

GTC Survey 2006

Segmentation by Length of Service

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.

Teachers were asked to indicate how they saw their careers developing in the next five years. Chi-squared tests showed significant differences according to length of service. Table 1 contains teachers that are more likely to choose the specific career paths indicated according to their lengths of service.

Table 1: Groups by length of service that show significant preferences for specific career paths

Anticipated career path in the next 5 years	Teachers with these lengths of service are more likely to have chosen the option in the adjacent left hand column.
Length of Service in Years	
Continue in current role	Less than 5
Move from supply teaching to permanent	Less than 5
Gain Excellent Teacher Status	Less than 5
Become an Advanced Skills Teacher	Less than 5
Move to independent sector or another country	Less than 5
Change hours worked	5 – 9
Become a head teacher	5 – 14
Move into leadership (excluding head ship)	Less than 10
Take a career break	Less than 10
Retire	More than 30

(99% confidence level)

The proportions for all the career path options for all the groups of teachers according to lengths of service are given in Table 2. Other than the groups listed in Table 1 above that also occur in Table 2, all the rest of the differences are not statistically significant.

Table 2: How respondent see their teaching careers developing in the next 5 years.
(Question 2 – ‘highly likely’ or ‘likely’ responses)

I anticipate that I will...	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with less than 5 years service n=794	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with 5 to 9 years service n=561	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with 10 to 14 years service n=433	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with 15 to 19 years service n=302	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with 20 to 24 years service n=288	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with 25 to 29 years service n=432	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with 30 to 34 years service n=564	Per cent of teachers indicating 'highly likely' or 'likely' Teachers with 35 or more years service n=241
continue to develop in the role identified in Question 1	79	74	71	71	75	73	61	34
become an Advanced Skills Teacher	14	4	4	1	1	2	2	0
gain Excellent Teacher status	10	6	5	3	3	3	3	0
move into a leadership / management post other than headship	39	44	25	21	17	12	8	0
become a head teacher	3	6	6	5	6	3	2	0
change hours worked	20	22	21	19	18	18	13	24
become a supply teacher	5	4	6	5	7	5	7	7
move from supply to permanent teaching	5	2	2	4	3	2	1	1
move to teach in another country or in the independent sector	13	8	7	5	3	3	2	1
move to work in another education sector	9	7	9	10	5	10	7	1
move into employment outside teaching	9	7	10	5	9	11	7	4
take a career break	19	17	7	5	3	3	2	0

retire	1	3	7	9	8	20	52	83
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2.2 Respondents who are undecided about career options in the next five years.

Teachers with less than five years service comprise the highest proportions that are undecided about particular career options. Two in five (42%) are undecided whether they will gain Excellent Teacher status and a similar proportion (39%) is undecided whether they will become Advanced Skills teachers. One third (35%) is undecided whether they will become head teachers and one quarter (25%) do not know whether they will move into another education sector. A quarter (24%) is undecided whether they will move to teach in another country or in the independent sector. One fifth (23%) is undecided about taking a career break; whether they will move into a leadership management role other than headship (22%), whether they will change their hours worked (20%) and whether they will move into employment outside teaching (18%).

The proportions of teachers indicating no decision about these options decreases with increasing length of service. However, the rank order of the options stays more or less the same. The details can be seen in Table 3.

Table3: Respondents who are undecided about how they see their career developing in the next 5 years (Question 2 – ‘undecided’ responses)

I anticipate that I will...	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with less than 5 years service n=794	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with 5 to 9 years service n=561	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with 10 to 14 years service n=433	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with 15 to 19 years service n=302	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with 20 to 24 years service n=288	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with 25 to 29 years service n=432	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with 30 to 34 years service n=564	Per cent of teachers indicating 'don't know' or 'undecided' Teachers with 35 or more years service n=241
gain Excellent Teacher status	42	29	21	18	12	12	7	4
become an Advanced Skills								

Teacher	39	23	15	14	10	7	4	3
become a head teacher	35	24	14	11	4	6	5	1
move to work in another education sector	25	22	18	13	18	13	8	5
move to teach in another country or in the independent sector	24	16	12	9	13	7	4	3
take a career break	23	18	14	7	11	5	5	1
move into a leadership / management post other than headship	22	17	15	17	13	10	5	3
change hours worked	20	19	14	17	15	13	10	6
move into employment outside teaching	18	18	18	17	19	15	15	9
become a supply teacher	10	13	10	6	7	7	7	8
continue to develop in the role identified in Question 1	6	9	7	9	9	8	5	3
move from supply to permanent teaching	2	2	2	3	3	3	1	1
retire	2	1	5	2	4	10	14	6

2.3 Respondents who have discounted particular career options in the next five years.

Table 4 shows, for each career option, the proportions of teachers who envisage that course of action to be 'highly unlikely' or 'unlikely'. There are substantial proportions in almost every instance. This suggests that teachers are, on the whole, clearer about their choice of what they do not want to do than they are about what they do want to do.

Table 4: Respondents indicating that they will not be pursuing particular career options in the next five years (Question 2 – ‘highly unlikely’ or ‘unlikely’ responses)

I anticipate that I will...	Per cent of teachers indicating 'highly unlikely' or 'unlikely'	Per cent of teachers indicating 'highly unlikely' or 'unlikely'	Per cent of teachers indicating 'highly unlikely' or 'unlikely'	Per cent of teachers indicating 'highly unlikely' or 'unlikely'	Per cent of teachers indicating 'highly unlikely' or 'unlikely'	Per cent of teachers indicating 'highly unlikely' or 'unlikely'	Per cent of teachers indicating 'highly unlikely' or 'unlikely'	Per cent of teachers indicating 'highly unlikely' or 'unlikely'
	Teachers with less than 5 years service n=794	Teachers with 5 to 9 years service n=561	Teachers with 10 to 14 years service n=433	Teachers with 15 to 19 years service n=302	Teachers with 20 to 24 years service n=288	Teachers with 25 to 29 years service n=432	Teachers with 30 to 34 years service n=564	Teachers with 35 or more years service n=241
retire	79	68	58	49	45	26	8	2
become a head teacher	76	65	59	50	56	51	40	30
move to work in another education sector	53	47	46	43	44	38	35	29
move to teach in another country or in the independent sector	49	53	51	49	51	46	39	28
change hours worked	48	39	38	33	35	31	28	20
take a career break	46	43	48	52	53	49	38	27
move into employment outside teaching	42	53	45	46	41	38	30	22
become an Advanced Skills Teacher	35	48	49	46	52	44	38	34
become a supply teacher	35	58	51	49	48	43	31	20
gain Excellent Teacher status	33	41	43	39	46	39	35	28
move into a leadership / management post other than headship	29	20	24	21	31	33	34	33
move from supply to permanent								

teaching	15	15	16	16	16	12	17	14
continue to develop in the role identified in Question 1	8	7	10	7	8	8	6	10

2.4 Factors that have enhanced career development.

Class teachers with less than 15 years service are more likely to cite their professional experience as a factor that has enhanced their career development.

2.5 Factors that have limited career development.

Teachers with more than 15 years service are more likely to cite personal factors having a limiting effect upon their careers. Within this group, there is also a gender difference. Men with more than 15 years service are less likely to cite personal factors than are women with more than 15 years service. (18% men cite personal factors compared to 38% women). There is also a gender difference in the types of personal factors noted: women were more likely to cite factors in their private lives such as child-care, or following a husband's career move, whereas men more often cite personal character and motivation.

3. Continuing Professional Development (CPD)

3.1 Accessing continuing professional development.

Respondents were asked to indicate the types of CPD activities that they had accessed during the previous twelve months. Table 5 gives the proportion of respondents that have accessed CPD activities frequently or occasionally in that time according to length of service. Taken over the whole range of activities, the differences in the frequencies are not significant.

Table 5: Respondents' experience of CPD activities in the 12 months prior to the survey
(Question 7a Respondents indicating 'frequently' or 'occasionally')

	Per cent of teachers indicating 'frequently' or 'occasionally'	Per cent of teachers indicating 'frequently' or 'occasionally'	Per cent of teachers indicating 'frequently' or 'occasionally'	Per cent of teachers indicating 'frequently' or 'occasionally'	Per cent of teachers indicating 'frequently' or 'occasionally'	Per cent of teachers indicating 'frequently' or 'occasionally'	Per cent of teachers indicating 'frequently' or 'occasionally'	Per cent of teachers indicating 'frequently' or 'occasionally'
	Teachers with less than 5 years service	Teachers with 5 to 9 years service	Teachers with 10 to 14 years service	Teachers with 15 to 19 years service	Teachers with 20 to 24 years service	Teachers with 25 to 29 years service	Teachers with 30 to 34 years service	Teachers with 35 or more years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=241
being a mentor or coach	46	60	58	57	55	60	60	49
being supported by a mentor or coach	60	34	30	29	30	30	27	20
collaborative learning with other colleagues in my school	82	78	77	79	79	79	81	78
collaborative learning within a network of schools	58	60	59	62	61	55	62	50
taking an active part in school self-evaluation processes	78	84	83	81	85	82	82	77
participating in collaborative enquiry (e.g. school or cluster-based project investigating particular aspects of teaching and learning)	47	53	43	54	49	49	51	47
engage with subject or specialist associations	60	59	59	59	55	62	61	54
participating in external courses	79	80	73	74	75	78	77	66
taking a secondment and/or a sabbatical	2	2	2	2	1	2	2	0
undertaking classroom or school based research	31	28	25	23	22	26	25	18
training with professionals								

from other sectors (e.g. in relation to <i>Every Child Matters</i>)	37	37	38	42	42	46	48	39
observing colleagues teach	70	65	67	73	73	73	75	67
being observed by colleagues	89	84	83	84	82	80	80	71
development / learning done individually (e.g. by reading)	81	78	81	79	74	78	79	72
courses in school held on INSET days	92	91	93	90	87	88	89	84

3.2 Whether CPD needs have been met in the last 12 months.

Teachers were asked if their CPD needs had been met in the last twelve months. Table 6 indicates the frequencies of respondents indicating whether their CPD needs have been met in the 12 months prior to the survey, set out according to length of service. The differences are not significant.

Table 6: Whether professional development needs have been met in the 12 months prior to the survey (Question 7b)

	Per cent of teachers indicating Teachers with less than 5 years service n=794	Per cent of teachers indicating Teachers with 5 to 9 years service n=561	Per cent of teachers indicating Teachers with 10 to 14 years service n=433	Per cent of teachers indicating Teachers with 15 to 19 years service n=302	Per cent of teachers indicating Teachers with 20 to 24 years service n=288	Per cent of teachers indicating Teachers with 25 to 29 years service n=432	Per cent of teachers indicating Teachers with 30 to 34 years service n=564	Per cent of teachers indicating Teachers with 35 or more years service n=241
Yes, fully	23	23	23	25	20	23	26	29
Yes, to some extent	59	55	55	55	60	56	56	48
‘Yes, fully’ or ‘yes, to some extent’	(82)	(78)	(78)	(80)	(80)	(79)	(82)	(77)
No	17	21	21	18	19	19	15	17

3.3 CPD needs in the next 12 months.

Teachers were asked to indicate their CPD needs for the next twelve months. The proportions of respondents indicating a need for particular CPD activities according to length of service are given in Table 7. The differences that are significant are given in bold italics. For these topics, teachers are less likely to indicate a need as length of service increases.

Table 7: CPD needs over the next 12 months (Question 8 'I will need this' responses)

CPD in ...	Per cent of teachers indicating 'I will need this' Teachers with less than 5 years service n=794	Per cent of teachers indicating 'I will need this' Teachers with 5 to 9 years service n=561	Per cent of teachers indicating 'I will need this' Teachers with 10 to 14 years service n=433	Per cent of teachers indicating 'I will need this' Teachers with 15 to 19 years service n=302	Per cent of teachers indicating 'I will need this' Teachers with 20 to 24 years service n=288	Per cent of teachers indicating 'I will need this' Teachers with 25 to 29 years service n=432	Per cent of teachers indicating 'I will need this' Teachers with 30 to 34 years service n=564	Per cent of teachers indicating 'I will need this' Teachers with 35 or more years service n=241
Teaching and learning								
<i>Personalized learning</i>	37	36	35	36	42	38	35	22
<i>Supporting pupils' literacy</i>	37	27	30	33	26	29	29	23
<i>Supporting pupils' numeracy</i>	31	24	24	31	23	22	25	20
<i>Meeting the needs of minority ethnic pupils</i>	21	16	17	15	10	15	13	11
Teaching pupils with English as an additional language	27	19	17	15	13	15	14	10
Teaching pupils with special educational needs	58	47	40	43	40	43	41	31
Teaching gifted and talented pupils	60	50	42	40	35	39	38	27
Target-setting for individual pupils	44	37	36	35	37	41	36	26
Assessment for Learning (AfL)	46	42	44	43	42	47	40	28

Teaching citizenship	30	25	25	24	21	20	21	15
Strengthening and /or updating skills and knowledge in curriculum subject areas	54	55	53	54	49	48	47	38
Using information and communication technology (ICT) in teaching	48	52	57	66	66	64	66	51
Addressing underachievement in groups of pupils	54	43	48	42	42	43	45	32
Other aspects of teaching and learning	32	26	27	26	23	27	25	12
Pupils' development and behaviour								
Promoting social and emotional development in pupils	40	33	34	35	35	39	37	30
Behaviour management	40	26	32	31	36	41	40	30
Raising pupils' aspirations	47	41	41	39	41	44	44	32
Leadership, management and team working								
<i>Working with and/or managing support staff</i>	35	29	30	29	28	32	30	23
<i>Working with other professionals in school</i>	27	27	27	25	29	29	24	20
<i>Training for headship</i>	4	10	10	8	9	5	2	1
<i>Other leadership training</i>	31	37	31	26	23	22	15	5
<i>School self-evaluation</i>	21	28	33	32	32	31	35	22

3.4 Statements about CPD

Teachers were asked to indicate their level of agreement with a series of statements about their use of pupil performance data. Regression analysis shows that as length of service increases respondents are more likely to not to indicate that they are confident in the use of pupil performance data and are more likely to indicate a training need.

Table 8: Statements about pupil performance data. (Question 9)

	Per cent of teachers indicating 'strongly agree' or 'agree'	Per cent of teachers indicating 'strongly agree' or 'agree'	Per cent of teachers indicating 'strongly agree' or 'agree'	Per cent of teachers indicating 'strongly agree' or 'agree'	Per cent of teachers indicating 'strongly agree' or 'agree'	Per cent of teachers indicating 'strongly agree' or 'agree'	Per cent of teachers indicating 'strongly agree' or 'agree'	Per cent of teachers indicating 'strongly agree' or 'agree'
	Teachers with less than 5 years service	Teachers with 5 to 9 years service	Teachers with 10 to 14 years service	Teachers with 15 to 19 years service	Teachers with 20 to 24 years service	Teachers with 25 to 29 years service	Teachers with 30 to 34 years service	Teachers with 35 or more years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=241
I am confident in my use of...								
... performance data for supporting pupil progress and/or for school improvement	66	71	73	69	67	64	69	64
... information and communication technology (ICT) for analyzing performance data	59	58	54	49	47	43	47	42
... performance data in reporting to parents and/or school management	64	69	66	64	59	59	64	58
I would like training (or further training) in the use of...								
... performance data for supporting pupil progress and/or for school improvement	51	42	40	42	44	44	41	31
... information and communication technology (ICT) for analyzing performance data	50	50	48	52	57	55	52	42

... performance data in reporting to parents and/or school management	46	40	39	41	43	42	40	31
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Teachers were asked to indicate their level of agreement with a series of statements about the ethos and operationalisation of CPD in their specific contexts. The figures are given in Table 9. There are three statements that respondents are less likely to agree or strongly agree with as length of service increases. They are, “I would like (more) opportunities to be observed teaching as part of my CPD.” “I would like (more) opportunities to observe lessons as part of my CPD.” “I would like to work (more) with other schools as part of my CPD.”

Table 9: Statements about CPD. (Question 10)

	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with less than 5 years service n=794	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with 5 to 9 years service n=561	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with 10 to 14 years service n=433	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with 15 to 19 years service n=302	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with 20 to 24 years service n=288	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with 25 to 29 years service n=432	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with 30 to 34 years service n=564	Per cent of teachers indicating 'strongly agree' or 'agree' Teachers with 30 to 34 years service n=564
CPD is highly valued in my school	62	64	63	65	61	68	73	66
My school is a professional learning community	57	59	61	59	61	63	68	63
In my school, I am offered CPD following evaluation of my professional development needs	50	51	48	50	48	50	55	54
I have initiated some of my professional development activity	79	82	82	79	77	82	79	74
In my school, senior staff identify courses relevant to the needs of the school and decide which staff	48	48	42	44	50	44	46	42

should attend								
I am sometimes released from my teaching timetable for CPD	55	60	57	61	59	61	60	52
In my school, the budget for supply cover is adequate for teachers' CPD needs	28	31	30	33	24	28	41	31
<i>I would like (more) opportunities to be observed teaching as part of my CPD</i>	37	30	31	26	20	19	16	8
<i>I would like (more) opportunities to observe lessons as part of my CPD</i>	76	65	61	52	48	48	40	32
<i>I would like to work (more) with other schools as part of my CPD</i>	68	63	61	61	55	55	46	39
There is a wide range of professional development opportunities in my local area	34	31	33	37	36	30	37	36
The courses I have attended outside the school are generally of high quality	67	60	58	53	59	57	56	57

4. Equality

4.1 Priorities for addressing equality in relation to pupils

Teachers were asked to indicate three aspects of equality to which GTC should be giving priority. Table 10 shows the proportions of responses with regard to equality in relation to pupils. Overall, the differences are not significant.

Table 10: The aspect(s) of equality that respondents think are currently the most important for the GTC to focus on (Question 11a equality in relation to pupils)

	Per cent of teachers indicating this aspect	Per cent of teachers indicating this aspect	Per cent of teachers indicating this aspect	Per cent of teachers indicating this aspect	Per cent of teachers indicating this aspect	Per cent of teachers indicating this aspect	Per cent of teachers indicating this aspect	Per cent of teachers indicating this aspect
	Teachers with less than 5 years service	Teachers with 5 to 9 years service	Teachers with 10 to 14 years service	Teachers with 15 to 19 years service	Teachers with 20 to 24 years service	Teachers with 25 to 29 years service	Teachers with 30 to 34 years service	Teachers with 30 to 34 years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=564
age	12	14	10	8	14	15	13	21
disability	44	42	33	41	44	41	43	51
gender	48	48	55	57	56	54	52	50
race / ethnicity	60	54	55	56	50	48	52	52
religion / belief	30	29	24	25	16	19	21	22
sexual orientation	11	9	10	11	6	10	7	5
social class	55	56	57	57	54	57	54	54

4.2 Priorities for addressing equality in relation to teacher employment

Teachers were asked to indicate three aspects of equality to which GTC should be giving priority. Table 11 shows the proportions of responses with regard to equality in relation to teacher employment. Overall, the differences are not significant.

Table 11: The aspect(s) of equality that respondents think are currently the most important for the GTC to focus on (Question 11b equality in relation to teacher employment)

	Per cent of teachers indicating this aspect Teachers with less than 5 years service n=794	Per cent of teachers indicating this aspect Teachers with 5 to 9 years service n=561	Per cent of teachers indicating this aspect Teachers with 10 to 14 years service n=433	Per cent of teachers indicating this aspect Teachers with 15 to 19 years service n=302	Per cent of teachers indicating this aspect Teachers with 20 to 24 years service n=288	Per cent of teachers indicating this aspect Teachers with 25 to 29 years service n=432	Per cent of teachers indicating this aspect Teachers with 30 to 34 years service n=564	Per cent of teachers indicating this aspect Teachers with 30 to 34 years service n=564
age	54	55	60	58	60	66	67	67
disability	30	28	28	31	28	28	31	28
gender	55	50	53	55	49	48	50	50
race / ethnicity	45	38	43	44	35	38	37	39
religion / belief	20	19	14	14	10	16	11	17
sexual orientation	14	11	12	11	8	10	11	10
social class	20	17	17	20	16	18	16	15

4.3 Training to address equality

Teachers were asked to indicate the training that they have received with regards to equality. The details are given in Table 12. None of the differences are significant.

Table 12: Training that respondents have received to address aspects of equality (Question 12a)

I have received training in ...	Per cent of teachers indicating 'yes' Teachers with less than 5 years service n=794	Per cent of teachers indicating 'yes' Teachers with 5 to 9 years service n=561	Per cent of teachers indicating 'yes' Teachers with 10 to 14 years service n=433	Per cent of teachers indicating 'yes' Teachers with 15 to 19 years service n=302	Per cent of teachers indicating 'yes' Teachers with 20 to 24 years service n=288	Per cent of teachers indicating 'yes' Teachers with 25 to 29 years service n=432	Per cent of teachers indicating 'yes' Teachers with 30 to 34 years service n=564	Per cent of teachers indicating 'yes' Teachers with 30 to 34 years service n=564
age	7	5	9	5	6	6	6	10
disability	27	26	29	29	33	30	36	34
gender	28	28	34	31	27	29	31	32
race / ethnicity	31	26	27	28	22	24	30	30
religion / belief	17	17	15	19	13	15	17	21
sexual orientation	4	5	7	9	6	5	6	7
social class	10	8	11	8	7	10	9	8

4.4 Understanding implications for classroom practice.

Teachers were asked to indicate their level of understanding of the implications of equality issues for classroom practice. The proportions indicating 'yes' are given in Table 13 and those indicating 'to some extent' are given in Table 14. Overall, the differences are not significant.

Table 13: Whether respondents understand the implications for classroom practice in relation to each aspect of equality listed (Question 12b 'yes' responses)

	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'
	Teachers with less than 5 years service	Teachers with 5 to 9 years service	Teachers with 10 to 14 years service	Teachers with 15 to 19 years service	Teachers with 20 to 24 years service	Teachers with 25 to 29 years service	Teachers with 30 to 34 years service	Teachers with 30 to 34 years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=564
age	39	41	39	36	39	35	39	44
disability	45	50	49	46	47	48	51	54
gender	55	59	60	56	53	53	54	57
race / ethnicity	45	50	47	44	44	45	47	42
religion / belief	39	44	41	41	38	40	43	38
sexual orientation	21	23	27	26	27	25	29	26
social class	36	44	43	37	41	40	42	43

Table 14: Whether respondents understand the implications for classroom practice in relation to each aspect of equality listed (Question 12b 'to some extent' responses)

	Per cent of teachers indicating 'to some extent'	Per cent of teachers indicating 'to some extent'	Per cent of teachers indicating 'to some extent'	Per cent of teachers indicating 'to some extent'	Per cent of teachers indicating 'to some extent'	Per cent of teachers indicating 'to some extent'	Per cent of teachers indicating 'to some extent'	Per cent of teachers indicating 'to some extent'
	Teachers with less than 5 years service	Teachers with 5 to 9 years service	Teachers with 10 to 14 years service	Teachers with 15 to 19 years service	Teachers with 20 to 24 years service	Teachers with 25 to 29 years service	Teachers with 30 to 34 years service	Teachers with 30 to 34 years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=564
age	42	40	41	44	39	40	39	34
disability	46	41	41	45	43	38	37	34

gender	37	33	32	34	34	32	35	31
race / ethnicity	46	40	43	48	41	40	41	44
religion / belief	49	44	47	48	48	43	43	46
sexual orientation	49	46	45	49	47	44	43	40
social class	48	43	43	49	42	40	42	40

4.5 Equality policies

Respondents were asked to indicate whether aspects of equality are addressed through policies in their schools. The proportions of teachers indicating that equality in relation to pupils is addressed in their school are given in Table 15. There are no significant differences.

Table 15: The aspects of equality that are addressed in respondents' schools through policies relating to pupils and adult-pupil interactions (Question 12c – 'yes' responses)

	Per cent of teachers indicating 'yes' Teachers with less than 5 years service n=794	Per cent of teachers indicating 'yes' Teachers with 5 to 9 years service n=561	Per cent of teachers indicating 'yes' Teachers with 10 to 14 years service n=433	Per cent of teachers indicating 'yes' Teachers with 15 to 19 years service n=302	Per cent of teachers indicating 'yes' Teachers with 20 to 24 years service n=288	Per cent of teachers indicating 'yes' Teachers with 25 to 29 years service n=432	Per cent of teachers indicating 'yes' Teachers with 30 to 34 years service n=564	Per cent of teachers indicating 'yes' Teachers with 30 to 34 years service n=564
age	27	30	25	26	28	30	33	33
disability	57	64	66	64	64	64	69	64
gender	50	61	60	58	60	61	64	60
race / ethnicity	59	65	68	66	59	65	68	61
religion / belief	53	59	58	59	51	57	60	59
sexual orientation	20	21	22	19	21	22	27	20
social class	28	31	31	30	29	33	32	32

There were substantial minorities of teachers who indicated that they are not sure whether such policies exist in their schools. The figures are given in Table 16. The differences are not significant.

Table 16: The aspects of equality that are addressed in respondents' schools through policies relating to pupils and adult-pupil interactions (Question 12c – 'not sure' responses)

	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'
	Teachers with less than 5 years service	Teachers with 5 to 9 years service	Teachers with 10 to 14 years service	Teachers with 15 to 19 years service	Teachers with 20 to 24 years service	Teachers with 25 to 29 years service	Teachers with 30 to 34 years service	Teachers with 30 to 34 years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=564
age	58	50	44	41	44	43	36	37
disability	35	25	22	21	22	24	17	19
gender	40	28	25	22	27	24	21	22
race / ethnicity	31	26	21	21	27	22	19	22
religion / belief	37	29	28	23	31	26	23	23
sexual orientation	60	54	46	44	47	45	37	44
social class	57	49	46	40	44	39	37	37

Teachers were asked whether aspects of equality with regard to teacher employment are addressed through policies in their schools. Table 17 gives the details respondents indicating 'yes' and Table 18 of those indicating 'not sure'. The differences according to length of service are not significant.

Table 17: The aspects of equality that are addressed in respondents' schools through policies relating to staff employment (Question 12d – 'yes' responses)

	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'	Per cent of teachers indicating 'yes'
	Teachers with less	Teachers with 5 to 9	Teachers with 10 to	Teachers with 15 to	Teachers with 20 to	Teachers with 25 to	Teachers with 30 to	Teachers with 30 to

	than 5 years service	years service	14 years service	19 years service	24 years service	29 years service	34 years service	34 years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=564
age	27	31	28	33	35	35	36	34
disability	33	42	40	49	42	49	47	47
gender	42	39	47	43	47	49	51	30
race / ethnicity	39	45	44	51	46	53	51	49
religion / belief	37	42	39	48	42	48	46	46
sexual orientation	22	26	23	31	30	33	31	26
social class	22	28	26	28	29	31	32	34

Table 18 The aspects of equality that are addressed in respondents' schools through policies relating to staff employment (Question 12d – 'not sure' responses)

	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'	Per cent of teachers indicating 'not sure'
	Teachers with less than 5 years service	Teachers with 5 to 9 years service	Teachers with 10 to 14 years service	Teachers with 15 to 19 years service	Teachers with 20 to 24 years service	Teachers with 25 to 29 years service	Teachers with 30 to 34 years service	Teachers with 30 to 34 years service
	n=794	n=561	n=433	n=302	n=288	n=432	n=564	n=564
age	62	58	55	45	43	44	42	44
disability	57	49	48	35	41	36	36	37
gender	47	48	36	40	37	33	33	56
race / ethnicity	53	46	45	34	38	32	33	34
religion / belief	54	49	47	36	41	36	35	36
sexual orientation	67	63	60	48	50	48	45	52
social class	67	61	58	50	49	48	45	43

5. National Initiatives

5.1 Influence over teaching and learning.

Regression analysis indicates that with increasing lengths of service respondents tended to choose fewer options.

5.2 Whether teachers have opportunities to innovate.

No significant differences.

5.3 Use of Professional Standards Framework

No significant differences.

5.4 Government initiatives that are helping teachers to make a difference.

Regression analysis shows that with increasing lengths of service respondents tended to pick fewer government initiatives as helping teachers to make a difference in improving education in England.

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