

GTC Survey of Teachers 2006

Segmentation by Professional Role

Head Teachers

1. Introduction

In 2006, the General Teaching Council for England (GTC) commissioned the Institute for Policy Studies in Education (IPSE) at London Metropolitan University to carry out a nationally representative, independent survey of teachers required to register with the GTC. In 2004 and 2005 National Foundation for Educational Research (NFER) were commissioned to do the same.

A twelve-page questionnaire was sent to a sample of 10,000 teachers towards the end of February 2006. Teachers were asked to return the completed questionnaire by the middle of April and they could complete a comparable online version if they so wished. A response rate of 37 per cent was achieved and this sample was found to be representative of the population of active teachers on the GTC registration database.

The questionnaire contained 20 questions grouped into five topics. The topics were:

- Teachers' Careers
- Teaching and Learning
- Continuing Professional Development
- Equality
- National Initiatives.

The survey was completed by September. Copies of the full report and its appendices are available in downloadable PDF format on the GTC website at

www.gtce.org.uk/research/tsurvey/

This paper is one of a series of papers reporting on the outcomes of a segment of the sample of teachers that was surveyed.

The question numbers given in brackets throughout, refer to the question that appeared in the survey questionnaire.

2. Teachers' Careers

2.1 How respondents see their teaching career developing in the next five years.

Just under two-thirds (64 per cent) of head teachers anticipate that they will continue to develop in their current role in the next five years. This is a lower proportion than the other categories of teachers by role. One-third (34 per cent) of head teachers anticipate that they will retire. The details are given in Table 1.

Table 1: How respondents see their teaching careers developing in the next five years. (Question 2)

I anticipate that I will...	Per cent of class teachers indicating 'highly likely' or 'likely' n=1923	Per cent of teachers with cross school role indicating 'highly likely' or 'likely' n=732	Per cent of assistant and deputy heads indicating 'highly likely' or 'likely' n=321	Per cent of head teachers indicating 'highly likely' or 'likely' n=249
continue to develop in the role identified in Question 1	75	66	66	64
become an Advanced Skills Teacher	8	5	1	0
gain Excellent Teacher status	6	9	3	0
move into a leadership / management post other than headship	25	33	20	5
become a head teacher	1	2	28	3
change hours worked	22	14	6	4
become a supply teacher	7	3	2	<1
move from supply to permanent teaching	2	1	0	0
move to teach in another country or in the independent sector	7	7	3	3
move to work in another education sector	6	8	8	12
move into employment outside teaching	8	8	3	7
take a career break	12	8	5	2
retire	14	21	23	34

2.2 Factors that have enhanced teachers' career development.

Teachers were asked to write any factors that had enhanced their career development to date. A majority of head teachers (57 per cent) indicate that experience has been a career enhancing factor. This is higher than other categories of teachers by role. One half (49 per cent) of head teachers indicate that qualifications and continuing professional development (CPD) have enhanced their career development and one-quarter (24 per cent) cite personal factors as having enhanced their careers. See Table 2.

Table 2: The factors that have enhanced respondents' career development to date (Question 3a open question)

	Per cent of class teachers indicating this factor n=1923	Per cent of teachers with cross school role indicating this factor n=732	Per cent of assistant and deputy heads indicating this factor n=321	Per cent of head teachers indicating this factor n=249
experience	46	49	56	57
qualifications and CPD	34	33	44	49
personal factors	13	18	23	24
professional encouragement	12	14	18	17
career structure	4	3	3	1
availability of opportunities	1	4	2	1
luck	1	3	3	1
no response	27	23	15	15

Percentages will not sum to 100 because this is an open question and respondents could have given more than one factor.

2.3 Factors that have limited teachers' career development.

Teachers were also asked to write any factors that have limited their career development to date. Three in ten (30 per cent) head teachers cite poor experience as a limiting factor and one in five (21 per cent) cite lack of encouragement. These proportions are lower than for all other categories of teachers by role. See Table 3.

Table 3: The factors that have limited respondents' career development to date (Question 3b open question)

	Per cent of class teachers indicating this factor n=1923	Per cent of teachers with cross school role indicating this factor n=732	Per cent of assistant and deputy heads indicating this factor n=321	Per cent of head teachers indicating this factor n=249
poor experience	36	35	31	30
personal factors	26	27	23	21
lack of professional encouragement	13	13	12	6
nature of teaching in current school	3	3	4	8
lack or limited qualifications and CPD	6	8	7	6
career structure	10	11	6	5
limited opportunities available	2	1	2	1
lack of experience	2	1	1	<1
no response	27	26	31	34

Percentages will not sum to 100 because this is an open question and respondents could have given more than one factor.

3. Teaching and Learning

3.1 Aspects of pupil achievement

Teachers were asked to indicate the aspects of pupil achievement that should be the main priorities in the school or setting in which they work.

Analysis indicates that head teachers are significantly more likely than class teachers and teachers with cross school roles select option I, 'the school should achieve as well as schools with a similar intake', and option J, 'the school value-added should be at or above the national average'. The figures are given in Table 4.

Table 4: The aspects of achievement that respondents indicate should be the main priorities in the school or setting in which they work (Question 4a)

	Per cent of class teachers indicating this aspect n=1923	Per cent of teachers with cross school role indicating this aspect n=732	Per cent of assistant and deputy heads indicating this aspect n=321	Per cent of head teachers indicating this aspect n=249
A The school should meet national target levels (e.g. in SATs and/or GCSEs)	25	28	26	19
B Individual pupils who are borderline in terms of national target levels should reach them	35	40	38	25
C Individual pupils should achieve as well as others of the same gender	47	49	57	49
D Boys should achieve as well as girls	57	57	59	54
E Specific minority ethnic groups should achieve as well as other pupils	39	35	43	40
F Individuals should meet the targets set for them	59	54	54	58
G The personal achievement of every individual should be maximized	90	91	95	96
H Individuals should achieve as well as other pupils in the same class or set	19	20	21	17
I The school should achieve as well as schools with a similar intake	46	47	57	54
J The school 'value-added' should be at or above the national average	36	39	56	52

K Pupils should achieve in line with parental expectations	10	7	11	8
L Parents' expectations of their children should be raised	32	39	43	37

3.2 Factors to address underachievement

Teachers were asked to indicate the factors that are important in addressing underachievement in the school or setting in which they work. There are a number of differences between the proportions of head teachers indicating 'very important' or 'important' and the rest. The figures are given in Table 5. However, the significant differences become more pronounced when comparing only the proportions of teachers indicating a 'very important' response. These details are given in Table 6.

Table 5: The factors that respondents indicate as important in addressing underachievement in the school or setting in which they work
(Question 5 – 'very important' or 'important' responses)

	Per cent of class teachers indicating 'very important' or 'important' n=1923	Per cent of teachers with cross school role indicating 'very important' or 'important' n=732	Per cent of assistant and deputy heads indicating 'very important' or 'important' n=321	Per cent of head teachers indicating 'very important' or 'important' n=249
smaller classes	84	88	86	78
small group teaching away from the classroom	73	65	72	69
grouping or setting by ability/attainment	77	73	68	59
support staff working in the classroom	91	86	91	95
parents or other volunteers working in the classroom	45	32	38	53
adapting the curriculum to meet the interests of pupils in the school	87	87	94	97
adapting the curriculum to celebrate the culture(s) of pupils in the school	67	60	71	79
recruiting teachers to reflect the diversity in the local community	45	46	45	53
developing an inclusive school ethos in which all pupils and their achievements are valued	93	92	95	96
working to raise pupils' self-esteem and self confidence	97	95	97	97
extra tuition (e.g. out of hours)	56	62	53	49

learning, summer schools, booster classes, homework clubs)				
recognition of and provision for different learning styles	91	91	95	93
more vocational courses for pupils	57	68	61	37
working with parents	87	88	92	93
focusing on pupils' individual targets	87	88	92	92
multi-agency approaches (e.g. social services, health, education, police, probation service, housing officers)	72	72	77	79
assessment for learning	87	86	92	95
professional development for teachers focusing on underachievement	78	80	82	86
a strong focus on literacy	86	87	90	90
a strong focus on numeracy	84	85	88	89

Table 6: The factors that respondents indicate as important in addressing underachievement in the school or setting in which they work (Question 5 – 'very important' responses)

	Per cent of class teachers indicating 'very important' n=1923	Per cent of teachers with cross school role indicating 'very important' n=732	Per cent of assistant and deputy heads indicating 'very important' n=321	Per cent of head teachers indicating 'very important' n=249
smaller classes	57	58	52	47
small group teaching away from the classroom	25	19	21	23
grouping or setting by ability/attainment	29	28	23	18
support staff working in the classroom	62	46	56	72
parents or other volunteers working in the classroom	9	7	7	9
adapting the curriculum to meet the interests of pupils in the school	53	50	65	70
adapting the curriculum to celebrate the culture(s) of pupils in the school	27	22	29	39
recruiting teachers to reflect the diversity in the local community	11	10	9	13
developing an inclusive school ethos in which all pupils and their achievements are valued	67	65	82	86
working to raise pupils' self-esteem and self confidence	78	74	88	88

extra tuition (e.g. out of hours learning, summer schools, booster classes, homework clubs)	12	13	13	6
recognition of and provision for different learning styles	50	47	60	60
more vocational courses for pupils	23	30	27	12
working with parents	43	40	53	62
focusing on pupils' individual targets	42	41	51	52
multi-agency approaches (e.g. social services, health, education, police, probation service, housing officers)	26	25	39	36
assessment for learning	43	43	60	68
professional development for teachers focusing on underachievement	28	27	34	43
a strong focus on literacy	41	40	47	45
a strong focus on numeracy	37	35	42	39

3.3 Curriculum flexibility

Respondents were asked whether the curriculum was sufficiently flexible for them to adapt it to the needs and interests of the pupils that they teach. See Table 7.

Overall, there are no significant differences. However, when the data are broken down by professional role and phase then primary school head and deputy head teachers are more likely to indicate that the curriculum is flexible compared to primary class teachers. This is not the case for secondary teachers where responses are similar across professional roles.

Table7: Whether the curriculum is sufficiently flexible for teachers to adapt it to meet the needs and interests of the pupils they teach (Question 6)

	Per cent of class teachers indicating this option n=1923	Per cent of teachers with cross school role indicating this option n=732	Per cent of assistant and deputy heads indicating this option n=321	Per cent of head teachers indicating this option n=249
there is a great deal of flexibility	12	13	19	25
there is some flexibility	56	51	56	57
there is little flexibility	26	29	22	15
there is no flexibility	5	4	2	1

4. Continuing professional development (CPD)

4.1 Whether teachers' CPD needs have been met in the last 12 months

Teachers were asked to indicate if their CPD needs have been met in the last twelve months. Overall, there is a stepped pattern with class teachers and head teachers at the extremes. Head teachers are more likely to express satisfaction for the CPD that they have received in the last twelve months. See Table 8.

Table 8: Whether in the last 12 months teachers' professional development needs were met (Question 7b)

	Per cent of class teachers indicating n=1923	Per cent of teachers with cross school role indicating n=732	Per cent of assistant and deputy heads indicating n=321	Per cent of head teachers indicating n=249
Yes, fully	20	23	41	49
Yes, to some extent	60	59	51	47
'Yes, fully' or 'yes, to some extent'	(80)	(82)	(92)	(96)
No	19	18	8	4

Further differences occur when phase and role are taken together. Higher proportions of teachers in each professional role in primary schools reported that their needs had been met in full or in part than in secondary.

4.2 Respondents' experience of CPD in the last 12 months

Teachers were asked to indicate the CPD activities that they have experienced in the last twelve months. Overall, teachers with cross school roles, assistant and deputy and head teachers are more likely than class teachers to indicate that they have taken part in a CPD a particular activity. The pattern is not uniform. See Table 9.

Table 9: The professional development activities experienced by respondents in the last 12 months (Question 7a Respondents indicating 'frequently' or 'occasionally')

	Per cent of class teachers indicating this option n=1923	Per cent of teachers with cross school role indicating this option n=732	Per cent of assistant and deputy heads indicating this option n=321	Per cent of head teachers indicating this option n=249
being a mentor or coach	48	69	83	81
being supported by a mentor or coach	38	36	36	41
collaborative learning with other colleagues in my school	82	82	47	82
collaborative learning within a network of schools	56	61	74	88
taking an active part in				

school self-evaluation processes	81	90	99	98
participating in collaborative enquiry (e.g. school or cluster-based project investigating particular aspects of teaching and learning)	48	51	66	68
engage with subject or specialist associations	58	69	72	59
participating in external courses	76	83	92	89
taking a secondment and/or a sabbatical	1	2	2	7
undertaking classroom or school based research	24	28	37	35
training with professionals from other sectors (e.g. in relation to <i>Every Child Matters</i>)	36	42	58	69
observing colleagues teach	63	82	91	95
being observed by colleagues	89	91	88	50
development / learning done individually (e.g. by reading)	80	77	86	88
courses in school held on INSET days	93	94	94	97

4.3 Teachers' CPD needs over the next 12 months

Teachers were asked to indicate their training needs for the next twelve months.

The highest proportion of head teachers (58 per cent) indicates a training need in school self-evaluation. See Table 10.

Table 10: Teachers' training needs in teaching and learning over the next 12 months (Question 8)

CPD in ...	Per cent of class teachers indicating 'I will need this' n=1923	Per cent of teachers with cross school role indicating 'I will need this' n=732	Per cent of assistant and deputy heads indicating 'I will need this' n=321	Per cent of indicating head teachers 'I will need this' n=249
Teaching and learning				
Personalized learning	33	36	51	53
Supporting pupils' literacy	34	24	26	23
Supporting pupils' numeracy	29	18	22	24

Teaching pupils with English as an additional language	19	16	16	9
Meeting the needs of minority ethnic pupils	16	15	14	13
Teaching pupils with special educational needs	51	43	36	27
Teaching gifted and talented pupils	49	46	40	39
Target-setting for individual pupils	39	37	41	31
Assessment for Learning (AfL)	43	45	49	53
Teaching citizenship	27	23	23	17
Strengthening and /or updating skills and knowledge in curriculum subject areas	56	55	40	27
Using information and communication technology (ICT) in teaching	59	60	55	55
Addressing underachievement in groups of pupils	47	51	46	43
Other aspects of teaching and learning	26	27	26	29
Pupils' development and behaviour				
Promoting social and emotional development in pupils	36	38	36	41
Behaviour management	37	36	30	24
Raising pupils' aspirations	42	45	45	40
Leadership, management and team working				
Working with and/or managing support staff	29	36	40	31
Working with other professionals in school	23	30	36	32
Training for headship	2	7	34	4
Other leadership training	21	37	40	37
School self-evaluation	20	38	61	58

4.4 Teachers' confidence in using and analysing pupil performance data.

Teachers were asked to indicate their confidence in the use of pupil performance data for different purposes and also their use of ICT for analysing the data. For each of the three aspects listed in Table 11, higher proportions of head teachers indicate confidence compared to class teachers and teachers with cross school roles.

Table 11: Teachers' indication of whether they are confident in the use and analysis of pupil performance data (Question 9)

	Per cent of	Per cent of	Per cent of	Per cent of
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	class teachers indicating 'strongly agree' or 'agree' n=1923	teachers with cross school role indicating 'strongly agree' or 'agree' n=732	assistant and deputy heads indicating 'strongly agree' or 'agree' n=321	head teachers indicating 'strongly agree' or 'agree' n=249
I am confident in my use of...				
... performance data for supporting pupil progress and/or for school improvement	65	75	87	90
... information and communication technology (ICT) for analyzing performance data	47	56	68	78
... performance data in reporting to parents and/or school management	61	70	84	84
I would like training (or further training) in the use of...				
... performance data for supporting pupil progress and/or for school improvement	45	45	44	35
... information and communication technology (ICT) for analyzing performance data	50	54	47	48
... performance data in reporting to parents and/or school management	40	44	44	36

4.5 The ethos and operationalisation of CPD

Teachers were asked whether they agreed or not with a series of statements about the operationalisation and the ethos of CPD in their experiences. In most cases, proportionately more head teachers indicate agreement compared to class teachers and teachers with cross school roles.

Table 12: The extent to which teachers agree or disagree with statements about continuing professional development CPD. (Question 10)

	Per cent of class teachers indicating 'strongly agree' or 'agree' n=1923	Per cent of teachers with cross school role indicating 'strongly agree' or 'agree' n=732	Per cent of assistant and deputy heads indicating 'strongly agree' or 'agree' n=321	Per cent of head teachers indicating 'strongly agree' or 'agree' n=249
CPD is highly valued in my school	62	65	83	95
My school is a professional				

learning community	59	61	77	85
In my school, I am offered CPD following evaluation of my professional development needs	49	51	70	78
I have initiated some of my professional development activity	79	86	95	96
In my school, senior staff identify courses relevant to the needs of the school and decide which staff should attend	46	40	56	70
I am sometimes released from my teaching timetable for CPD	56	69	85	65
In my school, the budget for supply cover is adequate for teachers' CPD needs	26	31	49	52
I would like (more) opportunities to be observed teaching as part of my CPD	28	25	23	13
I would like (more) opportunities to observe lessons as part of my CPD	67	52	39	30
I would like to work (more) with other schools as part of my CPD	59	61	61	65
There is a wide range of professional development opportunities in my local area	31	30	49	65
The courses I have attended outside the school are generally of high quality	62	61	57	68

5. Equality

5.1 Equality in relation to pupils

Teachers were asked to indicate the aspects of equality in relation to pupils that they considered to be the most important for GTC to focus on. Proportionately more head teachers indicated gender and social class compared to class teachers, teachers with cross school roles. See Table 13.

Table 13: The aspects of equality in relation to pupils that teachers think are currently the most important for the GTC to focus on. (Question 11a equality in relation to pupils)

	Per cent of class teachers indicating this aspect n=1923	Per cent of teachers with cross school role indicating this aspect n=732	Per cent of assistant and deputy heads indicating this aspect n=321	Per cent of head teachers indicating this aspect n=249
age	13	13	13	10
disability	43	37	40	42
gender	52	51	55	53
race / ethnicity	55	51	58	52

religion / belief	28	21	21	20
sexual orientation	9	13	8	5
social class	55	56	66	60

5.2 Equality in relation to teacher employment

Teachers were asked to indicate the aspects of equality in relation to teacher employment that they considered to be the most important for GTC to focus on. Greater proportions of head teachers indicated disability and race/ethnicity compared to the rest. See Table 14.

Table 14: The aspects of equality in relation to teacher employment that teachers think are currently the most important for the GTC to focus on.
(Question 11b equality in relation to teacher employment)

	Per cent of class teachers indicating this aspect n=1923	Per cent of teachers with cross school role indicating this aspect n=732	Per cent of assistant and deputy heads indicating this aspect n=321	Per cent of head teachers indicating this aspect n=249
age	60	61	63	52
disability	28	29	30	35
gender	53	51	55	44
race / ethnicity	42	36	41	43
religion / belief	18	14	12	12
sexual orientation	11	14	12	10
social class	18	18	17	18

5.3 Training in aspects of equality

Teachers were asked to indicate the training that they had received with regard to aspects of equality. Head teachers are more likely to indicate they have received training in each aspect of equality compared to the rest. See Table 15.

Table 15: Whether respondents have participated in training in aspects of equality.
(Question 12a)

	Per cent of class teachers indicating 'yes' n=1923	Per cent of teachers with cross school role indicating 'yes' n=732	Per cent of assistant and deputy heads indicating 'yes' n=321	Per cent of head teachers indicating 'yes' n=249
age	5	5	9	13
disability	26	27	36	58
gender	27	28	42	47
race / ethnicity	24	24	38	53
religion / belief	15	14	21	33

sexual orientation	4	6	7	13
social class	4	6	7	13

5.4 Implications for classroom practice

Teachers were asked to indicate whether they understood the implications for classroom practice for each aspect of equality listed. Head teachers were more likely to respond 'yes' they did understand the implications for classroom practice compared to the rest. See Table 16.

Table 16: Whether respondents understand the implications for classroom practice in relation to each aspect of equality listed (Question 12b 'yes' responses)

	Per cent of class teachers indicating 'yes' n=1923	Per cent of teachers with cross school role indicating 'yes' n=732	Per cent of assistant and deputy heads indicating 'yes' n=321	Per cent of head teachers indicating 'yes' n=249
age	36	37	49	59
disability	46	46	62	70
gender	54	54	70	76
race / ethnicity	44	43	56	71
religion / belief	40	38	49	65
sexual orientation	22	28	30	37
social class	38	38	46	63

5.5 School policies relating to pupil and adult-pupil interactions

Teachers were asked whether the aspects of equality listed were addressed through policies in their schools. Head teachers were more likely than all the rest to respond 'yes'. Table 17 gives the details. There are some head teachers who did not know whether aspects of equality were addressed through policies in their schools. The proportions are given in Table 18.

Table 17: Whether aspects of equality are addressed in respondents' schools through policies relating to pupils and adult-pupil interactions (Question 12c – yes responses)

	Per cent of class teachers indicating 'yes' n=1923	Per cent of teachers with cross school role indicating 'yes' n=732	Per cent of assistant and deputy heads indicating 'yes' n=321	Per cent of head teachers indicating 'yes' n=249
age	28	28	36	46
disability	63	62	79	86

gender	56	62	76	85
race / ethnicity	62	68	82	88
religion / belief	56	59	70	80
sexual orientation	19	24	27	33
social class	29	30	39	48

Table 18: Whether aspects of equality are addressed in respondents' schools through policies relating to pupils and adult-pupil interactions (Question 12c – not sure responses)

	Per cent of class teachers indicating 'not sure' n=1923	Per cent of teachers with cross school role indicating 'not sure' n=732	Per cent of assistant and deputy heads indicating 'not sure' n=321	Per cent of head teachers indicating 'not sure' n=249
age	53	47	29	13
disability	28	25	11	4
gender	33	26	12	6
race / ethnicity	28	21	11	6
religion / belief	32	28	18	7
sexual orientation	56	48	34	16
social class	52	46	29	15

5.6 School policies relating to staff employment

Teachers were asked to indicate whether aspects of equality in relation to staff employment were addressed through policies in their schools. Head teachers were more likely to answer 'yes' compared with all the rest. Table 19 shows the details. There were proportions of head teachers who did not know whether aspects of equality in relation to staff employment were addressed through policies in their schools. See Table 20

Table 19: Whether aspects of equality are addressed in respondents' schools through policies relating to staff employment (Question 12d – yes responses)

	Per cent of class teachers indicating 'yes' n=1923	Per cent of teachers with cross school role indicating 'yes' n=732	Per cent of assistant and deputy heads indicating 'yes' n=321	Per cent of head teachers indicating 'yes' n=249
age	27	30	46	73
disability	36	43	69	84
gender	37	44	67	84
race / ethnicity	40	48	72	86
religion / belief	37	43	65	81
sexual orientation	22	26	45	63
social class	24	26	45	58

Table 20: Whether aspects of equality are addressed in respondents' schools through policies relating to staff employment (Question 12d – not sure responses)

	Per cent of class teachers indicating 'not sure' n=1923	Per cent of teachers with cross school role indicating 'not sure' n=732	Per cent of assistant and deputy heads indicating 'not sure' n=321	Per cent of head teachers indicating 'not sure' n=249
age	59	54	36	11
disability	54	44	21	6
gender	52	43	23	5
race / ethnicity	50	40	19	4
religion / belief	52	44	24	7
sexual orientation	65	59	39	13
social class	63	58	38	15

6. National initiatives

6.1 Preparation, Planning and Assessment time (PPA)

6.1.1. Time allocation

Teachers were asked whether they received their full entitlement to PPA time. Head teachers were less likely than all the rest to indicate that they did receive their full entitlement. See Table 21.

Table 21: Whether respondents receive their entitlement to PPA time (Question 13)

	Per cent of class teachers indicating n=1923	Per cent of teachers with cross school role indicating n=732	Per cent of indicating assistant and deputy heads n=321	Per cent of indicating head teachers n=249
I get my full allocation of PPA time regularly each week	75	73	69	33
I get my full allocation of PPA time in blocks less often than every week	8	6	4	3
I get some PPA time, but not all I am entitled to	13	14	14	8
I rarely get PPA time	3	5	9	29

6.1.2 Outcomes of PPA time

Teachers were asked to indicate the outcomes of having PPA time. In most cases proportionately fewer head teachers strongly agree or agree with the statements about outcomes compared to all the rest. See Table 22.

Table 22: The possible outcomes of teachers having time out of the classroom for Planning, Preparation and Assessment (PPA) (Question 14)

PPA time enables me to ...	Per cent of indicating class teachers 'strongly agree' or 'agree' n=1923	Per cent of indicating teachers with cross school role 'strongly agree' or 'agree' n=732	Per cent of indicating assistant and deputy heads 'strongly agree' or 'agree' n=321	Per cent of indicating head teachers 'strongly agree' or 'agree' n=249
...reflect on my assessment of children's needs and to target my lessons more precisely	77	68	65	38
...reduce the amount of time I spend at home on school work	68	52	48	35
...teach better because I feel more prepared	71	63	56	35
...share practice with other teachers	50	49	53	30
...become better acquainted with my subject area/area of responsibility.	56	59	53	28

6.2 Frequency of multi-agency working

Teachers were asked to indicate how often they worked with people from other agencies. Table 23 shows the proportions of head teachers that work with people from different agencies on a daily basis, Table 24, at least once a week, Table 25, occasionally and Table 26 never.

Table 23: The proportions of respondents indicating that they work daily with people from different agencies (Question 15 'daily' response)

	Per cent of class teachers indicating 'daily' n=1923	Per cent of teachers with cross school role indicating 'daily' n=732	Per cent of assistant and deputy heads indicating 'daily' n=321	Per cent of head teachers indicating 'daily' n=249
other teacher(s)	56	69	80	88
senior leader / manager (s)	20	31	81	77
learning mentor(s)	5	8	19	16
teaching assistant(s)	63	50	68	71

nursery nurse(s)	63	50	68	71
higher level teaching assistant(s)	12	11	22	22
bursar / business manager	5	6	36	64
nurse / health visitor	1	1	2	4
parents and other volunteers working in school	7	5	19	39
trainee teachers and support staff	15	26	32	24

Table 24: The proportions of respondents indicating that they work at least once a week with people from different agencies (Question 15 'at least once a week' response)

	Per cent of class teachers indicating 'at least once a week' n=1923	Per cent of teachers with cross school role indicating 'at least once a week' n=732	Per cent of assistant and deputy heads indicating 'at least once a week' n=321	Per cent of head teachers indicating 'at least once a week' n=249
other teacher(s)	23	17	12	7
senior leader / manager (s)	29	34	15	10
learning mentor(s)	9	13	20	10
teaching assistant(s)	22	28	21	15
nursery nurse(s)	22	28	21	15
higher level teaching assistant(s)	14	11	14	7
bursar / business manager	7	17	28	11
nurse / health visitor	2	5	12	10
social worker	1	3	4	9
school governor(s)	2	2	16	52
parents and other volunteers working in school	25	16	29	35
trainee teachers and support staff	15	18	26	19
educational psychologist	1	1	3	2

Table 25: The proportions of respondents indicating that they work occasionally with people from different agencies (Question 15 'occasionally' response)

	Per cent of class teachers indicating 'occasionally' n=1923	Per cent of teachers with cross school role indicating 'occasionally' n=732	Per cent of assistant and deputy heads indicating 'occasionally' n=321	Per cent of head teachers indicating 'occasionally' n=249
other teacher(s)	10	7	3	0
senior leader / manager (s)	19	9	1	1
learning mentor(s)	21	22	13	15
teaching assistant(s)	6	10	5	3
nursery nurse(s)	6	10	5	3

higher level teaching assistant(s)	11	12	8	3
bursar / business manager	18	18	7	<1
nurse / health visitor	38	29	38	25
probation officer	3	7	14	9
police officer	20	28	46	56
social worker	24	25	41	48
school governor(s)	38	45	17	1
parents and other volunteers working in school	26	31	18	10
trainee teachers and support staff	40	30	19	12
educational psychologist	43	35	44	23

Table 26: The proportions of respondents indicating that they never work with people from different agencies (Question 15 'never' response)

	Per cent of class teachers indicating 'never' n=1923	Per cent of teachers with cross school role indicating 'never' n=732	Per cent of assistant and deputy heads indicating 'never' n=321	Per cent of head teachers indicating 'never' n=249
other teacher(s)	3	3	0	0
senior leader / manager (s)	11	6	<1	1
learning mentor(s)	49	36	31	32
teaching assistant(s)	5	6	3	1
nursery nurse(s)	5	6	3	1
higher level teaching assistant(s)	57	56	45	48
bursar / business manager	57	31	17	12
nurse / health visitor	46	46	17	3
probation officer	95	88	78	78
police officer	75	61	26	15
social worker	68	60	27	6
school governor(s)	41	28	4	1
parents and other volunteers working in school	26	33	9	1
trainee teachers and support staff	12	6	3	3
educational psychologist	42	45	15	2

6.2 Teachers' contributions to multi-agency teams

Teachers were asked how they have contributed to multi-agency working. The details in Table 27 show that head teachers compared to all the rest are more likely to make regular contributions to multi-agency teams.

Table 27: The ways in which you respondents have regularly been able to contribute to the work of multi-agency teams (Question 16a 'regularly' response)

	Per cent of class teachers indicating 'regularly' n=1923	Per cent of teachers with cross school role indicating 'regularly' n=732	Per cent of assistant and deputy heads indicating 'regularly' n=321	Per cent of head teachers indicating 'regularly' n=249
sharing my knowledge of child development	7	11	20	26
offering a perspective on children's experiences in school	12	17	29	42
offering a perspective on children's experiences outside school	3	7	15	18
contributing knowledge about teaching and learning	9	14	25	35
sharing information about individual pupils	14	21	33	49
leading and managing the team	3	8	17	22

Table 28 shows that on an occasional basis, head teachers are more likely than the rest to contribute to multi-agency teams in sharing knowledge of child development, offering a perspective on children's experiences outside school and contributing knowledge about teaching and learning.

Table 28: The ways in which you respondents have occasionally been able to contribute to the work of multi-agency teams (Question 16a 'occasionally' response)

	Per cent of class teachers indicating 'occasionally' n=1923	Per cent of teachers with cross school role indicating 'occasionally' n=732	Per cent of assistant and deputy heads indicating 'occasionally' n=321	Per cent of head teachers indicating 'occasionally' n=249
sharing my knowledge of child development	18	19	30	32
offering a perspective on children's experiences in school	19	19	28	26
offering a perspective on children's experiences outside school	15	19	30	37
contributing knowledge about teaching and learning	18	18	27	29
sharing information about individual pupils	19	17	25	22
leading and managing the team	7	10	22	22

6.3 Influence on teaching and learning in school

Teachers were asked who they would most like to see having greater influence in the future over teaching and learning in their schools. Head teachers are more likely than the rest to indicate evidence from research, parents, the pupils, the school governing body, religious groups and the National College for School Leadership. See Table 29.

Table 29: The people and agencies that teachers would like to see having a greater influence in the future over teaching and learning in their schools (Question 17)

	Per cent of class teachers indicating n=1923	Per cent of teachers with cross school role indicating n=732	Per cent of assistant and deputy heads indicating n=321	Per cent of head teachers indicating n=249
evidence from research	35	37	45	53
business interests	7	11	13	10
parents	31	31	36	39
the whole staff of the school	76	72	80	80
the teachers	77	75	65	57
the pupils	58	53	68	76
the school governing body	24	23	38	50
your local authority	13	12	18	21
community groups	15	14	22	21
religious groups	5	4	5	8
Department for Education and Skills (DfES)	17	16	19	16
Teacher unions and associations	27	28	13	8
General Teaching Council (GTC)	16	11	14	9
Ofsted	7	7	8	8
Qualifications and Curriculum Authority (QCA)	13	17	16	13
National College for School Leadership (NCSL)	4	8	21	31
Specialist Schools and Academies Trust (SSAT)	5	8	15	5
Training and Development Agency for Schools (TDA)	12	11	17	11

6.3 Teachers' agency to innovate and lead change

Teachers were asked to what extent they believe they could innovate and lead change in their own classrooms, in the school and at national policy level. Higher proportions of head teachers to rest strongly agree or agree that they can innovate in the classroom and in their schools. See Table 30.

Table 30: The extent to which respondents believe that teachers in school have opportunities to innovate and lead change (Question 18)

Teachers in my school have opportunities to:	Per cent of class teachers indicating 'strongly agree' or 'agree' n=1923	Per cent of teachers with cross school role indicating 'strongly agree' or 'agree' n=732	Per cent of assistant and deputy heads indicating 'strongly agree' or 'agree' n=321	Per cent of head teachers indicating 'strongly agree' or 'agree' n=249
...innovate in their own classrooms	87	86	93	96
... bring about change in the school	49	48	82	94
...influence change at national policy level	5	5	7	6

6.3 Government initiatives to improve education

Respondents were asked to indicate, from a list of initiatives, the ones that have helped teachers to make a difference in improving education. Proportionately more head teachers than class teachers and teachers with cross school roles indicate that school workforce remodeling, the creation of teaching and learning responsibility posts, initiatives relating to ICT, national strategies for teaching and learning, personalised learning, national non-statutory tests, inclusion, extended schools, Every Child Matters and Assessment for Learning are making a difference. See Table 31.

Table 31: Which government initiatives/policies respondents believe are helping teachers to make a difference in improving education in England (Question 20)

	Per cent of class teachers indicating 'This is helping teachers to make a difference' n=1923	Per cent of teachers with cross school role Indicating 'This is helping teachers to make a difference' n=732	Per cent of assistant and deputy heads indicating 'This is helping teachers to make a difference' n=321	Per cent of head teachers indicating 'This is helping teachers to make a difference' n=249
School workforce remodeling	35	43	63	69
Creation of Teaching and Learning Responsibility posts	25	25	41	29
Changes to the inspection framework in September 2005 (more inspections at short notice)	32	34	40	31
Initiatives relating to information and communication technologies	34	29	41	50

in schools (e.g. Harnessing Technology, ICT Mark, Hands on Support)				
National strategies for teaching and learning (i.e. National Primary or Secondary Strategy)	58	56	66	70
Personalised learning	33	34	50	49
National statutory tests	22	20	23	18
National non-statutory tests (e.g. Year 5 tests)	15	9	16	21
Statutory teacher assessment	12	13	14	7
Performance tables (School and College Achievement and Attainment Tables)	33	27	39	33
Foundation partnerships (enabling schools to work together)	21	20	23	19
Academies	3	3	3	0
Specialist schools	19	30	29	13
Funded networks of schools	13	11	23	42
Inclusion in mainstream schooling of pupils with special needs	22	20	27	30
Building schools for the future (school refurbishment programme)	24	28	31	28
Extended schools	9	9	27	26
Every Child Matters	52	52	70	67
Assessment for Learning (AfL)	57	60	80	76

6.4 Lack of experience of government initiatives to improve education

In addition to indicating whether they believe that the initiatives listed were helping to make a difference, respondents could also indicate if they had no experience of such initiatives. In the case of all initiatives, proportionately fewer head teachers compared to class teachers and teachers with cross school roles indicated lack of experience. See Table 32 for the details.

Table 32: Respondents indicating that they have no experience of government initiatives/policies listed in question 20 of the questionnaire

	Per cent of class teachers indicating 'I have no experience of this' n=1923	Per cent of teachers with cross school role indicating 'I have no experience of this' n=732	Per cent of assistant and deputy heads indicating 'I have no experience of this' n=321	Per cent of head teachers indicating 'I have no experience of this' n=249
School workforce remodeling	35	22	6	0
Creation of Teaching and Learning Responsibility	36	19	13	11

posts				
Changes to the inspection framework in September 2005 (more inspections at short notice)	36	25	20	12
Initiatives relating to information and communication technologies in schools (e.g. Harnessing Technology, ICT Mark, Hands on Support)	41	33	26	13
National strategies for teaching and learning (i.e. National Primary or Secondary Strategy)	13	9	3	2
Personalised learning	33	25	15	10
National statutory tests	17	13	5	4
National non-statutory tests (e.g. Year 5 tests)	30	29	13	8
Statutory teacher assessment	17	11	8	6
Performance tables (School and College Achievement and Attainment Tables)	16	14	6	5
Foundation partnerships (enabling schools to work together)	37	29	23	21
Academies	51	40	35	27
Specialist schools	37	21	24	22
Funded networks of schools	41	32	21	15
Inclusion in mainstream schooling of pupils with special needs	15	11	4	3
Building schools for the future (school refurbishment programme)	35	27	22	20
Extended schools	40	30	17	8
Every Child Matters	15	11	2	0
Assessment for Learning (AfL)	9	7	1	2

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