Not all effects were consistent across all seven categories of support staff, but looking for main overall trends suggests four key sets of factors affecting staff wages. The first set are personal biographical characteristics of support staff - qualifications, gender and age. The second main factor affecting support staff wages was what might be seen as a 'disadvantage' effect, reflected in higher wages being more likely with a higher percentage of SEN pupils (whether statemented or not), and % of pupils eligible for free school meals. A third main group of factors affecting wages might be seen as an area effect (London had the highest wages). We also find that school size is a factor in that staff in schools with more pupils had higher wages.

Key findings

- *The highest average salaries at Wave 2 were paid to pupil welfare staff and administrative staff, while the lowest salaries were paid to facilities and site staff.*
- *Several key factors influenced support staff wages:*
 - *biographical characteristics of support staff - qualifications, gender and age*
 - *a 'disadvantage' effect, reflected in higher wages more likely with a higher percentage of SEN and FSM pupils*
 - *area (London having the highest wages)*
 - *school size*

3.8 Qualifications and previous experience required

The next set of analyses examined the qualifications and experience needed by support staff. As at Wave 1 about two thirds of respondents (63%) reported that they did not need specific qualifications in order to be appointed to their post. Though not large, there was a statistically significant increase between Wave 1 and Wave 2 in qualifications being required. However, the difference between waves varied between support staff categories. TA equivalent, pupil welfare, technicians and site staff were more likely to require qualifications in Wave 2 than in Wave 1. Conversely, other pupil support were less likely to require qualifications. There was no difference between waves for facilities and administrative staff. As at Wave 1, pupil welfare support staff at Wave 2 were most likely to need specific qualifications for the post (67%) while only 12% of other pupil support staff needed specific qualifications. Staff in special schools were now much more likely to need a qualification for their post (56%) than those in primary and secondary schools (36% in both cases).

A little under a half of support staff (43%) were required to have previous experience for their post. There was no overall difference between waves in terms of whether experience was required for the job. However, the results varied by support staff category. Experience was more likely to be required in Wave 2 for TA equivalent staff, but less likely to be required for other pupil support and administrative staff. There was no significant difference between waves for the other support staff categories.

As with qualifications, special schools were in 2006 also more likely to require previous experience from their staff (62%) when compared to secondary and in particular primary schools (50% and 38%). As with qualifications, pupil welfare staff were again most likely to need previous experience (75%). Other pupil support and facilities staff were least likely to need previous experience for the post (15% and 36%).

Key findings

- *By Wave 2 schools were more likely to require specific qualifications from staff.*
- *TA equivalent staff were more likely at Wave 2 to be asked for specific qualifications and previous experience. Pupil welfare staff were most likely to require specific qualifications and previous experience for the post.*

3.9 Training and INSET

3.9.1 School based INSET

As at Wave 1, two thirds (65%) of staff had attended school based INSET in the last 2 years. A higher proportion had attended in England than in Wales (66% vs. 54%). Those in special schools had attended most (82%), an increase on Wave 1 (73%), and those in secondary schools the least (61%).

It is noticeable that TA equivalent staff at Wave 2, as at Wave 1, were most likely to have attended school based INSET (92%). Facilities staff (28%) and site staff (48%) were the least likely to attend school based INSET.

3.9.2 Non-school based INSET

Just under half (46%) of respondents had attended non-school based INSET in the previous two years. As with school based INSET this had not changed since Wave 1. Once again those in special schools had attended more INSET sessions. Again more support staff in England than Wales had attended (46% vs. 40%).

Staff most likely to have attended non-school based INSET are now (in 2006) pupil welfare staff (75%) and also TA equivalent staff again (64%). Least likely to have attended non-school based INSET were facilities staff, other pupil support staff and site staff (24%, 24% and 37%). This is very similar to Wave 1.

3.9.3 Other education and training relevant to post

The proportion of support staff (51%) who said they had received other education or training relevant to their post had increased significantly from Wave 1, once account had been taken of the differences between the two samples. Again those in special schools (69%) attended more than secondary (47%) and primary schools (52%), and again this difference seemed to have increased since Wave 1. Those in England (50%) had attended more than those in Wales (44%). Pupil welfare and TA equivalent staff were the most likely (80% and 68%) and other pupil support, facilities and site staff were the least likely to have attended other education and training (35%, 36% and 39%).

3.9.4 Taken part in any education and training?

By way of summary the number of staff who had no INSET, education or training of any sort over the past two years was calculated. The majority (80%) had experienced training of some kind, with just 20% having had no training. This was exactly the same picture as at Wave 1. Other pupil support, facilities and site staff were again the least likely to have had any training (70%, 54% and 68%).

3.9.4.1 Education and training leading to a qualification

Just under a third (28%) of respondents had attended education or training leading to a qualification relevant to their current post, in the previous two years. Special school staff were more likely to have attended training leading to a qualification in the last 2 years (33%) in comparison to primary and secondary school staff (25% and 29%).

3.9.5 Training and development for teachers to help them work with support staff

As at Wave 1 teachers were asked several questions about training and development in relation to support staff. As at Wave 1, the majority (73% and 75% for Wave 1 and 2) had never had any training or development to help them work with support staff. Slightly more staff in special schools had taken part in training (32% vs. 25% in secondary and primary schools).

At Wave 1 an open question was asked about how useful they had found the training, but at Wave 2 teachers were asked to say how useful they found the training or development on a scale from 1 (not at all useful) to 5 (very useful). Exactly half of teachers were positive about training (i.e., a score of 4 or 5), and 16% were negative (i.e., a score of 1 or 2). One third (36%) were neutral. It was noticeable that teachers in special schools were more positive (73%) than negative (4%) about the training they had received compared to teachers in primary schools (45% vs. 16%) and secondary schools (41% vs. 23%).

The teachers were also asked an open question regarding details of the training or development they had received (for example, the extent and duration of the training). In total 316 teachers wrote comments. The majority of the 108 teachers who mentioned the amount of training they had received (85%) had only received one day or less. Of the 82 teachers who wrote about the situation in which the training was received, 56% cited their teacher training courses, 22% had received guidance during their NQT year and the majority of teachers (68%) said it was dealt with during INSET sessions - some of which were dedicated days to the subject whilst others were brief sessions or were included during other matters. 22% of the 82 teachers said that the training had come into courses leading to professional accreditation or qualification such as post-graduate diplomas, SENCO accreditation or qualifications for head teachers. Some mentioned courses more specifically targeting work with support staff: 13% said that they had undergone some staff development work which was designed to help them work with support staff, e.g., team building and inductions for new staff, and a third (38%) of teachers had attended courses specifically designed to help teachers work with support staff and to understand how to use them effectively. For a similar number of teachers (33%), however, guidance on working with support staff came as part of courses focussing on areas of the curriculum such as literacy or numeracy. For 24% of the teachers the guidance received was much less formal than during INSET, e.g., during staff meetings but sometimes with specific members of staff.

The next set of comments from this open question concerned who provided the training (55 of 316 teachers who responded to the questionnaire). Of this group, the largest proportion (35%) said that the course they had attended had been run by the Local Authority whilst a further 11% had attended courses run by other bodies and 25% attended 'in-house' courses.

The teachers were also asked an open question concerning what they had gained from the training or development they received. The majority of the comments could be placed into 3 main categories; 77% of the teachers cited an increased understanding of what support staff could be asked to do, learning how to make the most effective use of the support staff and what both parties might expect out of the working relationship; 18% mentioned the effect the training had on themselves, such as an improved working relationship, new ideas and increased confidence, and 13% of the teachers stated that the training had little or no effect at all.

Teachers were also asked at Wave 2 to what extent they were satisfied or dissatisfied with the training and/or development opportunities available to help them work with support staff in the classroom. Overall, they were far less satisfied, with only 19% positive and 38% negative. However the high number of neutral responses suggests that many teachers did not have a strong view about this question. Once again special school teachers were more positive (33%) than teachers in secondary schools (12%) and primary schools (17%).

3.9.6 Teachers involved in training and development of support staff?

As at Wave 1, teachers were asked if they had been involved in training or developing support staff. This had increased from Wave 1 to 2, from 40% to 50%. There had been a large increase in secondary schools from 25% to 68%, and oddly a large decrease in special schools (66% to 33%).

Teachers were also asked whether the training of support staff had been in the form of a formalised setting, e.g., INSET days, coaching or mentoring schemes, or informal support on the job. Just over half were formal (55%) and these were far more likely to be reported by special school teachers (71% vs. 51% primary and 52% secondary school teachers). A little under half (43%) were said to be coaching schemes, and 77% reported informal arrangements (more than one response could be given).

The teachers were then asked an open question concerning which types of support staff the training or development was designed for. The vast majority of the 470 teachers responding had worked with staff in the Teaching Assistant Equivalent category (94%), and 10% had worked with staff from the Other Pupil Support category, usually midday assistants.

An additional question asked teachers who had not been involved in training or developing support staff, whether they would have found it useful. The majority (70%) said they would have, reflecting the interest there would be in this kind of preparation.

It was found that only a third of teachers who were line managers of support staff (34%) had received training or development to help with this role (a very general definition). They were asked to rate the usefulness of any training or development to help them manage support staff, and 56% said it was useful and only 4% not useful. A relatively large group (40%) did not have a positive or negative opinion.

The teachers were asked to give details of any training or development to help with being a line manager. Of the 46 teachers commented on the amount of training they had received, the largest proportion said only one day or less (52%), and a further 26% 2 days or less. 89 teachers wrote about when they received the support, many responding by giving details of the content of the courses they had attended. 40% of these teachers had received training to help them in their role as line managers through attending courses on areas such as school management, managing other adults in the school and performance management, 17% said the training had been part of the courses attended leading to professional accreditation or qualifications and 16% had not received the training in such a formal way but it had occurred during courses attended as part of staff development. Of the 27 teachers giving information about who had provided the training, the majority (44%) cited training from other members of staff within the school and an almost equal number of staff (41%) had received training from external bodies. Local Authorities were cited by an additional further 15%.

They were also asked if they were satisfied or dissatisfied with their training and/or development opportunities with regard to their role as a line manager of support staff. Only 25% said they were satisfied and more (30%) said they were dissatisfied, indicating that this is an area that could benefit from attention. The other 45% gave the mid point rating, indicating that they were neither satisfied nor dissatisfied.

Key findings

- *Results from both Wave 1 and Wave 2 are consistent in showing that two-thirds of support staff had attended school-based INSET. Half of support staff had attended non-school based INSET or other education and training relevant to their post. Only just over a quarter had attended education or training leading to a qualification in the previous two years. There was little sign that attendance at training and INSET had increased over the past two years between waves.*
- *Support staff in special schools were most likely to have attended school based INSET, other education or training relevant to their posts, and more likely to have attended education and training leading to a qualification in the previous two years. Secondary support staff were least likely to have attended school based INSET*
- *Special school teachers were most likely to have had training and development to help them work with support staff, and were more positive about training they had received and training and/or development opportunities available to help them work with support staff in the classroom.*
- *TA equivalent staff and pupil welfare staff were more likely to have attended school based INSET, non school based INSET and other courses. Other pupil support, facilities, and site staff were the least likely to have attended school based INSET, non school based INSET and other courses.*
- *The majority of teachers had not had training to help them work with support staff in classrooms, even though the number of teachers involved in training support staff themselves had increased from 40% to 50% at Wave 2. Half of the teachers were positive about the training received, but 16% were negative. Teachers in special schools were most positive about the training they had received. Teachers were even less positive about the training and/or development opportunities available to help them work with support staff in the classroom. Again special school teachers were more positive. Along with findings on the lack of planning and feedback time(see below), results suggest that much still needs to be done in terms of preparing teachers for working with support staff, especially in mainstream schools.*
- *Most of the training and development provided by teachers for support staff was actually informal support on the job. Just over half took part in formal sessions, e.g., INSET days, and this was more likely to be done by special school staff. Slightly fewer staff were involved in coaching and mentoring schemes.*
- *The majority of teachers not involved in training or developing support staff, would have found being involved with training or development of support staff useful.*

- *Only a third of the teachers who were line managers of support staff had received training or development to help them with this role and only half rated this training and development as useful. Only a quarter were satisfied with training and/or development opportunities with regard to their role as a line manager of support staff, and a further 30% were dissatisfied, indicating that this is an area that could also benefit from attention.*

3.10 Supporting pupils and teachers

3.10.1 Nature of support staff roles: supporting pupils and teachers

In the SSQ two questions were asked concerning the amount of time spent supporting pupils and supporting teachers. As said in the Wave 1 report, the two types of support can be connected in that support for pupils can also represent support for teachers, and vice versa. They are also not exhaustive in the sense that some staff may be engaged in other administrative and pedagogical activities not directly connected to supporting pupils or teachers. However, the distinction drawn is important when distinguishing direct support for pupils, e.g., when interacting with pupils in class, from indirect support through support provided for teachers, e.g., through taking on administrative tasks. This was a distinction found important in previous research (Blatchford, Bassett and Brown, 2005). As at Wave 1, both of these were assessed on a five point scale, with support ‘all the time’ at one extreme and no support at the other extreme. Figures 2 to 5 give results for Wave 2 for all staff and also differences between England and Wales, school type, support staff categories.

At Wave 1 over a third (38%) of support staff spent all their working time directly supporting pupils (this increased to 56% for all or most of the time). This was slightly less by Wave 2 (32% for all, 49% for all plus most of the time). Just 15% of staff spent all or most of their time directly supporting teachers in Wave 2 compared to 19% at Wave 1. At both Wave 1 and Wave 2 a third (32% and 36%) of respondents spent no working time supporting pupils, and slightly more (40% and 44% for Waves 1 and 2) no time supporting teachers.

There are no significant differences between Wave 1 and 2 for either supporting pupils or supporting teachers.

Figure 2 - How much of your time do you spend directly supporting pupils (by support staff category) [Wave 2]

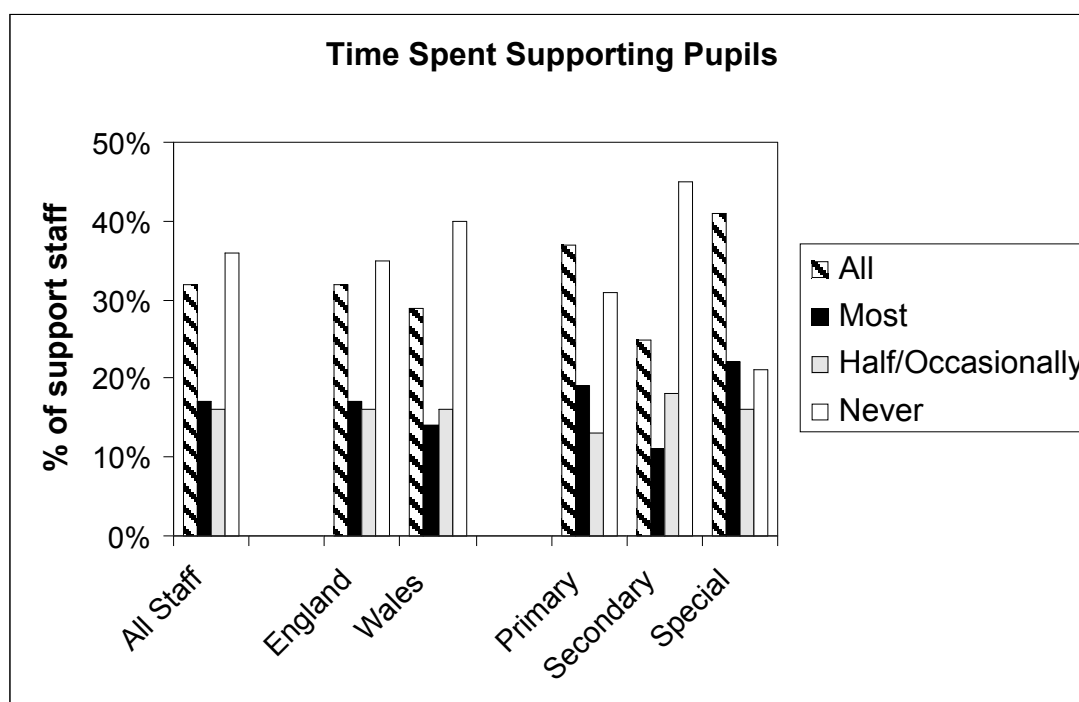
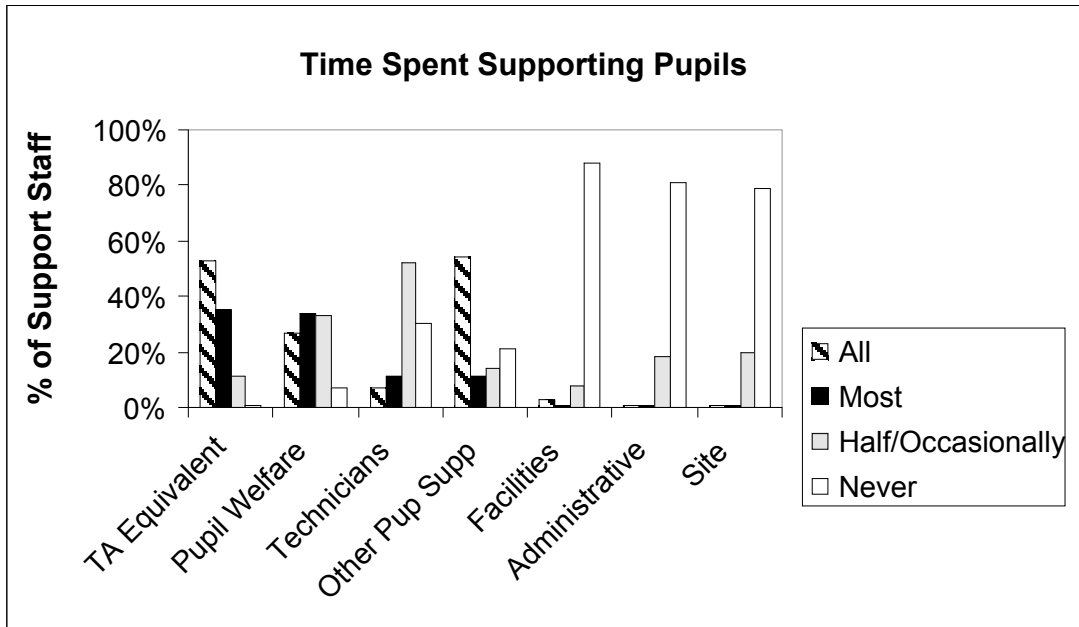


Figure 3 - How much of your time do you spend directly supporting pupils (by support staff category) [Wave 2]



As expected, this picture varied between categories of support staff. Figure 3 shows that other pupil support and TA equivalent support staff spent much more time than other support staff groups directly supporting pupils all or most of the time (54% and 53% respectively). Conversely, facilities, administrative and site staff spent very little time directly supporting pupils.

Figure 4 - How much of your time do you spend directly supporting teachers (all staff, and by country and school phase) [Wave 2]

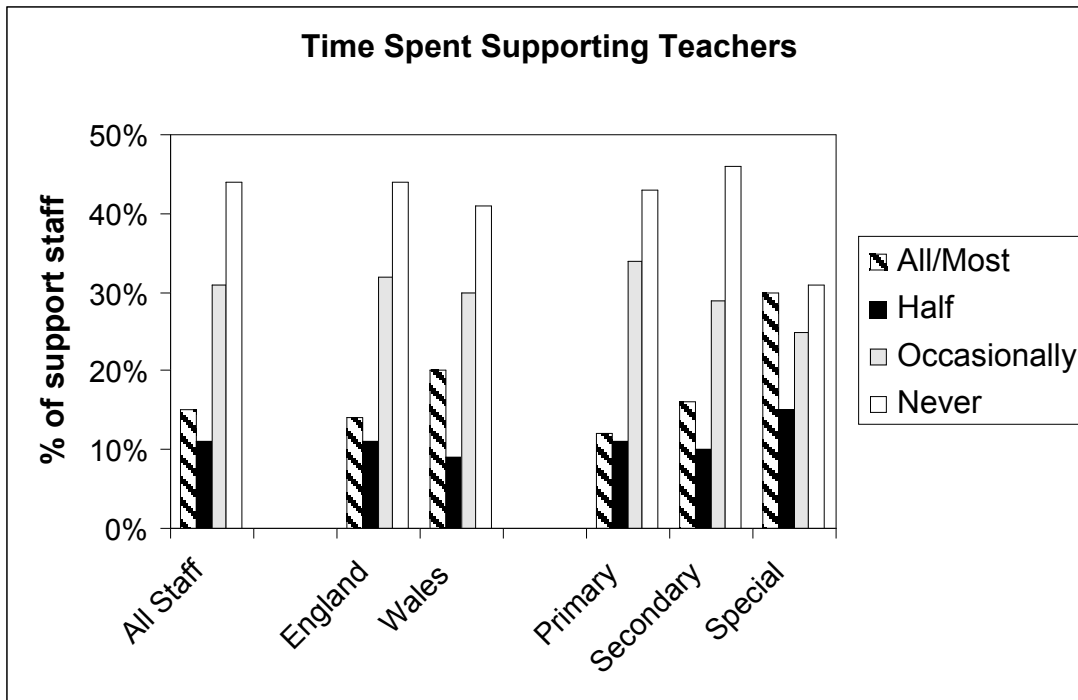


Figure 5 - How much of your time do you spend directly supporting teachers (by support staff category) [Wave 2]

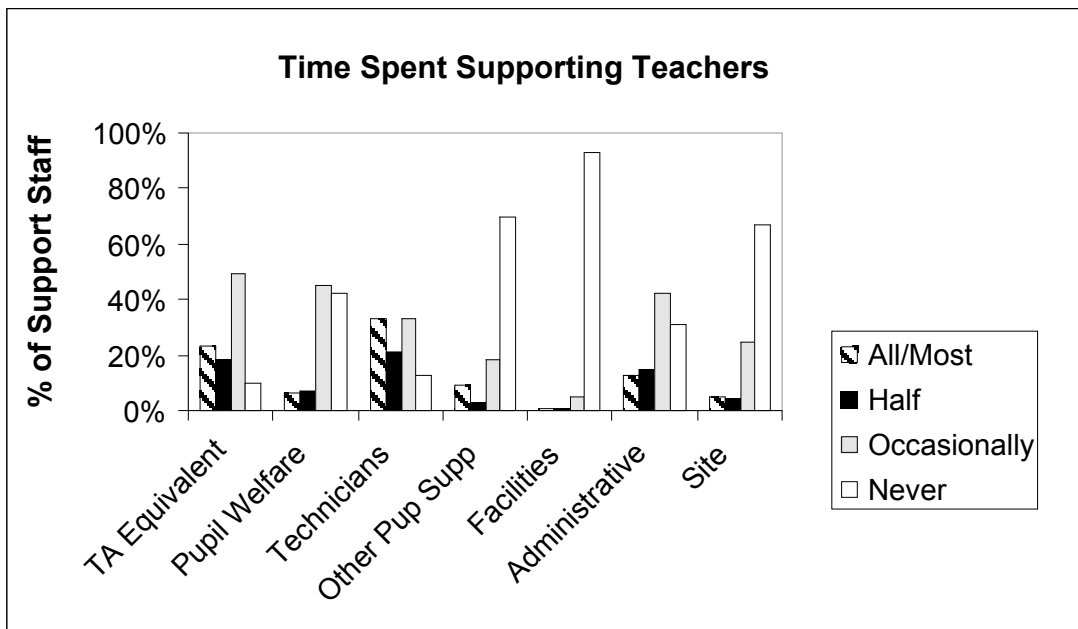


Figure 5 shows that TA equivalent support staff were also more likely than other support staff to directly support teachers (29% and 23% for Wave 1 and 2, all or most of the time), but by Wave 2 technicians spent the most time supporting teachers (up from 26% at Wave 1 to 33% at Wave 2, all or most of the time). Technicians along with administrative staff were the only categories of support staff that spent noticeably more time supporting teachers than pupils.

As at Wave 1, far more support staff in special schools and primary schools spend all or most of their time supporting pupils (63% and 56% for special and primary schools respectively) compared to secondary schools (36%). Support staff in special schools were also more likely to support teachers (30% all and most of the time), compared to secondary and primary schools (16% and 12% respectively). As at Wave 1, therefore, the low figure for secondary schools in terms of supporting pupils is not accounted for by a high figure for supporting teachers. It seems that support staff in secondary schools are therefore spending less time overall directly supporting teachers and pupils, presumably engaging in other kinds of support activities. As at Wave 1 staff in special schools therefore spent more time supporting pupils and teachers than in secondary and primary schools. This to some extent is likely to reflect the higher number of classroom based staff in special schools, though it is also likely to reflect the greater support needed by pupils in special schools.

3.10.2 Amount of contact between teachers and support staff

Support provided for teachers can also be examined in a different way. A basic question in the TQ asked teachers to tick the post titles of support staff who had worked with them or for them during the previous week. The same question was asked in Wave 1. Results in Table 20 show the percentage of teachers who had contact with each support staff category during the last week.

Table 20 - Members of support staff who have worked with teachers or for teachers during the last week (Responses from individual post titles were combined. Figures represent the number (and percentage) of teachers working with one or more members of each support staff category.)

	Primary Number (%)	Secondary Number (%)	Special Number (%)	All schools Number (%)
TA equivalent - w1	1122 (97%)	339 (78%)	204 (96%)	1681 (92%)
- w2	810 (99%)	238 (86%)	196 (99%)	1247 (96%)
Pupil welfare - w1	108 (9%)	110 (25%)	75 (35%)	296 (16%)
- w2	144 (18%)	97 (35%)	110 (56%)	351 (27%)
Technicians - w1	320 (28%)	263 (61%)	91 (43%)	680 (37%)
- w2	289 (35%)	208 (75%)	115 (58%)	615 (47%)
Oth Pupil Supp - w1	445 (38%)	142 (33%)	95 (45%)	693 (38%)
- w2	504 (62%)	149 (54%)	119 (60%)	774 (60%)
Facilities - w1	409 (35%)	154 (35%)	87 (41%)	657 (36%)
- w2	462 (56%)	117 (42%)	129 (66%)	710 (55%)
Administrative - w1	577 (50%)	300 (69%)	124 (58%)	1013 (55%)
- w2	555 (68%)	210 (76%)	150 (76%)	917 (71%)
Site - w1	361 (31%)	152 (35%)	94 (44%)	613 (34%)
- w2	520 (63%)	144 (52%)	139 (71%)	804 (62%)

Key: w1 = Wave 1, w2 = Wave 2

Overall, teachers have experienced much more contact with support staff in Wave 2 compared to Wave 1. This is particularly marked in some of the support staff categories, particularly those with whom they had previously not had much contact. Contact with pupil welfare staff had increased from 16% to 27%, technicians from 37% to 47%, other pupil support staff from 38% to 60%, facilities staff from 36% to 55%, administrative staff from 55% to 71% and site staff from 34% to 62%. The amount of contact with TA equivalent staff had not increased much (from 92% to 96%), but teachers already had a good deal of contact with them. These results give a general but clear indication of the huge increase in day to day contact between teachers and all types of support staff, which has accompanied the increase in support staff numbers shown above.

Key findings

- *Just over a half of support staff spent all or most of their working time directly supporting pupils, compared to 15% of staff who spent all or most of their time directly supporting teachers. A third of staff spent no working time supporting pupils, and slightly more spent no time supporting teachers.*
- *Other pupil support and TA equivalent support staff spent most time directly supporting pupils. Conversely, facilities, administrative and site staff spent very little time directly supporting pupils. TA equivalent support staff were most likely to directly support teachers, but technicians spent the most time supporting teachers.*
- *Technicians and administrative staff were the only categories of support staff that spent noticeably more time supporting teachers than pupils.*
- *As at Wave 1, staff in special schools spent more time supporting pupils and teachers than in secondary and primary schools.*
- *Secondary school support staff were less likely to support pupils, when compared with their counterparts at primary level.*
- *The results indicate that teachers have experienced much more contact with support staff in Wave 2 compared to Wave 1.*

3.11 Planning and feedback time between teachers and support staff

Teachers were asked if they have feedback and planning time together with support staff working in their classroom. If so, teachers were asked to indicate if the support staff were paid for this time.

3.11.1 Planning time

Table 21 - Do teachers and the support staff they work with in the classroom have allocated planning time together? If so, do these support staff get paid for this planning time?

	Allocated Planning Time		Paid for Planning Time	
	Wave 1	Wave 2	Wave 1	Wave 2
All staff	435 (25%)	397 (34%)	324 (85%)	286 (84%)
England	392 (26%)	354 (34%)	294 (86%)	267 (86%)
Wales	43 (20%)	42 (30%)	30 (81%)	18 (62%)
Primary	293 (26%)	261 (34%)	209 (82%)	176 (80%)
Secondary	38 (9%)	13 (6%)	32 (94%)	9 (90%)
Special	104 (50%)	122 (64%)	83 (92%)	100 (92%)

The results (Table 21) showed that only 34% of teachers said they had planning time with the support staff working in their classroom. This figure varied by school phase, with planning time most common in special schools (64%) and much less likely in secondary schools (6%). The majority of support staff with allocated planning time were paid for this time, though the number paid had not increased from Wave 1 to 2.

When teachers from all school phases were considered together, there was a rise in planning time from Wave 1 to Wave 2. In line with the general results, there was a rise in planning time for teachers in primary and special schools, but it is noticeable that despite there being far less planning time in secondary schools at Wave 1, if anything this had reduced still further by Wave 2 (from 9% to 6%).

As at Wave 1, planning time was divided between allocated time during non-contact time within the timetabled teaching time (primary schools less than secondary and special schools), time within school sessions (secondary schools less than primary and special schools), and other time before or after school when the support staff were paid.

In an open question the teachers were asked - if they did not have allocated planning time - how and when they planned with support staff. For the 728 teachers who commented (56%) the lack of time available for planning was a constant issue: 29% of them said that planning had to be done before or after school and 28% stated that it was done during breaks and at lunch times. In both these situations it was often commented upon that this was done in the support staff and teachers' own time. In addition, for many of the teachers their only shared planning opportunities were before or after the lessons or sessions (10%) and in some cases during lessons (14%). Some teachers (17%) said that they used written notes in the form of lesson plans, planning folders or

communication books. Most of these written notes (85 teachers) were used in conjunction with discussions, but 40 teachers appeared to rely solely on written forms of communication with no mention made at all about the possibility of discussing the contents. Some teachers (16%) said that the planning was done on an ‘*ad hoc*’ basis such as in corridors, in ‘snatched moments’ or in passing, whilst a minority (8%) of the teachers said that they did not plan with the support staff at all.

3.11.2 Feedback time

Table 22 - Do teachers and the support staff they work with in the classroom have allocated feedback time together? If so, do these support staff get paid for this feedback time?

	Allocated Feedback Time		Paid for Feedback Time	
	Wave 1	Wave 2	Wave 1	Wave 2
All staff	330 (19%)	338 (29%)	232 (84%)	208 (84%)
England	287 (17%)	296 (28%)	207 (87%)	190 (85%)
Wales	43 (21%)	42 (30%)	25 (67%)	18 (72%)
Primary	204 (18%)	207 (27%)	135 (80%)	112 (77%)
Secondary	28 (7%)	14 (6%)	18 (78%)	7 (88%)
Special	98 (47%)	117 (61%)	79 (94%)	89 (94%)

Perhaps the most marked trend was for allocated feedback time to have increased from Wave 1 to 2 (see Table 22). However, there were still less than 30% of teachers at Wave 2 who had allocated feedback time. A majority of support staff were paid for this time if it did take place, but again this had not increased from Wave 1 to 2. As with planning time, feedback time was more prevalent in special schools (61%), and far less in secondary schools (6%). Moreover, there was an increase from Wave 1 to Wave 2 in feedback time for primary and special schools, but no change over time for secondary schools. As with planning time, feedback was conducted during non contact time within the timetable (secondary schools most), other time in school session (special schools least) and before or after school when staff were paid (secondary schools least).

As with the question on planning time, teachers were asked - if did they not have allocated feedback time together - how and when they and support staff feedback to each other? This time 789 teachers commented. As with planning, feedback happened because support staff were willing to work in their own time: 42% said that feedback was given during breaks and / or lunch times and 23% said that time before and after school was used. As with planning, for some teachers (24%) feedback was exchanged on an *ad hoc* basis, finding time as and when both members of staff happened to be available, whether it be in corridors, during lessons or at lunch. 15% of teachers reported that feedback took place either before or after lessons and 20% relied on the feedback being given at some point during the lessons themselves. A minority (5%) said that they never or very rarely exchanged any feedback, or that it was very brief and in passing.

3.11.3 Other allocated time together?

Results for whether teachers and support staff had other forms of allocated time together were similar to feedback and planning time, and to Wave 1. Most teachers did not have other allocated time together with support staff. There was more in special schools and least in secondary schools. Most support staff were paid for this time, more in England than Wales.

In response to an open question concerning what they used other allocated time for, about a quarter of the 49 teachers who replied used the time for more than one purpose. The majority (65%) used it for discussing pupils, including progress, behaviour strategies, and social and emotional needs, 22% were not specific about the purpose of the time but mentioned that it was for ‘communication’ or ‘dissemination’, whilst another 22% said that the time was used for discussing issues to do with the school, department, faculty or year group. A further 12% of the teachers used the time to work on pupils’ Individual Educational Plans (IEPs), reports or Foundation Stage Profiles, whilst for 14% of the respondents the time was used for the benefit of the support staff concerned, that is, on performance management, training and professional development.

Key findings

- *As at Wave 1, most teachers do not have allocated planning or feedback time with support staff they work with in the classroom. This is in line with most other studies and all point to this as a factor undermining good practice.*
- *Once again secondary schools stand out in having less planning and feedback time. While both forms of communications between teachers and support staff have increased between Wave 1 and 2, this has not happened in secondary schools.*

3.12 Support staff satisfaction with their jobs

As with Wave 1 we asked support staff two general questions, one about their satisfaction with their posts, and one about how much they felt the school appreciated their work. However, in Wave 2 we asked additional questions in order to obtain a more detailed account of their satisfaction with different facets of their post. Results are presented below in graphical form and in tabular form in Appendices 3 to 9.

3.12.1 Job satisfaction

Staff were asked to give their level of satisfaction on a 5 point scale from very satisfied to very dissatisfied (see Figures 6 and 7).

Figure 6 - In general, how satisfied or dissatisfied are you with your job (all staff, and by country and school phase)? [Wave 2]

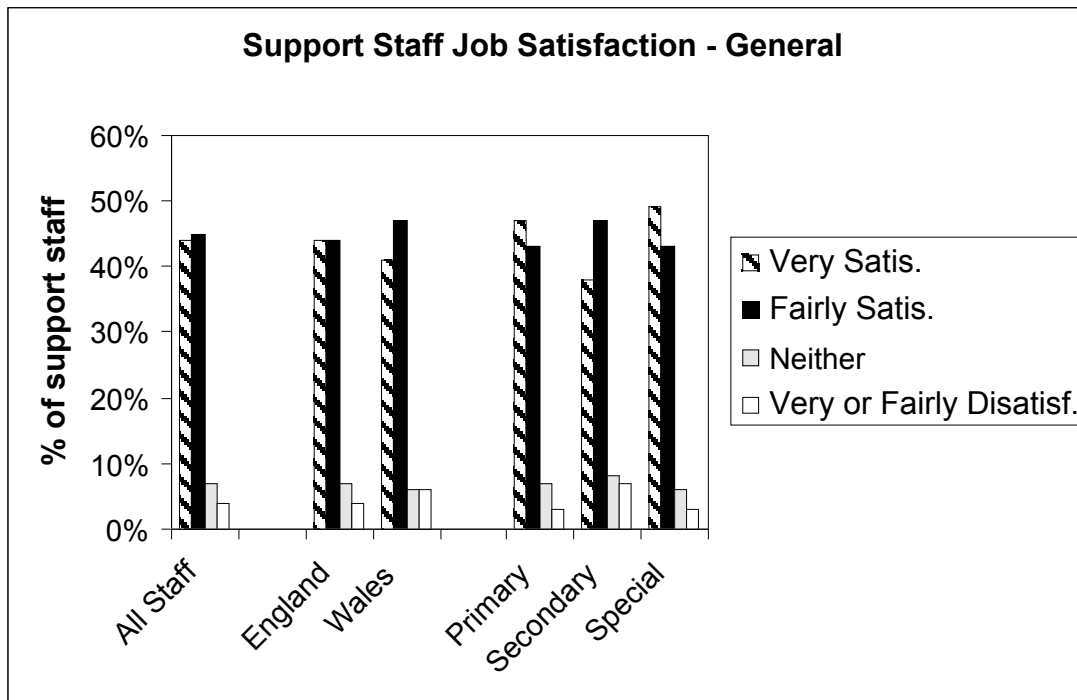
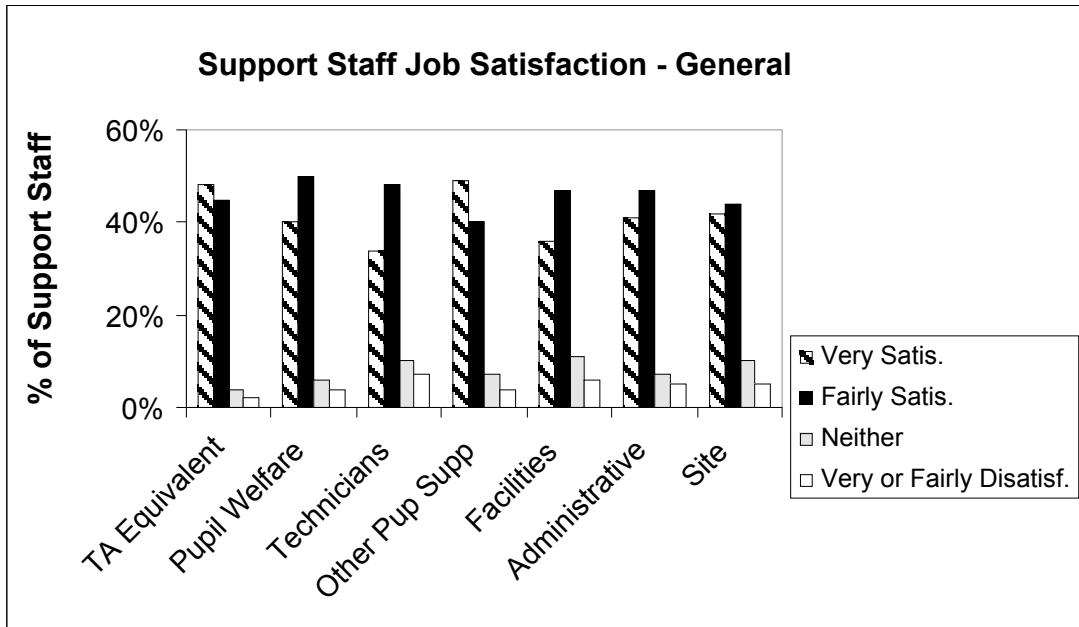


Figure 7 - In general, how satisfied or dissatisfied are you with your job (by support staff category)? [Wave 2]



Overall, staff were positive about their posts with 89% either very or fairly satisfied with their posts. Few staff were dissatisfied with their job, and for the purposes of presentation, the fairly dissatisfied and very dissatisfied categories were combined. Statistical analyses indicated no significant difference between Waves 1 and 2 in the general satisfaction of staff. Staff in secondary schools were relatively less likely to be satisfied (85% vs. 93% for primary schools and 92% in special schools) and relatively more dissatisfied (7% vs. 3% for primary and special schools). Technicians and facilities staff were the least likely to give the most positive ratings (34% and 36%).

3.12.2 School appreciation of their work

The second general question asked how much support staff felt the school appreciated their work. Level of appreciation was measured on a 5-point scale, from a score of 1 (not at all) to a score of 5 (very much). There were few low appreciation scores (i.e., ratings of 1 and 2) and so these were combined.

Figure 8 - How much school appreciates support staff work (all staff, and by country and school phase) [Wave 2]

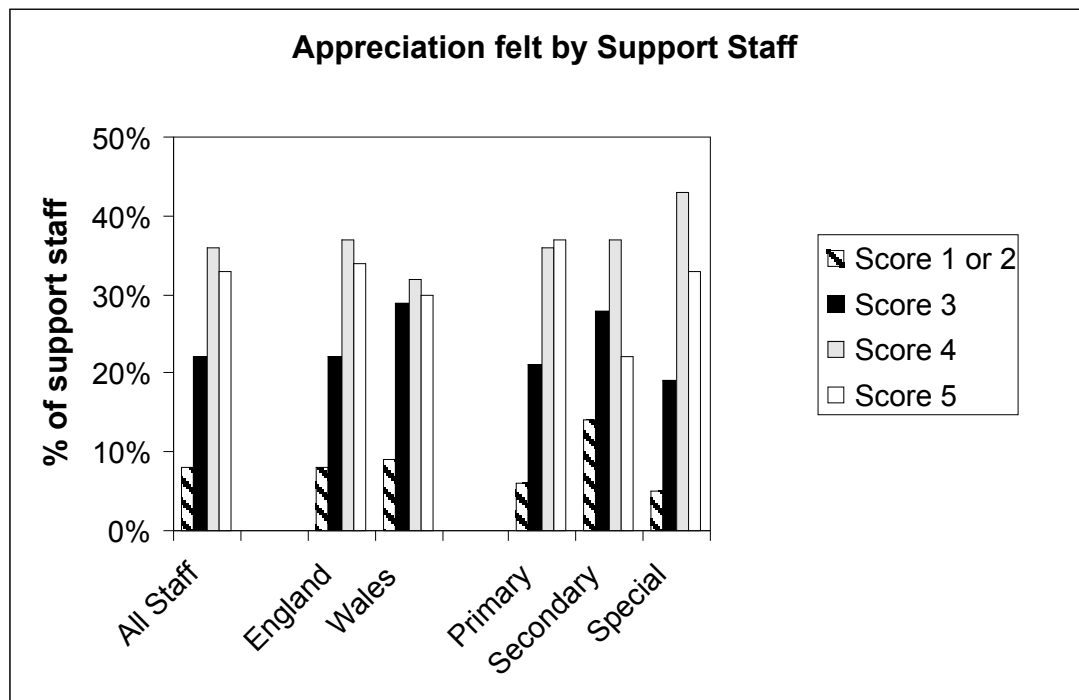
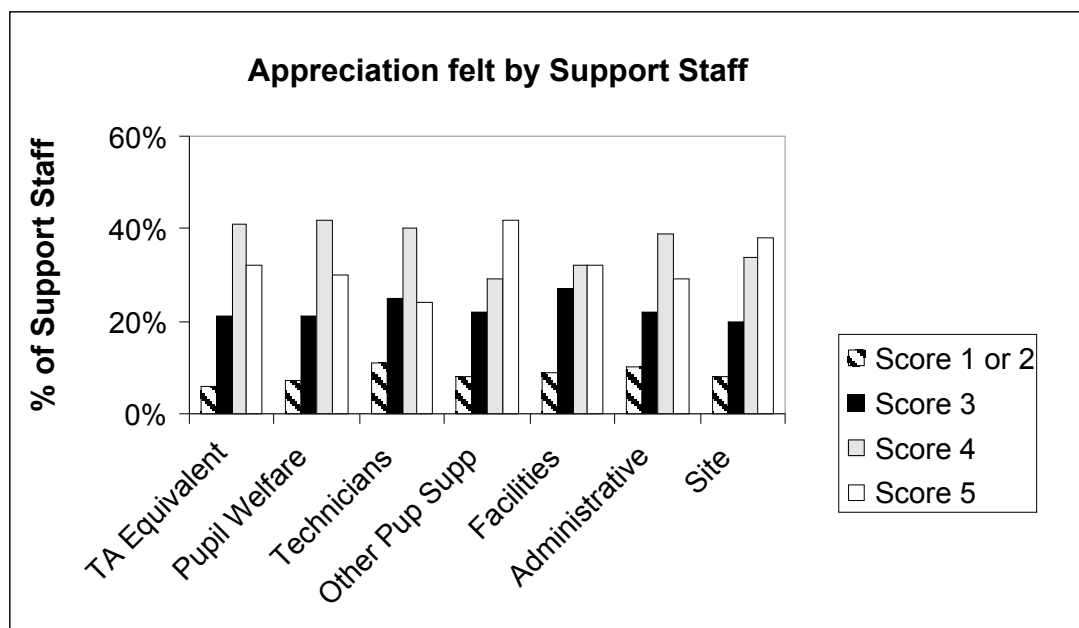


Figure 9 - How much school appreciates support staff work (by support staff category) [Wave 2]

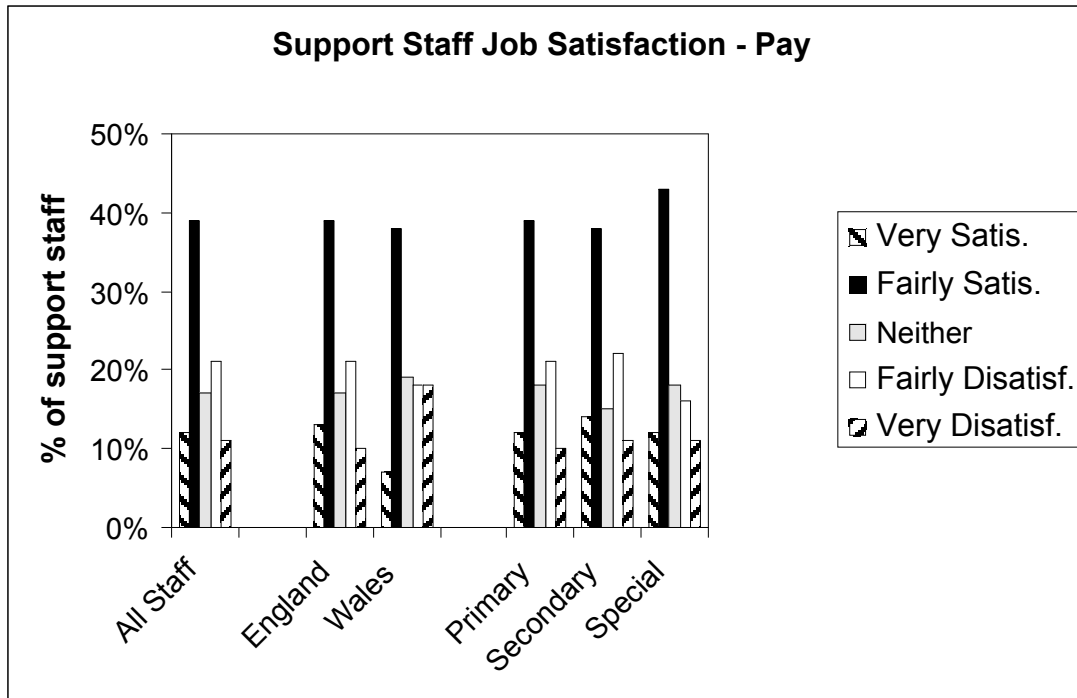


The results (see Figures 8 and 9) indicated that staff were positive about how much schools appreciated their work, with 69% choosing the two most positive ratings (4 and 5). However, this still leaves 31% who gave a neutral rating (3 - 22%) and 8% who actually felt that the school did not appreciate their work (ratings of 1 or 2). The analyses indicated that staff felt slightly but significantly less appreciated in their job in Wave 2 than in Wave 1. Secondary school support staff

felt noticeably less appreciated than staff in primary schools and special schools (59% vs. 73% and 76%). TA equivalent, pupil welfare, other pupil support and site staff were most likely to feel schools appreciated their work (ratings of 4 and 5: 73%, 72%, 71% and 72% respectively), while technicians and administrative staff felt relatively unappreciated (ratings of 4 and 5: 64% and 68%). These results are very similar to Wave 1.

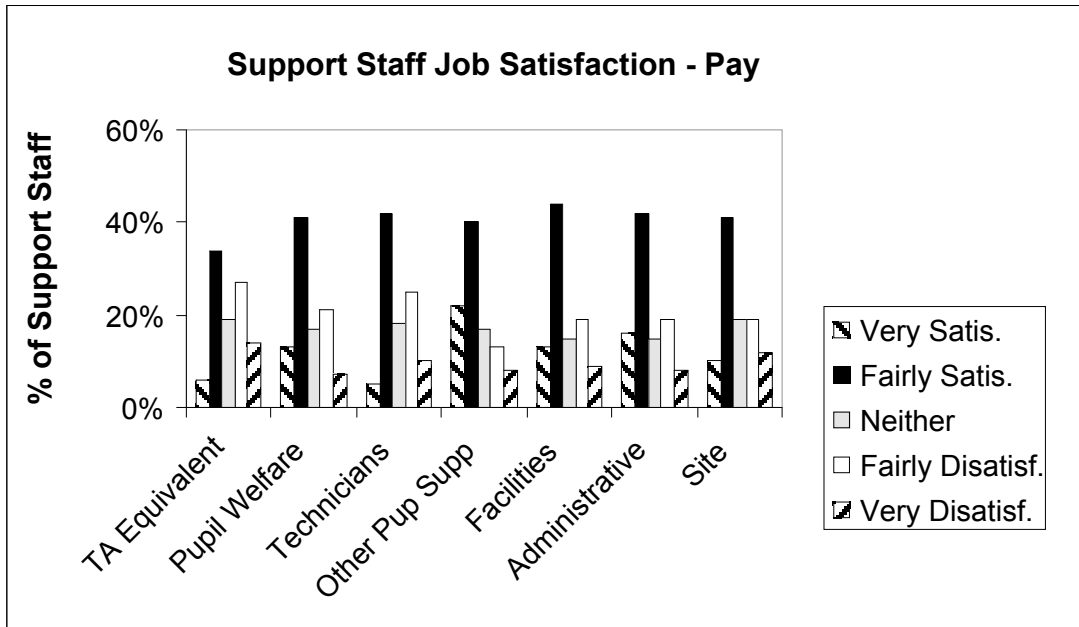
3.12.3 Satisfaction with their pay

Figure 10 - How satisfied or dissatisfied are you with your pay (all staff, and by country and school phase)? [Wave 2]



In comparison with ratings of satisfaction with other facets of their posts, it is clear that staff are much less satisfied with their rates of pay. Results are shown in Figures 10 and 11. Overall, just over a half of support staff (51%) were satisfied with their pay and of these just 12% were very satisfied. A third 32% were dissatisfied with their pay. TA equivalent and technicians were the least satisfied (42% and 47% respectively) and the most dissatisfied with their pay (41% and 35%). Other pupil support staff were the most satisfied with their pay (62% satisfied overall, and a quarter of these (22%) were very satisfied)

Figure 11 - How satisfied or dissatisfied are you with your pay (by support staff category)?
[Wave 2]



3.12.4 Satisfaction with their contract and conditions of employment

Overall, a high number of staff (79%) were satisfied with their contract and conditions of employment, while 9% were dissatisfied (see Figures 12 and 13). Site staff and technicians were the least likely to say they were very satisfied (26% and 25%), while other support staff were the most likely to say they were very satisfied (44%).

Figure 12 - How satisfied or dissatisfied are you with your contract and conditions of employment (all staff, and by country and school phase)? [Wave 2]

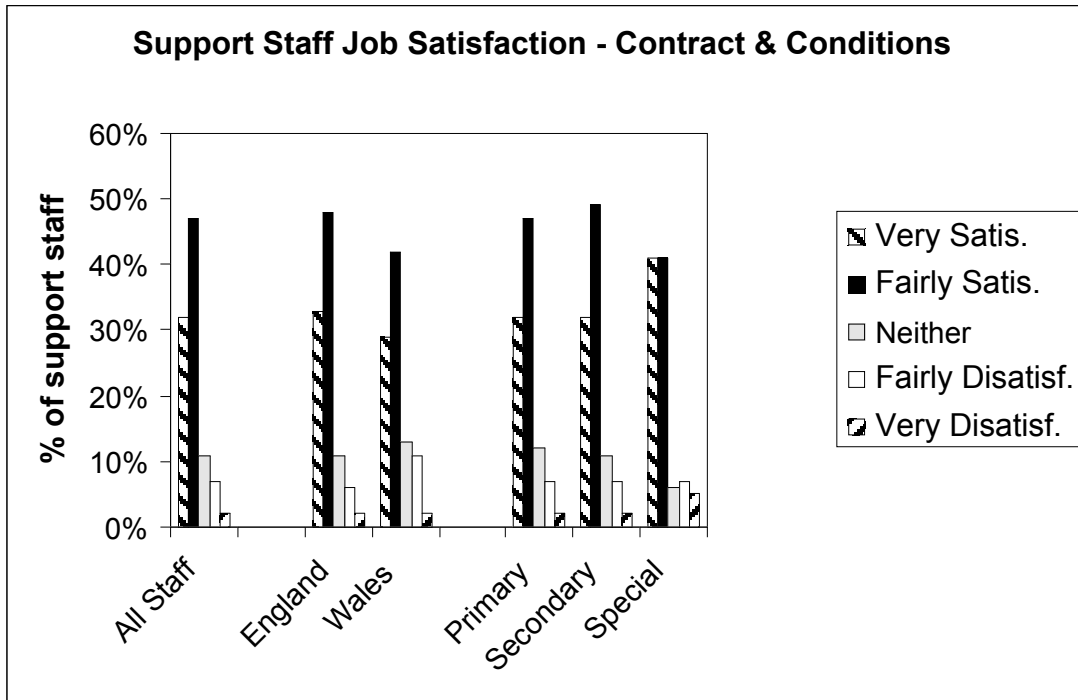
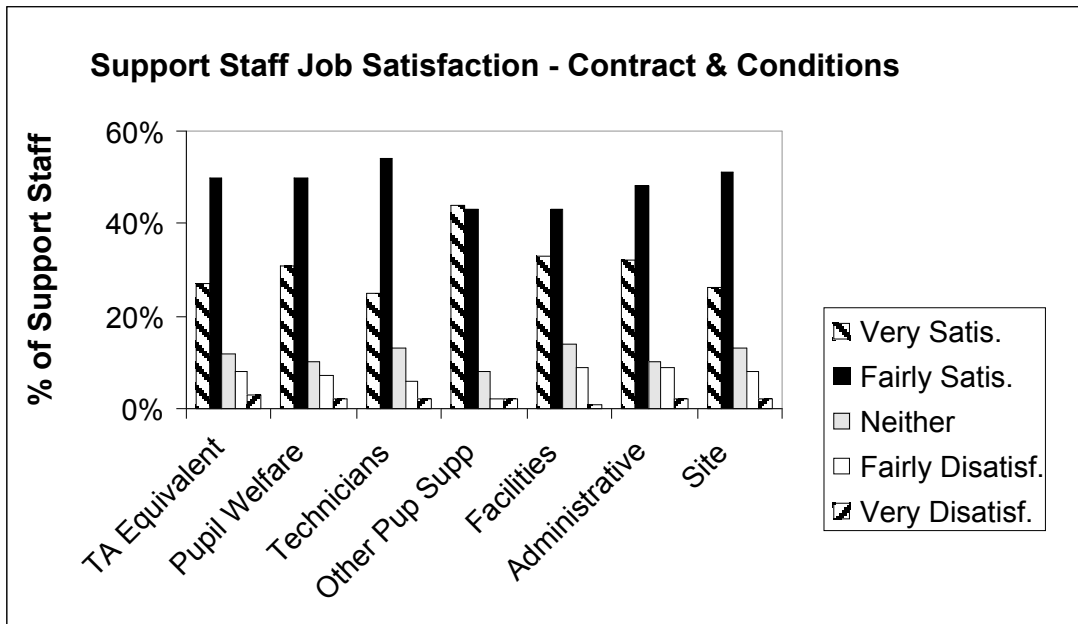


Figure 13 - How satisfied or dissatisfied are you with your contract and conditions of employment (by support staff category)? [Wave 2]



3.12.5 Satisfaction with the working arrangements for their post

This question addressed staff satisfaction with aspects such as line management, job descriptions, and appraisal arrangements.

Figure 14 - How satisfied or dissatisfied are you with the working arrangements for your post (all staff, and by country and school phase)? [Wave 2]

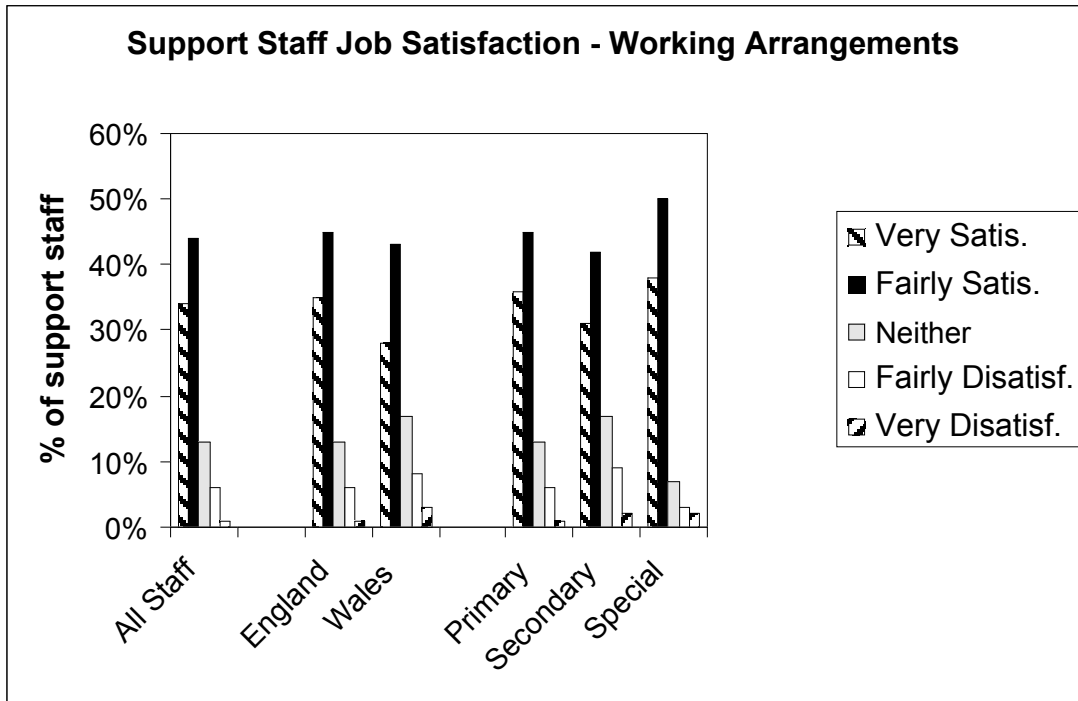


Figure 15 - How satisfied or dissatisfied are you with the working arrangements for your post (by support staff category)? [Wave 2]



It can be seen in Figures 14 and 15 that 78% were either very or fairly satisfied with working arrangements for their post, and only 8% were dissatisfied. Fewer staff in secondary schools were satisfied than in primary schools and especially special schools (73% vs. 81% in primary and 88% in special schools).

Other pupil support staff were again the most likely to say they were very satisfied (43%) and pupil welfare and technicians less like to say they were very satisfied (29% and 28%).

3.12.6 Satisfaction with training and development that they have received for their role

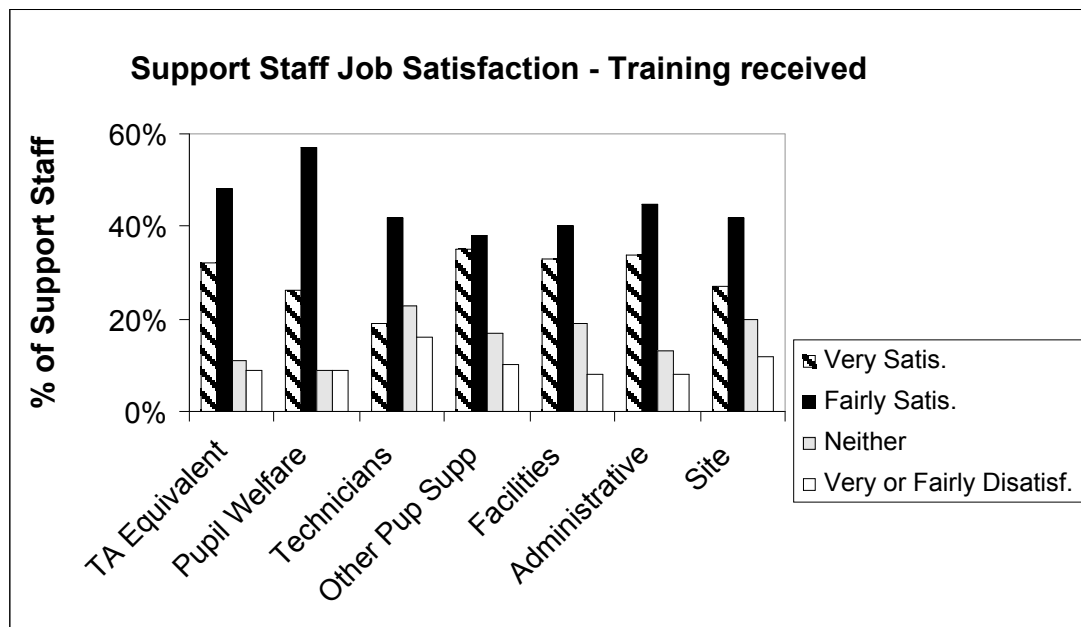
Overall, 76% of staff said they were satisfied with training and development received for their role (see Figures 16 and 17). Staff in special school were most satisfied (85%) and staff in secondary schools least satisfied (72%) with training received (primary 77%). There were large differences between support staff categories. TA equivalent and pupil welfare staff were relatively satisfied with the training and development they received (80% and 83%) while technicians were noticeably less likely to say they were satisfied (61%).

Figure 16 - To what extent are you satisfied or dissatisfied with any training and development that you may have received for your role (all staff and by country and school phase)? [Wave 2]



Note: For the purposes of analysis, respondents not receiving any training or development were omitted from the analysis]

Figure 17 - To what extent are you satisfied or dissatisfied with any training and development that you may have received for your role (by support staff category)? [Wave 2]



3.12.7 Satisfaction with any training and development opportunities available to them

Figure 18 - To what extent are you satisfied or dissatisfied with any training and development opportunities available to you (all staff, and by country and school phase)? [Wave 2]

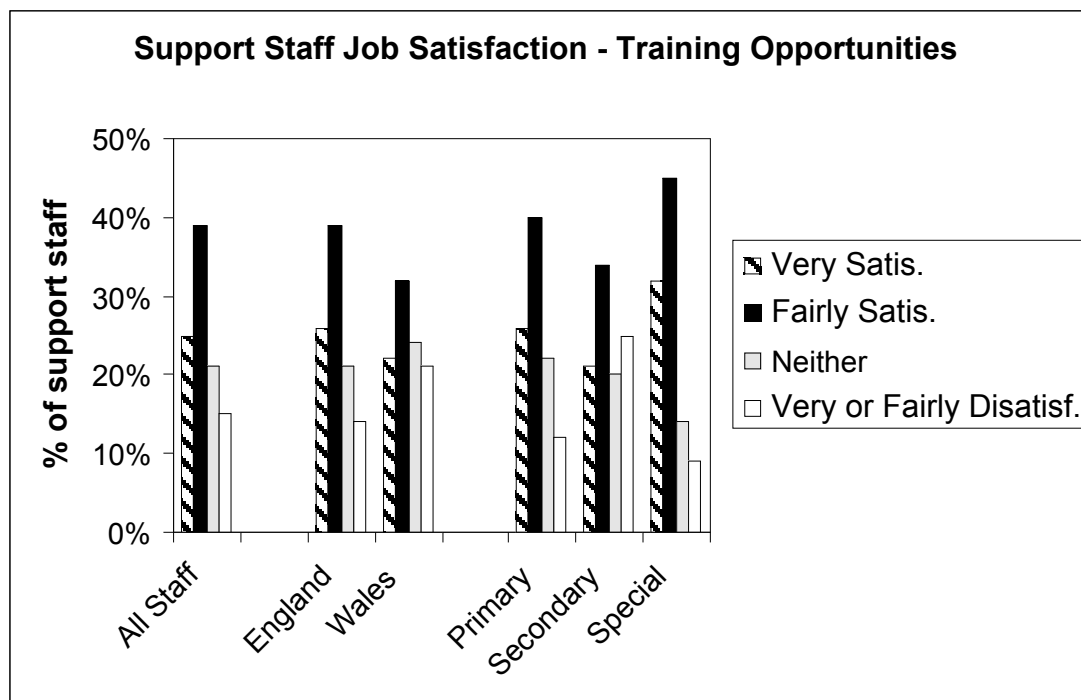


Figure 19 - To what extent are you satisfied or dissatisfied with any training and development opportunities available to you (by support staff category)? [Wave 2]



An allied but different question concerned training and development opportunities available to staff (rather than that received). About two thirds (64%) were satisfied with training and development opportunities available while 15% were not (see Figures 18 and 19). A relatively high number were neither satisfied or dissatisfied (21%) perhaps indicating that they had not given this question much thought before, or were not aware of the situation in their school. However, it was very noticeable that staff in secondary schools were far less satisfied (55% satisfied) than staff in primary schools (66%) and especially staff in special schools (79%) who therefore again seemed much happier with opportunities available to them. TA equivalent and pupil welfare staff were the most satisfied (73% and 72%) while technicians, site and facilities staff were the least satisfied (42%, 53% and 58%).

Key findings

- *Support staff were generally positive about their level of job satisfaction and how much they felt appreciated by their school, though it is worrying that the extent to which they felt appreciated by schools had declined between Wave 1 and 2.*
- *There were high rates of satisfaction with their contracts and conditions of employment (79% satisfied overall), working arrangements (78%), and training and development they had received in their role (76%). There was less satisfaction with training and development opportunities available to them (64% satisfied overall) and still less with their pay (51%) A third of staff were dissatisfied with their pay.*

- *Staff in secondary schools were relatively less satisfied across all factors than those in primary and special schools.*
- *Other pupil support staff were noticeably the most satisfied with their posts. TA equivalent staff and pupil welfare staff were also relatively satisfied relative to other categories. Technicians showed consistently the lowest levels of satisfaction.*

3.13 Impact of support staff on teachers' workloads, job satisfaction and levels of stress

The main research on the impact of support staff on pupils and teachers will be undertaken in Strand 2 of the research. However, in Strand 1 it was possible to obtain information on several aspects of the impact of support staff.

3.13.1 Extent and timing of transfer of administrative tasks

First, by way of background, results from the MSQ are presented on the extent and timing of the transfer of administrative tasks. Schools were asked to what extent administrative tasks included in the NA had transferred from teachers to support staff since January 2003. It can be seen in Table 23 that this had occurred in about two thirds of schools (61%) and that in a quarter more schools (26%) the transfer was in progress. About 1 in 10 schools (11%) indicated that the transfer was partial and that they would not be making any more changes. A very small number (2%) had not transferred tasks at all.

Table 23 - Extent of transfer of administrative tasks

	Completely N (%)	Partially - In progress N (%)	Partially - No more changes N (%)	Not at all N (%)
All schools	1246 (61%)	531 (26%)	218 (11%)	33 (2%)
England	1123 (63%)	447 (25%)	188 (21%)	27 (2%)
Wales	123 (51%)	84 (35%)	30 (19%)	6 (3%)
Primary	834 (63%)	298 (22%)	175 (13%)	21 (2%)
Secondary	288 (61%)	170 (36%)	11 (2%)	2 (<1%)
Special	124 (54%)	63 (28%)	32 (14%)	10 (4%)

Respondents were asked to note the time period in which most of the transfer of administrative tasks in the school took place. These results need to be set in the context of the NA. It was in the first phase of the NA in 2003 that teachers were no longer to carry out administrative tasks. Consistent with this timetable, it can be seen in Table 24 that two thirds overall (68%) said that most transfer of tasks took place either between September 2003 and August 2004 (31%) or between September 2004 and August 2005 (37%). However, consistent with the open ended responses from the Wave 1 MSQ, a sizeable minority had already transferred tasks before August 2003 (24%).

Table 24 - The time period in which most of the transfer of administrative tasks in the school took place. Number (%) of schools

	All schools N (%)	Primary N (%)	Secondary N (%)	Special N (%)
Before Jan 03	256 (13%)	171 (13%)	49 (11%)	36 (16%)
Jan 03 - Aug 03	214 (11%)	165 (13%)	28 (6%)	21 (10%)
Sep 03 - Aug 04	626 (31%)	440 (34%)	126 (27%)	60 (27%)
Sep 04 - Aug 05	737 (37%)	444 (34%)	223 (48%)	70 (32%)
Sep 05 - Dec 05	122 (6%)	69 (5%)	33 (7%)	20 (9%)
In future	39 (2%)	18 (1%)	6 (1%)	15 (7%)

3.13.2 Impact on routine administrative and clerical tasks

A more detailed method of assessing the impact of support staff on teachers was to see how many of the routine administrative and clerical tasks had been transferred from teachers, especially given that Phase 1 of the National Agreement required that these tasks be transferred to support staff from September 2003. In the TQ, teachers were presented with a list of 26 routine and clerical tasks and asked them to say for each task which they still performed themselves, which were performed by other staff, and to also give the post title of the staff now carrying out the tasks.

This was also conducted at Wave 1, where it was found that most tasks were still performed by the teachers. At Wave 1 those tasks most likely to be done by the teacher (more than 60% of teachers) were record keeping, filing, classroom display, processing exam results, collating pupil reports, administering work experience, administering examinations, ordering supplies and equipment, stocktaking, cataloguing, preparing equipment and materials, minuting meetings, coordinating and submitting bids, seeking personnel advice, managing pupil data and inputting pupil data. By Wave 2 there was a major change with most tasks not now being performed by teachers. The drop in numbers of teachers now performing these tasks was in many cases very marked, with a number more than halving (see Table 25). Only record keeping, classroom displays, administering and invigilating examinations, and giving personal advice were still mostly done by teachers (i.e. more than 60% of teachers).

As mentioned in Wave 1, even these results may underestimate the impact of support staff in that tasks may still be performed or directed by teachers, but they may have passed some or most aspects on to support staff. In this sense teachers may still be associated with some tasks such as classroom displays, but through organising them rather than carrying out all the work themselves.

Teachers were also asked to note which of these tasks were now performed by other staff. As would be expected, to a large extent results showed the converse picture to that just described. In contrast to Wave 1, most tasks were now performed by other staff (see Table 25). Those that were performed by other staff (more than 60%) were collecting money, chasing absences, bulk photocopying, producing class lists, analysing attendance figures, processing exam results, administering work experience, administering teacher cover, ICT trouble shooting, commissioning new ICT equipment, stocktaking, preparing/maintaining equipment, minuting meetings, and inputting pupil data.

Table 25 - Administrative tasks carried out by teachers and support staff.

Num	Task	Performed by yourself		Performed by others	
		Wave 1 N (%)	Wave 2 N (%)	Wave 1 N (%)	Wave 2 N (%)
1	Collecting money	720 (57%)	517 (42%)	604 (48%)	810 (65%)
2	Chasing absences	369 (43%)	237 (20%)	547 (63%)	1013 (85%)
3	Bulk photocopying	546 (46%)	391 (31%)	797 (67%)	972 (67%)
4	Copy typing	314 (58%)	325 (31%)	264 (49%)	777 (49%)
5	Producing standard letters	394 (51%)	364 (30%)	419 (54%)	938 (54%)
6	Producing class lists	387 (49%)	322 (27%)	444 (56%)	963 (79%)
7	Record keeping	1251 (94%)	1101 (89%)	148 (11%)	275 (22%)
8	Filing	734 (69%)	695 (58%)	456 (43%)	687 (57%)
9	Classroom display	1195 (83%)	947 (75%)	543 (38%)	671 (53%)
10	Analysing attendance figures	139 (24%)	122 (11%)	430 (77%)	1057 (91%)
11	Processing exam results	527 (71%)	472 (47%)	267 (36%)	615 (62%)
12	Collating pupil reports	717 (70%)	668 (56%)	331 (32%)	593 (50%)
13	Administering work exper	398 (68%)	392 (41%)	194 (33%)	592 (62%)
14	Administering examinations	572 (83%)	542 (61%)	129 (19%)	409 (46%)
15	Invigilating examinations	658 (87%)	546 (66%)	145 (19%)	355 (43%)
16	Administering teacher cover	230 (50%)	214 (22%)	248 (53%)	810 (82%)
17	ICT trouble shooting/ repairs	290 (42%)	258 (22%)	445 (65%)	994 (86%)
18	Commissioning ICT equip.	185 (37%)	168 (16%)	332 (67%)	937 (89%)
19	Ordering supplies/equipment	846 (76%)	627 (52%)	382 (34%)	790 (65%)
20	Stocktaking	417 (61%)	364 (34%)	303 (44%)	787 (74%)
21	Prepare/maintain equipment	528 (71%)	489 (46%)	284 (38%)	712 (67%)
22	Minuting meetings	645 (76%)	491 (46%)	246 (29%)	653 (62%)
23	Co-ordinating/ submit bids	461 (76%)	463 (50%)	141 (24%)	517 (56%)
24	Giving personnel advice	582 (84%)	566 (62%)	140 (21%)	452 (49%)
25	Managing pupil data	717 (78%)	640 (56%)	275 (32%)	679 (59%)
26	Inputting pupil data	548 (65%)	519 (45%)	369 (45%)	828 (71%)

3.13.2.1 Who now completes the tasks?

In the TQ teachers indicated the post title of those now performing each task previously carried out by the teacher. These data were then classified into the seven support staff categories. These are tabulated in Table 26. One result clearly stands out: administrative staff are far more likely than any other support staff category to perform tasks previously undertaken by teachers. Taking a 60% criteria as an indication of where a member can be said to have main responsibility, we see that they now perform 14 of the 26 tasks (1,2,4,5,6,7,10,11,12,14,19,20,25 and 26 – see Table 25 for a

list of the tasks). TA equivalent staff were now said to have taken on classroom displays (this does not necessarily contradict the fact that in Table 25 classroom display are still for the most part undertaken by teachers), technicians have taken on ICT trouble shooting/repairs and commissioning ICT equipment, and other pupil support staff have taken on invigilating examinations. Pupil welfare, facilities and site staff have barely figured in the transfer of tasks from teachers.

Table 26 - Support staff now performing each task previously carried out by teachers

	TA equi N (%)	P Welf N (%)	Tech N (%)	Oth pup N (%)	Facil N (%)	Admin N (%)	Site N (%)	Other N (%)
1	146 (27%)	3 (<1%)	1 (<1%)	2 (<1%)	2 (<1%)	375 (69%)	0 (0%)	11 (1%)
2	42 (6%)	44 (11%)	1 (<1%)	1 (<1%)	0 (0%)	516 (76%)	0 (0%)	38 (6%)
3	292 (46%)	6 (1%)	10 (2%)	1 (2%)	0 (0%)	207 (33%)	0 (0%)	119 (19%)
4	47 (10%)	0 (0%)	2 (<1%)	0 (0%)	0 (0%)	426 (86%)	1 (<1%)	19 (4%)
5	23 (4%)	0 (0%)	2 (<1%)	1 (<1%)	0 (0%)	582 (93%)	0 (0%)	20 (3%)
6	38 (6%)	0 (0%)	6 (1%)	2 (<1%)	0 (0%)	573 (89%)	0 (0%)	22 (3%)
7	49 (31%)	1 (<1%)	2 (1%)	0 (0%)	0 (0%)	95 (61%)	0 (0%)	10 (6%)
8	245 (59%)	1 (<1%)	1 (<1%)	0 (0%)	0 (0%)	148 (35%)	0 (0%)	23 (6%)
9	370 (86%)	1 (<1%)	7 (2%)	2 (<1%)	0 (0%)	25 (6%)	3 (<1%)	25 (6%)
10	11 (2%)	52 (8%)	1 (<1%)	0 (0%)	0 (0%)	521 (78%)	0 (0%)	83 (12%)
11	12 (3%)	1 (<1%)	2 (<1%)	2 (<1%)	0 (0%)	250 (71%)	0 (0%)	86 (24%)
12	63 (17%)	6 (2%)	9 (3%)	0 (0%)	0 (0%)	240 (66%)	0 (0%)	45 (12%)
13	31 (11%)	11 (4%)	4 (1%)	0 (0%)	0 (0%)	156 (30%)	0 (0%)	156 (54%)
14	12 (6%)	0 (0%)	0 (0%)	4 (2%)	0 (0%)	138 (73%)	0 (0%)	36 (19%)
15	34 (22%)	0 (0%)	0 (0%)	78 (51%)	0 (0%)	23 (15%)	0 (0%)	19 (12%)
16	13 (8%)	0 (0%)	4 (3%)	10 (6%)	0 (0%)	58 (37%)	0 (0%)	71 (46%)
17	30 (5%)	0 (0%)	566 (88%)	0 (0%)	0 (0%)	22 (3%)	0 (0%)	25 (4%)
18	9 (2%)	0 (0%)	445 (78%)	0 (0%)	1 (<1%)	38 (7%)	0 (0%)	77 (14%)
19	69 (14%)	0 (0%)	28 (6%)	0 (0%)	0 (0%)	322 (66%)	0 (0%)	68 (14%)
20	117 (27%)	0 (0%)	29 (7%)	1 (<1%)	0 (0%)	232 (53%)	3 (1%)	56 (13%)
21	106 (29%)	1 (<1%)	43 (12%)	1 (<1%)	0 (0%)	146 (40%)	13 (4%)	57 (16%)
22	39 (12%)	0 (0%)	1 (<1%)	1 (<1%)	0 (0%)	146 (45%)	0 (0%)	135 (42%)
23	2 (1%)	0 (0%)	3 (1%)	0 (0%)	0 (0%)	68 (28%)	0 (0%)	169 (70%)
24	7 (4%)	4 (2%)	0 (0%)	0 (0%)	0 (0%)	65 (34%)	0 (0%)	118 (61%)
25	16 (4%)	3 (1%)	3 (1%)	0 (0%)	0 (0%)	264 (68%)	0 (0%)	101 (26%)
26	49 (10%)	2 (<1%)	6 (1%)	0 (0%)	0 (0%)	376 (77%)	0 (0%)	58 (12%)

3.13.3 Impact on teacher job satisfaction

Teachers were asked to give information on two different types of support staff that they had worked with in the last week. They were asked to describe how the person had affected their job satisfaction, level of stress and workload. Answers were expressed in terms of a five point scale but to simplify results they were combined into three levels: a decrease, no change, and an increase in

their job satisfaction. The results are presented in graphical form in Figures 20 and 21, and in tabular form in Appendices 10, 11 and 12.

Figure 20 - How have the support staff who have supported you in the last week affected your job satisfaction, if at all (all staff, and by country and school phase)? [Wave 2]

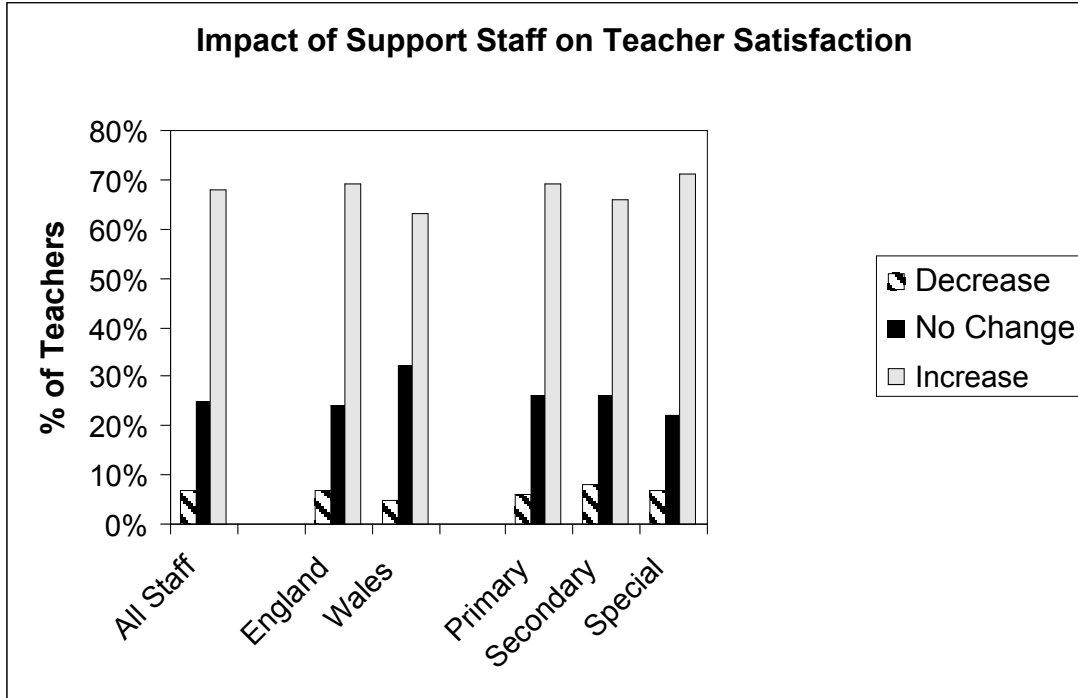
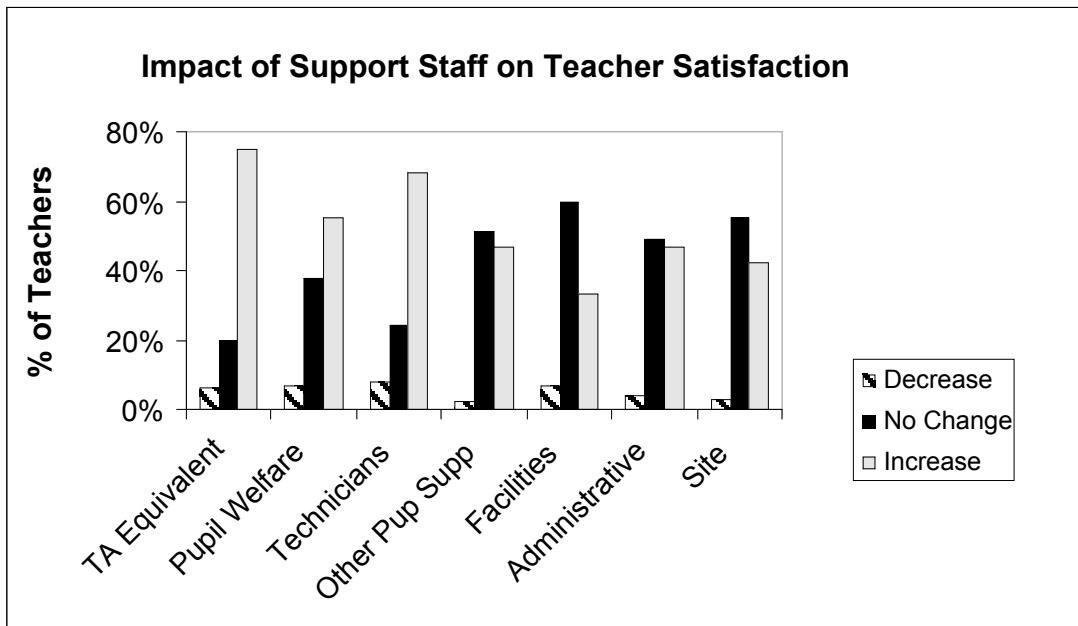


Figure 21 - How have the support staff who have supported you in the last week affected your job satisfaction, if at all (by support staff category)? [Wave 2]



The results suggested that support staff had an overall positive effect on the job satisfaction of teachers. About two thirds of teachers (65%) said that this member of support staff had lead to a slight or large increase in job satisfaction, and only 5% overall said that the support staff had decreased their job satisfaction.

Different categories of support had a varying impact on teachers' job satisfaction. As at Wave 1, TA equivalent staff and technicians were most likely to be associated with an increase in job satisfaction (75% and 68%), with facilities, site, other pupil support, and administrative staff the least likely to have increased job satisfaction (33%, 42%, 47%, and 47% respectively). This was not because they caused a decrease in job satisfaction but because they did not lead to any change in job satisfaction.

The results suggested little difference overall in job satisfaction between Wave 1 and Wave 2 when all responses about all categories of support staff were considered, or when each support category of support staff was considered separately.

3.13.4 Impact on levels of teacher stress

A similar question asked how support staff affected the level of teacher stress, and results are displayed in Figures 22 and 23.

Figure 22 - How have the support staff who have supported you in the last week affected your level of stress, if at all (all staff, and by country and school phase)? [Wave 2]

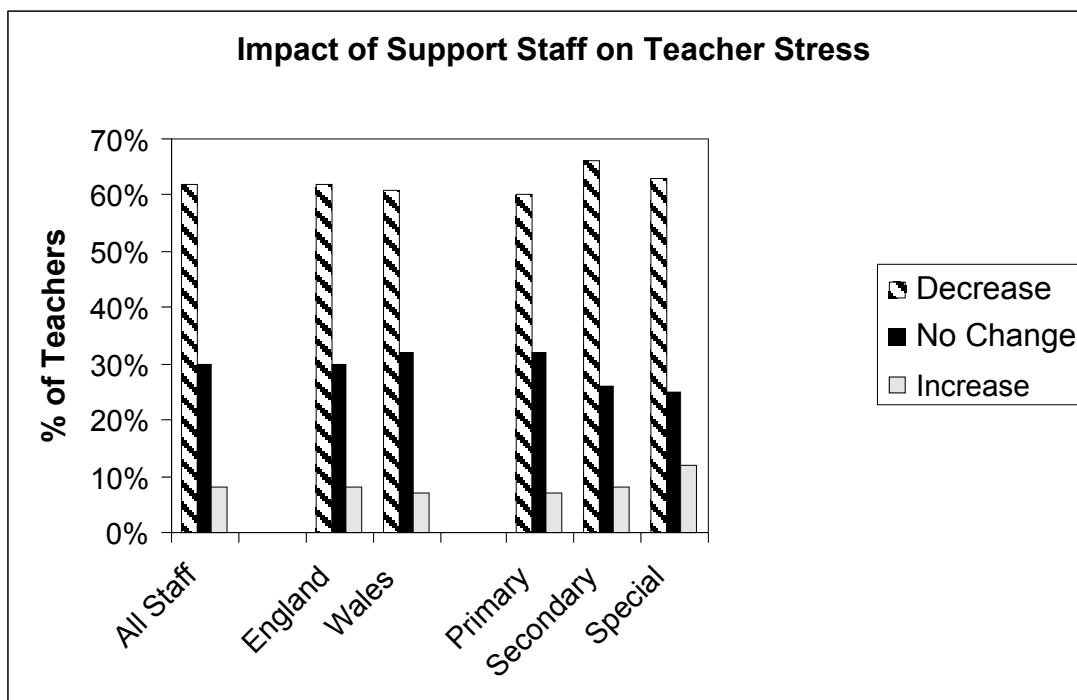
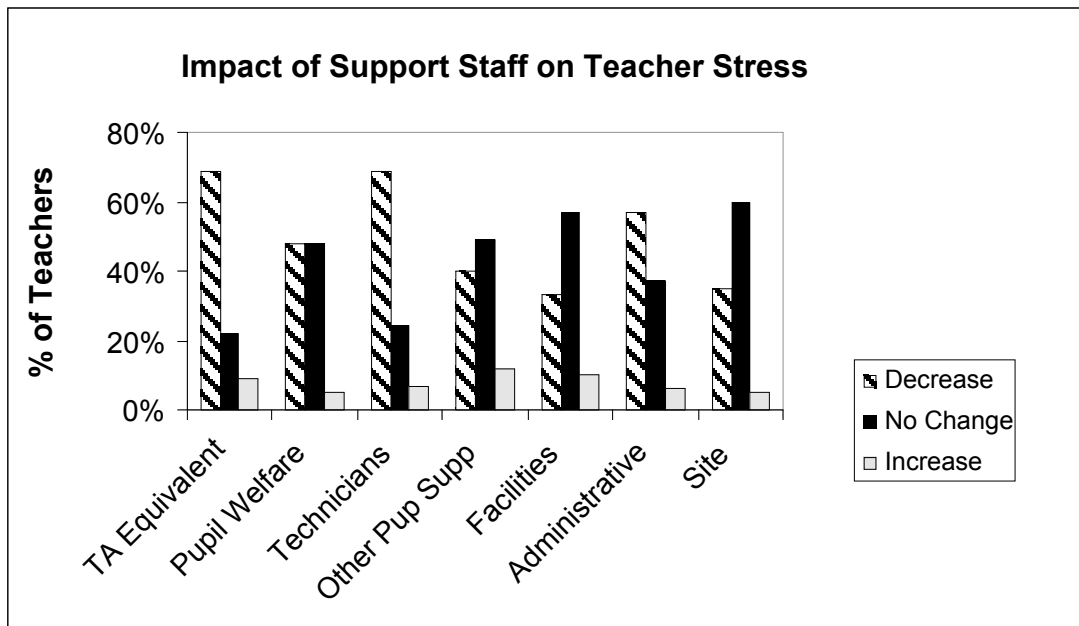


Figure 23 - How have the support staff who have supported you in the last week affected your level of stress, if at all (by support staff category)? [Wave 2]



The results suggested that support staff had a positive impact on teachers’ stress levels, with about two thirds of teachers saying that support staff lead to a decrease in stress (62%) and only 8% leading to an increase in stress. As with Wave 1, different support staff categories had a differing impact on teacher stress, with TA equivalent, technicians and administrative support staff most likely to cause a decrease in teacher stress (69%, 69% and 57% respectively). Rather more other support staff seemed to have led to an increase in stress (12%).

There were no overall differences in results between the two waves when all support staff categories were combined. When individual categories are compared, pupil welfare staff appeared to be less likely to cause a decrease in stress in Wave 2 compared to Wave 1.

3.13.5 Impact on teacher workload

Teachers were also asked to indicate how support staff they worked with in the last week had affected their workload. Results are illustrated in Figures 24 and 25.

The results showed that support staff had a positive effect on teacher workload. Just over a half of teachers said this member of support staff had caused a decrease in workload, just over a third (38%) had led to no change in workloads, and just 10% said they had caused an increase. However, the results varied by support staff category. Administrative staff, technicians, and TA equivalent staff were all responsible for a decrease in workload (65%, 57%, and 54% respectively), whilst there was far less impact for either facilities or site staff on workload (16% and 22%).

When all support staff categories were considered together, there were no differences between the results for the two waves. Also, there were few differences in the results from Wave 1 and Wave 2 when individual support staff categories were considered separately.

Figure 24 - How have the support staff who have supported you in the last week affected your workload, if at all (all staff, and by country and school phase)? [Wave 2]

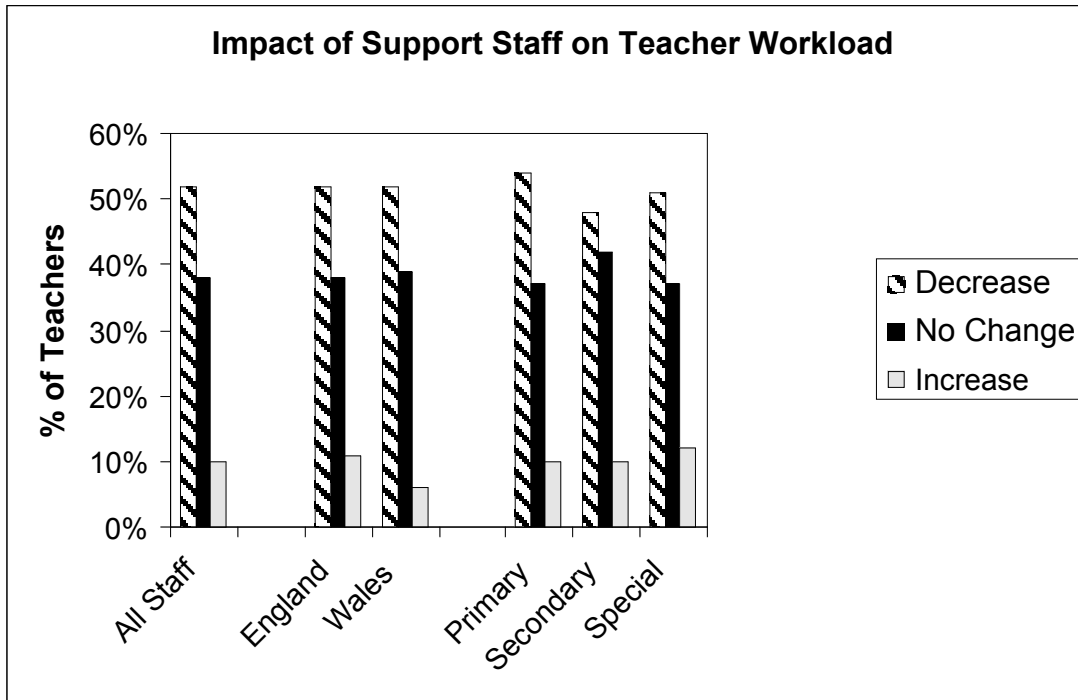
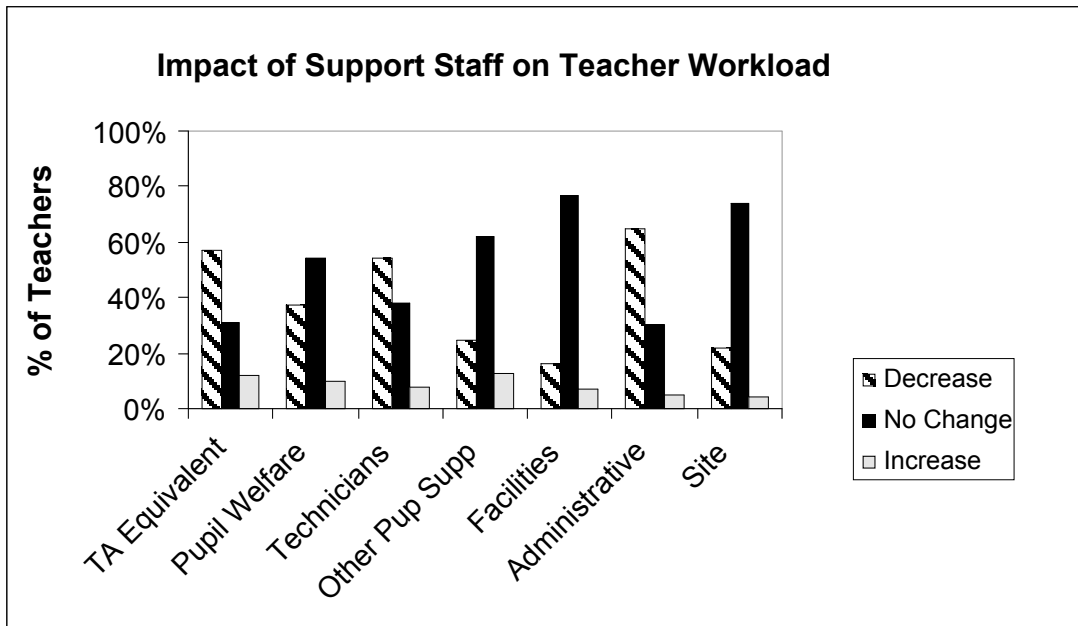


Figure 25 - How have the support staff who have supported you in the last week affected your workload, if at all (by support staff category)? [Wave 2]



Key findings

- *Half of teachers said that support staff had led to a decrease in their workload. Administrative staff, technicians, as well as TA equivalent staff, had had most effect on workloads. As might be expected, given that they work less directly with teachers, facilities, and site staff had less effect.*
- *In about two thirds of schools administrative tasks included in the NA had transferred from teachers to support staff since January 2003. 2% had not transferred tasks at all. Consistent with the NA, most transfer of tasks took place between September 2003 and August 2004 and September 2004 and August 2005. However, a quarter of schools had already transferred tasks before August 2003.*
- *At Wave 1 there had been very little transfer of administrative and routine tasks from teachers. By Wave 2 most tasks were not now being performed by all teachers.*
- *Administrative staff are most likely to perform tasks previously undertaken by teachers. They now perform 14 of the 26 tasks. Despite this increase in workloads, as we saw earlier, there appears to have been no increase in administrative staff numbers from Wave 1 to Wave 2, and no increase in the hours worked.*
- *Support staff had a positive effect on teachers' level of job satisfaction. Two thirds said that there had been an increase in satisfaction, and only 5% said that support staff had decreased their job satisfaction. Support staff who worked more closely in the classroom seemed to have the most effect (TA equivalent, technicians) and those with responsibilities out of the classroom (facilities, site staff) least. It was surprising that administrative staff were also not high in terms of effects on teachers' job satisfaction, given the major part they have played in the transfer of administrative and routine tasks.*
- *There was a positive view on the effect of support staff on teacher stress. Two thirds of teachers said that support staff had led to a decrease in stress. Support staff with a more direct role in the classroom had most effect, i.e., TA equivalent staff and technicians. Administrative staff were also credited with reducing stress.*

4. Discussion and Conclusions

4.1 Numbers and estimated FTE of support staff in schools

The results from the DISS survey extend those from official figures and other recent surveys (e.g., UNISON, 2002, 2004). It was clear from statistical analysis of the data that there was a significant increase in the numbers of support staff from Wave 1 (2004) to Wave 2 (2006). At Wave 1 just 17% of schools had 41 or more staff but by Wave 2 this had increased to 29% of schools. Conversely, at Wave 1 there were 46% of schools with 20 or less staff but this had reduced to 36% by Wave 2. The number of secondary schools with 41 or more support staff had dramatically increased from 52% at Wave 1 to 80% by Wave 2. Consistent with this picture, the majority of schools reported that there had been increases in the numbers of support staff prior to Wave 2. There were significantly more support staff in the TA equivalent, technician, other pupil support, facilities and site categories in Wave 2 than in Wave 1. The biggest increases were for the TA equivalent category, where there were 50% more at Wave 2 compared to Wave 1.

Estimates of the number of full time equivalent (FTE) staff in England and Wales also showed the rapid change in the landscape of support staff in schools since Wave 1. TA equivalent staff were again the most prevalent and FTEs had markedly increased from Wave 1. At Wave 2 there were now fewer Classroom Assistants and nearly double the number of Teaching Assistants, probably because of a change of title as well as the creation of new posts. Apart from Teaching Assistants, there were large increases in Higher Level Teaching Assistants (HLTAs), ICT Support Staff (other), Cover Supervisors, Catering staff, Data Manager/ Analyst, Examination Officers, and Creative Arts Specialists. Some of these increases, e.g., to HLTAs and Cover Supervisors and Examination Officers, are directly connected to the National Agreement and changes it has brought about.

Results also showed other ways in which the NA was having an effect on the increase in support staff. By Wave 2, implementation of PPA is the main reason given for a change in support staff numbers and this almost always led to an increase. This was not a reason given at Wave 1 and indicates that by Wave 2 the NA, and in particular the implementation of PPA contractual changes for teachers from 2005, has resulted in many more support staff being brought in to allow this time for teachers. The other reasons given for changes in support staff numbers are similar to Wave 1: changes in the number of pupils with special educational needs and school led new initiatives within the school. By Wave 2 there appeared to be more funds available for increasing numbers of support staff.

Support staff numbers and FTE were lower in primary schools, reflecting their smaller size. This finding is supported by statistics from the DfES, and Smith et al's (2004) survey of TAs at 318 primary and secondary schools in England and Wales. However, in the study we controlled for other variables. Once one has controlled for the number of pupils in schools there were actually proportionately more support staff in special schools, a result also found at Wave 1. This no doubt reflects the greater levels of special need in these schools, and will also be reflected in higher levels of funding that will be provided for pupils with special needs.

Other key factors affecting numbers of support staff were pupil need, as reflected in results concerning % pupils with SEN (statemented or not statemented), the % pupils with EAL, and the

% of pupils eligible for FSM. These indicators of need are independent from those described in the previous factor, and found in special schools.

The final factor was a complex area effect, with, in particular, an interaction between urban vs. rural and school type. There was evidence that primary schools in urban areas had more TA equivalent, welfare staff, other pupil support staff and site staff, but that there were fewer TA equivalent staff, other pupil support, facilities, administrative and site staff in urban secondary schools, and fewer other pupil support staff, site staff in urban special schools. It is difficult to account for this effect, though it might be to do with particular issues and problems found in urban secondary schools.

4.2 Vacancies, and problems of turnover and recruitment

Wider data on support staff vacancies are hard to come by - the DfES only publish vacancy statistics for teaching staff – and so the DISS MSQ results are valuable. They revealed that about a quarter of all schools at both Wave 1 and Wave 2 said that they had vacancies for support staff. For all schools together there were no differences between waves but this varied between support staff categories. Schools were significantly less likely to have vacancies in the TA equivalent, pupil welfare and administrative support staff categories. This was particularly marked for TA equivalent staff, as there were fewer schools with a vacancy despite a big increase in the total numbers of TA equivalent staff. This may mean that schools are filling more TA equivalent posts now and this might be connected to suggestions from the case studies in Strand 2 Wave 1 and from a survey conducted by UNISON in 2006 of a more obviously developed career structure for TA equivalent staff, including graded levels of pay. Some headteachers in case study schools reported dozens of applications for TA vacancies when advertised.

Results showed that 36% of schools had particular problems of recruitment at Wave 2, and this was a small but statistically significant increase from 32% at Wave 1. Results also showed that 12% of schools had problems of turnover, and this had not changed from Wave 1.

At both waves, secondary schools were most likely to have a vacancy and have more turnover problems, but less likely to have problems of recruitment. As they have more support staff posts there is likely to be more chance of a vacancy. This may also affect the higher turnover of staff in secondary schools, though we also found that secondary school support staff were also relatively less satisfied across a range of measures than staff in primary and special schools. Turnover may be higher in secondary schools, but recruitment does not seem to be a problem for them.

It appears that for both problems of recruitment and turnover, the ‘disadvantage’ effect found at Wave 1, is no longer evident by Wave 2. By Wave 2 there was no longer a tendency for schools with a higher percentage of pupils eligible for free school meals to report more problems of recruitment and turnover. While difficult to be sure it may be that improved salaries and career structures are countering the negative effect of working in more disadvantaged areas.

A consistent picture has emerged, over both Wave 1 and 2, that problems of vacancies, recruitment and turnover were most common for other pupil support staff. This category of support staff has consistently presented the most challenging problems. It includes mid day supervisors and seems to reflect recruitment difficulties attached to this role, connected to hours and pay. The Strand 2 case studies also reveal the unattractive nature of some aspects of the mid day supervisor role. Answers to the Wave 1 MSQ open-ended questions are also likely to be relevant: the most frequent response

to the question about turnover referred to the tendency of staff to look for promotion, career development and salary progression elsewhere.

4.3 Further characteristics of Support Staff: Support staff gender, age, experience, ethnicity, qualifications

The findings from Strand 1 Wave 1 and 2 support but extend results from other studies which have mostly just focussed on teaching assistants and equivalent classroom-based learning support roles. As at Wave 1, and in line with other studies (e.g., Beeson et al, 2003, Smith et al, 2004), we found that most support staff were female, and we also found more female support staff in primary than special and secondary schools. Again, in a similar finding to Smith et al (2004), and Wave 1, most respondents were aged 36 and over, and almost all classified themselves as being of white ethnic background. The DISS study examined the gender make up of all types of support staff and found that only site staff were mostly male, though there were relatively high numbers of male technicians, at both Wave 1 and 2.

Differences between support staff categories in terms of qualifications were examined. Site staff, along with other pupil support and especially facilities staff, had the lowest academic qualifications, while pupil welfare staff and technicians had the highest level of qualifications. Staff at Wave 2 were less well qualified overall than staff in Wave 1, though it is best not to read too much into the finding because of differences in the way data on qualifications were collected.

4.4 Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year

The DISS survey is the largest survey of support staff yet undertaken. Its scale and the rapid pace of change make exact comparisons with other studies difficult. As at Wave 1, contracted hours were lower in primary schools than in secondary and special schools. There were no significant differences between Wave 1 and 2 in contracted hours. Some staff would have liked the opportunity to work longer hours. A third of all part time support staff said that they would like to work more hours and TA equivalent staff were most keen on extra hours. However we saw the difficulties some support staff, including TAs, had in meeting with teachers to discuss planning and feedback, and in the Strand 2 case studies many TAs complained that there was not enough time to meet with teachers and yet they wanted more planning and feedback time with the teachers they supported.

Most support staff said that they were on permanent contracts and this had not changed from Wave 1. Staff in categories associated with less pupil contact, and therefore less connected to pupil related needs, appeared to be most likely to have a permanent contract, that is, facilities staff, administrative staff and site staff.

One of the most obvious changes between Wave 1 and 2 concerned the doubling in the number of support staff contracted to work all 52 weeks of the year, from 22% to 45%. The single status agreement in LAs, and extended schools/services initiatives in schools, were being introduced at about the same time, though it is not clear that these developments fully explain such a large increase. The increase varied between support staff, with most site staff contracted to work 52 weeks per year but administrative and TA equivalent staff more likely to be contracted for less than 52 weeks per year (65% and 63%). The biggest increases from Wave 1 to Wave 2 in working 52

weeks were for other pupil support, technicians, facilities, site and TA equivalent staff. Interviews in the Strand 2 case studies suggested that site staff might have to deal with commitments once the school had closed for holidays, and that administrative staff increasingly worked during holidays, for example, dealing with contractors, especially in large secondary schools.

It appears that some of the differences between school types evident in Wave 1 had to some extent been ironed out by Wave 2. Support staff in primary schools still had lower contracted hours, but were now closer to secondary schools in the extent to which they were likely to work less than 52 weeks a year. Though special school staff were more likely to be contracted to work 52 weeks, they were now no more likely to have a permanent contract. There are therefore signs of change from that found in Wave 1 and other studies, e.g., Smith et al (2004).

4.5 Working extra hours: Are support staff required, or voluntarily wish, to work more hours than specified in their contract?

Much of the existing evidence concerning support staff working extra hours outside their contract is anecdotal. In the evidence that exists, the ‘goodwill’ of support staff is a strong theme (Tilley, 2003, p36), for example, in order to find more time to discuss planning with teachers or prepare resources. The DISS project provides systematic data on the frequency of additional hours worked by all types of support staff. We found that over two thirds of staff worked extra hours. In Wave 2 we were able to distinguish between extra work that was required of support staff and extra work they undertook voluntarily. The results revealed the extent to which staff can feel obliged to work extra hours to their contracts. Staff also worked extra hours on a voluntary basis three times as often as extra time required by a member of staff. Though ostensibly done on a voluntary basis, the case studies also indicated that this extra time can reflect workload pressures and commitment to the job as much as a straight forward preference to work more hours. We examined this extra time in terms of its frequency and its duration. Just over half of those who were required to work more hours than specified in their contract worked more hours at least once a week. Most worked 3 or less hours per week. Site staff were more likely than other support staff to feel both required to, and voluntarily, work more hours than other support staff groups.

Comparison between support staff categories showed that site staff were most likely to be required to work extra hours, while the balance shifted more to working voluntarily work extra hours in the case of TA equivalent, pupil welfare, technicians, and administrative staff. As suggested above, case studies in Strand 2 indicate that one reason for this difference is that site staff are more likely to be paid for extra hours worked. Some staff, e.g., administrative staff, say they feel they have to come in during school holidays in order to catch up on work. The case studies suggested that TAs were often keen to do their best for their pupils and wished to feel secure themselves in their understanding of tasks being given to them by teachers. They could prepare before and after lessons in their own time, take work home and use INSET days for preparation.

Concerns were expressed in the Wave 1 report, consistent with comments by Lee (2002), about the importance of payment for this extra time. In Wave 2 it was found that only one half of staff were always or sometimes paid for this extra work. Worryingly, this was a significant drop from Wave 1. In a similar way, the GMB survey (2004) found that only 34% of administrative staff were paid for overtime. Staff most likely to be paid for extra time were facilities and site staff. For the most part staff worked on their usual tasks but over a quarter of them found themselves working on tasks that were not a part of their usual job.

It is likely that the high incidences of site staff and administrative staff working more hours is a result of the distinctive nature of their duties; for example, caretakers may have to oversee building work during school holidays, and deal with out of school lettings of premises. As we see elsewhere, administrative staff have absorbed many of the 26 tasks removed from teachers, but their contracted hours and number of staff have not always kept pace with the increased workload. It is possible to see why other pupil support staff - in particular midday supervisors - are less likely to work additional hours, as they are required for only a fixed part of the school day.

4.6 Job descriptions, appraisal, supervision and line management

As shown in the Wave 1 report, previous studies have shown the problems arising from a lack of clarity over support staff roles, and problems arising when so few have job descriptions and are part of appraisal systems. HMI (2002) called for schools to develop appraisal systems for staff. However, there are now clear signs of change in working practices between Wave 1 and 2, as it seems that staff are now significantly more likely to be provided with a job description, and to have been appraised over the last year. There are therefore now encouraging signs of improved management practices in schools. Strand 2 case studies confirmed this trend, with virtually all staff having a job description, though some said they were out of date.

At Wave 2 we found that fewer support staff (33%) were being supervised by teachers than at Wave 1 (43%), but more detailed questioning at Wave 2 showed that another third of staff were being supervised by other members of staff. Though the change in questions across Waves makes it difficult to be sure, it appears that rather than a drop in supervision overall, supervision is being spread across more people and perhaps part of a more developed staff management system. However, another third reported that they were not being supervised by anyone (though this does not necessarily mean they were not being managed by someone).

There was a wide variety of staff who were line managers. In a similar way to supervision, most staff were line managed by head and deputy head teachers, followed by teachers, administrative staff and SENCOs. Line managers were identified by all staff interviewed in the Strand 2 case studies and there was plenty of evidence that schools were, or had already begun, developing appraisal/performance review procedures across more and more categories of support staff.

There were therefore several overall differences between school types in the case of management practices. Support staff in special schools were more likely to have a job description, more likely to have their work supervised by a teacher (in comparison to staff in secondary schools), and more likely to have been appraised in the last 12 months. This suggests that special schools are still further ahead in terms of these aspects of staff management. Staff in secondary schools were less likely to have a job description, less likely to be supervised by a teacher, more likely to be supervised by someone else, and also not supervised by anyone. There are likely to be several reasons for this last finding. In primary schools, most support staff were classroom based, and more likely to work for specific teachers, for longer periods of time. Staff in special schools were also likely to work closely with their teachers. Conversely, support staff in secondary schools appeared to work less in tandem with individual teachers, but more to an overall plan directed from outside the individual classrooms. Secondary schools are larger and able to devise line management and appraisal systems which do not include teachers, heads or deputy heads, as there are often senior posts within each of the support staff categories, e.g., bursar/office manager, who can be given responsibility. Smaller schools, i.e., many primary and special schools, have fewer staff in total and

teachers, heads and deputies are therefore more likely to bear some of the management and appraisal duties.

4.7 Wages of support staff

Historically, pay and conditions have been decided by schools within a framework set by the LA. This has led to much variation, as the data from Strand 1 Wave 1 revealed. There is little existing data on pay for all support staff, and this is why the breakdown of wages in terms of each support staff category is helpful, along with the systematic analysis of factors influencing wages.

The highest average salaries at Wave 2 were paid to pupil welfare staff and administrative staff, suggesting that a career structure with possibilities for promotion and higher salaries are more possible in these posts, while the lowest salaries were paid to facilities and site staff. Some of the post titles within these two support staff categories require high levels of training and qualifications, e.g., accountancy, counselling, and nursing and may be paid accordingly. Others, such as learning mentors and home school liaison officers, can be seen as vital for pupil attendance and may also receive higher wages.

Another possible reason for increases in salary for some posts is that they had gone through a salary review process and the development of career structures, as mentioned earlier. A survey conducted for UNISON (2004) found that progress on career structures of TAs was at a more advanced stage than administrative and technical staff. This might account for why we found that TA equivalent staff wages had more obviously increased since Wave 1 but administrative staff wages had not.

The DISS project also examined in a systematic way factors that influence wages. Not all effects were consistent across all seven categories of support staff, but looking for main overall trends suggests four key sets of factors affecting staff wages. The first set are personal biographical characteristics of support staff themselves. The main characteristics are qualifications, gender and age. We found that for most support staff categories staff qualified above GCSE level were paid higher wages than those who were qualified to GCSE level or below, though this did not apply for TA equivalent and facilities staff. Female staff had lower wages than their male counterparts for the TA equivalent staff, technicians and administrative staff categories, but there was no difference between males and females for the other categories. As suggested in the Wave 1 report, this probably reflects the fact that career progression and higher wages are more possible in these groups and males appear more likely to reach senior positions. Age was significant in influencing the wages of technicians and administrative staff, with older staff paid more than younger staff. Once again, these support staff groups seem to have more opportunities for career progression and seniority and higher wages are more likely to be achieved with age.

The second main factor affecting support staff wages was what might be seen as a ‘disadvantage’ effect. This was seen in higher wages being more likely with a higher percentage of SEN pupils (whether statemented or not) for TA equivalent, welfare, and site staff; a higher % of pupils eligible for free school meals for administrative and site staff; and a higher % of pupils whose ethnic group was other than white for facilities, administrative and site staff. This might be because to meet such needs requires more specialist staff, who may be paid more than generic TAs.

A third main group of factors affecting wages might be seen as area or school catchment factors. This is seen in London having the highest wages for TQ equivalent, welfare, other pupil support staff and site staff.

School size is a factor in that staff in schools with more pupils had higher wages for technicians, other pupil support, facilities and administrative staff. Larger schools will have more levels of management, which can lead to higher wages.

4.8 Qualifications and previous experience required

It has been pointed out that the absence of required qualifications and experience is a significant factor in hindering the career structure of support staff. It is therefore encouraging to see signs by Wave 2 that schools were more likely to require specific qualifications from staff. There were, however, large differences between support staff categories. TA equivalent staff were more likely at Wave 2 to be asked for specific qualifications and previous experience. Pupil welfare staff were most likely to require specific qualifications and previous experience for the post. This category includes therapists, counsellors and mentors. The case study interviews with headteachers revealed that there was not overall an expectation that new staff should be qualified or experienced - it depended on the particular post, and the importance of personal qualities of applicants felt to be essential for some posts.

4.9 Training and INSET

Beeson et al (2003) suggest that the majority of support staff in schools lack initial training, and that this is a major barrier to professional development. They argue that some staff may receive incidental training applicable to their role in school. The patchy nature of in-service training for support staff has been commented on by Kerry (in Beeson et al, 2003). The DISS Strand 1 results from both Wave 1 and Wave 2 are consistent in showing that two-thirds of support staff had attended school-based INSET.

There is less information available about attendance rates for non-school-based INSET. HMI in 2002 were concerned about take up of the DfES induction training (2002, p14). In the DISS study we found that around a half of support staff had attended non-school based INSET or other education and training relevant to their post. Only just over a quarter had attended education or training leading to a qualification in the previous two years.

Comparison of results for Wave 1 and 2 showed that there was little sign that attendance at training and INSET had increased over the past two years. In the Wave 1 report we gave some possible reasons why staff may have difficulties attending training and INSET, and Strand 2 case studies suggest these may well still apply. Schools may have difficulty releasing staff, they may not be invited to attend, schools may have difficulty funding their attendance, support staff may face practical barriers, such as family commitments, and times at which courses run may make them inaccessible to support staff (HMI, 2002, Smith et al, 2004)

In the analysis of DISS open ended answers in Wave 1, and in Strand 2 case studies, we have found some staff have negative comments about training. The overall impression gained was that at this point in time schools may provide or support training, but support staff felt this did not necessarily lead to increased pay or promotion. Some TAs, for example, had negative comments about HLTA training - it had been difficult to get a place, and there were comments on ineffective

administration and its time consuming nature. Some headteachers could allow the HLTAs training but not necessarily employ TAs as HLTAs at the end of it. It will be important to follow up these perceptions at later points, and in more detail in the full report on the case studies, as remodelling develops in schools. Importantly, HMI and Smith et al both suggest that TAs who had taken part in training - particularly those for intervention programmes such as ALS and Springboard - had proved to be more effective in supporting literacy and numeracy.

Drawing these analyses on development and training together, we have found a number of overall differences by school phase. Support staff in special schools were more likely to have attended school based INSET, more likely to have attended other education or training relevant to their posts, and more likely to have attended education and training leading to a qualification in the previous two years. Special school teachers were also most likely to have had training and development to help them work with support staff, and were more positive about training they had received and training and/or development opportunities available to help them work with support staff in the classroom. Secondary school support staff were least likely to have attended school based INSET. Case study interviews revealed that many special school posts require regular updating of particular skills, e.g., tube feeding, safe handling of pupils with severe physical disabilities, so schools have a systematic approach to running a schedule of INSET courses for teachers and support staff, and have the funds to support these.

There were also some differences between support staff categories. TA equivalent staff and pupil welfare staff were more likely to have attended school based INSET, non school based INSET and other courses. Other pupil support, facilities, and site staff were the least likely to have attended school based INSET, non school based INSET and other courses. This may be connected to the greater likelihood of not being directly responsible for pupils, and also not being school employees (LA or contractors), and therefore not being included in school training arrangements.

4.10 Working with and training support staff

The majority (three quarters) of teachers at Wave 1 and at Wave 2 had not had training to help them work with support staff in classrooms, even though the number of teachers involved in training support staff themselves had increased from 40% to 50% at Wave 2. Half of the teachers were positive about the training received but 16% were negative and one third were neutral. Teachers in special schools were more positive about the training they had received compared to teachers in primary and secondary schools. Overall, teachers were even less positive about the training and/or development opportunities available to help them work with support staff in the classroom - overall only 2 in 5 were positive and over a third were negative. Once again special school teachers were more positive. When taken with findings on the lack of planning and feedback time, this suggests that much still needs to be done in terms of preparing teachers for working with support staff, especially those in mainstream schools.

Most (three quarters) of the training and development provided by teachers for support staff was actually informal support on the job. Just over half took part in formal sessions, e.g., INSET days, and this was more likely to be done by special school staff. Slightly fewer staff were involved in coaching and mentoring schemes with support staff. The majority of teachers (70%) not involved in training or developing support staff, would have found being involved with training or development of support staff useful.

We also found that only a third of the teachers who were line managers of support staff had received training or development to help them with this role and only half rated this training and development as useful. Moreover, only a quarter of teachers were satisfied with training and/or development opportunities with regard to their role as a line manager of support staff, and a further 30% were dissatisfied, indicating that this is an area that could also benefit from attention.

The majority of teachers have therefore not been trained to work with support staff, either in the classroom or as line managers. It is only in recent years with the sudden increase in support staff that has resulted in teachers having professional help in the classroom. Whilst for some newer teachers it was being included in their Initial Teacher Training or during their NQT year, many teachers were obviously learning on the job and guidance from others who found themselves in similar situations. However, this does not necessarily lead to best practice.

4.11 Supporting pupils and teachers

There is little existing quantitative data on the amount of time support staff spend supporting pupils and teachers. The data that does exist is found largely in qualitative case studies focusing on a small sample of TAs (e.g. Schlapp et al, 2003). The DISS project is the first to provide substantial data relating to this issue across a much broader population. In the DISS questionnaire survey we obtained a numerical estimate of the amount of support offered to teachers and separated this from the amount offered to pupils. This could then be examined in terms of differences between support staff categories and school types.

By Wave 2 just over a half of support staff spent all or most of their working time directly supporting pupils, compared to 15% of staff who spent all or most of their time directly supporting teachers. At both Wave 1 and Wave 2 a third of staff spent no working time supporting pupils, and slightly more spent no time supporting teachers. As expected, this picture varied between categories of support staff. Other pupil support and TA equivalent support staff spent much more time than other support staff groups directly supporting pupils. Conversely, facilities, administrative and site staff spent very little time directly supporting pupils. TA equivalent support staff were also more likely than other support staff to directly support teachers, but technicians spent the most time supporting teachers. Technicians along with administrative staff were the only categories of support staff that spent noticeably more time supporting teachers than pupils.

As at Wave 1, staff in special schools therefore spent more time supporting pupils and teachers than in secondary and primary schools. This to some extent is likely to reflect the higher number of classroom based staff in special schools, though it is also likely to reflect the greater support needed by pupils in special schools.

These data showed that secondary school support staff were less likely to support pupils, when compared with their counterparts at primary level. The higher proportion of support staff in secondary schools doing non-TA equivalent roles (e.g. administrators, technicians, site and facilities staff) may perceive their role as supporting the 'school' (e.g. caretakers) or the 'curriculum' (e.g. science technicians), rather than teachers or pupils (Kerry, 2005). In the Strand 2 case studies, support staff supporting pupils, and the teachers they worked with, stressed the role as being one primarily involving support for pupils, rather than the teacher.

The results were conclusive in showing that from a teacher's perspective they had experienced much more contact with support staff in Wave 2 compared to Wave 1. This was particularly

marked in support staff categories with whom they had previously not had much contact. These results give a general but clear indication of the huge increase in day to day contact between teachers and all types of support staff, which has accompanied the increase in support staff numbers over the last few years. From a teachers' perspective school life is now heavily connected to the presence of a support staff.

However, these data rely on support staff making relatively general judgments about time supporting teachers and pupils and in the DISS project more accurate precise estimates will be made on the basis of data from time logs and systematic observations.

4.12 Planning and feedback time between teachers and support staff

As at Wave 1, the data showed that most teachers do not have allocated planning or feedback time with support staff they work with in the classroom. This is in line with most other studies (e.g., Butt and Lance, 2005; Howes et al, 2003; Lee, 2002) and all point to this as a factor undermining good practice. Once again secondary schools stand out in having less planning and feedback time. Moreover, while both forms of communications between teachers and support staff have increased between Wave 1 and 2, this has not happened in secondary schools. The Strand 2 case studies confirm that special schools are the most likely to have set aside time for planning and feedback, which support staff are paid for, and secondary schools are least likely to provide it. One factor revealed by the Strand 2 case studies which presents a practical problem in secondary schools is the deployment of in-class support, with several different teachers across a week; it is difficult and time consuming for them to meet with these teachers for planning and feedback. Special school support staff are generally allocated to work with the same teacher each day.

The questions from the TQ about planning and feedback raise important issues about how support staff are deployed within schools. While there has been investment in providing support staff in schools, the impact of teachers and support staff on pupils may well be compromised by the lack of time they have to plan together. Classroom based support staff can work extremely closely with individual pupils and gain extensive knowledge of them, but in order to make the most of the lessons, support staff need to be fully aware of what is being asked of them, and the tasks and concepts being taught. The issue of feedback is also important because it can benefit planning. The lack of allocated planning and feedback is affected by support staff often being paid only for work during allotted school hours, and many therefore work in their own time after school finishes or during their breaks. The willingness of support staff to work in their own time in order to be involved in planning or feedback is commendable but questionable if it has become an essential part of the success of their work.

4.13 Support staff satisfaction with their jobs

Most research on perceptions of support staff roles relates to TAs and their equivalent. The DISS project is among the first to seek the views of all support staff, about whom little is often known; for example, the growing number of administrative staff and pupil welfare/pastoral support workers, and new roles such as cover supervisors, attendance officers and HLTAs.

It is important to note that the most reliable estimate we have of support staff views - that is, responses to the two closed questions in the SSQ asking for support staff to indicate their level of job satisfaction and how much they felt appreciated by schools - showed at both Wave 1 and 2 that they were generally positive, though it is worrying that the extent to which they felt appreciated by

schools had declined between Wave 1 and 2. However in general, it seems that there are many support staff who get a great deal of satisfaction from the work they do in schools. This is line with the good will about their work found by others (e.g., O'Brien and Garner, 2001).

In Wave 2 we asked a number of extra questions in order to get a more detailed account of support staff views on their jobs. We found high rates of satisfaction with their contracts and conditions of employment (79%), working arrangements (78%), and training and development they had received for their role (76%). There was less satisfaction with training and development opportunities available to them (64%) and still less with their pay (51%) A third of staff were dissatisfied with their pay.

It was noticeable that staff in secondary schools were relatively less satisfied than those in primary and special schools. Secondary staff were less satisfied with their posts in general, their contracts and conditions of employment, working arrangements for their post, training and development they had received in their role, and training and development opportunities available to them. While we cannot be sure how to explain these findings, there were many instances revealed in the Strand 2 case studies of support staff in secondary schools saying teachers and pupils did not always understand their roles, and this affected their sense of being of value to the school. Moreover, secondary schools are larger and perhaps more impersonal institutions, and support staff may not get the personal day to day contact that will show the impact they have on teachers and pupils. They may also have more challenging pupils, and experience more stress, and in the context of their pay levels, may therefore feel less satisfied. Some headteachers said they had raised pay for cover supervisors in recognition of a stressful role.

There were also noticeable differences between support staff categories. It was clear that technicians showed consistently less satisfaction - they were less satisfied with their posts in general, felt appreciation by the school, their contracts and conditions of employment, working arrangements for their post, training and development they had received in their role, and training and development opportunities available to them. Case studies in Strand 2 found that librarians, who were included in the technician group, could be dissatisfied with the way schools perceived their role and the lack of acknowledgement they could feel of their direct support of pupils, often in large numbers, and without teachers being present.

On the other hand, other pupil support staff were noticeably more satisfied with their posts. This was seen in terms of views on their post in general, felt appreciation by the school, their pay, their contracts and conditions of employment, and working arrangements for their post. This might be seen as an odd result given the difficulties of recruitment and turnover with these posts, the hours worked, and the pay received.

TA equivalent staff were also relatively more satisfied than most other categories of support staff in terms of their posts in general, felt appreciation by the school, training and development they had received in their role, and training and development opportunities available to them. Pupil welfare staff were also relatively more satisfied in terms of felt appreciation by the school, training and development they had received in their role, and training and development opportunities available to them. Case study interviews, conducted for Strand 2, suggest that direct contact with pupils can be the source of job satisfaction, sense of value and achievement.

4.14 Impact of support staff on teachers' workloads, job satisfaction and levels of stress

The implementation of the National Agreement is recent, and very few studies exist on effects of support staff on teacher workloads. Thomas et al (2003) provide statistics based on a survey of the teachers who took part in the Pathfinder project. Their study showed less than half of secondary school teachers (45%) said that working with TAs reduced their workload; for teachers in primary schools, however, the figure rose to 75% (Thomas et al, 2003). In the DISS project we found that just over half of teachers said that support staff had led to a decrease in their workload. Again, the bias towards only examining TAs' impact on workload reduction does not give as representative a picture as that provided by the DISS project, which accounts for all support staff. Administrative staff, technicians, as well as TA equivalent staff, had had most effect on loads. As might be expected, given that they work less directly with teachers, facilities, and site staff had less effect on workloads.

The DISS Wave 2 results provide more information on the extent, nature and timing of the transfer of tasks. In answer to a general question in the MSQ, in about two thirds of schools administrative tasks included in the NA had transferred from teachers to support staff since January 2003. A very small number (2%) had not transferred tasks at all. Consistent with the NA, most transfer of tasks took place between September 2003 and August 2004 and September 2004 and August 2005. However, consistent with the open ended responses from the Wave 1 MSQ, a quarter of schools had already transferred tasks before August 2003. This was also consistent with Strand 2 case study interviews with headteachers.

At Wave 1 it was noticeable that most of the 26 tasks were still performed by the teachers, and that there appeared to have been very little transfer of tasks. However by Wave 2 there was a clear change with most tasks no longer being performed by teachers. Now, in 2006, only record keeping, classroom displays, administering and invigilating examinations, and giving personal advice were still mostly done by teachers (i.e. more than 60% of teachers). The drop in numbers of teachers now performing these tasks was in many cases very marked, with a number more than halving. Case studies in Strand 2 suggest that in spite of invigilators being hired and trained, schools could still prefer to have teachers in the room. Case studies also indicate that many teachers wished to retain a major role in putting up displays because they saw it as part of their teaching role. The content and arrangement of displayed materials, including pupils' work, are expressions of pedagogical intent as much as to do with aesthetic considerations. Imparting such intentions to support staff can sometimes seem more time consuming than doing the displays themselves.

In the TQ we asked for the post title of those now performing each task previously carried out by the teacher. It was clear that administrative staff are far more likely than other support staff to perform tasks previously undertaken by teachers. They now perform 14 of the 26 tasks. TA equivalent staff, technicians, and other pupil support staff had taken a few selected tasks, but pupil welfare, facilities and site staff have barely figured in the transfer of tasks from teachers. It seems important to note that despite this seeming increase in workloads there are no signs of an increase in administrative staff numbers from Wave 1 to Wave 2, and no sign that the hours worked per week had increased.

Results from Wave 1 and 2 were consistent in showing that from the teachers' perspective, support staff had a positive effect on their level of job satisfaction. About two thirds of them said that there had been a large or slight increase in satisfaction, and only 5% said that support staff had decreased their job satisfaction. As expected, those support staff who worked more closely in the classroom

seemed to have the most effect - especially TA equivalent, followed by technicians - and those with responsibilities out of the classroom like facilities and site staff least. It was interesting, however, that administrative staff were also not high in terms of job satisfaction, given the major part they have played in the transfer of administrative and routine tasks.

There was a similar positive view about the effect that support staff had in reducing levels of stress. Getting on for two thirds of teachers said that support staff had led to a slight or large decrease in stress. Again support staff with a more direct role in the classroom had most effect. It was also noticeable that this time administrative staff were credited with reducing stress.

4.15 The future of the DISS project

The first two waves of Strand 1 of the DISS project have produced data that is providing a solid baseline, in the context of which developments in the deployment and impact of support staff can be better understood. They will act as a backdrop against which the third wave of Strand 1 will be conducted and which will provide a major source of information on the characteristics, deployment, perceptions, training and views of the range of support staff in schools today. Along with results from Strand 2 which comprises an overall survey of pupils in 100 schools, along with detailed case studies and systematic observations, the study will provide much needed information on the deployment and impact of support staff on pupils and teachers. It needs to be remembered that the first Wave of Strand 1 was conducted at a relatively early stage in the process of remodelling, and that significant changes have taken place in schools since the summer term 2004. The picture over the next two years is also likely to change significantly. The DISS project aims to take regular snapshots and provide up-to-date, and in many cases, brand new data on support staff and the impact they have in schools.

References

Beeson, C., Kerry, C. & Kerry, T. (2003). The Role of Classroom Assistants. Birmingham: National Primary Trust

Blatchford, P., Bassett, P., and Brown, P. (2005) Teachers' and pupils' behaviour in large and small classes: a systematic observation study of pupils aged 10/11 years. Journal of Educational Psychology

Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., Webster, R. and Heywood, N. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 1, 2004). DfES Research Report 776 London: DfES

Butt, G. & Lance, A. (2005). Modernizing the roles of support staff in primary schools: Changing focus, changing function. Educational Review 57 (2), pp139-149.

DfES. (2003). Raising Standards and Tackling Workload: A National Agreement. London: DfES.

DfES. (2005a). The Education (Review of Staffing Structure) England Regulations 2005. London: DfES.

DfES (2006). School Workforce in England (including pupil:teacher ratios and pupil:adult ratios) (Revised). [SFR 37/2006] London: DfES.

GMB (2004). The Way Our Schools Work GMB National Survey of Schools Administrative Staff

Howes, A., Farrell, P., Kaplan, I. & Moss, S (2003) The impact of paid adult support on the participation and learning of pupils in mainstream schools. In Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education

HMI. (2002). Teaching Assistants in Primary Schools: An evaluation of the quality and impact of their work. London: HMI

Kerry, T. (2005). Towards a typology for conceptualizing the roles of teaching assistants. Educational Review 57 (3), pp374-384.

Lee, B. (2002). Teaching Assistants in schools: The current state of play. NFER Research Summary. Slough: NFER

O'Brien, T. and Garner, P. (2001). Untold Stories: Learning Support Assistants and their work. Stoke on Trent: Trentham Books Limited.

Schlapp, U., Davidson, J. and Wilson, V. (2003) An 'Extra pair of hands'?: Managing classroom assistants in Scottish primary schools. Educational Management and Administration, 31(2) 189-205

Smith, P., Whitby, K. & Sharp, C. (2004). The Employment and Deployment of Teaching Assistants. Slough: NFER.

Thomas, H., Brown, C., Butt, G., Gunter, H., Lance, A. & Rayner, S. (2003). Modernising the School Workforce: Initial perspectives. London: DfES/University of Birmingham.

Tilley, D. (2003). Doing it my way Primary Practice 33

TTA (2005) in Teaching Today, NASUWT

UNISON (2002). Teaching Assistants: A report on the role, pay and employment conditions of teaching assistants. London: UNISON.

UNISON (2004). School Support Staff Survey 2004: A report on the role, training, salaries and employment conditions of school support staff. London: UNISON.

Appendices

Appendix 1 - Qualifications of support staff by category

Qualifications of support staff (support staff could select more than one qualification)

Qualifications	Support Staff Category						
	TA Equivalent N (%)	Pupil Welfare N (%)	Technic N (%)	Other Pupil Support N (%)	Facilities N (%)	Admin. N (%)	Site N (%)
None	11 (2%)	10 (4%)	3 (1%)	57 (17%)	73 (36%)	10 (2%)	70 (36%)
GCSE D-G	57 (12%)	24 (9%)	26 (9%)	37 (11%)	16 (8%)	28 (6%)	11 (6%)
GCSE A*-C	132 (27%)	90 (34%)	72 (26%)	65 (20%)	20 (10%)	101 (21%)	21 (11%)
CSE	230 (46%)	85 (32%)	68 (25%)	125 (38%)	71 (35%)	170 (36%)	70 (36%)
O'level	316 (64%)	149 (57%)	177 (64%)	145 (44%)	63 (31%)	360 (76%)	48 (25%)
A / AS Level	125 (25%)	96 (37%)	112 (41%)	56 (17%)	16 (8%)	140 (29%)	14 (7%)
Cert Ed	48 (10%)	24 (9%)	25 (9%)	24 (7%)	10 (5%)	18 (4%)	10 (5%)
Found. degree	19 (4%)	9 (3%)	4 (1%)	5 (2%)	1 (1%)	11 (23%)	1 (1%)
Degree	51 (10%)	73 (28%)	85 (31%)	26 (8%)	3 (2%)	62 (13%)	7 (4%)
Higher degree	13 (3%)	32 (12%)	18 (7%)	9 (3%)	3 (2%)	17 (4%)	2 (1%)

Appendix 2 - Wages of support staff (in £ per hour) for individual post titles.

Post Title	Mean Wage (Standard Deviation)	<£7.50 / hour	£7.50-£10.00 / hour	£10.01-£15.00 / hour	>£15.00 per hour
<u>TA Equivalent</u>					
Classroom Assistant	£8.82 (£1.67)	8 (39%)	8 (39%)	5 (24%)	0 (0%)
Higher Level TA	£10.94 (£2.00)	1 (2%)	14 (27%)	35 (67%)	2 (4%)
LSA (for SEN pupils)	£8.82 (£2.16)	27 (25%)	58 (54%)	21 (20%)	1 (1%)
Nursery Nurse	£10.15 (£2.53)	4 (13%)	12 (40%)	12 (40%)	2 (7%)
Teaching Assistant	£8.93 (£1.94)	38 (19%)	114 (57%)	46 (23%)	1 (<1%)
Therapist	£16.20 (£2.70)	0 (0%)	0 (0%)	1 (33%)	2 (67%)
<u>Pupil Welfare</u>					
Connexions Adviser	£12.23 (£2.09)	0 (0%)	2 (7%)	26 (84%)	3 (10%)
Educ. Welfare Officer	£11.78 (£2.57)	1 (3%)	6 (21%)	20 (69%)	2 (7%)
Home-School Liaison	£11.86 (£4.16)	1 (8%)	6 (50%)	2 (17%)	3 (25%)
Learning Mentor	£11.31 (£2.77)	5 (6%)	23 (28%)	45 (55%)	9 (11%)
Nurse	£11.79 (£3.15)	3 (9%)	11 (31%)	15 (43%)	6 (17%)
Welfare Assistant	£8.35 (£1.45)	7 (35%)	11 (55%)	2 (10%)	0 (0%)
<u>Technicians</u>					
ICT Network Manager	£12.87 (£2.83)	0 (0%)	6 (21%)	16 (55%)	7 (24%)
ICT Technician	£9.37 (£2.92)	14 (23%)	28 (47%)	14 (23%)	4 (7%)
ICT Support Staff – Other	£9.08 (£2.40)	2 (20%)	5 (50%)	3 (30%)	0 (0%)
Librarian	£10.13 (£2.27)	7 (17%)	14 (34%)	19 (46%)	1 (2%)
Science Technician	£9.30 (£1.87)	4 (8%)	33 (69%)	10 (21%)	1 (2%)
Technology Technician	£9.61 (£2.40)	8 (16%)	26 (52%)	14 (28%)	2 (4%)
<u>Other Pupil Support</u>					
Bilingual Support Assist.	£9.17 (£3.15)	2 (40%)	1 (20%)	2 (40%)	0 (0%)
Cover Supervisor	£9.98 (£1.63)	2 (7%)	14 (48%)	13 (45%)	0 (0%)
Escort	£7.29 (£0.89)	3 (60%)	2 (40%)	0 (0%)	0 (0%)
Exam Invigilator	£7.55 (£1.35)	13 (62%)	7 (33%)	1 (5%)	0 (0%)
Language Assistant	£12.30 (£3.42)	0 (0%)	1 (25%)	2 (50%)	1 (25%)
Midday Assistant	£6.87 (£1.56)	70 (76%)	19 (21%)	3 (3%)	0 (0%)
Midday Supervisor	£7.18 (£1.54)	93 (65%)	43 (30%)	7 (5%)	0 (0%)
<u>Facilities</u>					
Catering Staff – Other	£7.16 (£2.29)	36 (77%)	7 (15%)	3 (6%)	1 (2%)
Cleaner	£6.25 (£1.04)	89 (92%)	7 (7%)	1 (1%)	0 (0%)
Cook	£6.91 (£1.45)	36 (71%)	12 (24%)	3 (6%)	0 (0%)
<u>Administrative</u>					
Administrator / Clerk	£10.27 (£2.94)	18 (16%)	44 (39%)	41 (36%)	11 (10%)
Attendance Officer	£8.80 (£1.86)	3 (21%)	7 (50%)	4 (29%)	0 (0%)

Bursar	£13.53 (£3.81)	0 (0%)	6 (12%)	32 (63%)	13 (26%)
Data Manager / Analyst	£10.22 (£2.26)	1 (14%)	4 (57%)	2 (29%)	0 (0%)
Examinations Officer	£10.65 (£2.93)	3 (11%)	14 (52%)	8 (30%)	2 (7%)
Finance Officer	£11.99 (£3.83)	2 (3%)	12 (21%)	36 (62%)	8 (14%)
Office Manager	£13.40 (£5.03)	2 (5%)	9 (24%)	14 (38%)	12 (32%)
PA to Head	£11.62 (£2.29)	1 (3%)	7 (20%)	24 (69%)	3 (9%)
School Secretary	£8.99 (£1.56)	6 (13%)	31 (65%)	11 (23%)	0 (0%)
<u>Site</u>					
Caretaker	£7.79 (£1.90)	79 (50%)	62 (39%)	16 (10%)	1 (1%)
Premises Manager	£9.88 (£2.72)	6 (13%)	26 (57%)	11 (24%)	3 (7%)

Appendix 3 - Support staff satisfaction with their job

'In general, how satisfied or dissatisfied are you with your job?'

	Very Satisfied	Fairly Satisfied	Neither	Fairly Dissatisfied	Very Dissatisfied
All Staff ^(*)	1103 (44%)	1191 (45%)	192 (7%)	93 (3%)	24 (1%)
England ^(*)	996 (44%)	1069 (44%)	176 (7%)	82 (3%)	18 (1%)
Wales ^(*)	104 (41%)	122 (47%)	16 (6%)	11 (4%)	6 (2%)
Primary ^(*)	649 (47%)	633 (43%)	102 (7%)	38 (2%)	13 (1%)
Secondary ^(*)	303 (38%)	431(47%)	72 (8%)	49 (6%)	10 (1%)
Special ^(*)	147 (49%)	126 (43%)	18 (6%)	6 (3%)	1 (<1%)
TA Equivalent	259 (48%)	242 (45%)	23 (4%)	12 (2%)	1 (<1%)
Pupil Welfare	109 (40%)	136 (50%)	17 (6%)	8 (3%)	3 (1%)
Technicians	103 (34%)	145 (48%)	31 (10%)	17 (5%)	4 (2%)
Other Pup Supp	185 (49%)	151 (40%)	26 (7%)	13 (3%)	2 (1%)
Facilities	96 (36%)	123 (47%)	30 (11%)	12 (4%)	3 (2%)
Administrative	207 (41%)	234 (47%)	34 (7%)	24 (4%)	3 (1%)
Site	105 (42%)	110 (44%)	24 (10%)	4 (2%)	8 (3%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 4 - School appreciation of support staff work

'How much school appreciates support staff work?'

	Score 1	Score 2	Score 3	Score 4	Score 5
All Staff ^(*)	24 (1%)	191 (7%)	595 (22%)	986 (36%)	844 (33%)
England ^(*)	21 (1%)	169 (7%)	521 (22%)	891 (37%)	770 (34%)
Wales ^(*)	3 (1%)	22 (8%)	74 (29%)	92 (32%)	74 (30%)
Primary ^(*)	9 (1%)	75 (5%)	308 (21%)	517 (36%)	456 (37%)
Secondary ^(*)	14 (2%)	99 (12%)	231 (28%)	331 (37%)	201 (22%)
Special ^(*)	1 (<1%)	17 (5%)	54 (19%)	135 (43%)	97 (33%)
TA Equivalent	2 (<1%)	33 (6%)	113(21%)	225 (41%)	172 (32%)
Pupil Welfare	1 (<1%)	19 (7%)	60 (21%)	118 (42%)	83 (30%)
Technicians	4 (1%)	29 (10%)	76 (25%)	121 (40%)	72 (24%)
Other Pup Supp	5 (2%)	25 (6%)	84(22%)	112 (29%)	162 (42%)
Facilities	5 (2%)	19 (7%)	72 (27%)	85 (32%)	84 (32%)
Administrative	2 (<1%)	46 (10%)	111 (22%)	198 (39%)	149 (29%)
Site	3 (1%)	18 (7%)	51 (20%)	85 (34%)	97 (38%)

(*) Percentage values weighted by the prevalence of each category of support staff

*Appendix 5 - Support staff satisfaction with their pay
‘How satisfied or dissatisfied are you with your pay?’*

	Very Satisfied	Fairly Satisfied	Neither	Fairly Dissatisfied	Very Dissatisfied
All Staff ^(*)	317 (12%)	1050 (39%)	448 (17%)	538 (21%)	255 (11%)
England ^(*)	292 (13%)	954 (39%)	400 (17%)	484 (21%)	213 (10%)
Wales ^(*)	24 (7%)	95 (38%)	47 (19%)	54 (18%)	42 (18%)
Primary ^(*)	168 (12%)	570 (39%)	247 (18%)	309 (21%)	142 (10%)
Secondary ^(*)	107 (14%)	346 (38%)	143 (15%)	183 (22%)	86 (11%)
Special ^(*)	41 (12%)	133 (43%)	55 (18%)	46 (16%)	27 (11%)
TA Equivalent	32 (6%)	181 (34%)	103 (19%)	142 (27%)	76 (14%)
Pupil Welfare	37 (13%)	113 (41%)	48 (17%)	59 (21%)	19 (7%)
Technicians	15 (5%)	126 (42%)	54 (18%)	74 (25%)	30 (10%)
Other Pup Supp	82 (22%)	152 (40%)	64 (17%)	49 (13%)	31 (8%)
Facilities	35 (13%)	116 (44%)	39 (15%)	51 (19%)	23 (9%)
Administrative	81 (16%)	213 (42%)	76 (15%)	97 (19%)	39 (8%)
Site	25 (10%)	104 (41%)	48 (19%)	47 (19%)	30 (12%)

(*) Percentage values weighted by the prevalence of each category of support staff

*Appendix 6 - Support staff satisfaction with contract and conditions of employment.
How satisfied or dissatisfied are you with your contract and conditions of employment?*

	Very Satisfied	Fairly Satisfied	Neither	Fairly Dissatisfied	Very Dissatisfied
All Staff ^(*)	811 (32%)	1260 (47%)	292 (11%)	183 (7%)	51 (2%)
England ^(*)	727 (33%)	1153 (48%)	254 (11%)	158 (6%)	40 (2%)
Wales ^(*)	82 (29%)	106 (42%)	38 (13%)	25 (11%)	11 (2%)
Primary ^(*)	439 (32%)	685 (47%)	167 (12%)	114 (7%)	27 (2%)
Secondary ^(*)	259 (32%)	433 (49%)	100 (11%)	50 (7%)	17 (2%)
Special ^(*)	111 (41%)	139 (41%)	25 (6%)	19 (7%)	7 (5%)
TA Equivalent	144 (27%)	267 (50%)	64 (12%)	44 (8%)	16 (3%)
Pupil Welfare	84 (31%)	137 (50%)	28 (10%)	20 (7%)	6 (2%)
Technicians	76 (25%)	162 (54%)	39 (13%)	18 (6%)	4 (2%)
Other Pup Supp	164 (44%)	158 (43%)	31 (8%)	8 (2%)	7 (2%)
Facilities	86 (33%)	115 (43%)	36 (14%)	25 (9%)	3 (1%)
Administrative	161 (32%)	241 (48%)	48 (10%)	45 (9%)	10 (2%)
Site	66 (26%)	130 (51%)	32 (13%)	20 (8%)	5 (2%)

(*) Percentage values weighted by the prevalence of each category of support staff

*Appendix 7 - Support staff satisfaction with the working arrangements for their post
How satisfied or dissatisfied are you with the working arrangements for your post*

	Very Satisfied	Fairly Satisfied	Neither	Fairly Dissatisfied	Very Dissatisfied
All Staff ^(*)	863 (34%)	1163 (44%)	344 (13%)	186 (6%)	46 (1%)
England ^(*)	780 (35%)	1052 (45%)	301 (13%)	166 (6%)	38 (1%)
Wales ^(*)	81 (28%)	110 (43%)	43 (17%)	20 (8%)	8 (3%)
Primary ^(*)	504 (36%)	639 (45%)	184 (13%)	87 (6%)	20 (1%)
Secondary ^(*)	246 (31%)	383 (42%)	125 (17%)	86 (9%)	22 (2%)
Special ^(*)	111 (38%)	139 (50%)	34 (7%)	13 (3%)	4 (2%)
TA Equivalent	170 (32%)	254 (48%)	65 (12%)	37 (7%)	8 (2%)
Pupil Welfare	78 (29%)	138 (50%)	31 (11%)	23 (8%)	4 (2%)
Technicians	84 (28%)	134 (45%)	38 (13%)	33 (11%)	10 (3%)
Other Pup Supp	162 (43%)	146 (39%)	49 (13%)	17 (5%)	3 (1%)
Facilities	83 (31%)	121 (46%)	44 (17%)	15 (6%)	2 (1%)
Administrative	172 (34%)	221 (44%)	62 (12%)	37 (7%)	12 (2%)
Site	84 (33%)	107 (42%)	38 (15%)	18 (7%)	6 (2%)

(*) Percentage values weighted by the prevalence of each category of support staff

*Appendix 8 - Support staff satisfaction with any training and development received in their role.
'To what extent are you satisfied or dissatisfied with any training and development that you may have received for your role?'*

	Very Satisfied	Fairly Satisfied	Neither	Fairly Dissatisfied	Very Dissatisfied
All Staff ^(*)	698 (32%)	1047 (44%)	344 (15%)	141 (9%)	82 (%)
England ^(*)	635 (32%)	955 (44%)	312 (15%)	119 (5%)	65 (3%)
Wales ^(*)	61 (31%)	92 (36%)	32 (14%)	22 (11%)	16 (8%)
Primary ^(*)	389 (32%)	565 (45%)	188 (16%)	58 (5%)	40 (3%)
Secondary ^(*)	194 (30%)	364 (42%)	125 (15%)	68 (9%)	35 (4%)
Special ^(*)	113 (46%)	117 (39%)	31 (8%)	15 (6%)	6 (2%)
TA Equivalent	168 (32%)	250 (48%)	57 (11%)	28 (5%)	16 (4%)
Pupil Welfare	70 (26%)	152 (57%)	23 (9%)	19 (7%)	4 (2%)
Technicians	50 (19%)	111 (42%)	61 (23%)	26 (10%)	15 (6%)
Other Pup Supp	104 (35%)	112 (38%)	50 (17%)	16 (6%)	12 (4%)
Facilities	65 (33%)	78 (40%)	38 (19%)	8 (4%)	8 (4%)
Administrative	163 (34%)	217 (45%)	64 (13%)	26 (5%)	14 (3%)
Site	54 (27%)	85 (42%)	40 (20%)	14 (7%)	10 (5%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 9 - Support staff satisfaction with training and development opportunities available to them.

'To what extent are you satisfied or dissatisfied with any training and development opportunities available to you?'

	Very Satisfied	Fairly Satisfied	Neither	Fairly Dissatisfied	Very Dissatisfied
All Staff ^(*)	586 (25%)	915 (39%)	491 (21%)	266 (10%)	117 (5%)
England ^(*)	537 (26%)	839 (39%)	439 (21%)	235 (10%)	96 (5%)
Wales ^(*)	48 (22%)	76 (32%)	51 (24%)	30 (14%)	21 (7%)
Primary ^(*)	332 (26%)	491 (40%)	283 (22%)	125 (9%)	42 (3%)
Secondary ^(*)	160 (21%)	304 (34%)	161 (20%)	119 (19%)	67 (9%)
Special ^(*)	93 (32%)	120 (45%)	46 (14%)	21 (7%)	7 (2%)
TA Equivalent	131 (25%)	245 (47%)	72 (14%)	52 (10%)	22 (4%)
Pupil Welfare	62 (23%)	131 (49%)	45 (16%)	28 (10%)	5 (2%)
Technicians	39 (14%)	81 (28%)	79 (27%)	59 (20%)	31 (11%)
Other Pup Supp	83 (27%)	107 (35%)	72 (24%)	28 (9%)	13 (5%)
Facilities	52 (25%)	67 (33%)	61 (30%)	17 (8%)	8 (4%)
Administrative	150 (31%)	181 (37%)	90 (19%)	49 (10%)	17 (4%)
Site	53 (24%)	63 (29%)	58 (27%)	27 (13%)	16 (7%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 10 - How have the support staff who have supported you in the last week affected your job satisfaction, if at all?

	<i>Satisfaction - Wave 1</i>			<i>Satisfaction - Wave 2</i>		
	<i>Decrease</i>	<i>No Ch.</i>	<i>Increase</i>	<i>Decrease</i>	<i>No Ch.</i>	<i>Increase</i>
All Staff	213 (7%)	814 (25%)	2192(68%)	123 (5%)	721 (30%)	1580 (65%)
England	189 (7%)	680 (24%)	1932(69%)	113 (5%)	630 (30%)	1387 (65%)
Wales	20 (5%)	124 (32%)	242 (63%)	10 (3%)	91 (32%)	187 (65%)
Primary	114 (6%)	516 (26%)	1380(69%)	65 (4%)	496 (33%)	962 (63%)
Secondary	67 (8%)	205 (26%)	523 (66%)	29 (6%)	139 (27%)	352 (68%)
Special	28 (7%)	83 (22%)	271 (71%)	29 (8%)	86 (23%)	260 (69%)
TA equivalent	113 (6%)	273 (15%)	1389(78%)	47 (6%)	168 (20%)	605 (74%)
Pupil Welfare	5 (10%)	15 (29%)	32 (61%)	6 (7%)	32 (38%)	46 (55%)
Technicians	21 (7%)	67 (23%)	200 (69%)	18 (8%)	58 (24%)	164 (68%)
Oth Pup Supp.	7 (6%)	66 (55%)	47 (39%)	32 (4%)	190 (26%)	503 (69%)
Facilities	2 (3%)	48 (61%)	29 (37%)	2 (7%)	18 (60%)	10 (33%)
Administrative	28 (6%)	185 (40%)	249 (54%)	13 (4%)	162 (49%)	154 (47%)
Site staff	11 (8%)	71 (52%)	55 (40%)	4 (3%)	83 (55%)	63 (42%)

Appendix 11 - How have the support staff who have supported you in the last week affected your level of stress, if at all?

	<i>Stress - Wave 1</i>			<i>Stress - Wave 2</i>		
	<i>Decrease</i>	<i>No Ch.</i>	<i>Increase</i>	<i>Decrease</i>	<i>No Ch.</i>	<i>Increase</i>
All Staff	2131 (66%)	857 (27%)	231 (7%)	1500 (62%)	725 (30%)	200 (8%)
England	1877 (67%)	714 (26%)	209 (8%)	1321 (62%)	629 (30%)	179 (8%)
Wales	239 (62%)	129 (33%)	19 (5%)	176 (61%)	94 (32%)	20 (7%)
Primary	1328 (66%)	545 (27%)	138 (7%)	920 (60%)	493 (32%)	113 (7%)
Secondary	543 (68%)	196 (25%)	58 (7%)	341 (66%)	136 (26%)	42 (8%)
Special	245 (65%)	102 (27%)	32 (8%)	236 (63%)	94 (25%)	44 (12%)
TA equivalent	1276 (72%)	368 (21%)	129 (7%)	554 (67%)	191 (23%)	77 (9%)
Pupil Welfare	33 (63%)	17 (33%)	2 (4%)	40 (48%)	40 (48%)	4 (5%)
Technicians	204 (71%)	60 (21%)	23 (8%)	164 (69%)	58 (24%)	17 (7%)
Oth Pup Supp.	47 (39%)	58 (49%)	14 (12%)	461 (64%)	195 (27%)	69 (9%)
Facilities	20 (25%)	51 (65%)	8 (10%)	10 (33%)	17 (57%)	3 (10%)
Administrative	289 (62%)	147 (32%)	27 (6%)	188 (57%)	123 (37%)	19 (6%)
Site staff	54 (39%)	74 (54%)	10 (7%)	53 (35%)	90 (60%)	7 (5%)

Appendix 12 - How have the support staff who have supported you in the last week affected your workload, if at all?

	<i>Workload - Wave 1</i>			<i>Workload - Wave 2</i>		
	<i>Decrease</i>	<i>No Ch.</i>	<i>Increase</i>	<i>Decrease</i>	<i>No Ch.</i>	<i>Increase</i>
All Staff	1791 (57%)	1000 (32%)	362 (12%)	1261 (52%)	915 (38%)	243 (10%)
England	1561 (57%)	850 (31%)	326 (12%)	1096 (52%)	801 (38%)	225 (11%)
Wales	216 (56%)	137 (36%)	32 (8%)	159 (55%)	114 (39%)	18 (6%)
Primary	1134 (58%)	598 (31%)	231 (12%)	819 (54%)	560 (37%)	146 (10%)
Secondary	441 (56%)	261 (33%)	83 (11%)	244 (48%)	217 (42%)	53 (10%)
Special	202 (54%)	128 (34%)	44 (12%)	192 (51%)	138 (37%)	44 (12%)
TA equivalent	979 (57%)	503 (29%)	239 (14%)	435 (53%)	282 (35%)	100 (12%)
Pupil Welfare	24 (46%)	21 (40%)	7 (14%)	30 (37%)	44 (54%)	8 (10%)
Technicians	177 (62%)	82 (29%)	26 (9%)	129 (54%)	91 (38%)	18 (8%)
Oth Pup Supp.	32 (27%)	65 (55%)	22 (18%)	384 (53%)	254 (35%)	89 (12%)
Facilities	15 (19%)	61 (76%)	4 (5%)	5 (16%)	24 (77%)	2 (7%)
Administrative	323 (70%)	115 (25%)	21 (5%)	216 (65%)	99 (30%)	17 (5%)
Site staff	36 (27%)	87 (64%)	13 (10%)	33 (22%)	110 (74%)	6 (4%)

Copies of this publication can be obtained from:

DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 ODJ

Tel 0845 6022260
Fax 0845 6033360
Email dfes@prolog.uk.com
Please quote ref: DCSF-RR005

ISBN: 978 1 84775 004 4

© Institute of Education, University of London 2007

www.dcsf.gov.uk/research

Published by the Department for
Children, Schools and Families

£4.95