Teachers' Workloads Diary Survey 2009

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BMRB Social Research

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children, schools and families

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Executive Summary

- The 2009 teachers' workloads survey provides data on the hours and working patterns teachers in maintained primary, secondary and special schools in England and Wales. This year's survey was conducted on a basis similar to the previous nine surveys, with diaries being completed during a single week in March 2009. A sample of 1,572 teachers was achieved.

- Most categories of teacher in 2009 continue to report working over 50 hours per week (the exceptions are secondary heads of faculty or department and special school classroom teachers). Working hours reported by primary heads in 2009 are still lower than in 2000 but have been increasing since 2005. The working hours reported by primary deputy heads have decreased since 2000, although this was not statistically significant. The number of hours worked by primary classroom teachers is lower than in 2000, but have not decreased significantly since 2003.

- The number of hours reported by secondary classroom teachers has remained fairly steady, and although there has been an increase since 2007, the number of hour worked in 2009 is not significantly different from the number of hours worked in 2000. In contrast, the number of hours reported by secondary heads and deputies has been volatile; both have decreased significantly since 2006. The total number of hours worked by secondary heads of faculty or department has decreased significantly since 2000, including a statistically significant decrease between 2008 and 2009.

- The total hours worked by special school classroom teachers have decreased significantly since 2000, including a significant decrease between 2008 and 2009 (48.3 hours in 2008 and 42.8 hours in 2009).

- Head teachers in primary schools are more likely to think they are expected to do things that are not part of their job most or all of the time compared to other types of teachers. In particular administration and clerical work are mentioned as something which teachers do not think should be part of their job, and they would like to spend less time doing it.

- Primary head teachers are most likely to feel unable to do things which should be part of their job all or most of the time. In primary schools and secondary schools, the main activities that teachers think should be part of their job but they have been unable to do are planning and preparation and assessing/marking pupil work.

- Full-time secondary classroom teachers and heads of department would like to spend more time doing planning and preparation while primary classroom teachers would like to spend more time teaching. Head teachers in primary schools would like to spend more time with children.

- At least four in ten of all types of teacher believe they have the time to do the job as it should be done, and at least half of all full time teachers feel their duties represented a good use of their time all or most of the time.

Acknowledgements

1   Introduction

The 2009 teachers' workloads survey provides independently-collected data on the hours and working patterns of the 1,572 randomly-selected teachers in maintained primary, secondary and special schools in England and Wales who returned useable questionnaires. It is the tenth survey to examine teachers' workloads; the previous surveys were carried out in 1994, 1996, 2000, and annually from 2003. The 2009 survey is sponsored by the Department for Children, Schools and Families.

1.1   Background

Evidence gathered in 2000 by the School Teachers' Review Body (STRB), from teacher associations and other parties as well as directly from teachers during school visits, showed mounting concern among the profession about teacher workload and its effect on morale. This concern reflected the results of three previous workload surveys commissioned by the STRB, which showed clear increases in average teacher workload between 1994 and 2000.

Against this background, the STRB's Tenth Report, published in February 2001, recommended that the Department for Education and Employment (as it then was) organise an independent programme to look at the workload of teachers, and the factors contributing to it. The Department subsequently commissioned PricewaterhouseCoopers (PwC) to undertake such a study and formed a Steering Group comprising representatives of all main stakeholders to oversee and guide PwC's work.

After PwC's final report, published in December 2001, the then Secretary of State remitted the STRB to consider teacher workload and conditions of service in some detail, and established a concurrent working party on the remodelling of teaching. The STRB produced recommendations in May 2002 in its *Special Review of Approaches to Reducing Teacher Workload*.

After a consultation period and further discussions within the working party, most of the organisations represented on that group signed up to a national agreement[1], *Raising Standards and Tackling Workload*, in January 2003. The agreement acknowledged the pressure on schools to raise standards and tackle workload and introduced a set of changes to teachers' conditions of service to be introduced in three annual phases from September 2003:

- 1 September 2003: routine delegation of administrative and clerical tasks, introduction of work / life balance clauses, and introduction of leadership and management time for those with corresponding responsibilities.

- 1 September 2004: introduction of new limits on covering for absent colleagues (38 hours per year).

- 1 September 2005: introduction of guaranteed professional time for planning, preparation and assessment, introduction of dedicated headship time, and introduction of new invigilation arrangements.

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[1] The National Agreement was signed by the Association of Teachers and Lecturers (ATL), the Department for Education and Skills (DfES); GMB; National Association of Headteachers (NAHT); National Association of Schoolmasters Union of Women Teachers (NASUWT); National Employers' Organisation for School Teachers (NEOST); Professional Association of Teacher (PAT) (now known as Voice); Secondary Heads' Association (SHA) (now known as the Association of School and College Leaders); Transport and General Workers' Union (TGWU) (now known as Unite); UNISON; and the Welsh Assembly Government (WAG).

1.2 Response rate

Of the 460 schools sampled for the 2009 Teachers' Workload survey, 169 schools (37%) "co-operated" (meaning at least one completed diary was returned). Across these 169 schools, 2,170 teachers were sampled and 1,572 (72%) of these returned a usable completed diary. A more detailed description of the methods and diary used can be found in Annex B1.

Table 1 shows that there was a relatively poor school response rate amongst secondary schools (22%) compared with primary (53%) and special schools (75%).

Table 1   School response rate by type of school, 2009

	All schools	Primary schools	Secondary schools	Special schools
Issued sample	460	180	260	20
Co-operating schools	169	96	58	15
% of schools co-operating	37%	53%	22%	75%

With the exception of a slight improvement in 2007, the school response rate has consistently fallen since 1996 (Table 2), reaching its lowest level of 37% in 2009, down from 42% in 2008 and 80% in 1996. The overall response rate fall from 2008 can be attributed to a drop in response amongst secondary schools (from 33% to 22%). The main reasons given by schools for not participating in the survey were being too busy and having too many other surveys to complete.

In contrast to the school response rate, the teacher response rate has only declined very slightly over the years the survey has been running, ranging between 76% and 78% in the years 2004 to 2008, and down to 72% in 2009.

Table 2   Response rates over time

	1996	2000	2003	2004	2005	2006	2007	2008	2009
Schools	80%	78%	63%	58%	50%	43%	48%	42%	37%
Teachers	83%	87%	82%	78%	77%	78%	76%	78%	72%

1.3 The 2009 survey

This year's survey was conducted on a basis similar to the previous nine surveys, with diaries being completed during a single week in March 2009. As such, it should be kept in mind that the survey statistics do not necessarily provide an accurate guide to working patterns in other weeks of the year, although an important factor in selecting the week was that it was generally felt to be typical for term-time.

Minor changes to question wording were made through consultation with key stakeholders and are documented in the survey's technical report which is available on request from DCSF.

As a result of changes in 2007 (when lesson cover was split into two separate categories, one classified as teaching and the other as non-teaching pupil/parent contact), grouped breakdowns of workload activities should not be compared directly with the pre-2007 surveys, although comparisons of total workload and of individual activities remain valid. In line with previous years, incomplete diaries (where teachers for instance have only filled in their activities for one day) are included in the calculations of average hours for all types of

teacher. This may have led to some underestimation of the average hours being worked for some categories of teacher, particularly those with small sample sizes. Technical notes on the survey are included in Annex B1[2].

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[2] For more information about the survey, please contact Sarah Baker at DCSF (sarah.baker@dcsf.gsi.gov.uk).

2   Summary of Findings

2.1   Comparisons between 2009 and previous surveys

Charts 1 and 2 and Table 3 compare average total hours worked from the 2009 survey with previous years for various categories of teacher. Table 4 gives the same comparison for average hours worked on teaching activities. Tables A1 to A29 in Annex A provide more detailed breakdowns of the survey results.

2.2   Total hours worked

Charts 1 and 2 show the average total hours worked by teachers in primary and secondary schools respectively (detailed figures are set out in Table 3).

Chart 1   Average hours, primary schools 2000-2009
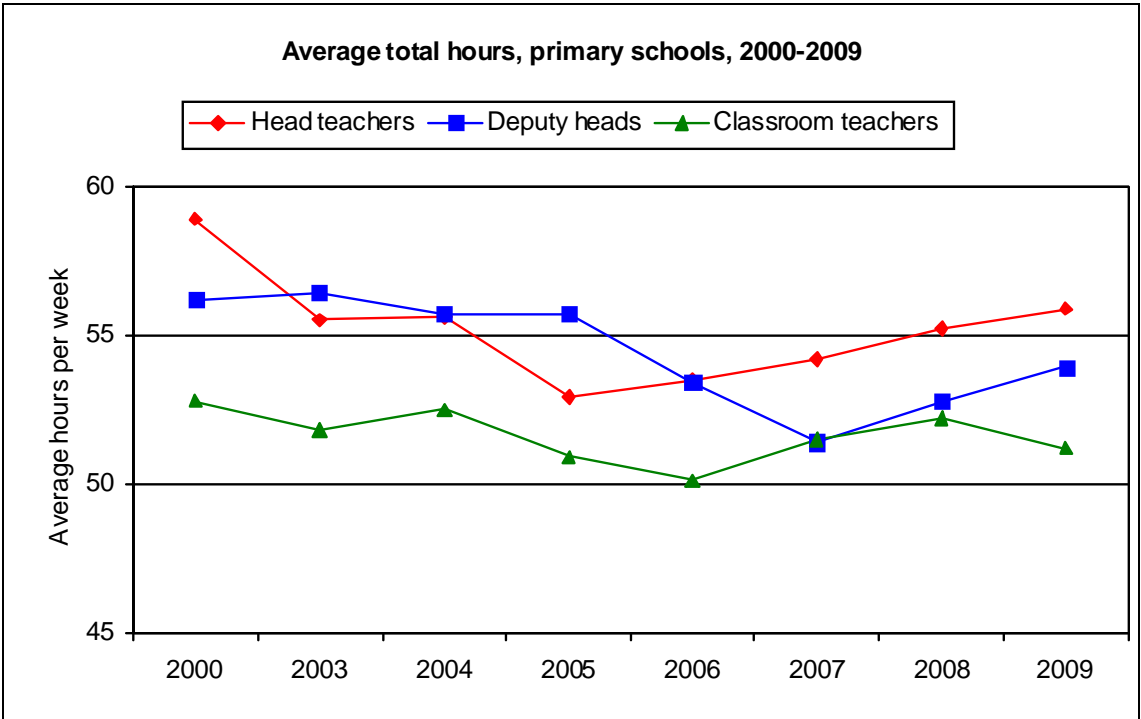
Chart 1 shows that all categories of primary teachers in 2009 continue to report working over 50 hours per week. The chart shows that the working hours reported by primary heads in 2009 are still lower than in 2000 but have been increasing since 2005. The working hours reported by primary deputy heads are not significantly different from the reported hours in 2000, while the number of hours worked by classroom teachers is lower than in 2000, but have not decreased significantly since 2003.

Chart 2   Average hours, secondary schools 2000-2009
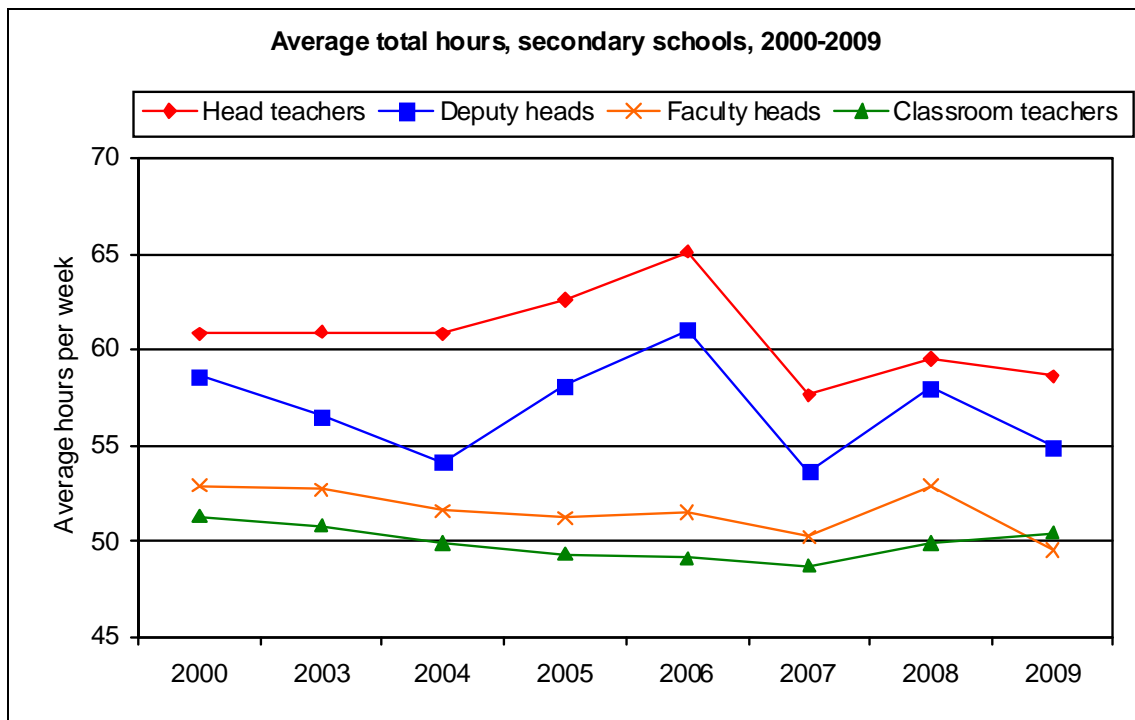
Chart 2 shows that the number of hours reported by secondary classroom teachers has remained fairly steady, and although there has been a slight increase since 2007 there has been no significant change since 2000. In contrast, the number of hours reported by secondary heads and deputies has been volatile, currently lying a little below the long-term average. Estimates of hours worked by these groups are more prone to change than those for classroom teachers due to smaller sample sizes. The working hours reported by heads of faculty or department have fallen since 2000.

The 2009 survey has seen some statistically significant changes[3] in the reported numbers of hours worked by full-time teachers between 2008 and 2009 (shown in Table 3):

• There has been a decrease in the reported number of hours worked by secondary heads of faculty or department, from 52.9 hours in 2008 to 49.5 hours in 2009. The hours worked by teachers in this grade has returned to a level similar to that in 2007 (50.2 hours). The most notable decreases are in the number of hours spent on non-teaching pupil / parent contact and on individual/professional activities.

• There has been a decrease in the reported number of hours worked by special school classroom teachers, from 48.3 hours in 2008 to 42.8 hours in 2009 (again, the figure in 2008 was an increase on the 2007 figure of 45.0 hours). The most notable decreases are in the number of hours spent on non-teaching pupil / parent contact and on planning, preparation and assessment.

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[3] For more explanation of statistically significant changes see Annex B1.

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There are also a number of statistically significant decreases when comparing hours worked in 2000 with hours worked in 2009:

- The total hours worked by primary heads has decreased from 58.9 hours per week in 2000 to 55.9 in 2009.

- Primary classroom teachers report working fewer hours in 2009 than in 2000 (down from 52.8 hours in 2000 to 51.2 hours in 2009).

- Secondary deputy heads report working fewer hours in 2009 (54.9 hours) than in 2000 (58.6 hours).

- The total hours worked by secondary heads of faculty or department has decreased from 52.9 hours in 2000 to 49.5 hours in 2009.

- Special school classroom teachers report working fewer hours in 2009 than in 2000 (51.2 hours in 2000 to 42.8 hours in 2009).

Table 3   Average total hours worked by full-time teachers in one week, 1994-2009

	Average hours									
	Total (b)									
	1994	1996	2000	2003	2004	2005	2006	2007	2008	2009
Primary	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
Headteachers[1]	55.4	55.7	58.9	55.5	55.6	52.9	53.5	54.2	55.2	55.9
Deputy heads	52.4	54.5	56.2	56.4	55.7	55.7	53.4	51.4	52.8	53.9
Classroom teachers[2]	48.8	50.8	52.8	51.8	52.5	50.9	50.1	51.5	52.2	51.2
Secondary										
Headteachers[3]	61.1	61.7	60.8	60.9	60.8	62.6	65.1	57.6	59.5	58.6
Deputy head[4]	56.9	56.5	58.6	56.5	54.1	58.1	61	53.6	58	54.9
Heads of faculty / department[5]	50.7	53	52.9	52.7	51.6	51.2	51.5	50.2	52.9	49.5
Classroom teachers[6]	48.9	50.3	51.3	50.8	49.9	49.3	49.1	48.7	49.9	50.4
Special (a)										
Classroom teachers[7]	47.5	50	51.2	47.6	46.3	45.6	43.9	45	48.3	42.8

(a) Heads and deputies omitted because of low sample numbers.

(b) Incomplete diaries (where teachers for instance have only filled in their activities for one day) are included in the calculations of average hours for all types of teacher.

1. The change in total hours between 2009 and measures taken from 2000 and 2005 is statistically significant at the 95% level.

2. The change in total hours between 2009 and measures taken from 1994 and 2000 is statistically significant at the 95% level.

3. The change in total hours between 2009 and measures taken from 2006 is statistically significant at the 95% level.

4. The change in total hours between 2009 and measures taken from 2000, 2005 and 2006 is statistically significant t at the 95% level.

5. The change in total hours between 2009 and measures taken from 1996, 2000, 2003, 2004 and 2008 is statistically significant at the 95% level.

6. The change in total hours between 2009 and measures taken from 1994 and 2007 is statistically significant at the 95% level.

7. The change in total hours between 2009 and measures taken from 2000, 2003 and 2008 is statistically significant at the 95% level.

2.3 Teaching hours

In the 2007 survey, there were some changes to the activity codes in order to better represent teachers' activities. Code T11 in the 2006 survey, "covering absent teacher's lesson within the timetabled day" was split into two new codes: "teaching during cover for absent colleague within timetabled day" (amended in 2008 to "non-regular teaching during cover for absent colleague within school's timetabled day") and "covering for absent colleague, when cover takes the form of supervising pre-set work". As a result of these

changes, which have been maintained for the 2009 survey, some time which would previously have been classed as teaching is now classed as non-teaching. Therefore, a direct comparison of teaching hours between pre- and post-2007 surveys should not be made.

Table 4   Average total teaching hours worked by full-time teachers in one week, 2000-2009

	Average hours							
	Teaching (b)							
	2000	2003	2004	2005	2006	2007†	2008†	2009†
Primary	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
Headteachers	6	4.9	5.8	3.8	4	3.4	3.3	3.8
Deputy heads	16.8	15.9	14.8	14.6	15.2	13.1	12.4	12.5
Classroom teachers	18.8	18.6	18.5	18.1	17.8	16.6	17.2	16.7
Secondary								
Headteachers	3.4	2.5	2.9	2.8	2.9	1.7	1.9	2.3
Deputy head	9.6	10.8	9.6	10.2	9.7	9.9	8.9	10.5
Heads of faculty / department	18	18.1	18.3	17.9	18.6	17.6	17.2	17.2
Classroom teachers	19.4	19.6	19.4	18.9	19.3	18.8	19	18.8
Special (a)								
Classroom teachers	18.4	16.1	16.7	15.5	15.9	15.7	15.6	15.4

(a) Heads and deputies omitted because of low sample numbers.

(b) Teaching hours as defined in 2003, 2004, 2005, 2006, 2007, 2008 and 2009 are not comparable with those of previous years - these exclude administering/invigilating tests, registration, and pastoral / counselling sessions. The figures were recalculated using the new definition for the 2000 data shown here.

† Definition of teaching has changed from previous years: some classroom supervision, which was previously included in the teaching codes, is now classified as non-teaching pupil/parent contact

Total teaching hours worked by full-time teachers can be compared between the 2007, 2008 and 2009 surveys, but this comparison does not reveal any significant changes.

However, teaching hours can be calculated for 2007, 2008 and 2009 using the definitions used from 2000-2006 (by adding on to the total teaching hours codes P22 "covering for absent colleague, when cover takes the form of supervising pre-set work" and P31 "supervising pupils on educational visits, or while external provider is teaching pupils"). These are reproduced in Table 5.

Table 5   Average teaching hours (2000-2006 definition) worked by full-time teachers in a week, 2000-2009

	Teaching							
	2000	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Primary	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs	Hrs
Head teachers	6	4.9	5.8	3.8	4	4.4	3.8	4.7
Deputy heads	16.8	15.9	14.8	14.6	15.2	13.8	12.9	13.7
Classroom teachers	18.8	18.6	18.5	18.1	17.8	16.9	17.7	17.3
Secondary								
Head teachers	3.4	2.5	2.9	2.8	2.9	2	2	3.9
Deputy head	9.6	10.8	9.6	10.2	9.7	10.5	9.7	11.1
Heads of faculty / department	18	18.1	18.3	17.9	18.6	18.4	17.9	17.6
Classroom teachers	19.4	19.6	19.4	18.9	19.3	19.5	19.8	19.7
Special								
Classroom teachers	18.4	16.1	16.7	15.5	15.9	15.9	17.2	15.6

Typically, recalculating teaching hours in this way adds between half an hour and an hour to the average teaching hours for each grade. In 2009 about one and a half hours was added to the average teaching hours for secondary head teachers (due to a relatively large amount of time spent on educational visits) and less than a quarter of an hour was added to the average teaching time for special school classroom teachers.

2.4   Perceptions of workload

The first phase of contractual changes arising from the national agreement (implemented 1 September 2003), guaranteed that teachers would not be routinely required to perform administrative and clerical tasks; that all teachers should enjoy a reasonable work / life balance; and that all those with leadership and management responsibilities within the school should have time to focus on these activities.

Phase two (1 September 2004) saw the introduction of new limits on covering for absent colleagues (38 hours per year).

The third and final phase (1 September 2005) guaranteed professional time for planning, preparation and assessment; that headteachers must have dedicated time in which to lead, not just manage, their schools; and that teachers will no longer routinely required to invigilate external examinations.

In light of these changes, the survey asked teachers a number of questions about their perception of their workload (Tables A26-A28 in Annex A). Around a quarter of teachers did not respond to these attitudinal questions and this should be borne in mind when interpreting the responses. Findings from the questions relating to teachers' general attitudes to their jobs and workloads are shown in Table A26.

Key findings from 2009 were:

- Primary head teachers are more likely than secondary head teachers to say that they often had to do things which were not directly related to their job: 25 per cent of full-time primary heads say this applies to them all or most of the time, compared with seven per cent of full-time secondary heads.

- Primary head teachers are also more likely than secondary head teachers to say they felt that all or most of the time they were unable to do things which should be part of their job: 24 per cent of full-time primary heads say this compared with 10 per cent of full-time secondary heads. There has been a decrease for special classroom teachers, from 33 per cent in 2008 to 11 per cent in 2009.

- Primary head teachers are less likely than other teachers to say that all or most of the time it is possible for them to do their job as they feel it should be done: 39 per cent of full-time primary heads say this compared with, for example, 57 per cent of full-time primary classroom teachers. There has been a decrease in the proportion of primary assistant and deputy heads who think that all or most of the time it is possible for them to do their job as they feel it should be done (48 per cent in 2009 compared with 68 per cent in 2008).

- Special school classroom teachers are more likely than primary classroom teachers to say that their duties represented a good use of their time: 70 per cent of them say that this was true all or most of the time, compared with 64 per cent or primary school classroom teachers. In turn, primary classroom teachers are more likely than secondary classroom teachers to say that their duties represented a good use of their time: 56 per cent of secondary classroom teachers. The proportion for both primary and secondary classroom teachers has increased from 2008 (52 per cent for primary and 45 per cent for secondary in 2008). Primary part-time classroom teachers (49 per cent) are less likely than their full-time counterparts (64 per cent) to say that all or most of the time their duties represented a good use of their time.

- For each category of primary and secondary full time teacher, between 23 and 32 percent feel their workload rarely or never allowed them to pursue personal interests outside work (Table A26). More special classroom teachers have said that their workload allows them to pursue personal interests outside work all or most of the time (48 per cent in 2009 compared with 29 per cent in 2008).

As a follow up to the questions on teachers' perceptions of their workload, four questions were asked to explore: the types of activities teachers are expected to do that they do not think should be part of their job; the types of activities teachers are unable to do that they think should be part of their job; activities in general that teachers would like to spend less time doing; and activities in general that teachers would like to spend more time doing.

Tables A27 to A30 in Annex A show the findings from these questions. The main themes that emerged were:

- Teachers (all grades) who say they are expected to do things that they did not think should be part of their job all or most of their time or from time to time most frequently mention administration or clerical work as an example. This is the case for 33 per cent of secondary teachers, 30 per cent of primary teachers and 22 per cent of special school teachers. Eleven per cent of questioned primary teachers mention photocopying and the same proportion mention putting up displays. Eight per cent of questioned secondary teachers each mention photocopying, covering for an absent colleague and disciplining issues. In addition to administration or clerical work, special school teachers frequently mention making or preparing resources (12 per cent) and tidying or cleaning classrooms (10 per cent). Parent contact (10 per cent) and pastoral care (10 per cent) are also commonly mentioned by this group.

- Three in ten special school teachers (all grades) who say they are unable to do things that should be part of their job all or most of the time or from time to time give planning and preparation as an example. This is also the most frequently given response by secondary teachers (mentioned by 21 per cent) and primary teachers (14 per cent). Primary and secondary teachers frequently give the examples of assessing and marking pupil work (12 per cent of primary teachers and 18 per cent of secondary). Primary teachers also give responses related to more quality time with pupils, such as more time talking to children and teaching in smaller groups (11 per cent each). Special school teachers also frequently mention teaching, including teaching in smaller group (11 per cent) and making or preparing resources (10 per cent).

- The top activity teachers of all grades say they would like to spend *less* of their time doing was administration and clerical work (for example, this was mentioned by 34 per cent of primary full-time classroom teachers). Other disliked activities are more dependent on the type of teacher: 16 per cent of full-time primary head teachers want to spend less of their time carrying out what they perceived to be the caretaker's role; full-time classroom teachers are keen to spend less time assessing and marking pupil work (mentioned by 13 per cent of those in primary schools and 18 per cent of those in secondary schools).

- The activities most teachers said they would like to spend *more* of their time doing also varies depending on the type of teacher asked. Primary full-time head teachers want to spend more time with, or talking to, the children (20 per cent) or supporting and mentoring teachers (18 per cent). The most frequently mentioned activity by secondary full-time head teachers is also to spend more time with, or talking to, the children (24 per cent). Secondary heads also mention strategic planning (17 per cent) and supporting and mentoring teachers (16 per cent) frequently. Sixteen per cent of full-time primary classroom teachers say they would like to spend more time teaching (either generally or more specifically teaching in smaller groups). Full-time secondary classroom teachers want to spend *more* time on planning and preparation (mentioned by 23 per cent).

2.5 The 2009 survey results

Analysis of the grouped activities that make up teachers' workload is summarised in Table 6 (with more detailed analyses in Tables A20-A22 in Annex A). Key findings are:

2.5.1 Teaching

Classroom teachers in primary and secondary schools spend, on average, around one third of their working time on teaching activities, with the figure slightly higher in secondary schools than in primaries. Deputy and assistant heads in primary schools spend just under a quarter of their working time teaching, compared with 19 per cent by deputy heads in secondary schools.

2.5.2 Planning, preparation and assessment

On average, primary and secondary school classroom teachers spend just over 30 per cent of their working time on planning, preparation, and assessment. Secondary school classroom teachers spend less time planning and preparing lessons but more hours assessing pupil work and writing reports than primary school teachers (Tables A20 and A21).

2.5.3   Non-teaching contact with pupils and parents

Teachers in primary and secondary schools spend between 11 per cent (primary classroom teachers) and 16 per cent (primary and secondary heads) of their time on non-teaching contact with pupils and parents.

2.5.4   School / staff management

Heads in both primary and secondary schools spend over half of their working time on management (54 per cent for primary and 57 per cent for secondary). Deputy heads in secondary schools spend 31 per cent of their time on management; the corresponding figure in primary schools is 21 per cent.

2.5.5   General administrative support

For all grades of teacher, the proportion of average hours spent on general administrative support tends to be higher in primary schools than in secondary schools.

2.5.6   Individual / professional activity

On average, primary heads spend around 8 per cent and secondary heads 9 per cent of their time on individual or professional activities, compared with around 6 per cent for primary classroom teachers and 5 per cent for secondary classroom.

2.5.7   Weekend and evening work

On average, full-time teachers in primary schools work between 5 and 9 per cent of their hours at weekends. In secondary schools, the averages range from 8 to 11 per cent. A further 13 to 18 per cent of hours worked in primary and secondary schools are worked after 6.00 pm, or before school starts, on weekdays (Table A23).

Around 70 per cent of teachers' out of school hours work is spent on planning, preparation and assessment. The remaining time is predominantly taken up with other administrative and individual/professional activities (Table A24).

Table 6   Average hours worked by full-time teachers, in total and on grouped activities

| | Heads (a) | | | | Deputy heads (a) | | | | Classroom teachers | | | | | | Special | |
| | Primary | | Secondary | | Primary | | Secondary | | Primary | | Secondary Head dept | | Secondary Classroom | | | |
	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%
Teaching	3.8	6.7%	2.3	3.9%	12.5	23.2%	10.5	19.0%	16.7	32.6%	17.2	34.7%	18.8	37.4%	15.4	36.0%
Planning, preparation and assessment	3.1	5.6%	3.5	6.0%	13.1	24.2%	10.1	18.4%	16.4	32.1%	14.1	28.4%	16.0	31.7%	11.1	25.9%
Non-teaching pupil/parent contact	9.1	16.3%	9.2	15.7%	7.3	13.5%	7.4	13.5%	5.8	11.4%	6.3	12.8%	6.6	13.1%	5.8	13.6%
School / staff management	30.4	54.3%	33.7	57.5%	11.5	21.4%	16.9	30.7%	3.6	7.0%	5.1	10.4%	3.3	6.5%	3.8	8.8%
General administrative support	3.9	7.0%	2.9	4.9%	4.9	9.0%	3.4	6.2%	4.8	9.3%	3.6	7.2%	2.4	4.8%	2.8	6.5%
Individual / professional activity (b)	4.3	7.8%	5.4	9.3%	3.4	6.2%	5.9	10.7%	2.8	5.5%	2.3	4.7%	2.4	4.7%	2.7	6.4%
All known working activities	**54.6**	**97.6%**	**57.0**	**97.2%**	**52.7**	**97.6%**	**54.1**	**98.5%**	**50.2**	**97.9%**	**48.6**	**98.2%**	**49.4**	**98.1%**	**41.6**	**97.2%**
Other working activities	1.3	2.4%	1.6	2.8%	1.3	2.4%	0.8	1.5%	1.1	2.1%	0.9	1.8%	1.0	1.9%	1.2	2.8%
All working activities	**55.9**	**100%**	**58.6**	**100%**	**53.9**	**100%**	**54.9**	**100%**	**51.2**	**100%**	**49.5**	**100%**	**50.4**	**100%**	**42.8**	**100%**

(a) - excluding special schools where sample numbers were very low

(b) - includes up to one hour for completing the diary survey

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Tables A1 to A31 in Annex A provide detailed tabulations of the survey data. Please note that the tabulations are based on survey estimates and are therefore subject to sampling error (see Annex B1 for more details).

The following list summarises the breakdowns of total hours available in the detailed tables:

- Gender and teacher category - Tables A1-A4. (These breakdowns are only provided for those categories of teachers where the sample size for each gender is greater than 50, i.e. heads of department in secondary schools and full-time classroom teachers in primary and secondary schools.)

- Classroom teacher demographics - Tables A5-A7

- Distribution of total hours and teaching hours - Tables A8-A16

- Part-time teachers - Table A17

- Special Schools - Tables A18-A19

- Detailed activities - Tables A20-A22

- Weekend and 'out of hours' working - Tables A23-A25

- Attitudes of teachers to their jobs and workloads - Table A26-A31

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Annex A   Survey results

Notes on tables in Annex A

All tables are based on weighted data.
All bases are unweighted unless otherwise stated.
The following conventions have been used:

-     nil
*   a non-zero value of less than 0.05% or of less than 0.005 hours
( )   Less reliable because of low sample numbers, i.e. fewer than 50

Table A1   Average hours worked by full-time heads of department in secondary schools
Weighted

	Average hours	Percentage of total
	Hrs	**%**
ALL		
Total	49.5	100%
On grouped activities		
Teaching	17.2	34.7%
Planning, preparation and assessment	14.1	28.4%
Non-teaching pupil / parent contact	6.3	12.8%
School / staff management	5.1	10.4%
General administrative support	3.6	7.2%
Individual / professional activity	2.3	4.7%
Other working activities	0.9	1.8%
MALES (a)		
Total	49.5	100%
On grouped activities		
Teaching	17.4	35.1%
Planning, preparation and assessment	14.5	29.4%
Non-teaching pupil / parent contact	6.5	13.1%
School / staff management	5.0	10.1%
General administrative support	2.8	5.6%
Individual / professional activity	2.8	5.6%
Other working activities	0.6	1.2%
FEMALES (b)		
Total	49.5	100%
On grouped activities		
Teaching	17.1	34.5%
Planning, preparation and assessment	13.7	27.7%
Non-teaching pupil / parent contact	6.2	12.5%
School / staff management	5.3	10.6%
General administrative support	4.2	8.4%
Individual / professional activity	2.0	4.1%
Other working activities	1.1	2.2%

(a) - 68 teachers
(b) - 96 teachers

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours
Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Table A2   Average hours worked by full-time classroom teachers
Weighted

	Average hours		Percentage of total	
	Primary	**Secondary**	**Primary**	**Secondary**
	Hrs	**Hrs**	**%**	**%**
ALL				
Total	51.2	50.4	100%	100%
On grouped activities				
Teaching	16.7	18.8	32.6%	37.4%
Planning, preparation and assessment	16.4	16.0	32.1%	31.7%
Non-teaching pupil / parent contact	5.8	6.6	11.4%	13.1%
School / staff management	3.6	3.3	7.0%	6.5%
General administrative support	4.8	2.4	9.3%	4.8%
Individual / professional activity	2.8	2.4	5.5%	4.7%
Other activities	1.1	1.0	2.1%	1.9%
MALES (a)				
Total	50.1	50.5	100%	100%
On grouped activities				
Teaching	17.8	18.4	35.4%	36.4%
Planning, preparation and assessment	17.1	16.3	34.2%	32.3%
Non-teaching pupil / parent contact	4.9	6.9	9.8%	13.7%
School / staff management	3.0	3.2	6.0%	6.4%
General administrative support	3.1	2.2	6.1%	4.4%
Individual / professional activity	3.3	2.6	6.7%	5.1%
Other activities	0.9	0.9	1.8%	1.7%
FEMALES (b)				
Total	51.4	50.3	100%	100%
On grouped activities				
Teaching	16.5	19.1	32.2%	38.0%
Planning, preparation and assessment	16.3	15.7	31.8%	31.3%
Non-teaching pupil / parent contact	6.0	6.4	11.6%	12.7%
School / staff management	3.7	3.3	7.2%	6.5%
General administrative support	5.0	2.5	9.8%	5.1%
Individual / professional activity	2.8	2.3	5.4%	4.5%
Other activities	1.1	1.0	2.1%	2.0%

(a) - 64 teachers in primary schools and 89 in secondary schools
(b) - 460 teachers in primary schools and 148 in secondary schools

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Table A3   Average hours worked by full-time classroom teachers with Teaching and Learning Responsibility Payment

Weighted

	Average hours		Percentage of total	
	Primary	**Secondary**	**Primary**	**Secondary**
	Hrs	**Hrs**	**%**	**%**
ALL				
Total	51.9	51.5	100%	100%
On grouped activities				
Teaching	15.7	17.9	30.2%	34.8%
Planning, preparation and assessment	15.8	16.9	30.5%	32.8%
Non-teaching pupil / parent contact	6.3	7.1	12.2%	13.9%
School / staff management	5.1	3.6	9.8%	7.0%
General administrative support	4.7	2.6	9.0%	5.0%
Individual / professional activity	2.9	2.4	5.7%	4.7%
Other activities	1.3	1.0	2.5%	1.9%
MALES (a)				
Total				
On grouped activities				
Teaching				
Planning, preparation and assessment				
Non-teaching pupil / parent contact				
School / staff management	(c)	(c)	(c)	(c)
General administrative support				
Individual / professional activity				
Other activities				
FEMALES (b)				
Total	52.6		100%	
On grouped activities				
Teaching	15.4		29.3%	
Planning, preparation and assessment	15.9		30.2%	
Non-teaching pupil / parent contact	6.5		12.3%	
School / staff management	5.5	(c)	10.4%	(c)
General administrative support	5.1		9.7%	
Individual / professional activity	2.9		5.5%	
Other activities	1.4		2.6%	

(a) - 17 teachers in primary schools and 28 in secondary schools

(b) - 119 teachers in primary schools and 49 in secondary schools

(c) - Omitted because of low numbers

68 teachers in primary schools and 39 teachers in secondary schools are excluded from tables A4 and A5 for failing to give a valid answer

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Table A4   Average hours worked by full-time classroom teachers without Teaching and Learning Responsibility Payment

Weighted

	Average hours		Percentage of total	
	Primary	**Secondary**	**Primary**	**Secondary**
	Hrs	**Hrs**	**%**	**%**
ALL				
Total	50.8	49.2	100%	100%
On grouped activities				
Teaching	16.9	19.4	33.3%	39.5%
Planning, preparation and assessment	16.5	15.8	32.4%	32.0%
Non-teaching pupil / parent contact	5.8	6.0	11.4%	12.1%
School / staff management	3.0	2.6	5.9%	5.2%
General administrative support	4.8	2.3	9.5%	4.6%
Individual / professional activity	2.8	2.4	5.6%	4.8%
Other activities	0.9	0.9	1.9%	1.8%
MALES (a)				
Total				
On grouped activities				
Teaching				
Planning, preparation and assessment				
Non-teaching pupil / parent contact				
School / staff management	(c)	(c)	(c)	(c)
General administrative support				
Individual / professional activity				
Other activities				
FEMALES (b)				
Total	50.9	49.4	100%	100%
On grouped activities				
Teaching	16.8	20.0	33.1%	40.4%
Planning, preparation and assessment	16.4	15.7	32.2%	31.8%
Non-teaching pupil / parent contact	5.9	5.5	11.6%	11.1%
School / staff management	3.1	2.3	6.0%	4.6%
General administrative support	5.0	2.6	9.8%	5.2%
Individual / professional activity	2.7	2.3	5.4%	4.7%
Other activities	0.9	1.1	1.8%	2.2%

(a) - 39 teachers in primary schools and 47 in secondary schools

(b) - 281 teachers in primary schools and 74 in secondary schools

(c) - Omitted because of low sample numbers

68 teachers in primary schools and 39 teachers in secondary schools are excluded from tables A4 and A5 for failing to give a valid answer

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Table A5   Average total hours worked by full-time classroom teachers in primary school by demographics

Weighted

		Sample size (a)	Total hours worked
		Number	Hours
ALL		524	51.2
Age	under 25	48	(b)
	25-34	214	50.7
	35-44	106	51.5
	45-54	103	51.7
	55+	53	52.6
Sex	Male	64	50.1
	Female	460	51.4
Years in teaching	0-2	103	51.2
	3-9	204	50.9
	10-14	81	50.4
	15-19	40	(b)
	20+	93	52.2
Years in post	0	131	52.0
	1-2	135	51.9
	3-4	105	50.3
	5-9	76	49.3
	10+	62	50.6
Class size	< 25	125	51.0
	25-29	197	52.4
	30-34	125	50.9
	35+	21	(b)
Year group taught	Reception	62	49.7
	Y1	47	(b)
	Y2	47	(b)
	Y3	55	50.4
	Y4	55	52.5
	Y5	44	(b)
	Y6	53	53.7
Key stage taught	KS1	179	50.9
	KS2	244	52.3
	Not classified	75	48.3
Class type	Single yr	381	51.4
	Two yrs	61	54.3
% time classroom support	None / almost none	28	(b)
	10%	16	(b)
	20%	32	(b)
	30/40/50%	88	51.8
	60/70/80/90%	113	51.5
	All / almost all	87	51.0

(a) Unweighted sample size given
(b) Data based on low sample numbers omitted

Table A6   Average total hours worked by full-time classroom teachers in secondary school by demographics

Weighted

		Sample size (a)	Total hours worked
		Number	Hours
ALL		237	50.4
Age	under 25	10	(b)
	25-34	104	50.9
	35-44	60	48.9
	45-54	43	(b)
	55+	19	(b)
Sex	Male	89	50.5
	Female	148	50.3
Years in teaching	0-2	72	50.9
	3-9	86	51.2
	10-14	25	(b)
	15-19	14	(b)
	20+	39	(b)
Years in post	0	52	49.3
	1-2	80	52.5
	3-4	53	50.6
	5-9	36	(b)
	10+	13	(b)

(a) Unweighted sample size given
(b) Data based on low sample numbers omitted

Table A7   Average hours worked by full-time classroom teachers by school demographics
Weighted

	Primary		Secondary	
	Sample Nos (d)	Total hours	Sample Nos (d)	Total hours
	No	**Hrs**	**No**	**Hrs**
ALL	524	51.2	237	50.4
Size of school				
Under 50	7	(b)	-	(b)
51-200	107	49.9	1	(b)
201-400	298	52.1	1	(b)
401-600	106	50.5	15	(b)
601-800	6	(b)	33	(b)
801-1000	-	(b)	56	50.8
1000+	-	(b)	131	51.1
% pupils with statements of special educational needs				
Under 0.5	135	51.3	28	(b)
0.5 - 0.9	97	50.6	10	(b)
1.0 - 1.9	154	51.6	100	50.9
2.0 - 4.9	117	51.3	89	49.3
5.0 or over	21	(b)	10	(b)
% pupils receiving free meals				
Under 5.0	108	51.2	36	(b)
5.0 - 9.9	146	51.6	92	50.7
10.0 - 19.9	120	51.1	72	49.9
20.0 - 29.9	67	50.9	23	(b)
30.0 - 39.9	38	(b)	-	(b)
40.0 or over	45	(b)	14	(b)
Catchment area (a)				
Inner city	76	51.4	38	(b)
Urban / suburban	230	51.8	89	49.6
Rural	46	(b)	30	(b)
Inner city / urban	24	(b)	25	(b)
Urban / rural	108	52.4	53	51.3
Representativeness of week (a)				
More busy	68	52.7	22	(b)
About same	348	52.0	153	50.7
Less busy	72	48.5	54	49.1
Workload normal? (b)				
Greater	54	53.7	21	(b)
Less	122	49.3	58	46.2
About same	339	51.6	147	51.6

(a) Headteacher's description

(b) Teacher's own assessment

(c) Omitted because of low sample numbers

(d) Unweighted sample size

Table A8   Distribution of total hours worked by full-time headteachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	**Secondary**
	%	%
Up to 35	1.3%	
Over 35 up to 40	-	
Over 40 up to 45	6.1%	
Over 45 up to 50	21.6%	(a)
Over 50 up to 55	23.8%	
Over 55 up to 60	18.1%	
Over 60 up to 65	9.4%	
Over 65 up to 70	13.7%	
Over 70	6.0%	
	Hours worked	**Hours worked**
Highest decile	69.3	
Upper quartile	62.8	
Median	54.8	(a)
Lower quartile	49.9	
Lowest decile	46.0	
Unweighted sample size	82	46

(a) Omitted because of low sample numbers

Table A9   Distribution of total hours worked by full-time deputy and assistant headteachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	**Secondary**
	%	%
Up to 35	5.2%	
Over 35 up to 40	2.0%	
Over 40 up to 45	8.0%	
Over 45 up to 50	13.7%	(a)
Over 50 up to 55	28.9%	
Over 55 up to 60	19.8%	
Over 60 up to 65	10.2%	
Over 65 up to 70	5.1%	
Over 70	7.1%	
	Hours worked	**Hours worked**
Highest decile	65.2	
Upper quartile	58.8	
Median	53.8	(a)
Lower quartile	49.6	
Lowest decile	41.0	
Unweighted sample size	83	45

(a) Omitted because of low sample numbers

Table A10   Distribution of total hours worked by full-time heads of department in secondary schools

Weighted

Total hours worked	Percentage of teachers
	%
Up to 35	6.2%
Over 35 up to 40	7.1%
Over 40 up to 45	12.2%
Over 45 up to 50	24.6%
Over 50 up to 55	25.7%
Over 55 up to 60	13.1%
Over 60 up to 65	6.7%
Over 65 up to 70	2.2%
Over 70	2.2%
Highest decile	61.1
Upper quartile	54.5
Median	50.0
Lower quartile	44.9
Lowest decile	39.0
Unweighted sample size	164

Table A11   Distribution of total hours worked by full-time classroom teachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	3.3%	2.7%
Over 35 up to 40	5.1%	8.1%
Over 40 up to 45	13.6%	14.1%
Over 45 up to 50	21.8%	26.9%
Over 50 up to 55	24.4%	22.6%
Over 55 up to 60	18.7%	12.9%
Over 60 up to 65	7.5%	5.3%
Over 65 up to 70	2.8%	4.7%
Over 70	2.8%	2.8%
Highest decile	61.3	63.4
Upper quartile	56.4	55.4
Median	51.8	49.9
Lower quartile	45.9	45.1
Lowest decile	41.3	39.8
Unweighted sample size	524	237

Table A12   Distribution of total hours worked by full-time classroom teachers with Teaching and Learning Responsibility Payment

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	2.4%	1.7%
Over 35 up to 40	5.8%	8.3%
Over 40 up to 45	12.1%	13.7%
Over 45 up to 50	23.6%	25.8%
Over 50 up to 55	21.3%	23.4%
Over 55 up to 60	18.2%	13.0%
Over 60 up to 65	10.8%	3.9%
Over 65 up to 70	2.4%	4.1%
Over 70	3.5%	6.1%
Unweighted sample size	136	77

68 teachers in primary schools and 39 teachers in secondary schools are excluded from tables A12 and A13 for failing to give a valid answer

Table A13   Distribution of total hours worked by full-time classroom teachers without Teaching and Learning Responsibility Payment

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	3.3%	3.9%
Over 35 up to 40	5.7%	7.5%
Over 40 up to 45	14.7%	15.1%
Over 45 up to 50	21.2%	28.5%
Over 50 up to 55	26.2%	21.9%
Over 55 up to 60	17.8%	12.2%
Over 60 up to 65	5.5%	7.8%
Over 65 up to 70	2.8%	3.2%
Over 70	2.9%	-
Unweighted sample size	320	121

68 teachers in primary schools and 39 teachers in secondary schools are excluded from tables A12 and A13 for failing to give a valid answer

Table A14   Distribution of teaching hours (a) worked by full-time classroom teachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 12.5	17.5%	7.2%
Over 12.5 up to 15	12.6%	6.8%
Over 15 up to 17.5	19.9%	21.5%
Over 17.5 up to 20	27.0%	26.7%
Over 20 up to 22.5	17.3%	21.8%
Over 22.5 up to 25	4.6%	11.3%
Over 25	1.1%	4.6%
Highest decile	21.5	23.3
Upper quartile	19.9	21.2
Median	17.4	19.2
Lower quartile	14.3	16.4
Lowest decile	10.6	13.9
Unweighted sample size	524	237

(a) Own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

Table A15   Distribution of teaching hours (a) worked by full-time classroom teachers with Teaching and Learning Responsibility Payment
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 12.5	22.5%	5.4%
Over 12.5 up to 15	17.8%	9.7%
Over 15 up to 17.5	22.0%	28.1%
Over 17.5 up to 20	22.3%	28.9%
Over 20 up to 22.5	11.6%	18.4%
Over 22.5 up to 25	3.1%	8.9%
Over 25	0.6%	0.5%
Unweighted sample size	136	77

(a) Own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

68 teachers in primary schools and 39 teachers in secondary schools are excluded from tables A15 and A16 for failing to give a valid answer

Table A16   Distribution of teaching hours (a) worked by full-time classroom teachers without Teaching and Learning Responsibility Payment

Weighted

Total hours worked	Percentage of teachers	
	Primary	**Secondary**
	%	%
Up to 12.5	16.0%	7.3%
Over 12.5 up to 15	10.7%	6.1%
Over 15 up to 17.5	20.7%	15.0%
Over 17.5 up to 20	27.9%	24.0%
Over 20 up to 22.5	18.7%	27.1%
Over 22.5 up to 25	5.3%	13.5%
Over 25	0.7%	7.0%
Unweighted sample size	320	121

(a) Own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

68 teachers in primary schools and 39 teachers in secondary schools are excluded from tables A15 and A16 for failing to give a valid answer

Table A17   Average hours worked by part-time classroom teachers

Weighted

	Average hours		Percentage of total	
	Primary	**Secondary**	**Primary**	**Secondary**
	Hrs	**Hrs**	**%**	**%**
Total	32.8	31.4	100.0%	100.0%
On grouped activities				
Teaching	11.0	11.2	33.6%	35.5%
Planning, preparation and assessment	11.4	10.7	34.7%	34.0%
Non-teaching pupil / parent contact	3.1	3.1	9.5%	9.7%
School / staff management	2.6	1.9	8.0%	6.1%
General administrative support	2.7	2.0	8.2%	6.3%
Individual / professional activity (a)	1.4	1.7	4.3%	5.5%
Other working activities (b)	0.6	0.9	1.7%	2.9%
Unweighted sample size	170	58		

(a) Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

(b) Other working activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Table A18   Average hours worked by full-time teachers in special schools
Weighted

	Classroom teachers %
Percentage distribution of hours worked on grouped activities	
Teaching	36.0%
Planning, preparation and assessment	25.9%
Non-teaching contact	13.6%
School / staff management	8.8%
General admin tasks	6.5%
Individual / professional activity	6.4%
Other working activities	2.8%
Average hours worked Hrs	42.8
Unweighted sample size	86

Other working activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours
Individual / professional activity includes, as in previous years, completing the diary, which takes around an hour on average

Table A19   Distribution of total hours and teaching hours worked by full-time classroom teachers in special schools
Weighted

	Percentage of teachers %
Total hours	
Up to 35	15.7%
Over 35 up to 40	12.6%
Over 40 up to 45	24.0%
Over 45 up to 50	19.4%
Over 50 up to 55	17.5%
Over 55 up to 60	8.4%
Over 60 up to 65	1.8%
Over 65 up to 70	0.6%
Over 70	-
Teaching hours	
Up to 12.5	25.7%
Over 12.5 up to 15	15.7%
Over 15 up to 17.5	13.6%
Over 17.5 up to 20	23.1%
Over 20 up to 22.5	16.9%
Over 22.5 up to 25	3.1%
Over 25	2.0%
Unweighted sample size	86

Table A20   Average hours spent on individual activities by full-time headteachers, deputy headteachers and classroom teachers in primary schools

Weighted

	Headteacher Hrs	Deputy head Hrs	Classroom teacher Hrs
Teaching	3.8	12.5	16.7
Regular timetabled teaching within own timetabled day	2.0	10.9	15.9
Non-regular teaching during cover for absent colleague within school's timetabled day (not cover supervision - this is code P22)	0.7	0.2	0.2
Teaching / tutorial outside the timetabled day (e.g.homework classes)	0.2	0.3	0.2
Assisting pupils in another teacher's lesson	0.4	0.2	0.2
Teaching pupils on an educational visit	0.4	1.0	0.2
Non-teaching pupil / parent contact	9.1	7.3	5.8
Supervising pupils before / during / after pupil day (e.g. at break, taking / supervising assembly, going to / from sporting / cultural activities)	3.7	2.6	2.2
Registration / general classroom management / pastoral / counselling session	0.1	0.7	1.1
Covering for absent colleague, when cover takes the form of supervising pre-set work	0.1	0.3	0.0
Conducting external examinations (e.g. practical and oral examinations in your own subject)	-	-	*
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	-	-	0.0
Conducting other tests / exams	*	0.0	0.1
Invigilating other tests / exams	0.0	-	0.0
Coaching sport, rehearsing drama / music or organising pupil clubs / societies (not as part of timetabled teaching)	0.4	0.4	0.5
Disciplining / praising pupils (inc. detention)	0.6	0.6	0.2
Pastoral care with individual pupils	0.4	0.3	0.1
Any contact with parents / families (inc. contact with individual parents, PTA, parents' evening)	2.4	1.0	0.7
Supervising pupils on educational visits, or while external provider is teaching pupils	0.8	0.9	0.6
Other non-teaching activities relating to particular pupils or parents	0.6	0.7	0.4
Planning, preparation and assessment	3.1	13.1	16.4
Planning / preparing lesson, practical test or assessment (inc. gathering and preparing resources). Includes joint planning sessions with other members of staff	1.6	7.3	9.3
Assessing / marking pupil work (including exam / test) or assessing pupils more generally, including discussions with other staff members	0.8	3.9	5.3
Writing reports on pupil progress	0.2	0.7	0.5
Other non-contact activities relating to lesson planning, preparation or assessment	0.5	1.2	1.4
School / Staff management	30.4	11.5	3.6
General staff / management meeting (including preparation, writing agenda / minutes etc.)	3.1	2.5	1.3
Appraising and monitoring other teaching staff	0.9	0.7	0.2
Coaching , mentoring and training other teaching staff	0.9	0.8	0.3
Other contact / interaction with teaching staff in your own	2.7	1.5	0.6

Table A20   Average hours spent on individual activities by full-time headteachers, deputy headteachers and classroom teachers in primary schools

Weighted

	Headteacher Hrs	Deputy head Hrs	Classroom teacher Hrs
school (but not about specific pupils or planning)			
Arranging teaching duties, timetables, pupil allocation or supply	1.0	0.9	0.1
Contact / interaction with support staff (not including lesson planning / pupil assessment)	1.3	0.3	0.2
School policy development (including planning, implementation)	3.1	0.7	0.2
Financial management and planning	2.7	0.2	0.0
Publicity / marketing activities	0.2	0.0	0.0
Contact with governors (e.g. telephone calls)	1.9	0.3	0.1
Contact with educational body (e.g. DCSF, NafW, LA, EWO, OFSTED/Estyn, TDA)	2.7	0.5	0.1
Contact with community (e.g. social services, police, employers, newspapers)	1.0	0.3	0.1
Contact with other local education providers (e.g. other nurseries, schools or colleges)	1.4	0.3	0.1
Other management related activities	7.4	2.6	0.4
General administrative support	3.9	4.9	4.8
Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards etc.)	0.5	1.2	0.6
Keeping records or department records (excluding those on pupil performance)	0.3	0.3	0.1
Organising resources and premises (e.g. buildings, equipment, books, computers)	0.7	0.7	0.7
Displaying / mounting pupils' work or information for pupils	0.1	0.3	0.5
Setting up / tidying classroom, lab or other teaching area (excluding activities for M35)	0.2	1.4	2.1
Simple clerical activity (e.g. photocopying)	0.2	0.3	0.4
Other kinds of administrative activities	2.0	0.8	0.4
Individual / Professional activity	4.3	3.4	2.8
Training or development activity, including INSET, peer observation or being mentored	2.0	1.7	1.2
Studying / background reading (excluding preparing for particular classes code M35)	0.9	0.4	0.3
Keeping this diary	0.7	0.8	0.9
Other individual / professional activity (please describe in notes column)	0.7	0.4	0.4
All known working activity	54.6	52.7	50.2
Other working activities	1.3	1.3	1.1
Authorised absence during school hours	0.2	0.2	0.2
Other activities (Multiple, unknown)	1.1	1.1	0.9
All working activities	55.9	53.9	51.2
Own time - non working break in school hours	1.9	2.7	3.7

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Table A21   Average hours spent on individual activities by full-time headteachers, deputy headteachers, heads of department and classroom teachers in secondary schools

Weighted

	Headteacher Hrs	Deputy head Hrs	Head of department Hrs	Classroom teacher Hrs
Teaching	2.3	10.5	17.2	18.8
Regular timetabled teaching within own timetabled day			16.0	17.5
Non-regular teaching during cover for absent colleague within school's timetabled day (not cover supervision - this is code P22)	(a)	(a)	0.3	0.2
Teaching / tutorial outside the timetabled day (e.g.homework classes)			0.8	0.8
Assisting pupils in another teacher's lesson			0.1	0.1
Teaching pupils on an educational visit			0.1	0.1
Non-teaching pupil / parent contact	9.2	7.4	6.3	6.6
Supervising pupils before / during / after pupil day (e.g. at break, taking / supervising assembly, going to / from sporting / cultural activities)			1.4	1.4
Registration / general classroom management / pastoral / counselling session			1.3	1.3
Covering for absent colleague, when cover takes the form of supervising pre-set work			0.1	0.4
Conducting external examinations (e.g. practical and oral examinations in your own subject)			0.1	0.0
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	(a)	(a)	0.0	0.0
Conducting other tests / exams			0.1	0.0
Invigilating other tests / exams			0.0	0.0
Coaching sport, rehearsing drama / music or organising pupil clubs / societies (not as part of timetabled teaching)			1.0	1.0
Disciplining / praising pupils (inc. detention)			0.4	0.4
Pastoral care with individual pupils			0.4	0.4
Any contact with parents / families (inc. contact with individual parents, PTA, parents' evening)			0.4	0.6
Supervising pupils on educational visits, or while external provider is teaching pupils			0.3	0.5
Other non-teaching activities relating to particular pupils or parents			0.7	0.5
Planning, preparation and assessment	3.5	10.1	14.1	16.0
Planning / preparing lesson, practical test or assessment (inc. gathering and preparing resources). Includes joint planning sessions with other members of staff			6.4	8.1
Assessing / marking pupil work (including exam/test) or assessing pupils more generally, including discussions with other staff members	(a)	(a)	5.2	5.7
Writing reports on pupil progress			1.6	1.2
Other non-contact activities relating to lesson planning, preparation or assessment			0.9	0.9
School/Staff management	33.7	16.9	5.1	3.3
General staff / management meeting (including preparation, writing agenda / minutes etc.)			1.5	1.3
Appraising and monitoring other teaching staff			0.3	0.1
Coaching , mentoring and training other teaching staff			0.4	0.3
Other contact / interaction with teaching staff in your own school (but not about specific pupils or planning)			0.7	0.5
Arranging teaching duties, timetables, pupil allocation or supply			0.3	0.3
Contact / interaction with support staff (not including lesson planning / pupil assessment)	(a)	(a)	0.2	0.1
School policy development (including planning, implementation)			0.2	0.1
Financial management and planning			0.1	0.0
Publicity / marketing activities			0.0	0.0
Contact with governors (e.g. telephone calls)			0.0	-
Contact with educational body (e.g. DCSF, NafW, LA, EWO,			0.2	0.1

Table A21 **Average hours spent on individual activities by full-time headteachers, deputy headteachers, heads of department and classroom teachers in secondary schools**

Weighted

	Headteacher Hrs	Deputy head Hrs	Head of department Hrs	Classroom teacher Hrs
OFSTED/Estyn, TDA)				
Contact with community (e.g. social services, police, employers, newspapers)			0.1	0.1
Contact with other local education providers (e.g. other nurseries, schools or colleges)			0.2	0.1
Other management related activities			1.0	0.4
General administrative support	2.9	3.4	3.6	2.4
Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards etc.)			0.5	0.4
Keeping records or department records (excluding those on pupil performance)			0.2	0.1
Organising resources and premises (e.g. buildings, equipment, books, computers)	(a)	(a)	0.6	0.4
Displaying / mounting pupils' work or information for pupils			0.1	0.1
Setting up / tidying classroom, lab or other teaching area (excluding activities for M35)			0.8	0.7
Simple clerical activity (e.g. photocopying)			0.3	0.3
Other kinds of administrative activities			1.0	0.4
Individual / Professional activity	5.4	5.9	2.3	2.4
Training or development activity, including INSET, peer observation or being mentored			1.0	0.6
Studying / background reading (excluding preparing for particular classes code M35)	(a)	(a)	0.4	0.5
Keeping this diary			0.7	0.7
Other individual / professional activity (please describe in notes column)			0.3	0.6
All known working activity	57.0	54.1	48.6	49.4
Other working activities	1.6	0.8	0.9	1.0
Authorised absence during school hours	(a)	(a)	0.0	0.2
Other activities (Multiple, unknown)			0.9	0.7
All working activities	58.6	54.9	49.5	50.4
Own time - non working break in school hours			2.9	3.4

(a) Omitted because of low sample numbers

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Table A22   Average hours spent on individual activities by full-time classroom teachers in special schools

Weighted

	Classroom teacher Hrs
Teaching	15.4
Regular timetabled teaching within own timetabled day	14.4
Non-regular teaching during cover for absent colleague within school's timetabled day (not cover supervision - this is code P22)	0.1
Teaching/tutorial outside the timetabled day (e.g.homework classes)	0.1
Assisting pupils in another teacher's lesson	0.1
Teaching pupils on an educational visit	0.7
Non-teaching pupil / parent contact	5.8
Supervising pupils before / during / after pupil day (e.g. at break, taking / supervising assembly, going to / from sporting / cultural activities)	2.5
Registration / general classroom management /pastoral / counselling session	1.0
Covering for absent colleague, when cover takes the form of supervising pre-set work	0.0
Conducting external examinations (e.g. practical and oral examinations in your own subject)	-
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	-
Conducting other tests / exams	0.0
Invigilating other tests / exams	-
Coaching sport, rehearsing drama/music or organising pupil clubs / societies (not as part of timetabled teaching)	0.1
Disciplining / praising pupils (inc. detention)	0.1
Pastoral care with individual pupils	0.2
Any contact with parents/families (inc. contact with individual parents, PTA, parents' evening)	0.8
Supervising pupils on educational visits, or while external provider is teaching pupils	0.2
Other non-teaching activities relating to particular pupils or parents	0.8
Planning, preparation and assessment	11.1
Planning / preparing lesson, practical test or assessment (inc. gathering and preparing resources). Includes joint planning sessions with other members of staff	7.1
Assessing / marking pupil work (including exam / test) or assessing pupils more generally, including discussions with other staff members	0.8
Writing reports on pupil progress	1.8
Other non-contact activities relating to lesson planning, preparation or assessment	1.4
School / Staff management	3.8
General staff / management meeting (including preparation, writing agenda / minutes etc.)	1.4
Appraising and monitoring other teaching staff	0.2
Coaching , mentoring and training other teaching staff	0.2
Other contact / interaction with teaching staff in your own school (but not about specific pupils or planning)	0.3
Arranging teaching duties, timetables, pupil allocation or supply	0.1
Contact / interaction with support staff (not including lesson planning / pupil assessment)	0.3
School policy development (including planning, implementation)	0.6
Financial management and planning	0.0
Publicity / marketing activities	-
Contact with governors (e.g. telephone calls)	0.1
Contact with educational body (e.g. DCSF, NafW, LA, EWO, OFSTED/Estyn, TDA)	0.0
Contact with community (e.g. social services, police, employers,	0.1

Table A22   Average hours spent on individual activities by full-time classroom teachers in special schools

Weighted

	Classroom teacher Hrs
newspapers)	
Contact with other local education providers (e.g. other nurseries, schools or colleges)	0.1
Other management related activities	0.4
General Administrative support	2.8
Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards etc.)	0.4
Keeping records or department records (excluding those on pupil performance)	0.1
Organising resources and premises (e.g. buildings, equipment, books, computers)	0.5
Displaying / mounting pupils' work or information for pupils	0.2
Setting up / tidying classroom, lab or other teaching area (excluding activities for M35)	1.1
Simple clerical activity (e.g. photocopying)	0.2
Other kinds of administrative activities	0.4
Individual / Professional activity	2.7
Training or development activity, including INSET, peer observation or being mentored	1.1
Studying / background reading (excluding preparing for particular classes code M35)	0.4
Keeping this diary	0.8
Other individual / professional activity (please describe in notes column)	0.4
All known working activity	41.6
Other working activities	1.2
Authorised absence during school hours	0.1
Other activities (Multiple, unknown)	1.1
All working activities	42.8
Own time - non working break in school hours	2.9

Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

Table A23   Percentage of total hours worked by full-time teachers at weekends, before school or after 6pm on weekdays

Weighted

	Percentage of total hours worked	
	At weekends	**Before school/after 6pm**
	%	%
Primary schools		
Headteachers	7.5%	14.5%
Male	8.1%	13.4%
Female	7.2%	15.0%
Deputy head teachers	8.0%	16.0%
Male	4.8%	14.5%
Female	8.9%	16.4%
Classroom teachers	8.8%	14.1%
Male	7.8%	13.6%
Female	8.9%	14.2%
Classroom teachers with TLR	8.2%	15.1%
Male	6.3%	13.9%
Female	8.5%	15.3%
Classroom teachers without TLR	8.9%	13.5%
Male	8.6%	12.4%
Female	9.0%	13.6%
Secondary schools		
Headteachers	9.7%	14.8%
Male	9.7%	14.9%
Female	9.9%	14.6%
Deputy head teachers	9.9%	14.9%
Male	8.4%	17.5%
Female	11.1%	12.8%
Heads of department	8.9%	15.8%
Male	8.7%	16.5%
Female	9.0%	15.2%
Classroom teachers	9.2%	15.6%
Male	8.4%	16.1%
Female	9.6%	15.3%
Classroom teachers with TLR	9.4%	16.2%
Male	7.6%	18.0%
Female	10.6%	15.1%
Classroom teachers without TLR	8.8%	15.3%
Male	8.8%	15.4%
Female	8.8%	15.3%

Table A24 Composition of hours worked at weekends, before school and after 6pm for full-time classroom teachers

Weighted

	Primary	Secondary
	%	%
Teaching	0.4%	1.0%
All planning, preparation and assessment etc	68.9%	71.4%
Planning	*39.0%*	*35.0%*
Assessing	*22.0%*	*26.6%*
Other planning, preparation and assessment etc (a)	*7.9%*	*9.7%*
Non-teaching pupil / parent contact	2.4%	5.5%
School / staff management	5.0%	5.5%
General administrative support	12.7%	6.4%
Individual / professional activity (b)	9.5%	9.5%
Other working activities (c)	1.1%	0.7%
Total hours	11.7	12.47
Unweighted sample size	524	237

(a) i.e. "lesson preparation, marking etc" excluding planning and marking

(b) Total hours worked and individual / professional activity include, as in previous years, completing the diary, which takes around an hour on average

(c) Other activities comprise multi-tasking working codes, imputed working codes, and authorised absence in school hours

Table A25   Relationship of total hours worked at weekends, before school and after 6pm for full-time classroom teachers
Weighted

	Total hours worked									Total
	<35	**35-**	**40-**	**45-**	**50-**	**55-**	**60-**	**65-**	**70+**	
Primary schools	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Up to 2.5	5	10	5	6	-	-	-	-	-	27
Over 2.5 up to 5	4	5	17	10	1	-	-	-	-	36
Over 5 up to 7.5	4	4	26	24	4	-	-	-	-	62
Over 7.5 up to 10	1	4	10	32	21	5	-	-	-	72
Over 10 up to 12.5	2	1	4	23	46	13	1	-	-	90
Over 12.5 up to 15	-	-	1	4	24	24	5	-	-	58
Over 15 up to 17.5	-	-	-	1	15	23	4	1	-	45
Over 17.5	-	-	-	2	3	23	24	12	13	78
Weighted Total	15	24	64	102	114	88	35	13	13	468
Unweighted sample size	19	28	68	114	127	92	39	18	19	524
Secondary schools	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Up to 2.5	5	8	8	-	-	-	-	-	-	21
Over 2.5 up to 5	4	9	12	16	-	-	-	-	-	41
Over 5 up to 7.5	-	5	12	14	5	-	-	-	-	36
Over 7.5 up to 10	1	2	8	23	6	-	-	-	-	40
Over 10 up to 12.5	-	4	4	19	16	5	-	-	-	48
Over 12.5 up to 15	-	-	4	13	20	6	1	-	-	45
Over 15 up to 17.5	-	-	-	7	20	17	3	-	2	48
Over 17.5	-	-	-	-	10	16	14	16	8	64
Weighted Total	9	28	48	92	78	45	18	16	10	344
Unweighted sample size	7	19	35	62	55	31	11	11	6	237

Table A26   General attitudes of teachers to their jobs and workloads
Weighted

	Head teacher		Deputy head		Head of dept	Classroom teacher				
	Primary Full-time	Secondary Full-time	Primary Full-time	Secondary Full-time	Secondary Full-time	Primary		Secondary		Special
						Full-time	Part-time	Full-time	Part-time	Full-time
Proportion of respondents who though they:	%	%	%	%	%	%	%	%	%	%
WERE EXPECTED TO DO THINGS THAT WERE NOT PART OF THEIR JOB										
All of the time	6.6%	0.0%	1.0%	0.0%	2.6%	1.7%	1.3%	2.5%	0.0%	1.3%
Most of the time	18.7%	7.1%	6.8%	4.7%	10.7%	7.3%	4.6%	8.3%	1.9%	7.7%
From time to time	33.9%	36.0%	40.4%	25.5%	39.5%	39.1%	23.8%	33.1%	24.8%	42.1%
Rarely	12.5%	14.2%	21.4%	32.8%	18.8%	27.4%	26.7%	21.1%	26.9%	28.8%
Never	1.8%	16.5%	6.1%	12.8%	5.2%	2.7%	5.0%	5.3%	9.0%	2.1%
Not stated	26.6%	26.1%	24.4%	24.2%	23.2%	21.8%	38.5%	29.5%	37.5%	18.0%
WERE UNABLE TO DO THINGS WHICH SHOULD BE PART OF THEIR JOB										
All of the time	2.4%	1.8%	2.9%	0.0%	3.3%	1.9%	1.8%	3.4%	0.0%	2.6%
Most of the time	21.7%	8.0%	10.1%	9.0%	14.5%	12.0%	7.8%	14.4%	3.3%	8.3%
From time to time	34.4%	35.5%	37.6%	35.5%	33.9%	32.1%	29.6%	26.0%	33.4%	37.6%
Rarely	14.7%	18.1%	21.4%	27.2%	19.6%	24.4%	16.9%	22.1%	16.0%	28.9%
Never	2.0%	2.7%	3.7%	4.1%	5.6%	7.2%	4.6%	5.0%	9.8%	4.6%
Not stated	24.7%	33.9%	24.4%	24.2%	23.2%	22.3%	39.3%	29.1%	37.5%	18.0%
BELIEVED THEY HAD THE TIME TO DO THE JOB AS IT SHOULD BE DONE										
All of the time	0.5%	0.8%	2.0%	0.0%	0.7%	1.3%	0.5%	1.6%	0.0%	2.0%
Most of the time	38.3%	49.9%	46.3%	50.9%	44.4%	55.5%	42.2%	42.8%	50.7%	63.2%
From time to time	22.8%	16.8%	10.0%	14.2%	22.2%	12.6%	13.4%	15.0%	4.5%	12.1%
Rarely	13.8%	6.4%	13.0%	10.7%	7.9%	7.8%	4.4%	9.4%	5.7%	4.7%
Never	0.0%	0.0%	4.3%	0.0%	0.8%	0.7%	0.9%	2.0%	0.0%	0.0%
Not stated	24.7%	26.1%	24.4%	24.2%	24.1%	22.1%	38.5%	29.1%	39.1%	18.0%

Table A26   **General attitudes of teachers to their jobs and workloads**
Weighted

Proportion of respondents who though they:	Head teacher		Deputy head		Head of dept	Classroom teacher				
	Primary	Secondary	Primary	Secondary	Secondary	Primary		Secondary		Special
	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time	Part-time	Full-time	Part-time	Full-time
	%	%	%	%	%	%	%	%	%	%
FELT THEIR DUTIES REPRESENTED A GOOD USE OF THEIR TIME										
All of the time	3.5%	6.5%	1.7%	3.2%	8.5%	5.5%	8.9%	7.0%	4.2%	6.0%
Most of the time	47.0%	47.8%	58.6%	62.4%	53.6%	58.3%	39.6%	49.1%	44.2%	63.6%
From time to time	22.2%	15.7%	13.4%	10.3%	13.1%	11.9%	12.0%	13.6%	12.5%	11.3%
Rarely	2.5%	2.3%	1.9%	0.0%	1.7%	2.2%	1.0%	1.2%	0.0%	0.6%
Never	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Not stated	24.7%	27.8%	24.4%	24.2%	23.2%	22.1%	38.5%	29.1%	39.1%	18.0%
FELT THEIR WORKLOAD ALLOWED THEM TO PURSUE PERSONAL INTERESTS OUTSIDE WORK										
All of the time	3.4%	0.0%	1.4%	5.3%	3.3%	2.6%	9.2%	2.0%	8.4%	4.3%
Most of the time	15.3%	15.8%	23.2%	22.7%	16.6%	22.0%	27.8%	19.4%	21.6%	43.4%
From time to time	24.2%	32.3%	22.8%	16.6%	33.7%	27.9%	15.2%	22.9%	19.4%	22.3%
Rarely	28.9%	24.1%	24.9%	28.7%	19.6%	23.9%	8.0%	22.8%	9.6%	11.9%
Never	3.5%	0.0%	3.3%	2.5%	3.7%	1.2%	1.3%	3.3%	1.9%	0.0%
Not stated	24.7%	27.8%	24.4%	24.2%	23.2%	22.4%	38.5%	29.5%	39.1%	18.0%
Unweighted sample size	82	46	83	45	164	524	170	237	58	86

NB Proportion may not add to 100 as some teachers did not respond

Table A27   Examples of the type of activities teachers are expected to do that they do not think should be part of their job
Weighted

	Percentage of total (all teachers)			Percentage of total		
	Primary	Secondary	Special	Primary Classroom FT	Secondary Dept Head FT	Secondary Classroom FT
Proportion of respondents who this happens all of the time, most of the time or from time to time:	%	%	%	%	%	%
HAVE BEEN EXPECTED TO DO THIS BUT DO NOT THINK IT SHOULD BE PART OF THEIR JOB						
Administration / clerical work	30.0%	33.4%	22.0%	29.5%	40.8%	28.5%
Photocopying	11.1%	8.0%	5.3%	11.0%	7.2%	5.8%
Putting up displays	10.7%	6.6%	4.6%	12.7%	10.2%	4.4%
Cover/non-regular teaching for absent colleague	5.7%	7.9%	5.1%	6.5%	6.6%	11.1%
Extra-curricular activities	8.4%	4.0%	3.6%	8.2%	2.3%	5.7%
Caretaker's role	7.8%	4.6%	1.8%	3.3%	1.3%	3.9%
Tidying / clearing / cleaning classrooms	6.6%	4.4%	9.8%	4.0%	2.7%	3.4%
Collecting money	6.8%	4.2%	0.8%	7.6%	3.5%	5.3%
Lunchtime / breaktime duties / supervision	4.7%	5.1%	8.6%	5.0%	9.3%	1.9%
Discipline / behavioural issues	2.3%	7.7%	7.1%	2.7%	10.6%	6.8%
Parent contact	5.1%	4.2%	10.5%	3.4%	8.6%	0.9%
Data entry	2.3%	6.0%	-	3.4%	10.9%	4.4%
Pastoral care	2.9%	3.5%	10.3%	3.4%	2.5%	4.4%
Planning and preparation	2.9%	3.3%	3.3%	3.1%	3.0%	4.8%
Attendance chasing	0.5%	6.0%	-	0.7%	5.6%	6.4%
ICT (problems / issues)	2.8%	3.3%	1.8%	2.2%	2.4%	2.0%
Keeping records	2.1%	4.1%	-	2.9%	3.8%	5.8%
Making/ preparing resources	2.3%	2.8%	12.2%	1.6%	3.4%	1.4%
Meetings	3.4%	2.1%	2.8%	4.9%	1.3%	3.2%
Monitoring staff / (dealing with) staff issues	2.6%	1.6%	-	3.2%	0.5%	3.1%
Writing letters	2.8%	1.0%	-	2.3%	1.3%	1.2%
Assessing / marking pupil work	1.3%	2.4%	1.4%	2.0%	1.1%	3.5%
Supervision of detention	0.4%	2.5%	1.0%	0.6%	3.8%	1.2%
Social work	1.5%	0.5%	2.3%	0.2%	1.1%	-
Assemblies	1.6%	-	-	2.3%	-	-
Government directives	1.5%	-	-	-	-	-
No teaching duties	0.8%	0.4%	1.5%	1.3%	-	0.9%

Table A27   Examples of the type of activities teachers are expected to do that they do not think should be part of their job
Weighted

	Percentage of total (all teachers)			Percentage of total		
	Primary	Secondary	Special	Primary Classroom FT	Secondary Dept Head FT	Secondary Classroom FT
Proportion of respondents who this happens all of the time, most of the time or from time to time:	%	%	%	%	%	%
HAVE BEEN EXPECTED TO DO THIS BUT DO NOT THINK IT SHOULD BE PART OF THEIR JOB						
Health & Safety	0.6%	-	4.8%	-	-	-
Writing reports	-	0.4%	2.8%	-	-	-
Registration	0.5%	-	-	0.8%	-	-
Planning / following curriculum	0.3%	0.2%	-	0.4%	-	0.5%
(Re-organising / preparing) time-table	0.5%	-	-	0.7%	-	-
Child protection	0.3%	0.1%	-	-	-	-
Time taken exploring new initiatives	0.3%	-	-	-	-	-
Policy writing / making policies	0.2%	-	-	-	-	-
Other Answers	0.8%	5.6%	4.6%	1.2%	7.2%	2.3%
Don't know / nothing	3.8%	1.7%	6.3%	3.9%	2.9%	0.4%
Not stated	14.9%	10.3%	4.9%	13.9%	8.4%	12.7%
Unweighted sample size	403	254	64	263	89	108

Table A28   Examples of the type of activities teachers have been unable to do but think they should be part of their job
Weighted

	Percentage of total (all teachers)			Percentage of total		
	Primary	Secondary	Special	Primary Classroom FT	Secondary Dept Head FT	Secondary Classroom FT
Proportion of respondents who this happens all of the time, most of the time or from time to time:	%	%	%	%	%	%
HAVE BEEN UNABLE TO DO THIS BUT THINK IT SHOULD BE PART OF THEIR JOB						
Planning and Preparation	14.1%	20.8%	28.8%	15.5%	22.6%	22.7%
Assessing / marking pupil work	12.4%	18.0%	5.6%	14.8%	17.6%	25.4%
More time with / talking to children	11.0%	8.3%	8.8%	10.2%	6.6%	6.6%
Teaching / teaching in smaller groups	10.5%	4.9%	11.1%	9.9%	7.3%	3.6%
Making / preparing resources	6.8%	7.6%	10.0%	9.4%	8.6%	10.5%
One-to-one contact with pupils	5.9%	4.6%	7.3%	6.6%	5.0%	3.6%
Pastoral care	2.4%	6.8%	5.8%	3.3%	5.6%	7.9%
Supporting / mentoring teachers	5.2%	2.6%	4.7%	2.7%	2.7%	2.2%
Administration	3.6%	3.5%	5.5%	5.5%	4.2%	1.9%
Putting up displays	4.9%	0.2%	-	4.8%	-	-
Extra-curricular activities	0.9%	4.1%	1.7%	0.5%	5.3%	2.8%
Management tasks	1.3%	2.8%	-	-	4.5%	0.9%
Supporting students with SEN	2.3%	1.6%	-	1.7%	2.5%	-
ICT	0.8%	2.8%	5.2%	1.3%	4.0%	2.4%
Reading with children	3.6%	0.1%	0.8%	3.8%	-	-
Personal / staff development	1.9%	1.5%	5.2%	1.8%	1.9%	-
Parent contact	2.4%	0.9%	6.1%	2.0%	1.6%	-
More creative teaching	1.4%	2.0%	-	1.6%	2.6%	2.4%
Mentoring students	0.8%	2.5%	-	0.8%	4.7%	2.0%
Expanding (national) curriculum	1.2%	1.6%	3.3%	2.0%	2.4%	1.0%
Discipline / behavioural issues	0.9%	1.7%	7.2%	0.5%	-	2.9%
Strategic planning	0.4%	2.1%	6.2%	-	3.7%	0.7%
Completing school reports	0.9%	1.7%	-	0.6%	3.5%	-
Meetings	0.9%	1.6%	1.7%	-	3.2%	1.2%
Classroom observations	1.5%	1.0%	-	1.0%	2.7%	-
School leadership issues	0.2%	1.6%	1.7%	0.3%	-	-

Table A28   Examples of the type of activities teachers have been unable to do but think they should be part of their job
Weighted

	Percentage of total (all teachers)			Percentage of total		
	Primary	Secondary	Special	Primary Classroom FT	Secondary Dept Head FT	Secondary Classroom FT
Proportion of respondents who this happens all of the time, most of the time or from time to time:	%	%	%	%	%	%
HAVE BEEN UNABLE TO DO THIS BUT THINK IT SHOULD BE PART OF THEIR JOB						
Dealing / liaising with outside agencies	0.1%	1.1%	1.7%	-	3.0%	-
Professional development	0.8%	0.5%	-	1.3%	1.3%	-
Adapting to new initiatives	0.2%	0.9%	-	0.4%	-	-
Updating / writing policies	0.1%	0.6%	3.5%	-	1.9%	-
Target setting	0.6%	-	-	0.6%	-	-
Teaching / doing more practical work	-	0.4%	-	-	0.5%	-
Taking timetabled breaks	0.2%	0.1%	-	0.3%	-	-
Don't know / nothing	6.7%	7.8%	14.6%	7.9%	5.2%	6.3%
Other Answers	2.6%	2.4%	3.1%	2.6%	1.7%	3.9%
Not stated	20.8%	9.6%	4.7%	16.1%	7.9%	13.9%
Unweighted sample size	407	268	61	251	87	107

Table A29   Activities teachers would like to spend less of their time doing
Weighted

	Head teacher		Deputy head		Head of dept	Classroom teacher				
	Primary	Secondary	Primary	Secondary	Secondary	Primary		Secondary		Special
	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time	Part-time	Full-time	Part-time	Full-time
Proportion of teachers who:	%	%	%	%	%	%	%	%	%	%
WOULD LIKE TO SPEND LESS TIME DOING…										
Administration / clerical work	43.1%	44.0%	33.3%	32.0%	36.0%	33.9%	25.0%	23.9%	16.4%	33.2%
Assessing / marking pupil work	0.7%	1.4%	13.1%	7.1%	13.6%	12.8%	12.2%	18.4%	14.7%	1.0%
Keeping records	2.0%	-	3.9%	-	5.9%	6.3%	9.2%	5.1%	3.5%	7.6%
Planning and preparation	1.8%	-	7.7%	-	2.5%	10.8%	7.3%	1.6%	-	7.2%
Discipline / behavioural issues	-	3.3%	7.2%	2.4%	6.5%	2.1%	2.8%	5.3%	6.8%	6.4%
Meetings	3.8%	6.5%	1.1%	7.3%	5.3%	3.9%	2.0%	4.1%	4.3%	2.3%
Data entry	3.7%	2.3%	4.8%	2.2%	9.0%	1.4%	0.5%	5.7%	3.9%	2.0%
Photocopying	-	-	2.4%	2.2%	1.6%	3.8%	4.9%	2.8%	1.9%	2.0%
Making / preparing resources	-	-	3.3%	-	3.7%	3.6%	2.3%	0.7%	2.7%	3.3%
Putting up displays	-	-	2.4%	2.7%	1.6%	4.2%	1.6%	0.4%	-	2.1%
Lunchtime / breaktime duties / supervision	1.6%	3.2%	1.0%	4.8%	1.2%	2.2%	2.3%	1.6%	1.7%	4.2%
Parent contact	5.2%	1.5%	0.7%	2.9%	2.5%	1.3%	0.5%	2.5%	-	1.0%
Tidying / clearing / cleaning classrooms	1.8%	-	1.6%	-	1.6%	3.1%	0.3%	0.8%	3.5%	1.2%
Extra-curricular activities	-	-	2.0%	3.0%	1.0%	2.7%	1.5%	1.6%	-	2.0%
No teaching duties	-	2.3%	-	4.8%	4.8%	0.6%	0.9%	1.4%	1.9%	-
Cover / non-regular teaching for absent colleague	2.1%	3.2%	1.0%	4.5%	2.3%	0.3%	-	3.3%	-	2.2%
Pastoral care	1.2%	-	2.0%	6.9%	0.9%	1.5%	0.8%	1.3%	-	2.5%
ICT (problems / issues)	1.9%	-	1.4%	1.9%	2.2%	1.9%	0.3%	-	1.5%	2.6%
Caretaker's role	16.1%	5.1%	-	-	-	0.5%	-	0.9%	1.9%	2.2%
Supervision of detention	-	-	-	-	0.7%	0.3%	-	3.5%	2.5%	-
Writing reports	0.7%	-	-	-	1.7%	0.2%	-	2.0%	1.9%	9.7%
Target setting	-	-	-	-	1.3%	1.7%	1.1%	1.0%	-	-
Monitoring staff / (dealing with) staff issues	-	1.5%	3.5%	-	1.5%	0.9%	0.3%	1.1%	-	-
Bureaucracy	3.7%	1.3%	-	2.4%	1.6%	0.7%	1.6%	-	-	-
Time taken exploring new initiatives	2.8%	1.5%	-	-	2.5%	0.5%	0.3%	0.4%	-	-

Table A29   Activities teachers would like to spend less of their time doing
Weighted

Proportion of teachers who:	Head teacher		Deputy head		Head of dept	Classroom teacher				
	Primary	Secondary	Primary	Secondary	Secondary	Primary		Secondary		Special
	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time	Part-time	Full-time	Part-time	Full-time
	%	%	%	%	%	%	%	%	%	%
Attendance chasing	-	-	0.6%	2.7%	2.2%	0.1%	-	0.9%	-	-
Assemblies	-	-	-	-	-	0.8%	2.5%	-	-	-
Registration	-	2.3%	-	-	0.6%	-	-	1.1%	2.5%	-
Collecting money	-	6.2%	1.3%	-	-	0.3%	-	0.9%	-	-
Social work	3.2%	-	0.5%	-	-	0.8%	-	-	-	0.6%
Health & Safety	4.7%	2.3%	-	-	-	-	-	-	1.8%	1.0%
Government directives	3.0%	4.2%	-	-	-	0.1%	-	0.6%	-	-
Policy writing / making policies	1.2%	-	-	-	0.7%	-	0.3%	0.2%	1.6%	-
Finance / financial management	3.3%	7.1%	-	-	-	0.3%	-	-	-	-
Writing letters	-	-	1.6%	-	0.7%	0.1%	-	-	-	-
(Re-organising / preparing) time-table	0.8%	-	-	-	0.4%	0.1%	0.7%	-	-	-
Chasing risk assessments	1.2%	-	-	-	-	-	-	-	1.8%	1.3%
Planning / following curriculum	-	-	0.7%	-	0.3%	-	-	-	-	2.6%
Child protection	1.8%	-	0.8%	-	-	-	-	-	-	-
Don't know / nothing	2.7%	4.7%	5.4%	7.5%	4.7%	7.2%	6.4%	2.9%	5.9%	7.2%
Other Answers	4.2%	2.7%	-	2.0%	1.7%	1.2%	-	1.8%	-	2.0%
Not stated	28.1%	30.9%	30.0%	30.4%	25.4%	26.1%	41.3%	35.5%	41.5%	23.7%

Table A30   Activities teachers would like to more of their time doing
Weighted

	Head teacher		Deputy head		Head of dept	Classroom teacher				
	Primary	Secondary	Primary	Secondary	Secondary	Primary		Secondary		Special
	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time	Part-time	Full-time	Part-time	Full-time
Proportion of teachers who:	%	%	%	%	%	%	%	%	%	%
WOULD LIKE TO SPEND MORE TIME DOING…										
Planning and Preparation	3.4%	1.4%	9.3%	10.7%	28.3%	10.7%	5.6%	22.8%	8.5%	12.2%
Teaching / teaching in smaller groups	16.7%	11.9%	13.6%	4.8%	11.0%	15.7%	15.3%	10.2%	14.1%	13.5%
More time with / talking to children	19.8%	24.2%	14.6%	6.5%	7.4%	15.8%	9.6%	6.0%	1.9%	13.3%
Extra-curricular activities	1.6%	-	6.5%	9.1%	9.6%	5.2%	7.7%	6.4%	9.0%	7.0%
Making / preparing resources	-	-	2.7%	4.5%	7.7%	7.7%	0.8%	7.7%	5.2%	10.0%
More creative teaching	4.2%	3.8%	5.4%	3.2%	6.1%	6.1%	6.1%	4.4%	-	4.0%
One-to-one contact with pupils	3.7%	-	5.5%	4.7%	6.0%	5.8%	3.4%	3.4%	6.0%	5.7%
Supporting / mentoring teachers	18.3%	16.3%	6.2%	7.5%	4.5%	1.7%	2.1%	4.1%	1.9%	6.7%
Assessing / marking pupil work	-	-	-	4.0%	5.1%	3.7%	1.6%	6.4%	-	2.0%
Expanding (national) curriculum	2.2%	10.3%	0.8%	2.0%	2.8%	1.4%	2.0%	2.4%	1.6%	4.2%
Mentoring students	0.6%	3.1%	-	-	1.3%	0.4%	-	5.8%	3.8%	1.3%
Pastoral care	-	1.5%	2.8%	0.9%	2.8%	1.8%	0.7%	2.6%	-	4.1%
Personal / staff development	5.6%	0.9%	2.8%	6.3%	2.4%	0.7%	0.4%	1.3%	-	3.5%
Putting up displays	-	-	3.0%	-	-	2.8%	1.4%	0.8%	-	1.3%
Management tasks	9.3%	2.5%	6.5%	2.5%	2.1%	0.4%	-	-	1.9%	-
Supporting students with SEN	2.4%	-	6.1%	-	2.3%	0.7%	0.3%	1.2%	-	3.2%
Classroom observations	1.7%	8.9%	-	-	1.1%	1.3%	0.9%	1.1%	0.7%	0.7%
Strategic planning	8.1%	16.7%	-	9.2%	0.7%	0.1%	0.3%	0.4%	-	-
Parent contact	4.3%	1.1%	3.0%	-	-	1.3%	0.7%	0.5%	1.9%	2.0%
Reading with children	-	-	-	-	0.7%	1.7%	0.8%	0.3%	-	-
School leadership issues	6.2%	-	-	8.8%	-	0.3%	-	-	-	-
ICT	-	-	0.7%		1.5%	0.6%	0.7%	0.9%	-	1.3%
Adapting to new initiatives	0.6%	6.2%	0.8%	2.4%	1.3%	0.6%	-	0.4%	-	1.2%
Professional development	1.2%	1.4%	-	2.3%	0.5%	-	-	1.5%	-	-

Table A30   Activities teachers would like to more of their time doing
Weighted

Proportion of teachers who:	Head teacher		Deputy head		Head of dept	Classroom teacher				Special
	Primary Full-time	Secondary Full-time	Primary Full-time	Secondary Full-time	Secondary Full-time	Primary Full-time	Primary Part-time	Secondary Full-time	Secondary Part-time	Full-time
	%	%	%	%	%	%	%	%	%	%
Dealing / liaising with outside agencies	-	9.3%	-	-	-	-	0.8%	1.0%	-	2.0%
Target setting	0.7%	-	-	-	1.6%	-	-	0.4%	-	-
Taking timetabled breaks	-	-	-	-	-	0.5%	-	0.4%	-	-
Teaching / doing more practical work	-	-	-	-	-	0.4%	-	0.2%	0.7%	-
Discipline / behavioural issues	-	-	-	-	-	0.6%	-	-	-	2.0%
Administration	-	-	2.7%	-	-	0.2%	-	-	-	-
More training courses	-	-	-	-	-	0.3%	0.8%	-	-	-
Meetings	-	-	-	-	-	0.1%	-	0.5%	-	1.3%
Completing school reports	-	-	-	1.0%	-	-	-	0.4%	-	-
Updating / writing policies	-	-	-	-	0.9%	-	-	-	-	-
Don't know / nothing	4.3%	4.7%	3.9%	3.2%	3.3%	6.5%	7.3%	4.0%	10.2%	4.3%
Other Answers	-	-	1.0%	-	1.3%	0.7%	0.5%	0.6%	-	-
Not stated	27.7%	31.0%	28.3%	24.2%	27.0%	27.0%	44.0%	32.4%	41.5%	20.7%
Unweighted sample size	82	46	83	45	164	524	170	237	58	86

NB Proportion may not add to 100 as some teachers did not respond

Table A31   Average total hours, teaching hours and hours worked at weekends, before school and after 6pm for full-time classroom teachers, by the teachers view of "how much of the time it was possible to do the job as it should be done"

Weighted

How much of the time Is it possible to do your job as it should be done	Sample Number (a)	Hours		At weekends, before school & after 6pm
		Total	Teaching	
	No	Hrs	Hrs	Hrs
Primary schools				
All of the time	7	(b)	(b)	(b)
Most of the time	299	51.2	16.6	11.7
From time to time	70	50.5	16.7	11.0
Rarely	43	(b)	(b)	(b)
Never	4	(b)	(b)	(b)
Secondary schools				
All of the time	5	(b)	(b)	(b)
Most of the time	179	48.6	17.9	11.4
From time to time	73	51.8	18.0	13.7
Rarely	37	(b)	(b)	(b)
Never	7	(b)	(b)	(b)

(a) those giving no answer are included in the total but not the breakdown; unweighted sample numbers
(b) Omitted because of low sample numbers

Annex B1 - Technical notes

Fieldwork

All sampled schools were sent an advance letter from BMRB informing them of the survey and asking for their co-operation. The advance letter was accompanied by a letter from the director of the School Resources Group and a letter from members of the Workforce Agreement Monitoring Group[4] (WAMG) giving further information about the purpose of the survey.

BMRB interviewers arranged to visit each school. At that visit, they carried out a short interview with the head teacher and distributed pre-prepared survey packs within the school, placed personally with teachers wherever possible. At the same time, further appointments were made to undertake individual interviews with as many participating teachers as possible, in the week after the diaries had been completed. These follow-up interviews were designed in part to resolve any difficulties or queries arising from the diary, as well as serving to ensure that diaries were collected promptly.

Quality control

The results from the survey form a large and complex database of records relating to schools, teachers and working days. BMRB employed extensive data processing and checking procedures. Initial checks took place in the follow-up interview, at which obvious gaps or errors were corrected, where possible, in consultation with the appropriate teacher. Subsequently, a comprehensive edit specification was used as the basis for extensive manual and computer editing. Careful checks were carried out for missing or conflicting information about start-times and durations of activities, missing activity codes, etc, and controlled editing undertaken where necessary to ensure the data conformed to basic design rules. On the whole, the quality of the data provided by teachers was good, although the volume of data produced an extensive editing task.

Sample design

The Teachers' Workload survey uses a multi-stage stratified random sample with clustering. It is drawn from a comprehensive listing of all schools in England and Wales, provided by the Department for Children, Schools and Families and the National Assembly for Wales. Sampling involves stratifying schools by type (and within primary only, by size). Schools within each stratum were then selected using different sampling schemes within different strata. Head teachers were selected from each school with certainty and the remaining teachers were selected with different probabilities, depending on the size of the school, with up to 14 teachers being selected in addition to the head teacher. The survey departs from Simple Random Probability Sampling (SRS) through the stratification of school types; clustering of teachers within schools; unequal selection probabilities, both of schools and teachers; and also the use of systematic sampling without replacement.

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[4] ASCL, ATL, NAHT, NASUWT, NEOST, Voice

Tables B1.1 to B1.3 set out the drawn sample (i.e. the sample of schools approached to participate in the survey).

Table B1.1 Primary schools

Area	Number of schools		
	Up to 15 teachers	**16 + teachers**	**Total**
London	6	18	24
Metropolitan	17	20	37
Unitary	15	11	26
County	52	30	82
Wales	8	3	11
Total	**98**	**82**	**180**

Table B1.2   Secondary schools

Area	No of schools
London	34
Metropolitan	54
Unitary	42
County	115
Wales	15
Total	**260**

Table B1.3   Special schools

Area	No of schools
England	19
Wales	1
Total	**20**

Response

School and teacher level response rates by type of school for 2009 are set out in Table B1.4.

Table B1.4   Response rates

	Schools			Teachers (a)			
	Approached	Co-operating		Approached	Responding	Useable	
		Number	Percent			Number	Percent
	No.	No.	%	No.	No.	No.	%
Primary	**180**	**96**	**53%**	**1131**	**919**	**864**	**76%**
London	24	10	42%	146	113	108	74%
Metropolitan	37	20	54%	254	202	192	76%
Unitary	26	13	50%	173	116	110	64%
County	82	44	54%	486	426	394	81%
Wales	11	9	82%	72	62	60	83%
Secondary	**260**	**58**	**22%**	**845**	**627**	**569**	**67%**
London	34	8	24%	116	86	75	65%
Metropolitan	54	11	20%	165	102	92	56%
Unitary	42	8	19%	111	81	68	61%
County	115	24	21%	355	277	259	73%
Wales	15	7	47%	98	81	75	77%
Special	**20**	**15**	**75%**	**194**	**142**	**139**	**72%**
England	19	14	74%	180	132	129	72%
Wales	1	1	100%	14	10	10	71%
TOTAL	**460**	**169**	**37%**	**2170**	**1688**	**1572**	**72%**

(a) - only in schools which cooperated

The school response rate in 2009 was 37% and the teacher response rate was 72%.

The response rate is substantially lower for secondary schools (22% of schools, 67% of teachers) than for primary schools (53% of schools, 76% of teachers). The survey data have been weighted to the population of teachers in different areas to ensure that schools from different regions and different phases (primary, secondary, special) are properly represented in the overall results. However, if schools responding to the survey have different characteristics from those not responding then the results could be affected by some non-response bias. This has not been directly measured.

Some returned diaries were classified as unusable. Those excluded from the analysis included any where the teacher was absent for a day or more due to illness, or where he or she had not fully completed the diary for other reasons. The results are therefore based on a final sample of 1,572 teachers (down from 1,903 in 2008). The small proportion of excluded teachers was spread widely across the sample and their omission does not have any noticeable effect on the sample structure or its representation of teachers as a whole.

Diary completion

Overall, the diaries were well completed. However, some effects of the diary design and of the accuracy of completion should be noted.

The diary asked teachers to record the duration of each activity they carried out but, to avoid constant 'clock watching' and to ease completion, suggested that a minimum activity length of about 5 to 10 minutes be used unless the teacher considered that the activity warranted a

separate entry. Activities which normally occupy very short time periods will, therefore, tend to be under-represented in the analyses but, as each day's diary covered a continuous period from the start of the first working activity to the end of the last, the time occupied by such activities will be included in the total worked either under another specific heading or under "not allocated".

Teachers were also asked to record only their main activity if two or more activities took place simultaneously. This again may have altered the balance of time distribution in favour of activities which last for longer periods. However, teachers were asked to split the recording of an activity if there was an interruption (e.g. talking to a parent) or if another activity was carried out. Some teachers occasionally entered two or more activities against a period of work and these are shown as multi-coded activities.

Some teachers did not adhere to the rule that the diary should account for all the time between the first and the last work-related activity on each of the seven days. From a detailed inspection of a number of diaries in which there were gaps in the time recorded, from notes written in by the teachers, from checking against the start and end times of the school day and from the experience of earlier surveys, it was clear that such teachers had omitted their "own time", particularly at the start of the diary week and at the weekend. In the preparation of the data, additional entries were inserted to account for any gaps. Where the gap occurred at the weekend, ended before the start of the school day, started after the end of the school day or was wholly within the school lunch break or other breaks, the entry has been coded as "own time". Other missing time periods, which were within school hours or included the start or end times of the school day or of the lunch break, have been treated as "not allocated", together with those activities for which the teacher did not enter an activity code.

Classification of teachers to analysis categories

For purposes of analysis, teachers have been grouped by a number of attributes: some of these relate to the school (e.g. its size in terms of pupils, or its type of catchment area); others to the teachers as individuals (e.g. their age or length of service); and others to their circumstances within the school (e.g. the year group taught, or the number of pupils in their class). All these attributes were obtained explicitly from DCSF / National Assembly for Wales, the head teacher or the individual teachers.

Weighting

The results have been re-weighted, to account for the different sampling fractions and different response rates between types of school and region, in order to have a representative sample. The re-weighting also accounts for the numbers of each type of teacher responding, compared to the overall numbers in all schools. All the tables in Annex A are based on the re-weighted results, while sample sizes are given as unweighted figures (i.e. the actual number of usable responses).

Estimates of precision

Because the Teachers' Workloads Diary Survey is based on a *sample* of teachers and not the whole teacher population, the results are liable to differ to some degree from those that would have been obtained if every single teacher had been covered. We can make some assessment of sampling variability, that is the differences in hours worked between the teachers in the sample and in the whole population that arise from random chance. The degree of possible measurement error depends on both the sample size and on how widely estimates of hours worked vary between teachers. This 'sampling error' is likely to be smallest for categories of teacher with a large sample and whose reported hours do not vary greatly. Conversely, it is likely to be largest where sample sizes are small and the numbers of hours reported vary considerably.

Design Effects and Standard Errors

Due to the complex sampling design used, the margins of error associated with the survey estimates are likely to be larger than if a simple random sample (SRS) design had been used. To take account of this, Design Effects (DEFFs) have been calculated for the most important estimates. The Design Effect is the ratio of the variance under the complex sample design to the variance of a SRS design.

While stratification will tend to decrease the variance, unequal selection probabilities (design weighting) and clustering will both tend to increase it. Generally most overall design effects for surveys with complex sample designs, such as this one, are greater than one.

For this survey, Design Effect and complex Standard Error calculations for key measures have been undertaken using STATA statistical software and employing the "Taylor Series" or "Taylor Linearization" method. These calculations take account of the design of the sample and the achieved sample sizes (and resultant weighting) within strata.

Confidence Intervals

We can use the resultant Standard Errors to assess what the margins of error ('confidence intervals') are likely to be around the survey's key estimates. It is common when quoting confidence intervals to refer to the 95% confidence interval around a survey estimate. This is calculated as 1.96 times the Standard Error on either side of the estimated percentage or mean since, under a normal distribution, 95% of values lie within 1.96 standard errors of the mean value. If it were possible to repeat the survey under the same conditions many times, 95% of these confidence intervals would contain the population values but, when assessing the results of a single survey, it is usual to assume that there is only a 5% chance that the true population value falls outside the 95% confidence interval calculated for the survey estimate.

We can therefore establish the interval as $\overline{x} \pm 1.96$ SEs (where $\overline{x}$ represents the mean obtained from the survey). Taking an example from the 2009 survey, the confidence interval for the average total hours worked by Primary School Heads in 2009 is:

$$\overline{x} \pm 1.96 \text{ SE} = 55.9 \text{ hours} \pm (1.96 * 1.08 \text{ hours})$$
$$= 55.9 \text{ hours} \pm 2.12 \text{ hours}$$

In summary, although the survey provides our best estimate ($\overline{x}$ = 55.9 hours) of the population mean, statistical theory can be used to show we can be very confident that the true population mean lies between 53.8 and 58.0 hours.

Measuring whether differences between surveys are real

Once the complex Standard Errors have been calculated, a survey estimate e.g. the average (mean) total hours worked per week, can be compared with the corresponding estimate from a previous survey to test whether any difference in their values is statistically significant. To undertake this comparison, we conduct 'Hypothesis Tests'.

To illustrate this, let us take an example of the estimated average total hours by Primary Head Teachers in 2000 (58.9 hours) and 2009 (55.9 hours). Using the language of hypothesis testing, let us say that we want to test the 'null hypothesis (H_0)' that the difference between the two population means for which we have these estimates is zero, i.e. that there is no true difference between them. The 'alternative hypothesis (H_1)' is that there *is* a difference between the population means.

There are four possibilities that might arise when we draw our conclusions.

1. The null hypothesis is correct (there is no true difference) and we correctly conclude this.

2. The null hypothesis is correct (there is no true difference) but we incorrectly conclude otherwise. Hence, an error is made.

3. The null hypothesis is incorrect (there is in fact a difference) and we correctly conclude this.

4. The null hypothesis is incorrect (there is in fact a difference) and we incorrectly conclude otherwise. Hence, an error is made.

In possibilities 1 and 3 we reach the correct conclusions. In possibility 2, we erroneously reject the null hypothesis - this is referred to as a *Type I error.* In possibility 4, we erroneously accept the null hypothesis - this is referred to as a *Type II error.*

Statistical hypotheses are statements concerning <u>population</u> parameters but we are working here with sample estimates for those parameters. Therefore, the question we are asking is whether we are willing to attribute the difference between the two sample means to chance. If, on the basis of our test, we find that the difference is too large to attribute to chance, then we can conclude that the *populations* from which the samples were drawn have unequal means.

Returning to our example, the surveys estimates are as follows:

Average total working hours of Primary Heads

	Mean	Complex Std error
2000	58.9	0.67
2009	55.9	1.08
Difference between years	3.0	1.37 (SE of the difference)

We are prepared to run a 5 per cent risk of incorrectly rejecting the null hypothesis (a Type 1 error) that the population means in the respective years were the same. If we refer to the mean total hours working of *all* Primary Heads (i.e. the *population* mean) in 2000 and 2009 as μ_1 and μ_2 respectively, the hypotheses to be tested are:

H$_0$: $\mu_1 - \mu_2 = 0$

H$_1$: $\mu_1 - \mu_2 \neq 0$

Having set the risk of a Type 1 error at 5 per cent, we turn to the decision rule (based on the appropriate random sampling distribution). The test is two-tailed, because the hypothesis of equal population means will be rejected if $\bar{x}_1 - \bar{x}_2$ differs significantly from zero by lying sufficiently far above <u>or</u> below it. For a significance level of 5 per cent, we will reject the null hypothesis if the sample difference $\bar{x}_1 - \bar{x}_2$ falls more than 1.96 Standard Errors* from the expected value of zero.

*The standard error of the difference between the means

The test statistic we employ is *z* (the difference between the sample means divided by the standard error of that difference)
In terms of *z* values, the decision rule can be stated:

If z < -1.96 or z > 1.96 reject H_0

Applying the decision rule to our example, we have

$$z = \frac{3.0}{1.37} = 2.16$$

Because 2.16 exceeds 1.96, the null hypothesis is rejected. Hence it is extremely unlikely that these two samples represent populations with the same mean. In terms of the example, we conclude that the 2009 survey estimate of 55.9 hours represents a statistically significant change from the 2000 survey figure of 58.9 hours.

Significant changes in key estimates between 2009 and earlier years are included in Table 3.

Annex B2 Achieved sample details

Notes on tables in Annex B2

All tables are based on weighted data.
The following conventions have been used:

- nil

Table B2.1 **Distribution of schools by area, region, status and catchment area**

Unweighted

		Primary	Secondary	Special
		%	%	%
Area	London	10.4%	13.8%	6.7%
	Metropolitan	20.8%	19.0%	26.7%
	Unitary	13.5%	13.8%	33.3%
	County	45.8%	41.4%	26.7%
	Wales	9.4%	12.1%	6.7%
Region	North East	3.1%	5.2%	13.3%
	North West	17.7%	10.3%	20.0%
	Yorkshire and the Humber	10.4%	8.6%	6.7%
	East Midlands	7.3%	5.2%	-
	West Midlands	9.4%	10.3%	13.3%
	South West	8.3%	8.6%	13.3%
	East of England	10.4%	13.8%	13.3%
	Greater London	10.4%	13.8%	6.7%
	South East	13.5%	12.1%	6.7%
	Wales	9.4%	12.1%	6.7%
Status	Foundation	4.2%	22.4%	6.7%
	Voluntary	31.3%	24.1%	-
	Community	58.3%	51.7%	93.3%
	Not known	6.3%	1.7%	-
Catchment	Inner City	10.4%	12.1%	20.0%
	Urban / suburban	39.6%	37.9%	13.3%
	Rural	18.8%	22.4%	6.7%
	Inner city / urban	4.2%	6.9%	26.7%
	Urban / rural	19.8%	19.0%	26.7%
	None of these	2.1%	-	6.7%
	Not known	5.2%	1.7%	-
Schools	Schools in sample	96	58	15

Table B2.2   Distribution of schools by size and number of deputy heads

Unweighted

		Primary	Secondary	Special
		%	%	%
FTE pupil numbers	Under 50	6.3%	-	13.3%
	51-	30.2%	3.4%	86.7%
	201-	49.0%	3.4%	-
	401-	13.5%	12.1%	-
	601-	1.0%	17.2%	-
	801-	-	20.7%	-
	1001-	-	37.9%	-
	1501 or over	-	5.2%	-
Total FTE staff	Under 4	6.3%	-	-
	4-	11.5%	-	-
	7-	18.8%	-	-
	10-	12.5%	1.7%	53.3%
	13-	40.6%	3.4%	33.3%
	21-	10.4%	20.7%	13.3%
	41-	-	32.8%	-
	61-	-	27.6%	-
	81-	-	10.3%	-
	101 or over	-	3.4%	-
Number of deputy heads	None	14.6%	-	-
	1	47.9%	3.4%	6.7%
	2	20.8%	12.1%	53.3%
	3	6.3%	13.8%	20.0%
	4 or more	4.2%	65.5%	13.3%
	Not known	6.3%	5.2%	6.7%
Schools	Schools in sample	96	58	15

Table B2.3   Distribution of schools by pupil related factors

Unweighted

		Primary	Secondary	Special
		%	%	%
Percentage of statemented pupils	Under 0.5	28.1%	13.8%	-
	0.5 -	17.7%	5.2%	-
	1.0 -	26.0%	37.9%	-
	2.0 -	21.9%	37.9%	-
	5.0 or over	6.3%	5.2%	100.0%
Percentage pupils free meals	Under 5.0	25.0%	22.4%	-
	5.0 -	26.0%	37.9%	-
	10.0 -	22.9%	27.6%	-
	20.0 -	12.5%	8.6%	40.0%
	30.0 -	5.2%	-	33.3%
	40.0 or over	8.3%	3.4%	26.7%
Schools	Schools in sample	96	58	15

Table B2.4   Distribution of schools by headteacher's view of diary week

Unweighted

		Primary	Secondary	Special
		%	%	%
Representativeness of diary week	More busy	13.5%	10.3%	26.7%
	About same	65.6%	67.2%	66.7%
	Less busy	14.6%	19.0%	-
	Not known / stated	6.3%	3.4%	6.7%
Special events in diary week	Yes	54.2%	37.9%	40.0%
	No	37.5%	55.2%	60.0%
	Not stated	8.3%	6.9%	-
Schools	Schools in sample	96	58	15

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