

Teachers' workload diary survey 2010

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This research report was commissioned before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

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

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Executive summary

- Workload is a common reason for teachers to leave the profession¹. The 2010 Teachers' Workload Diary Survey provides independently collected data on the hours, working patterns and tasks undertaken by teachers in maintained primary, secondary and special schools in England and Wales. This year, the majority of diaries were completed online for the first time (the previous 10 surveys were undertaken on paper), and were completed for a single week in March 2010. A sample of 1244 teachers was achieved from across 164 maintained schools.
- All references within this report to significant differences mean that the difference between two or more results is statistically significant at the 90% or 95% level (significance level is 95% unless otherwise indicated)².
- Since 2000, the average hours worked per week has fallen for most grades of teacher in maintained primary, secondary and special schools; however the average number of hours worked per week has remained high. In the 2010 survey, average hours worked per week remain above 50 hours for most types of teacher, with only secondary school and special school classroom teachers working, on average, slightly less than 50 hours per week.
- Compared to hours worked in 2000, all categories of teachers working full-time (except secondary classroom teachers) worked significantly fewer hours in 2010 on average. The largest difference between 2000 and 2010 in terms of the average number of hours worked per week was for deputy heads in primary (difference of 5.3 hours) and secondary schools (4.9 hours) and classroom teachers in special schools (4.8 hours).
- There were no significant decreases in average hours worked by any categories of teacher between 2009 and 2010.
- Among full-time primary school staff, average hours worked per week by headteachers has increased annually since 2005 to 56.1 hours per week in 2010. Deputy heads and classroom teachers have seen their average working hours fall between 2009 and 2010. For classroom teachers, the decrease in hours between 2008 and 2010 was significant.
- The average number of teaching hours worked by primary classroom teachers in 2010 is significantly higher than in 2007 and 2009 (but not 2008).
- The average number of hours reported by secondary school classroom teachers has remained fairly steady since 2000. Secondary heads and deputies have seen a modest decrease in hours compared to 2009, but significant decreases compared to 2000.

¹ Smithers and Robinson (2003) *Factors affecting teachers' decisions to leave the profession*, DfES.

² Further information on the statistical test used can be found in Annex B1.

Department heads' average hours have increased slightly since 2009, but are significantly lower than average hours worked in 2000.

- The average number of teaching hours worked by secondary headteachers has decreased significantly since 2009.
- Comparing the average hours worked by headteachers in primary and secondary schools, primary head teachers have seen a general increase in hours while secondary heads have seen their average hours decrease, resulting in almost a convergence of their respective average hours in 2010.
- Hours worked on average by special school classroom teachers have fluctuated over time; however the decrease in hours between 2000 and 2010 is significant. Compared to 2009, their average hours in 2010 have increased (by 3.6 hours) but the increase is not significant.
- Special school classroom teachers teaching hours were significantly higher in 2010 than in 2007, 2008 and 2009.
- All full-time staff in primary and secondary schools continue to work more than a fifth of their total average hours before school/after 6pm/on weekends, which equates to around 10 hours per week. There has been a slight decrease in proportion of hours worked outside 'normal' hours since 2009.
- From the open comments received, planning, preparation and assessment (PPA) has been identified as the factor that has had the greatest positive impact in reducing teachers' working hours. The introduction of 'rarely cover' was the second most frequently mentioned factor having a positive impact on workload.
- The survey also takes into account teachers' perception of their workload. There were some variations in these perceptions between roles and between types of schools. Less than a fifth of teachers who answered reported that they were expected to do things that were not part of their job all/most of the time. Slightly more thought they were unable to do things that should be part of their job all/most of the time. Less than a quarter of full-time teachers felt their workload allowed them to pursue personal interests outside work all/most of the time.
- Around half of teachers reported that their duties represented good use of their time. They were less positive that they had the time to do the job as it should be done at most/all of the time (between 28.9% and 67.4% depending on the type of school and seniority of the teacher).
- Activities on which teachers would like to spend less time included administrative and clerical tasks and some elements of planning and preparation (such as marking and finding resources). Although, conversely, they would like to spend more time planning, with pupils and preparing resources for lessons.

Acknowledgements

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ORC International would also like to thank the schools that agreed to cooperate in the survey and the teachers who spent time completing the diary.

1 Introduction

The 2010 Teachers' Workload Diary Survey provides independently collected data on hours and working patterns in maintained schools³ in England and Wales. This is the eleventh survey; previous surveys were carried out in 1994, 1996, 2000 and then annually from 2003. The 2010 survey was commissioned directly by the Department for Education (DfE)⁴.

1.1 Background

Teachers' workload is a common reason for teachers leaving the profession⁵. Several measures have been put in place to ensure that teachers' time and energies are focused on the key tasks that require their particular professional skills, expertise and judgement, and thus to reduce the overall workload by redistributing or eliminating other tasks. The National Agreement⁶ on raising standards and tackling workload was signed by the then government, employers and school workforce unions in January 2003 (See Annex A).

1.2 Response rate

Of the 662 maintained schools randomly selected⁷ for the 2010 Teachers' Workload Diary Survey, 164 schools (25%) cooperated, meaning that at least one teacher completed a diary survey. Across these 164 schools, 2179 teachers were sampled, and of these, 1244 completed a usable diary survey⁸ (57%). A more detailed description of the methodology can be found in the technical report (see annex B1).

³ Academies were not included in the sample

⁴ Following the change of Government on 11 May 2010 the Department for Children, Schools and Families (DCSF) was renamed Department for Education (DfE)

⁵ Smithers and Robinson (2003) *Factors affecting teachers' decisions to leave the profession*, DfES.

⁶ <http://www.socialpartnership.org>

⁷ The survey used a multi-stage, stratified random sample with clustering approach from a comprehensive listing of all schools in England and Wales. Sampling involves stratifying maintained schools by type (and within primary only, by size). Schools within each stratum were then selected systematically using different sampling schemes, to ensure that for each phase there was a mixture of large and small schools within the sampling pool.

⁸ A usable diary survey includes any that had 6 or more hours entered for the week. Further information about cleaning the data and removing outliers can be found in Annex B1.

Table 1: School response rate by type of school, 2010

	All schools	Primary	Secondary	Special
Issued sample	662	262	372	28
Number cooperating	164	89	64	11
% cooperating	25%	34%	17%	39%

The response rate has fallen year-on-year (with the exception of 2007). The refusal rate in 2010 was over 50%, the main reasons given included being too busy, having too many surveys to complete and not feeling that the results would directly benefit them. It is worth noting that, in general, the completion rate of non-compulsory research in maintained schools has fallen over time.⁹

1.3 The 2010 survey

The main change from previous surveys was that the diary and accompanying surveys were completed online, while in the previous 10 iterations the surveys had been completed on paper. Further details of the methodological changes can be found in the technical report (see annex B1).

Other than the change in data collection mode, the survey was broadly similar to the previous 10 years, in that teachers in cooperating schools completed diaries for a single week in early March. For this reason, it should be kept in mind that these survey statistics do not necessarily provide an accurate picture of working patterns in other weeks of the year, although an important factor for selecting this week is that it is generally a typical week for school term-time.

As a result of changes to the diary 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, diaries in which teachers had entered less than six hours for the week (where, for instance, teachers had only filled in their activities for one day) are excluded from the calculations of average hours for all types of teacher. This is to avoid underestimation of the average hours being worked for some categories of teacher, particularly those with small sample sizes.

⁹ Sturgis, Smith and Hughes (2006) *A study of suitable methods for raising response rates in schools surveys*. DfES

Findings are presented for sub-groups where base sizes are 50 or more. If a subgroup with fewer than 50 respondents is referred to, it is accompanied by a note to indicate a low base size. Note that the base size for secondary school headteachers and special school headteachers, deputies and classroom teachers are all below 50 in the 2010 survey.

References to significant differences mean that the difference between two or more results is statistically significant at the 90% or 95% level (significance level is 95% unless otherwise indicated). Further information on the statistical test used can be found in Annex B.

All schools that were sampled and/or took part were maintained schools.

2 Comparisons between 2010 and previous surveys

Charts 1 and 2 and Tables 2, 3 and 4 compare the average total hours worked in 2010 with previous years for key sub-groups of teachers in primary, secondary and special schools where bases sizes are large enough.

2.1 Total hours worked

Charts 1 and 2 show the average total hours worked by teachers in primary and secondary schools respectively.

Chart 1 shows that in 2010, all categories of primary school teachers report working over 50 hours per week. Hours worked on average by headteachers, deputy heads and classroom teachers in 2010 are significantly lower than in 2000, although for primary headteachers there has been an increase in average hours each year since 2005.

Chart 1 Average hours, primary schools, 2000-10

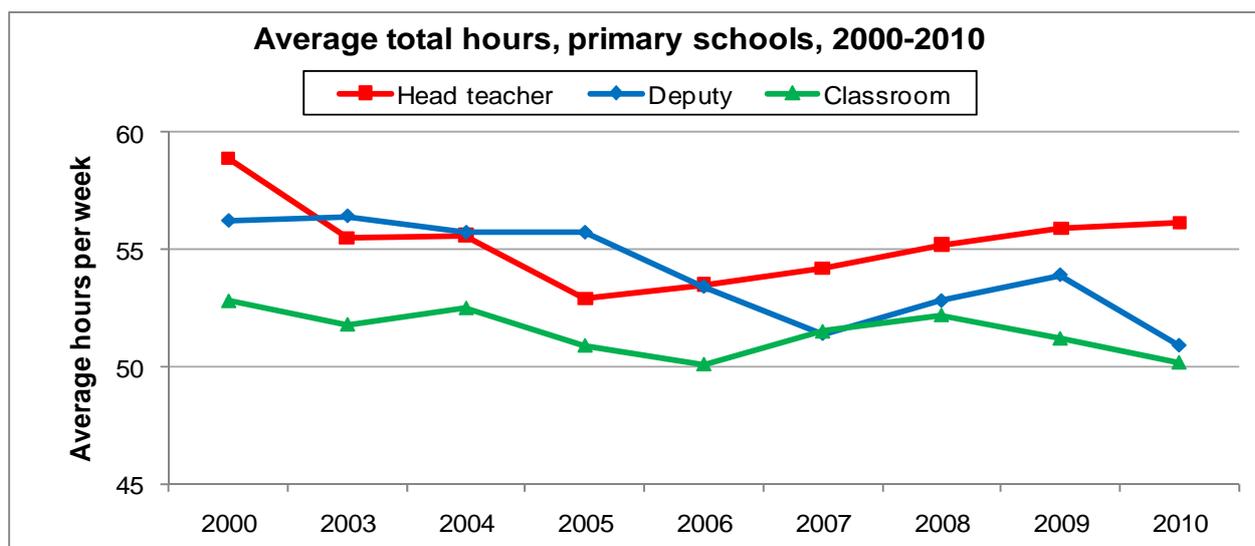


Chart 2 shows that the average number of hours worked by secondary school classroom teachers has remained comparatively steady since 2000, around the 50 hours per week mark. The average number of hours worked by headteachers and deputy heads has been more changeable over time. All categories worked fewer hours per week on average in 2010 than in 2000.

There were no significant changes in average total hours worked by full-time teachers between 2009 and 2010.

Chart 2 Average hours, secondary schools, 2000-10

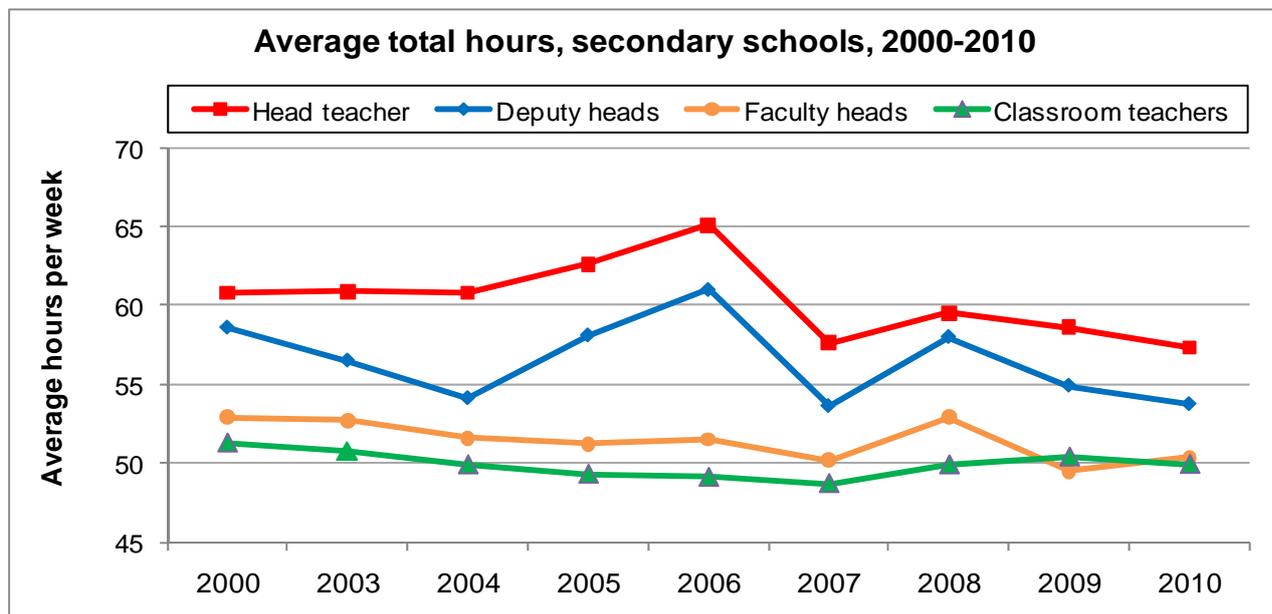


Table 2 provides detailed figures of total average hours in all schools and by all grades of teacher from 1994 to 2010. Hours worked by headteachers and deputy heads in special schools are not shown because of the low base sizes.

Table 2 Average hours worked by full-time teachers (in primary, secondary and special schools) in one week in March, 1994-2010

	Average total hours per week										
	Total (b)										
	1994	1996	2000	2003	2004	2005	2006	2007	2008	2009	2010
Primary	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours
Headteachers ¹	55.4	55.7	58.9	55.5	55.6	52.9	53.5	54.2	55.2	55.9	56.1
Deputy heads ²	52.4	54.5	56.2	56.4	55.7	55.7	53.4	51.4	52.8	53.9	50.9
Classroom teachers ³	48.8	50.8	52.8	51.8	52.5	50.9	50.1	51.5	52.2	51.2	50.2
Secondary											
Headteachers ⁴	61.1	61.7	60.8	60.9	60.8	62.6	65.1	57.6	59.5	58.6	57.3
Deputy head ⁵	56.9	56.5	58.6	56.5	54.1	58.1	61.0	53.6	58.0	54.9	53.7
Heads of faculty/ department ⁶	50.7	53.0	52.9	52.7	51.6	51.2	51.5	50.2	52.9	49.5	50.3
Classroom teachers	48.9	50.3	51.3	50.8	49.9	49.3	49.1	48.7	49.9	50.4	49.9
Special (a)											
Classroom teachers ⁷	47.5	50.0	51.2	47.6	46.3	45.6	43.9	45.0	48.3	42.8	46.4

(a) Special schools heads and deputies omitted because of low sample numbers.

(b) Incomplete diaries (where teachers for instance have filled in less than six hours' worth of activities for the week) are excluded from the calculation of average hours for all types of teacher

1. The change in total hours between 2010 and measures taken from 2000 and 2005 is statistically significant at the 90% level
2. The change in total hours between 2010 and measures taken from 2000, 2003, 2004, 2005 is statistically significant at the 95% level, and 1996 is statistically significant at the 90% level
3. The change in total hours between 2010 and measures taken from 2000, 2004, 2008 is statistically significant at the 95% level; and 1994 and 2003 is statistically significant at the 90% level
4. The change in total hours between 2010 and measures taken from 1994, 1996, 2000, 2003, 2005 and 2006 is statistically significant at the 95% level, and 2004 is statistically significant at the 90% level
5. The change in total hours between 2010 and measures taken from 2000, 2005 and 2006 is statistically significant at the significant at the 95% level, and 2008 is statistically significant at the 90% level
6. The change in total hours between 2010 and measures taken from 1996, 2000, 2003 and 2008 is statistically significant at the significant at the 95% level
7. The change in total hours between 2010 and measures taken from 2000 is statistically significant at the significant at the 95% level

Total hours worked include, as in previous years, completing the diary, which takes around an hour on average

There were however a number of statistically significant decreases in average hours between 2000 and 2010 (see Table 2).

- The average total hours worked by primary heads has decreased from 58.9 hours per week in 2000 to 56.1 in 2010 (a difference of 2.8 hours), although since 2005 there has been a progressive increase¹⁰.
- There has been a reduction in the total number of hours worked on average by deputy heads in primary schools from 56.2 hours per week in 2000 to 50.9 in 2010 (a difference of 5.3 hours).
- In 2000 primary school teachers worked 52.8 hours per week on average compared to 50.2 in 2010 (a difference of 2.6 hours).
- Secondary school heads report working fewer hours in 2010 per week (57.3) than in 2000 (60.8) (a difference of 3.5 hours).
- The average total hours worked by deputy heads in secondary schools has fallen from 58.6 hours per week in 2000 to 53.7 in 2010 (a difference of 4.9 hours) and a decreasing trend since 2008.
- In 2000 heads of faculty/department in secondary schools worked 52.9 hours per week, on average; this has decreased to 50.3 in 2010 (a difference of 2.6 hours).
- On average, special school classroom teachers worked fewer hours per week in 2010 (46.4) than in 2000 (51.2) (a difference of 4.8 hours).

2.2 Teaching hours

In the 2007 survey, some changes were made to the activity codes to more accurately 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 2010 survey, some time that would previously have been classed as teaching is now classed as non-teaching. Therefore, direct comparisons of teaching hours between pre- and post-2007 surveys should still not be made.

¹⁰ The difference between 2000 and 2010 for hours worked by Primary headteachers is statistically significant at the 90% level. Differences in hours shown in this section are statically significant at the 95% level.

Table 3 Average total teaching hours worked by full-time teachers in one week, 2000-10

	Average teaching hours per week								
	Total (b)								
	2000	2003	2004	2005	2006	2007†	2008†	2009†	2010†
Primary	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours
Headteachers	6.0	4.9	5.8	3.8	4.0	3.4	3.3	3.8	4.1
Deputy heads	16.8	15.9	14.8	14.6	15.2	13.1	12.4	12.5	12.6
Classroom teachers	18.8	18.6	18.5	18.1	17.8	16.6	17.2	16.7	18.0
Secondary									
Headteachers	3.4	2.5	2.9	2.8	2.9	1.7	1.9	2.3	1.1
Deputy head	9.6	10.8	9.6	10.2	9.7	9.9	8.9	10.5	8.5
Heads of faculty/department	18.0	18.1	18.3	17.9	18.6	17.6	17.2	17.2	16.9
Classroom teachers	19.4	19.6	19.4	18.9	19.3	18.8	19.0	18.8	18.5
Special (a)									
Classroom teachers	18.4	16.1	16.7	15.5	15.9	15.7	15.6	15.4	18.5

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

(b) Teaching hours as defined in 2003, 2004, 2005, 2006, 2007, 2008, 2009 and 2010 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

When looking at changes to total teaching hours of full-time teachers between the 2007, 2008, 2009 and 2010 surveys (see table 3), the following significant differences can be found:

- For primary schools' classroom teachers, the number of teaching hours in 2010 is significantly higher than 2007 and 2009, (with an increase of 1.3 hrs between 2007 and 2010); the difference between 2010 and 2008 was not significant.
- For secondary headteachers, the number of teaching hours in 2010 is significantly lower than in 2009, but not significantly lower than 2007 or 2008.
- In contrast, the number of teaching hours worked by special school classroom teachers in 2010 was significantly higher than in 2007, 2008 and 2009.

- There were no significant differences between 2010 and 2007-09 for primary headteachers and deputy heads, and secondary deputy heads, heads of department and classroom teachers

Table 4 below shows teaching hours from 2007-10 surveys recalculated using the definitions from 2000-06 (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').

Table 4 Average teaching hours (2000-06 definition) worked by full-time teachers in a week, 2000-10

	Average teaching hours per week 2000/06 definition								
	2000	2003	2004	2005	2006	2007	2008	2009	2010
Primary	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours
Headteachers	6	4.9	5.8	3.8	4	4.4	3.8	4.7	4.7
Deputy heads	16.8	15.9	14.8	14.6	15.2	13.8	12.9	13.7	12.8
Classroom teachers	18.8	18.6	18.5	18.1	17.8	16.9	17.7	17.3	18.2
Secondary									
Headteachers	3.4	2.5	2.9	2.8	2.9	2	2	3.9	1.2
Deputy head	9.6	10.8	9.6	10.2	9.7	10.5	9.7	11.1	8.7
Heads of faculty/department	18	18.1	18.3	17.9	18.6	18.4	17.9	17.6	17.4
Classroom teachers	19.4	19.6	19.4	18.9	19.3	19.5	19.8	19.7	18.9
Special									
Classroom teachers	18.4	16.1	16.7	15.5	15.9	15.9	17.2	15.6	18.8

Typically, recalculating teaching hours in this way increases the average teaching hours by up to half an hour in 2010, which was also the case in 2008 and 2007. In 2009, about one and a half hours was added to average teaching hours for secondary headteachers (because of a relatively large amount of time spent on educational visits).

Looking at the proportion of total working hours spent teaching according to post-2006 definitions of teaching hours between 2007 and 2010; there has been an increase for primary headteachers and classroom teachers and special school classroom teachers, but a decrease for secondary headteachers and secondary deputy heads.

In primary schools, classroom teachers spent about a third of their working hours teaching, deputy heads around a quarter of their time and headteachers less than a tenth of their time.

In secondary schools, classroom teachers spent more than a third of their working hours on teaching activities. Heads of department/faculty spent a little less of their working hours teaching than classroom teachers.

Table 5 Percentage of teaching hours as a proportion of total working hours, full-time teachers only, 2007-2010

	Teaching hours as proportion of total working hours			
	2007	2008	2009	2010
Primary	%	%	%	%
Headteachers	6.0	6.0	6.8	7.3
Deputy heads	25.5	23.5	23.2	24.8
Classroom teachers	32.2	33.0	32.6	35.9
Secondary				
Headteachers	3.0	3.2	3.9	1.9
Deputy head	18.5	15.3	19.1	15.8
Heads of faculty/department	35.1	32.5	34.7	33.6
Classroom teachers	38.6	38.1	37.3	37.1
Special				
Classroom teachers	34.9	32.3	36.0	39.9

2.3 Evening/before school day and weekend working

It is possible to estimate the number of hours full-time teachers work 'out of hours' (before school¹¹, after 6pm and on weekends) from the survey data. Table 6 shows the proportion of teachers' total hours worked outside normal working hours between 2007 and 2010 in primary and secondary schools¹².

¹¹ Before school hours was calculated from the first school activity in the Headteacher survey (e.g. registration). If this information was not available 8.30am was taken as the start of the school day.

¹² Analysis of hours worked by special school headteachers and deputy heads excluded because of the low sample size.

Table 6 Percentage of hours worked in the evening, before the school day and on weekends as percentage of total hours worked per week, full-time teachers only, 2007-2010

	Percentage of hours worked			
	2007	2008	2009	2010
	%	%	%	%
Primary schools				
Headteachers	23.8	22.1	22.0	20.7
Deputy headteachers	21.8	23.7	24.0	21.3
Classroom teachers	23.2	23.1	22.9	22.3
Secondary schools				
Headteachers (b)	24.4	26.8	24.5	21.3
Deputy headteachers	24.6	25.2	24.8	22.3
Heads of department	23.6	25.3	24.7	23.0
Classroom teachers	23.9	23.8	24.8	22.3
Special schools				
Classroom teachers (c)	(a)	(a)	(a)	19.3

(a) Information not available for special school classroom teachers 2007-2009

(b) Caution, low base size (42) in 2010

(c) Cautions, low base size (32), in 2010 head-teachers and deputy heads excluded due to small base size

Teachers are continuing to work at least a fifth of their working hours (around 10 hours) outside what might be regarded as their normal working day. The proportion of hours worked outside the normal working day as a percentage of their total hours has fallen slightly since 2007.

2.4 Perception of workload

The diary survey asked teachers about their perception of their workload in a series of attitudinal statements. Between a fifth and a quarter of respondents did not answer these questions (recorded as not stated) in 2010 and this should be taken into account when interpreting the responses and when comparing with previous years' results.

The following findings emerged in 2010 when looking at 'all the time' and 'most of the time' responses combined with comparisons shown with 2008 and 2009 where there are notable differences. Note that differences for these questions were not tested for statistical significance.

- Being expected to do something that was not part of their job was most commonly perceived by full-time secondary school teachers (18.1% in 2010 compared to 9.4% in

2008) and least likely for full-time primary school deputy heads (7.1% in 2010). Primary school heads show the greatest improvement since 2009 with regard to being asked to do things that were not part of their job, falling from 23.4% in 2008 and 25.3% in 2009 to 13.7% in 2010. The greatest increase in perception of being expected to do something that was not part of their job, was for secondary heads (from 4.6% in 2008 to 9.3% in 2010).

- Around a quarter of secondary school staff (not including headteachers) said they were unable to do things that should be part of their job all or most of the time in 2010, which is an increase on both 2008 and 2009 figures. Headteachers in secondary schools were least likely to say they were unable to do things that should be part of their job in 2010 (17.6%). Primary school headteachers were less likely to report being unable to do things that were part of their job in 2010 (17.6%), compared to 2009 (24.1%). Furthermore, special school teachers show the greatest improvement between 2008 and 2010 (37.8% in 2008 to 15.6% in 2010).
- Two-thirds of secondary headteachers (67.4%), and more than half of part-time primary classroom teachers (54.3%) and special school teachers (56.3%) reported having the time to do their job as it should be done most or all the time in 2010. This contrasts with 29.1% of secondary heads of department (which has decreased since 2008 and 2009). The greatest improvement reported was by secondary headteachers (from 39.6% in 2008 to 50.7% in 2009 and 67.4% in 2010), although primary headteachers showed only a modest improvement (from 41.1% in 2008 to 46.1% in 2010). Secondary deputy heads reported the opposite, with fewer indicating that they had the time to do the job as it should be done in 2010 (37.5%) compared to 2009 (50.9%) and 2008 (43.5%). This pattern was also found for deputy heads in primary schools; 2010 (37.1%) compared to 2009 (48.3) and 2008 (68.1%).
- In 2010, around half of all teachers felt their duties represented a good use of their time all or most of the time. Special school teachers and secondary school headteachers were most positive about this (78.1% and 73.1% respectively). Part-time secondary classroom teachers (48.6%) and full-time primary classroom teachers (49.8%) were the least positive.
- In 2010, no more than a third of teachers felt their workload allowed them to pursue personal interests outside work all or most of the time. There has been a decrease in this measure for all types of teachers since 2009. In 2010, special school teachers and part-time primary classroom teachers (31.3% and 27.4%) were most likely to agree that their workload allowed them to pursue personal interests outside work, with secondary headteachers (6%) and deputy heads (9.2%) least likely to agree.

3 Findings from the 2010 survey

3.1 Total hours worked overall

The total hours worked per week on average by teachers in different types of school and role are shown in the Table 7 below. The average hours worked increase slightly with seniority in primary and secondary schools.

Table 7 Total hours worked by type of school and role, 2010

	Total hours worked per week, full-time only
Primary	
Headteachers	56.1
Deputy heads	50.9
Classroom teachers	50.2
Secondary	
Headteachers	57.3
Deputy head	53.7
Heads of faculty/department	50.3
Classroom teachers	49.9
Special (a)	
Classroom teachers	46.4

(a) Special schools heads and deputies omitted because of low sample numbers.

The more senior the teacher the less time they spent on non-working breaks in school hours. Heads in primary school had 1.7 hours non-working time per week compared to 2.9 hours for classroom teachers. In secondary schools, deputy heads had 1.7 hours and classroom teachers 3.1 hours.

All types of teacher in all types of school had around half an hour of authorised absence on average per week.

3.2 Analysis of hours spent on each activity (grouped)

This chapter presents a breakdown of total hours into 'grouped' activities which include: teaching; PPA; non-teaching pupil/parent contact; school/staff management; general administrative support; individual/professional activity and other activities. Throughout this chapter findings are presented where the base size is 50 or more. For secondary headteachers and all grades in special schools (headteachers, deputies and classroom teachers), the base sizes were below 50 and therefore their results are not presented unless

there is a finding of interest (this is accompanied by a cautionary note indicating the low base size).

3.2.1 Analysis by school type and job role

Primary teachers

Primary school classroom teachers spent more than a third of their working hours teaching, on average (35.8%) and a similar proportion of their time on PPA activities (34.0%). The rest of their time was roughly split evenly between the other 'grouped' activities.

Headteachers in primary schools spent the majority of their time on school/staff management activities (52.2%), non-teaching pupil/parent contact (13.6%) or individual/professional activity (12.0%).

Deputy heads' time was more evenly spread across the 'grouped' activities; they spent on average more than a fifth of their time on each of teaching (24.8%), PPA activities (28.1%) and school/staff management (21.2%).

Secondary teachers

Secondary school classroom teachers, like their primary school counterparts, spent on average more than a third of their working hours teaching (37.0%) and a similar proportion of their time on PPA activities (32.5%). They spent proportionately more of their time on non-teaching pupil/parent contact (13.8%) than primary school classroom teachers do and only 4.1% on general administrative support (three percentage points less time than their primary counterparts).

Secondary heads¹³ spent more than two-thirds of their time on school/staff management (68.8%), as an average. Most of their remaining time was spent on non-teaching pupil/parent contact (14.4%) or individual/professional activity (9.7%). Only a very small proportion of their time is spent teaching (2.0%).

Deputy heads in secondary schools were more involved in school/staff management (38.5% of their time, on average) than their primary school counterparts and less involved in teaching (15.8% of their time). The majority of the rest of their working time was spent on PPA (16.0%) or non-teaching pupil/parent contact (15.1%).

Department heads in secondary schools had a similar profile to classroom teachers in terms of their time spent on 'grouped' activities, but spent slightly more time on school/staff management (10.8%) and slightly less on PPA (28.7%) compared to classroom teachers.

See annex of tables (Table A1) for average working hours of full-time teachers in total and on grouped activities.

¹³ Caution, low base size (42)

3.3 Teaching hours

On average, classroom teachers spent at least a third of their time teaching, which equates to around 18 hours a week (3.6 hours per day). The vast majority of this time was regular timetabled teaching. Less than an hour of the average primary and secondary school classroom teacher's time per week was spent on non-regular teaching such as cover for an absent colleague within timetabled day (not including cover supervision), teaching outside timetabled hours, assisting in other lessons or on educational visits.

The pattern was similar for deputy heads and heads of department (however, they spent fewer hours on timetabled teaching).

Primary heads spent more time covering for absent colleagues (0.8 hours per week) than their deputies (0.2 hours) or classroom teachers (0.1 hours). Primary heads had 2.8 hours per week on average regular timetabled teaching. Findings at this level of detail for secondary heads were not shown due to low base size (42 respondents).

See annex of tables (table A19 for primary schools and A20 for secondary schools).

3.4 Planning, preparation and assessment including PPA timeline

PPA as a 'grouped' activity was the second most common activity for classroom teachers after teaching. Specific activities included planning/preparing for lessons or tests, marking or assessing pupils and writing reports on pupil progress.

The most common PPA activity was lesson planning or preparing for tests. Primary classroom teachers spent an average of 10 hours per week on this activity, while secondary teachers spent 8.7 hours on it. Furthermore, heads of department in secondary schools spent 7.1 hours per week and deputy heads in primary schools spent 8.2 hours per week on lesson planning.

The second most common PPA activity was assessing/marking pupils' work (including more general assessment activities). In secondary schools, classroom teachers and heads of department both spent an average of around 5.5 hours a week on this. In primary schools, classroom teachers and deputy heads spent just less than five hours a week on this activity.

See annex of tables (table A19 for primary schools and A20 for secondary schools).

3.5 Non-teaching contact with pupils and parents

There were 13 different activities that made up non-teaching pupil/parent contact, including covering for absent colleagues in the form of supervising pre-set work. From September

2009, the Workforce Agreement guidelines outlined that teachers should rarely be asked to cover lessons of absent colleagues in this way¹⁴.

Primary teachers

In primary schools, classroom teachers spent on average 4 hours a week on these 'grouped' activities, compared to 4.8 by deputy heads and 7.7 by headteachers.

The most common task for all three types of teacher was supervising pupils before/after/during the school day (2.5 hours for heads, 1.9 for deputies and 1.5 for classroom teachers, on average). For heads and deputies, the second most common task was contact with parents (2.2 hours and 1.3 hours per week respectively). The average classroom teacher spent around three-quarters of an hour on each parent contact and taking registration/classroom management, but less than 0.1 hours a week on pre-set classroom cover (when grossed up to a 39-week school year, this equates to 3.9 hours per year). The vast majority of teachers (more than nine in ten) did no pre-set classroom cover, while the majority that did any classroom cover did between 45 minutes and one hour of classroom cover in the diary week.

See annex of tables (table A19).

Secondary teachers

In secondary schools, all staff spent more time on non-teaching pupil/parent contact than their equivalents in primary schools. See annex of tables (table A20).

- Deputy heads spent an average of 8.1 hours per week on this 'grouped' activity with four activities in particular on which they spent more than an hour per week each: supervising pupils (2.6 hours), contact with parents (1.8 hours), disciplining/praising pupils (1.1 hours) and other activities relating to particular pupils or parents (1.1 hours).
- Heads of department spent 7.1 hours per week on average in non-teaching pupil/parent contact, including 1.5 hours on supervising pupils, 1.2 hours on parental contact, 1 hour on class registration/classroom management and 0.9 hours on pupil activities outside timetabled teaching (eg coaching sport or drama rehearsal).
- On average, classroom teachers in secondary schools spent 6.9 hours a week on non-teaching pupil/parent contact. Within this, more than an hour per week is spent on supervising pupils (1.5 hours), registration/classroom management (1.3) and parental contact (1.3 hours). On average, 0.1 hours per week was spent on pre-set classroom cover (when grossed up to a 39-week school year this equates to 3.9 hours per year). Another point to note is that in 2009 secondary classroom teachers spent 0.4 hours a week on pre-set classroom cover (15.6 hours per year).

¹⁴ http://www.socialpartnership.org/upload/resources/pdf/w/rarely_cover_wamgstatement.pdf

3.6 School/staff management

School/staff management can be divided into internal activities (such as meetings, appraising, mentoring, and developing policies) and external activities (for example, contact with educational bodies, local community and other local education providers). As would be expected, the more senior the staff the more time they spent on school/staff management. See annex of tables (table A19 for primary schools and A20 for secondary schools).

Primary teachers

In primary schools, on average, headteachers spent 29.3 hours on these 'grouped' activities compared to 10.8 among deputy heads and 3.4 among classroom teachers.

- The main tasks classroom teachers were involved in were staff meetings (1.3 hours) and other management activities (0.6 hours). No other activity took up more than half an hour per week.
- Deputy heads spent most of their school/staff management in staff meetings (2.4 hours, on average), developing school policy (1.3 hours), or in contact with staff, but not about specific pupils or planning (1 hour) and other management activities not covered by the tasks listed in the survey (2.5 hours).
- Headteachers spent the majority of their time on school/staff management and at least half an hour of that on each of 13 of the 14 tasks listed in the survey. Headteachers spent at least 2 hours per week on average on each of the following activities: staff meetings (3.1 hours), contact with staff that was not about specific pupils or planning (2.8 hours), school policy development (2.8 hours) and contact with educational bodies (2.1 hours). The largest proportion of time (8.9 hours) was not covered by pre-codes shown in the survey.¹⁵

Secondary teachers

In secondary schools, headteachers spent, on average, 39.5 hours a week on school/staff management, while their deputies spent 20.7 hours. Heads of departments spent much less time on this activity (5.4 hours), and classroom teachers even less (2.6 hours).

Headteachers¹⁶ spent the majority of their working hours on school/staff management (39.5 hours out of 57.3).

- The main school/staff management activity for classroom teachers and department heads was attending staff meetings (0.9 and 1.9 hours on average per week, respectively).

¹⁵ The large number of school/staff management hours recorded as 'other' signifies that several activities are not covered by the existing pre-coded list.

¹⁶ Caution, low base size (42)

- Deputy heads undertook a range of tasks, with the following taking up an hour or more of their time each in a week, on average: general staff meetings (4.9 hours), school policy development (2.8 hours), contact with staff, but not about specific pupils or planning (1.7 hours), coaching/mentoring staff (1.5 hours), appraising/monitoring staff (1.2 hours) and contact with support staff (1 hour). Other management activities, not covered by the task list in the survey, accounted for 4.9 hours of their total working hours.
- Details of hours spent working on management activities by secondary school headteachers are not shown due to the low base size (42 respondents)

3.7 General administrative support

This 'grouped' activity includes keeping records (including those on pupil performance), organising equipment, preparing displays, setting up the classroom and photocopying. See annex of tables (table A19 for primary schools and A20 for secondary schools).

Primary schools

In primary schools, headteachers spent the greatest average time on administrative support (4.7 hours), compared to classroom teachers (3.6 hours) and deputy heads (3.0 hours).

- Classroom teachers in primary schools spent about an hour and a half per week setting up or tidying up the classroom, on average. Less than half an hour is spent on each of the other activities.
- On average for deputy heads, their time was split fairly equally between setting up/tidying classrooms (0.7 hours), keeping records on pupil performance (0.6 hours), keeping other school records (0.5 hours) and organising resources (0.4 hours).
- The majority of general administrative activity (2.4 hours, on average) undertaken by headteachers was classed as 'other'. They also spent at least half an hour a week on each of simple clerical tasks such as photocopying (0.7 hours) and organising resources and premises (0.6 hours).

Secondary schools

In secondary schools department heads, deputy heads, and classroom teachers spent about the same amount of time on general administration (averages of, 2.5, 2.3 and 2.1 hours respectively).

- Head of department spent an average half an hour a week on keeping pupil records, 0.4 hours organising resources/ premises, 0.4 hours on setting/tidying up the classroom and 0.6 hours on 'other' activities.

- Deputy heads spent 0.6 hours per week on organising resources/ premises and 0.8 hours on 'other' activities. No other individual activity took up more than 0.3 hours per week on average.
- Secondary school classroom teachers spent around half an hour on each of setting/tidying up the classroom and 'other' activities.

3.8 Individual/ professional activity

Individual/professional activity includes training and development and background reading, as well as time spent keeping the workload diary itself. Keeping the diary took teachers around an hour. See annex of tables (table A19 for primary schools and A20 for secondary schools).

Primary schools

In primary schools, headteachers spent on average more time on individual/ professional activity (6.7 hours) than their deputies (4.8 hours) or classroom teachers (3.5 hours)¹⁷. The most common activity for all three types of teacher was training and development which included in-service education and training (INSET), peer observation and being mentored. Headteachers spent 3.1 hours per week on this compared to 2.3 hours among deputy heads and 1.7 among classroom teachers.

Secondary schools

In secondary schools also, the more senior the respondents the more time they spent on individual/professional activity. Deputy heads on average spent 5.1 hours per week on this, heads of department 3.5 and classroom teachers 3.1. Also, like in primary schools, training and development was the most common activity for all grades of secondary teacher; with 1.9 hours for deputy heads, 1.3 for heads of department and 1 hour per week for classroom teachers. Results for headteachers are not shown due to the low sample size.

3.9 Evening/before school and weekend working

Work that takes place out of 'normal' hours includes time worked before the school day (ie before registration), after 6pm and on weekends. In 2010, teachers at all levels in primary and secondary schools¹⁸ worked on average at least 10 hours outside normal hours, which equates to a fifth of their weekly workload. The majority of this work took place on weekdays

¹⁷ The average number of hours spent on individual/professional activity was higher in 2010 than in 2009. A review of individual unweighted responses and the notes column (where teachers can add additional notes about individual entries) showed that there were 124 entries for individual/ professional activity that were 3 hours or longer (the longest was 12 hours). The notes show that these entries were for INSET days/sessions, conferences, courses and observation at other schools and included travel time for off-site activities.

¹⁸ Analysis of hours worked by special school teachers are excluded because of the low sample size.

(between 6 and 8 hours) and slightly less on the weekend (between 3 and 5 hours, except for secondary teachers without Teaching and Learning Responsibility (TLR¹⁹) who spent 5.26 hours working on the weekend).

Table 8 Hours worked outside 'normal' hours by full-time teachers, 2010

	Percentage of total hours worked					
	Out of 'normal' hours (a)		At weekends		Before school/after 6pm	
	Hrs	%	Hrs	%	Hrs	%
Primary schools						
Headteachers	11.6	20.7	3.9	6.9	7.8	13.8
Deputy headteachers	10.8	21.3	4.1	8.1	6.7	13.2
Classroom teachers	11.2	22.3	4.2	8.3	7.0	14.0
Classroom teachers with TLR	11.0	22.3	4.1	8.2	6.9	14.0
Classroom teachers without TLR	11.6	22.7	4.3	8.5	7.3	14.3
Secondary schools						
Headteachers	12.2	21.3	4.2	7.3	8.0	14.0
Deputy headteachers	12.0	22.3	4.1	7.6	7.9	14.7
Heads of department	11.6	23.0	4.3	8.6	7.2	14.3
Classroom teachers	11.2	22.3	4.7	9.4	6.5	12.9
Classroom teachers with TLR	11.2	22.4	4.2	8.3	7.0	14.1
Classroom teachers without TLR	11.3	22.5	5.3	10.5	6.0	12.0

(a) Combination of hours worked on weekends, before school and after 6pm

Looking at the work undertaken by full-time teachers before school, after 6pm and on weekends, most of it was PPA activities (an average of 68.1% in primary schools and 70.8% in secondary schools). Other activities taking place out of 'normal' hours are shown in Table 9.

¹⁹ An additional payment to a teacher for taking on sustained additional responsibilities for which the teacher is accountable.

Table 9 Composition of hours worked at weekends, before school and after 6pm by full-time classroom teachers, 2010

	Primary	Secondary
	%	%
Teaching	3.8	2.7
All planning, preparation and assessment etc	68.1	70.8
<i>Planning</i>	40.0	39.3
<i>Assessing</i>	18.8	24.6
<i>Other planning, preparation and assessment etc (a)</i>	9.2	6.8
Non-teaching pupil/parent contact	2.3	5.7
School/staff management	4.4	4.4
General administrative support	9.7	4.8
Individual/professional activity (including time spent completing the workload diary)	10.6	11.5
Other working activities (b)	1.2	0.0
Total hours	11.2	11.2
Unweighted sample size	373	224

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

(b) Other activities comprise authorised absence in school hours

3.10 Attitude to job and workload

As in previous years, teachers were asked a series of questions regarding their perception of their job and workload. These questions explored the following:

- how often they were expected to do things that were not part of their job;
- how often they were unable to do things that should be part of the job;
- whether they believe they have the time to do the job as it should be done;
- whether they feel their duties represent a good use of their time; and
- and whether they feel their workload allows them to pursue personal interests outside work.

Results by type of school and teacher are shown in Table A24. They include respondents who did not respond to these questions, who are shown in the 'not stated' category. The following points summarise the results.

- Between a two thirds (special school teachers) and half (secondary headteachers) of respondents were rarely or never expected to do something that was not part of their job²⁰.
- Between a third (primary deputy heads) and almost two-thirds (primary headteachers) felt they were unable to do things that were part of their job from at least time to time.
- A minority of respondents reported that they rarely or never had the time to do the job as it should be done; however, it was a slightly more common view among deputy heads in secondary schools. Conversely, no secondary headteachers reported that they never/rarely had the time to do the job as it should be done²¹.
- The large majority of teachers at all levels (between 69.3% and 91.6%) felt that their duties represented a good use of their time, at least from time to time. No more than 5% in any role/school type felt that their duties rarely/never represented good use of their time. The remaining respondents did not state an answer
- More than a third of teachers in nearly all roles/school types reported that their workload allowed them to pursue personal interests outside rarely or never. The exceptions were special school classroom teachers (15.6%) and part-time primary school classroom teachers (28%).

Teachers' perceptions of/attitudes to workload

The 2010 survey also asked a series of questions which the respondents were able to answer in their own words, rather than respond to predetermined categories²². They were asked which:

- types of activities they were expected to do but didn't think they should be doing;
- activities they would like to spend less time doing;
- activities they were unable to do but thought they should be doing; and
- activities they would like to do more of.

Activities expected to do but not considered part of role

In total, nearly 400 respondents identified activities they were expected to do but did not think they should be doing. These included administrative or clerical tasks (78

²⁰ Caution, low base sizes: special schools classroom teachers (32) and secondary school headteachers (42)

²¹ Caution, low base size (42)

²² Researchers identified a number of themes and also the number of respondents that mentioned these particular themes. Note that the analysis in this section is based on unweighted data and does not give an indication of whether the comment was positive or negative.

respondents), photocopying (58), providing cover (45), pupil behaviour management on behalf of colleagues (26), putting up displays (24) and attending meetings (24).

Activities like to spend less time doing

Similarly, when asked what they would like to spend less time doing, respondents mentioned marking (130 respondents mentioned this), planning (104), administrative/ clerical tasks (100), attending meetings (75), behaviour management (50), making/ finding resources (45), photocopying (42), dealing with parents (38), providing cover (31) and display work (26). In total, 733 respondents answered this question.

Activities unable to do but considered part of role

With regard to activities that teachers thought they should be doing, but did not have time to do 446 respondents gave a response in their own words. The most common responses were planning (75), marking (74), delivering better lessons (50), assessment (43), mentoring/ supporting staff (37), contact with parents (21) and preparing displays (15).

Activities like to do more

In terms of what teachers would like to spend more time doing, of the 715 comments, the most frequently mentioned were planning (167), more time with pupils (75), preparing resources (72), observing colleagues' lessons (37), continued professional development (CPD) (33), marking (29), displays (26), contact with parents (22) and pastoral care (22). Some of these activities (planning, marking, preparing displays) were also mentioned as activities that teachers would like to spend less time doing.

Teachers were also asked questions about their perception of their workload in a format where they could give a response in their own words. These questions were:

- What factors have had a positive impact on your workload?
- What factors have had a negative impact on your workload?
- What things could still be done at a school level?
- What things could still be done at a local level?
- What things could still be done at a national level?

Positive impact

Around 1000 respondents identified factors that had a positive impact on workload. The most frequently mentioned included: having PPA time (258 respondents), not having to cover lessons (introduction of 'rarely cover' guidelines) (154), sharing planning/resources (110), re-using lesson plans (97), dedicated headship time (86), team work (86), delegation of tasks (77), activities of support staff (technicians, administrators, teaching assistants) (59), and having more teaching experience (41).

Here are some apposite quotes from survey participants about these issues:

A hard-working staff. Supportive governing body, appropriate challenge and support from the LA and my SIP [School Improvement Partner]. Reasonable and realistic expectations of myself. A network of friends and colleagues at the end of a phone or email. My mentor head. A brilliant PA. A brilliant business manager. Headteacher, secondary school

A management structure that engages in activities that take the pressure off the headteacher's workload through delegation. Colleagues involved develop their own skills as well as leading school improvement. Headteacher, primary school

PPA time is good as it allows you to really plan what you are going to do with that allocated time. It is also wonderful now that we don't have to do our own displays, collect money etc. Having a computer in our rooms is fab and each teacher having a laptop has helped with workload. Head of department, secondary school

Working alongside good, friendly colleagues. Children's behaviour, enthusiasm to learn and being happy in the classroom. Having a good relationship with parents and their praise of your work. Teacher, primary school

Negative impact

Conversely, around 1000 respondents identified factors that had a negative impact on their workload. These factors included school functions/meetings (209), class size (too large, 30+) (177), new government initiatives (121), Assessing Pupil Progress (APP) (94), assessment/marketing (68), dealing with poor pupil behaviour (53), SATS (27), staff turnover/absence (25), administrative tasks (16), reporting (15), inspection (15), and lack of office/workspace for PPA (8).

Again, a collection of quotes will illustrate the range of responses:

ICT developments and the expectation of typing up reports of meetings attended/student reports, data entry for student progress. Data analysis. Attendance at PTA meetings, PTA events, Governors' meetings, local curriculum meetings, school functions all tend to eat into the time left for leadership and management and home-life balance. Deputy head, secondary school

KS4 [Key Stage 4] reform and constant reform – having to continuously rewrite plans and discard resources etc. Too much holding to account for results. Not enough time to mark. I regularly work 10-hour days Monday to Friday and several hours on a Sunday. Stress is a factor. Bad press. Unappreciative parents. Teacher, secondary school

Lack of sharing resources in department. Head and deputy head of department lacking people-managing skills and understanding how to manage staff. No team spirit in department. Teacher, secondary school

New strategies being introduced. Excessive paperwork. Not being valued as an educator and teacher rather than assessor, report writer and data handler. New ideas being introduced but having to follow two systems to make sure process works. Uncertainty about KS2 SATS tests being continued, eg in Science – affects planning. Teaching foreign languages. Teacher, primary school

In order to better understand how teachers could be best supported to reduce their workload, respondents were asked about what could be done at the school, local and national levels.

School level

About 800 respondents put forward suggestions regarding what could be done at the school level. The main suggestions were: more time to carry out special/extra roles (133), fewer timetabled teaching hours (96), more non-contact time (93), more teaching assistants/administrative support (60), fewer/shorter/more focused staff meetings (52), more advance warnings of changes/new initiatives (25), less paperwork (20), guidelines to tackle pupil behaviour problems (14), improved/more use of online/electronic systems (11) and clear communications (4). Notable quotes follow.

Behaviour – needs a reliable system that is supported from top down, as disruptive students are hard to deal with and senior management do not work on this, but pay lip service. Head of department, secondary school

Double PPA time and allow more marking time for core subjects, especially those with a heavy mark load. If English and Maths are important enough to be core subjects and used as a basis for league tables, reward us with extra time to get it right. Teacher, secondary school

Giving teachers more control of what they are teaching, not requesting forms to be filled in with no actual reason for them, other than a paper-filling exercise. Teacher, primary school

Increased responsibility taken by admin. staff for routine tasks such as coordinating records of attendance (eg we complete termly attendance reports for each child manually), creating lists for parent consultation evenings to coordinate siblings, etc, photocopying. Teacher, primary school

Local level

At the local level, around 600 respondents put forward suggestions including: working with other local agencies (joined-up) (89), sharing resources/ good practice via local network/

cluster (88), more funding (eg for IT/building/CPD) (39), fewer meetings (18), more guidance (eg teaching/managing workload, collaboration) (12) and local education authority (LEA) to have better understanding of teachers' roles (7).

Here are some illustrative quotations:

Better professional development and training specifically focused on individual school's need. More efficient building and property service that gets on with things more quickly instead of leaving to the last minute. Effective targeting of money and resources to meet the needs of all children.
Headteacher, primary school

Make a stand against all the things that increase workload and don't directly improve teaching and learning, especially anything that is just a paper trail. Share practice that reduces workload and avoids us all reinventing the wheel constantly – there is a feeling that we are all trying to solve the same problems in our schools, when we should be sharing. Deputy, primary school

More support with behavioural issues, respect of the teacher as a professional in her own right and respect her judgement on a variety of issues, more money for classrooms and improvement of the school as a whole. More money for professional development. Teacher, secondary school

National level

Finally, at the national level suggestions included: fewer initiatives/changes to curriculum (191), treat teachers as professionals (131), more funding (68), more resources (38), less inspection (25), smaller class sizes (15), recognition of hard work teachers do and their achievements (13), less bureaucracy (11), more PPA time in the school timetable (10), abolish SATs/ league tables (9), have the same systems across all schools (9) and fewer targets/less monitoring (5). Around 700 respondents put forward suggestions of which the following are examples:

Streamline the number of new initiatives that schools are continually having to absorb and implement. Listen to the teachers in schools and focus on the priorities of helping schools concentrate on what they do best, teach children.
Deputy head, secondary school

Allowing teachers to be used for cover if the classes they would be teaching are out of school – rarely cover should be confined to only those non-contact periods for which they are timetabled. Deputy head, secondary school

Allow teachers to use professional judgements and more flexibility to teach in a meaningful way. Teacher, primary school

Get politicians to understand that there are skilled leaders working in schools doing a fantastic job in difficult situations. Really try to address teacher recruitment issues. Headteacher, secondary school

Increase the mandatory PPA for all staff. Standardise the use of IT systems across all LEAs so electronic reporting is exactly the same from one school to another and once a teacher is trained to use one system they don't have to retrain when they move schools. Use of invigilators to cover controlled coursework situations. Teacher, secondary school

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Table A1 Average hours worked by full-time teachers, in total and on grouped activities

Weighted

	Heads (a)				Deputy heads (a)				Classroom teachers							
	Primary		Secondary		Primary		Secondary		Primary		Secondary				Special	
	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Head dept		Classroom		Hrs	%
Teaching	4.1	7.3	1.1	2.0	12.6	24.8	8.5	15.8	18.0	35.8	16.9	33.5	18.5	37.0	18.5	40.0
Planning, preparation and assessment	3.2	5.6	2.0	3.6	14.3	28.1	8.6	16.0	17.1	34.0	14.4	28.7	16.2	32.5	14.3	30.9
Non-teaching pupil/parent contact	7.7	13.6	8.2	14.4	4.8	9.5	8.1	15.1	4.0	8.0	7.1	14.2	6.9	13.8	5.2	11.1
School/staff management	29.3	52.2	39.5	68.8	10.8	21.2	20.7	38.5	3.4	6.7	5.4	10.8	2.6	5.2	2.7	5.7
General administrative support	4.7	8.4	0.7	1.2	3.0	5.9	2.3	4.3	3.6	7.1	2.5	5.0	2.1	4.1	2.5	5.3
Individual/professional activity (b)	6.7	12.0	5.6	9.7	4.8	9.5	5.1	9.5	3.5	7.0	3.5	7.0	3.1	6.2	2.5	5.4
All known working activities	55.7	99.2	57.1	99.7	50.4	98.9	53.3	99.3	49.5	98.6	49.9	99.1	49.4	98.9	45.6	98.4
Other working activities (c)	0.5	0.8	0.2	0.3	0.6	1.1	0.4	0.7	0.7	1.4	0.5	0.9	0.5	1.1	0.7	1.6
All working activities	56.1	100	57.3	100	50.9	100	53.7	100	50.2	100	50.3	100	49.9	100	46.4	100

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

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

(c) Other activities comprise 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 heads of department in secondary schools

Weighted

	Average hours	Percentage of total
	Hrs	%
ALL		
Total	50.3	100
On grouped activities		
Teaching	16.9	33.5
Planning, preparation and assessment	14.4	28.7
Non-teaching pupil/parent contact	7.1	14.2
School/staff management	5.4	10.8
General administrative support	2.5	5.0
Individual/professional activity	3.5	7.0
Other working activities (c)	0.5	0.9
MALES (a)		
Total	49.5	100
On grouped activities		
Teaching	16.5	33.4
Planning, preparation and assessment	14.3	28.9
Non-teaching pupil/parent contact	7.2	14.5
School/staff management	5.5	11.1
General administrative support	2.1	4.2
Individual/professional activity	3.1	6.4
Other working activities (c)	0.8	1.6
FEMALES (b)		
Total	50.8	100
On grouped activities		
Teaching	17.0	33.5
Planning, preparation and assessment	14.5	28.6
Non-teaching pupil/parent contact	7.2	14.1
School/staff management	5.4	10.5
General administrative support	2.8	5.4
Individual/professional activity	3.7	7.3
Other working activities (c)	0.3	0.6

(a) - 70 teachers

(b) - 130 teachers

(c) - Other activities comprise 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

Weighted

	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
ALL				
Total	50.2	49.9	100	100
On grouped activities				
Teaching	18.0	18.5	35.8	37.0
Planning, preparation and assessment	17.1	16.2	34.0	32.5
Non-teaching pupil/parent contact	4.0	6.9	8.0	13.8
School/staff management	3.4	2.6	6.7	5.2
General administrative support	3.6	2.1	7.1	4.1
Individual/professional activity	3.5	3.1	7.0	6.2
Other activities (c)	0.7	0.5	1.4	1.1
MALES (a)				
Total	49.0	50.6	100	100
On grouped activities				
Teaching	17.9	19.5	36.6	38.6
Planning, preparation and assessment	18.2	16.6	37.1	32.8
Non-teaching pupil/parent contact	3.7	7.2	7.5	14.3
School/staff management	4.0	2.8	8.1	5.5
General administrative support	1.8	1.4	3.7	2.7
Individual/professional activity	3.0	2.7	6.2	5.4
Other activities (c)	0.4	0.3	0.7	0.6
FEMALES (b)				
Total	50.4	49.6	100	100
On grouped activities				
Teaching	18.0	17.9	35.7	36.2
Planning, preparation and assessment	16.9	16.0	33.5	32.4
Non-teaching pupil/parent contact	4.0	6.7	8.0	13.5
School/staff management	3.3	2.5	6.5	5.0
General administrative support	3.8	2.4	7.6	4.9
Individual/professional activity	3.6	3.3	7.2	6.7
Other activities (c)	0.7	0.7	1.5	1.3

(a) - 52 teachers in primary schools and 84 in secondary schools

(b) - 320 teachers in primary schools and 140 in secondary schools

(c) - Other activities comprise 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 with Teaching and Learning Responsibility Payment

Weighted

	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
ALL				
Total	49.2	49.1	100	100
On grouped activities				
Teaching	17.1	17.9	35	36.5
Planning, preparation and assessment	16.1	14.2	32.6	28.9
Non-teaching pupil/parent contact	3.2	7.9	6.6	16.2
School/staff management	4.6	4.0	9.4	8.1
General administrative support	3.4	2.3	7.0	4.8
Individual/professional activity	3.6	2.2	7.4	4.6
Other activities (c)	1.1	0.4	2.2	0.9
MALES (a)				
Total				
On grouped activities				
Teaching				
Planning, preparation and assessment				
Non-teaching pupil/parent contact				
School/staff management	(d)	(d)	(d)	(d)
General administrative support				
Individual/professional activity				
Other activities (c)				
FEMALES (b)				
Total	49.7		100	
On grouped activities				
Teaching	17.1		34.4	
Planning, preparation and assessment	15.9		32.0	
Non-teaching pupil/parent contact	3.4		6.9	
School/staff management	4.5	(d)	9.1	(d)
General administrative support	3.7		7.4	
Individual/professional activity	3.8		7.7	
Other activities (c)	1.2		2.5	

(a) - 18 teachers in primary schools and 30 in secondary schools

(b) - 100 teachers in primary schools and 49 in secondary schools

(c) - Other activities comprise authorised absence in school hours

(d) - Omitted because of low numbers

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 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	50.9	50.1	100	100
On grouped activities				
Teaching	18.3	19.1	36.0	38.1
Planning, preparation and assessment	17.9	17.6	35.3	35.2
Non-teaching pupil/parent contact	4.4	6.0	8.6	11.9
School/staff management	2.5	1.5	4.9	2.9
General administrative support	3.7	1.8	7.2	3.7
Individual/professional activity	3.6	3.4	7.2	6.8
Other activities (c)	0.4	0.7	0.8	1.4
MALES (a)				
Total				
On grouped activities				
Teaching				
Planning, preparation and assessment				
Non-teaching pupil/parent contact				
School/staff management	(d)	(d)	(d)	(d)
General administrative support				
Individual/professional activity				
Other activities (c)				
FEMALES (b)				
Total	51.2	49.2	100	100
On grouped activities				
Teaching	18.4	18.1	35.9	36.7
Planning, preparation and assessment	17.8	17.2	34.8	35.0
Non-teaching pupil/parent contact	4.3	5.8	8.4	11.8
School/staff management	2.5	1.4	5.0	2.9
General administrative support	4.1	2.2	7.9	4.4
Individual/professional activity	3.7	3.7	7.2	7.5
Other activities(c)	0.4	0.9	0.8	1.8

(a) - 31 teachers in primary schools and 44 in secondary schools

(b) - 199 teachers in primary schools and 78 in secondary schools

(c) - Other activities comprise authorised absence in school hours

(d) - Omitted because of low numbers

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

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

Weighted

		Sample size (a)	Total hours worked
		Number	Hours
ALL		373	50.2
Age	Under 25	30	(b)
	25-34	168	51.1
	35-44	72	47.4
	45-54	69	49.8
	55+	31	(b)
Sex	Male	52	49.0
	Female	320	50.4
Years in teaching	0-2	83	51.2
	3-9	167	51.5
	10-14	38	(b)
	15-19	21	(b)
	20+	64	48.9
Years in post	0	76	51.2
	1-2	108	50.7
	3-4	87	50.2
	5-9	60	48.3
	10+	42	(b)
Class size	< 25	64	51.5
	25-29	116	49.0
	30-34	99	52.3
	35+	3	(b)
Year group taught	Reception	55	49.0
	Y1	71	50.7
	Y2	70	51.7
	Y3	62	50.5
	Y4	59	49.0
	Y5	63	53.4
	Y6	43	(b)
Key stage taught	KS1	114	51.0
	KS2	179	51.2
	Not classified	63	49.7
% time classroom support	None/almost none	53	54.0
	10%	65	52.3
	20%	47	(b)
	30/40/50%	161	50.6
	60/70/80/90%	13	(b)
	All/almost all	11	(b)

(a) Unweighted sample size given

(b) Data based on low sample numbers omitted

Table A7 Average total hours worked by full-time classroom teachers in secondary school by demographics

Weighted

		Sample size (a)	Total hours worked
		Number	Hours
ALL		224	49.9
Age	under 25	19	(b)
	25-34	108	50.4
	35-44	39	(b)
	45-54	45	(b)
	55+	12	(b)
Sex	Male	84	50.6
	Female	140	49.6
Years in teaching	0-2	65	50.2
	3-9	101	48.8
	10-14	20	(b)
	15-19	10	(b)
	20+	28	(b)
Years in post	0	51	50.4
	1-2	74	49.5
	3-4	50	49.1
	5-9	38	(b)
	10+	11	(b)
Subject	Maths	24	(b)
	Science	40	(b)
	Foreign languages	12	(b)
	English	35	(b)
	<70% one subject	35	(b)
% yr 12/13 teaching	None/almost none	176	52.1
	10%-19%	33	(b)
	20%-29%	4	(b)
	30%-49%	2	(b)
	50%+	4	(b)

(a) Unweighted sample size given

(b) Data based on low sample numbers omitted

Table A8 Average hours worked by full-time classroom teachers by school demographics

Weighted

	Primary		Secondary	
	Sample Nos (d)	Total hours	Sample Nos (d)	Total hours
ALL	No 373	Hrs 50.2	No 224	Hrs 49.9
Size of school				
Under 50	3	(c)	0	(c)
51-200	80	49.8	0	(c)
201-400	132	52.1	4	(c)
401-600	137	48.0	18	(c)
601-800	13	(c)	28	(c)
801-1000	0	(c)	67	47.7
1000+	0	(c)	107	51.6
% pupils with statements of special educational needs				
Under 0.5	78	53.8	16	(c)
0.5 - 0.9	31	(c)	21	(c)
1.0 - 1.9	101	49.7	27	(c)
2.0 - 4.9	127	48.7	155	50.7
5.0 or over	19	(c)	5	(c)
% pupils receiving free meals				
Under 5.0	124	52.5	84	50.8
5.0 - 9.9	76	50.4	45	(c)
10.0 - 19.9	69	49.7	60	47.4
20.0 - 29.9	49	(c)	18	(c)
30.0 - 39.9	33	(c)	3	(c)
40.0 or over	14	(c)	14	(c)
Catchment area (a)				
An inner-city area	78	47.3	19	(c)
An urban or suburban area	166	50.2	93	48.8
Rural	40	(c)	38	(c)
Mixed inner-city/urban	1	(c)	8	(c)
Mixed urban/rural	41	(c)	39	(c)
Other	3	(c)	0	(c)
Representativeness of week (a)				
More busy	41	(c)	24	(c)
About same	259	50.5	152	48.8
Less busy	18	(c)	19	(c)
Workload normal? (b)				
Greater	30	(c)	21	(c)
Less	54	50.6	31	(c)
About same	220	53.9	133	53.0

(a) Headteacher's description

(b) Teacher's own assessment

(c) Omitted because of low sample numbers

(d) Unweighted sample size

Table A9 Distribution of total hours worked by full-time headteachers

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	3.2	
Over 35 up to 40	0.0	
Over 40 up to 45	1.7	
Over 45 up to 50	9.4	(a)
Over 50 up to 55	29.1	
Over 55 up to 60	27.7	
Over 60 up to 65	18.2	
Over 65 up to 70	5.0	
Over 70	5.6	
	Hours worked	Hours worked
Highest decile	65.7	
Upper quartile	61.6	
Median	56.8	(a)
Lower quartile	52.3	
Lowest decile	47.8	
Unweighted sample size	62	42

(a) Omitted because of low sample numbers

Table A10 **Distribution of total hours worked by full-time deputy and assistant headteachers**

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	16.1	5.3
Over 35 up to 40	1.5	2.0
Over 40 up to 45	7.3	2.3
Over 45 up to 50	7.7	12.7
Over 50 up to 55	18.6	33.5
Over 55 up to 60	15.2	22.0
Over 60 up to 65	24.7	13.5
Over 65 up to 70	5.3	1.5
Over 70	3.6	7.1
	Hours worked	Hours worked
Highest decile	64.8	65.0
Upper quartile	60.7	59.5
Median	54.4	53.6
Lower quartile	46.6	50.8
Lowest decile	25.5	45.5
Unweighted sample size	68	68

Table A11 **Distribution of total hours worked by full-time heads of department in secondary schools**

Weighted

Total hours worked	Percentage of teachers
	%
Up to 35	6.8
Over 35 up to 40	4.9
Over 40 up to 45	12.2
Over 45 up to 50	22.8
Over 50 up to 55	20.0
Over 55 up to 60	14.9
Over 60 up to 65	12.9
Over 65 up to 70	1.1
Over 70	4.4
	Hours worked
Highest decile	62.2
Upper quartile	57.3
Median	51.0
Lower quartile	45.7
Lowest decile	37.2
Unweighted sample size	202

Table A12 **Distribution of total hours worked by full-time classroom teachers**

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	10.5	7.0
Over 35 up to 40	0.9	5.2
Over 40 up to 45	8.8	11.8
Over 45 up to 50	20.1	20.8
Over 50 up to 55	26.7	18.5
Over 55 up to 60	16.9	20.5
Over 60 up to 65	9.1	12.0
Over 65 up to 70	3.7	1.4
Over 70	3.4	2.7
	Hours worked	Hours worked
Highest decile	63.4	62.9
Upper quartile	57.3	57.5
Median	51.8	51.4
Lower quartile	46.7	45.4
Lowest decile	32.5	39.2
Unweighted sample size	373	224

Table A13 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	14.2	7.9
Over 35 up to 40	1.2	4.1
Over 40 up to 45	5.4	14.9
Over 45 up to 50	15.1	17.7
Over 50 up to 55	29.7	21.7
Over 55 up to 60	21.1	22.2
Over 60 up to 65	7.2	9.4
Over 65 up to 70	2.9	1.4
Over 70	3.1	0.7
Unweighted sample size	118	79

Table A14 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	8.0	6.0
Over 35 up to 40	0.8	6.8
Over 40 up to 45	9.2	11.7
Over 45 up to 50	24.0	21.2
Over 50 up to 55	25.2	16.9
Over 55 up to 60	14.3	18.7
Over 60 up to 65	11.2	14.8
Over 65 up to 70	4.5	1.4
Over 70	2.8	2.5
Unweighted sample size	230	122

Table A15 Distribution of teaching hours (a) worked by full-time classroom teachers

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 12.5	13.0	12.5
Over 12.5 up to 15	9.7	5.7
Over 15 up to 17.5	18.7	16.3
Over 17.5 up to 20	19.3	20.6
Over 20 up to 22.5	23.9	27.7
Over 22.5 up to 25	11.2	10.5
Over 25	4.2	6.9
Highest decile	23.8	24.0
Upper quartile	21.6	21.8
Median	18.6	19.0
Lower quartile	15.6	16.8
Lowest decile	10.8	10.0
Unweighted sample size	373	224

(a) Teaching hours consist of: own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

Table A16 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	22.0	11.8
Over 12.5 up to 15	8.5	11.3
Over 15 up to 17.5	13.4	21.2
Over 17.5 up to 20	18.1	21.7
Over 20 up to 22.5	18.9	21.6
Over 22.5 up to 25	16.7	6.9
Over 25	2.3	5.5
Unweighted sample size	118	79

(a) Teaching hours consist of: own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

Table A17 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	7.4	11.1
Over 12.5 up to 15	10.3	1.3
Over 15 up to 17.5	22.8	14.6
Over 17.5 up to 20	19.5	18.2
Over 20 up to 22.5	27.3	34.7
Over 22.5 up to 25	7.7	11.8
Over 25	5.0	8.3
Unweighted sample size	230	122

(a) Teaching hours consist of: own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

Table A18 Average hours worked by part-time classroom teachers

Weighted

	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
Total	36.8		100.0	
On grouped activities				
Teaching	12.6		34.3	
Planning, preparation and assessment	12.6		34.3	
Non-teaching pupil/parent contact	2.7	(c)	7.4	(c)
School/staff management	2.7		7.3	
General administrative support	1.9		5.1	
Individual/professional activity (a)	3.7		10.0	
Other working activities (b)	0.6		1.6	
Unweighted sample size	83	(c)		

(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 authorised absence in school hours

(c) Omitted because of low numbers

Table A19 Average hours spent on individual activities by full-time headteachers, deputy headteachers and classroom teachers in primary schools

Weighted

	Head-teacher Hrs	Deputy head Hrs	Classroom teacher Hrs
Teaching	4.1	12.6	18.0
Regular timetabled teaching within own timetabled day	2.8	11.8	17.2
Non-regular teaching during cover for absent colleague within school's timetabled day (<u>not cover supervision - this is code P22</u>)	0.8	0.2	0.1
Teaching/tutorial outside the timetabled day (e.g. homework classes)	0.1	0.4	0.3
Assisting pupils in another teacher's lesson	0.2	0.1	0.1
Teaching pupils on an educational visit	0.1	0.1	0.2
Non-teaching pupil/parent contact	7.7	4.8	4.0
Supervising pupils before/during/after pupil day (e.g. at break, taking/supervising assembly, going to/from sporting/cultural activities)	2.5	1.9	1.5
Registration/general classroom management/pastoral/counselling session	0.1	0.3	0.7
Covering for absent colleague, when cover takes the form of supervising pre-set work	0.1	0.0	0.0
Conducting external examinations (e.g. practical and oral examinations in your own subject)	-	-	0.0
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	-	-	0.0
Conducting other tests/exams	-	0.0	0.0
Invigilating other tests/exams	-	0.0	-
Coaching sport, rehearsing drama/music or organising pupil clubs/societies (not as part of timetabled teaching)	0.6	0.2	0.4
Disciplining/praising pupils (inc. detention)	0.6	0.3	0.1
Pastoral care with individual pupils	0.3	0.2	0.1
Any contact with parents/families (inc. contact with individual parents, PTA, parents' evening)	2.2	1.3	0.7
Supervising pupils on educational visits, or while external provider is teaching pupils	0.5	0.2	0.2
Other non-teaching activities relating to particular pupils or parents	0.7	0.3	0.3
Planning, preparation and assessment	3.2	14.3	17.1
Planning/preparing lesson, practical test or assessment (inc. gathering and preparing resources). Includes joint planning sessions with other members of staff	1.5	8.2	10.0
Assessing/marking pupil work (including exam/test) or assessing pupils more generally, including discussions with other staff members	0.5	4.9	4.9
Writing reports on pupil progress	0.3	0.6	0.8
Other non-contact activities relating to lesson planning, preparation or assessment	0.8	0.7	1.4
School/Staff management	29.3	10.8	3.4

General staff/management meeting (including preparation, writing agenda/minutes etc.)	3.1	2.4	1.3
Appraising and monitoring other teaching staff	1.3	0.7	0.2
Coaching , mentoring and training other teaching staff	0.8	0.5	0.2
Other contact/interaction with teaching staff in your own school (but not about specific pupils or planning)	2.8	1.0	0.2
Arranging teaching duties, timetables, pupil allocation or supply	0.6	0.8	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)	2.8	1.3	0.2
Financial management and planning	1.8	0.2	0.0
Publicity/marketing activities	0.2	0.0	0.0
Contact with governors (e.g. telephone calls)	1.4	0.2	0.0
Contact with educational body (e.g. DCSF, NafW, LA, EWO, OFSTED/Estyn, TDA)	2.1	0.7	0.1
Contact with community (e.g. social services, police, employers, newspapers)	0.9	0.0	0.1
Contact with other local education providers (e.g. other nurseries, schools or colleges)	1.4	0.2	0.2
Other management related activities	8.9	2.5	0.6
General administrative support	4.7	3.0	3.6
Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards etc.)	0.4	0.6	0.5
Keeping records or department records (excluding those on pupil performance)	0.2	0.5	0.1
Organising resources and premises (e.g. buildings, equipment, books, computers)	0.6	0.4	0.5
Displaying/mounting pupils' work or information for pupils	0.1	0.2	0.4
Setting up/tidying classroom, lab or other teaching area (excluding activities for M35)	0.3	0.7	1.5
Simple clerical activity (e.g. photocopying)	0.7	0.2	0.2
Other kinds of administrative activities	2.4	0.4	0.4
Individual/Professional activity	6.7	4.8	3.5
Training or development activity, including INSET, peer observation or being mentored	3.1	2.3	1.7
Studying/background reading (excluding preparing for particular classes code M35)	0.8	0.4	0.3
Keeping this diary	1.3	1.0	1.0
Other individual/professional activity (please describe in notes column)	1.5	1.1	0.6
All known working activity	55.7	50.4	49.5
Other working activities	0.5	0.6	0.7
Authorised absence during school hours	0.5	0.6	0.7
All working activities	56.1	50.9	50.2
Own time - non-working break in school hours	1.7	2.1	2.9

Other activities comprise 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
A '-' indicated than no hours were recorded for this task by any teacher

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

Weighted

	Head-teacher Hrs	Deputy head Hrs	Head of department Hrs	Classroom teacher Hrs
Teaching		8.5	16.9	18.5
Regular timetabled teaching within own timetabled day		7.5	15.7	17.3
Non-regular teaching during cover for absent colleague within school's timetabled day (<u>not cover supervision - this is code P22</u>)	(a)	0.4	0.2	0.2
Teaching/tutorial outside the timetabled day (e.g. homework classes)		0.3	0.6	0.6
Assisting pupils in another teacher's lesson		0.1	0.2	0.1
Teaching pupils on an educational visit		0.2	0.1	0.2
Non-teaching pupil/parent contact		8.1	7.1	6.9
Supervising pupils before/during/after pupil day (e.g. at break, taking/supervising assembly, going to/from sporting/cultural activities)		2.6	1.5	1.5
Registration/general classroom management/pastoral/counselling session		0.1	1.0	1.3
Covering for absent colleague, when cover takes the form of supervising pre-set work		0.1	0.1	0.1
Conducting external examinations (e.g. practical and oral examinations in your own subject)		0.0	0.2	0.1
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	(a)	-	0.0	-
Conducting other tests/exams		-	0.0	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)		0.6	0.9	0.7
Disciplining/praising pupils (inc. detention)		1.1	0.4	0.5
Pastoral care with individual pupils		0.7	0.5	0.3
Any contact with parents/families (inc. contact with individual parents, PTA, parents' evening)		1.8	1.2	1.3
Supervising pupils on educational visits, or while external provider is teaching pupils		0.1	0.4	0.3
Other non-teaching activities relating to particular pupils or parents		1.1	0.8	0.7
Planning, preparation and assessment		8.6	14.4	16.2
Planning/preparing lesson, practical test or assessment (inc. gathering and preparing resources). Includes joint planning sessions with other members of staff		4.2	7.1	8.7
Assessing/marking pupil work (including exam/test) or assessing pupils more generally, including discussions with other staff members	(a)	3.3	5.5	5.7
Writing reports on pupil progress		0.7	1.0	0.9
Other non-contact activities relating to lesson planning, preparation or assessment		0.5	0.9	1.0
School/Staff management		20.7	5.4	2.6

General staff/management meeting (including preparation, writing agenda/minutes etc.)		4.9	1.9	0.9
Appraising and monitoring other teaching staff		1.2	0.3	0.1
Coaching , mentoring and training other teaching staff		1.5	0.5	0.4
Other contact/interaction with teaching staff in your own school (but not about specific pupils or planning)		1.7	0.7	0.4
Arranging teaching duties, timetables, pupil allocation or supply		0.5	0.3	0.1
Contact/interaction with support staff (not including lesson planning/pupil assessment)	(a)	1.0	0.2	0.1
School policy development (including planning, implementation)		2.8	0.3	0.1
Financial management and planning		0.5	0.0	0.0
Publicity/marketing activities		0.1	0.0	0.0
Contact with governors (e.g. telephone calls)		0.3	0.0	0.0
Contact with educational body (e.g. DCSF, NafW, LA, EWO, OFSTED/Estyn, TDA)		0.5	0.1	0.0
Contact with community (e.g. social services, police, employers, newspapers)		0.5	0.1	0.0
Contact with other local education providers (e.g. other nurseries, schools or colleges)		0.3	0.1	0.1
Other management related activities		4.9	1.0	0.3
General administrative support		2.3	2.5	2.1
Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards etc.)		0.3	0.5	0.2
Keeping records or department records (excluding those on pupil performance)		0.1	0.3	0.1
Organising resources and premises (e.g. buildings, equipment, books, computers)	(a)	0.6	0.4	0.3
Displaying/mounting pupils' work or information for pupils		0.0	0.1	0.1
Setting up/tidying classroom, lab or other teaching area (excluding activities for M35)		0.3	0.4	0.5
Simple clerical activity (e.g. photocopying)		0.2	0.3	0.3
Other kinds of administrative activities		0.8	0.6	0.5
Individual/Professional activity		5.1	3.5	3.1
Training or development activity, including INSET, peer observation or being mentored		1.9	1.3	1.0
Studying/background reading (excluding preparing for particular classes code M35)	(a)	0.5	0.5	0.5
Keeping this diary		1.0	0.9	0.8
Other individual/professional activity (please describe in notes column)		1.7	0.8	0.8
All known working activity		53.3	49.9	49.4
Other working activities		0.4	0.5	0.5
Authorised absence during school hours	(a)	0.4	0.5	0.5
All working activities	(a)	53.7	50.3	49.9
Own time - non-working break in school hours		1.7	2.5	3.1

(a) Omitted because of low sample numbers.

Other activities comprise 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

A '-' indicated that no hours were recorded for this task by any teacher

Table A21 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	
	Hrs	%	Hrs	%
Primary schools				
Headteachers	3.9	6.9	7.8	13.8
Male	4.3	7.7	6.6	12.0
Female	3.7	6.6	8.2	14.5
Deputy headteachers	4.1	8.1	6.7	13.2
Male	3.6	6.8	6.7	12.6
Female	4.2	8.4	6.6	13.2
Classroom teachers	4.2	8.3	7.0	14.0
Male	5.4	11.1	6.7	13.7
Female	4.0	8.0	7.1	14.1
Classroom teachers with TLR	4.1	8.2	6.9	14.0
Male	6.0	12.9	7.5	16.3
Female	3.8	7.7	6.8	13.8
Classroom teachers without TLR	4.3	8.5	7.3	14.3
Male	4.7	9.6	5.4	11.1
Female	4.2	8.3	7.6	14.8
Secondary schools				
Headteachers	4.2	7.3	8.0	14.0
Male	4.5	7.7	8.9	15.2
Female	3.3	6.2	5.5	10.2
Deputy headteachers	4.1	7.6	7.9	14.7
Male	3.1	5.8	7.0	13.2
Female	4.6	8.6	8.4	15.6
Heads of department	4.3	8.6	7.2	14.3
Male	4.5	9.1	6.7	13.6
Female	4.3	8.5	7.6	14.9
Classroom teachers	4.7	9.4	6.5	12.9
Male	4.5	8.9	6.4	12.7
Female	4.8	9.7	6.5	13.1
Classroom teachers with TLR	4.2	8.3	7.0	14.1
Male	4.0	8.1	6.5	13.2
Female	4.3	8.5	7.4	14.6
Classroom teachers without TLR	5.3	10.5	6.0	12.0
Male	5.9	11.4	6.4	12.3
Female	4.9	10.0	5.8	11.9

Table A22 **Composition of hours worked at weekends, before school and after 6pm for full-time classroom teachers**

Weighted

	Primary	Secondary
	%	%
Teaching	3.8	2.7
All planning, preparation and assessment etc	68.1	70.8
<i>Planning</i>	40.0	39.3
<i>Assessing</i>	18.8	24.6
<i>Other planning, preparation and assessment etc (a)</i>	9.2	6.8
Non-teaching pupil/parent contact	2.3	5.7
School/staff management	4.4	4.4
General administrative support	9.7	4.8
Individual/professional activity (b)	10.6	11.5
Other working activities (c)	1.2	0.0
Total hours	11.2	11.2
Unweighted sample size	373	224

(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 authorised absence in school hours

Table A23 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	20	1	3	3	3	-	-	-	-	30
Over 2.5 up to 5	7	1	10	14	1	2	-	-	-	35
Over 5 up to 7.5	2	1	8	10	9	1	-	-	-	31
Over 7.5 up to 10	2	-	8	26	17	5	1	-	-	59
Over 10 up to 12.5	1	-	1	7	20	7	-	-	1	37
Over 12.5 up to 15	3	-	-	6	20	10	-	-	-	39
Over 15 up to 17.5	1	-	-	1	10	5	7	-	-	24
Over 17.5	-	-	-	-	9	19	23	13	11	75
Weighted Total	35	3	30	67	90	49	30	13	11	328
Unweighted sample size	35	5	31	73	88	51	30	15	11	339
Secondary schools	No.	No.	No.	No.	No.	No.	No.	No.	No.	0
Up to 2.5	12	2	1	1	-	-	-	-	-	16
Over 2.5 up to 5	3	5	13	6	1	-	-	-	-	28
Over 5 up to 7.5	1	3	5	16	3	1	-	-	-	29
Over 7.5 up to 10	-	1	5	13	10	3	-	-	-	32
Over 10 up to 12.5	-	1	2	5	8	6	1	-	-	23
Over 12.5 up to 15	-	1	-	4	8	15	1	-	-	29
Over 15 up to 17.5	-	-	-	1	6	7	8	-	-	22
Over 17.5	-	-	2	-	7	13	19	3	6	50
Weighted Total	16	12	27	47	42	46	27	3	6	226
Unweighted sample size	16	11	20	40	42	48	22	5	7	211

Table A24 General attitudes of teachers to their jobs and workloads

Weighted

	Headteacher		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 respondents who thought they:	%	%	%	%	%	%	%	%	%	%
WERE EXPECTED TO DO THINGS THAT WERE NOT PART OF THEIR JOB										
All of the time	4.8	2.1	2.4	1.0	6.2	4.0	1.4	4.7		3.1
Most of the time	8.9	7.2	4.7	12.3	4.9	10.9	6.6	13.4		6.3
From time to time	34.2	39.2	32.3	34.9	32.8	33.6	33.0	28.8	(a)	25.0
Rarely	26.0	28.1	28.2	19.6	26.8	27.5	32.7	26.6		43.8
Never	6.5	15.0	3.7	10.0	5.6	2.9	4.1	5.7		12.5
Not stated	19.6	8.4	28.8	22.2	23.6	21.1	22.2	20.8		9.4
WERE UNABLE TO DO THINGS WHICH SHOULD BE PART OF THEIR JOB										
All of the time	0.0	2.0	5.4	3.6	4.9	2.5	2.6	6.7		3.1
Most of the time	17.6	10.2	12.9	20.0	22.4	19.1	11.4	20.4	(a)	12.5
From time to time	44.9	48.6	18.3	33.9	25.5	26.9	27.7	24.5		25.0
Rarely	13.2	21.9	25.1	14.6	20.2	25.0	30.2	23.9		43.8
Never	3.3	8.9	9.6	5.6	3.5	6.2	7.0	4.2		6.3
Not stated	21.1	8.4	28.8	22.2	23.5	20.2	20.9	20.4		9.4
BELIEVED THEY HAD THE TIME TO DO THE JOB AS IT SHOULD BE DONE										
All of the time	5.1	4.4	7.5	1.1	1.0	1.5	2.0	1.0		3.1
Most of the time	41.0	63.0	29.6	36.4	28.1	47.0	52.3	41.8		53.1
From time to time	23.9	24.2	25.7	22.5	27.4	23.5	17.0	28.3	(a)	31.3
Rarely	8.7	0.0	8.5	14.2	17.4	7.0	6.5	8.2		3.1
Never	1.7	0.0	0.0	3.6	3.6	0.8	1.3	0.3		0.0
Not stated	19.6	8.4	28.8	22.2	22.6	20.2	20.9	20.4		9.4

Table A24 General attitudes of teachers to their jobs and workloads

Weighted

	Headteacher		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 respondents who thought they:	%	%	%	%	%	%	%	%	%	%
FELT THEIR DUTIES REPRESENTED A GOOD USE OF THEIR TIME										
All of the time	0.0	3.6	1.5	3.6	3.9	3.9	7.9	7.5		3.1
Most of the time	51.9	69.5	49.8	48.7	46.6	45.9	53.0	48.2		75.0
From time to time	28.4	18.5	18.0	21.0	23.7	24.1	16.8	20.8	(a)	12.5
Rarely	0.0	0.0	1.9	3.6	2.8	5.6	0.0	3.1		0.0
Never	0.0	0.0	0.0	0.9	0.0	0.3	1.3	0.0		0.0
Not stated	19.6	8.4	28.8	22.2	22.9	20.2	20.9	20.4		9.4
FELT THEIR WORKLOAD ALLOWED THEM TO PURSUE PERSONAL INTERESTS OUTSIDE WORK										
All of the time	1.0	4.6	0.0	0.0	1.4	0.3	0.0	0.3		0.0
Most of the time	14.6	1.4	12.1	9.2	10.3	10.6	27.4	15.1		31.3
From time to time	27.9	47.4	24.3	29.3	27.4	31.4	23.7	28.4	(a)	43.8
Rarely	32.4	37.1	29.1	37.9	30.9	33.2	23.9	32.2		12.5
Never	4.5	1.2	5.7	1.4	6.8	4.3	4.1	3.6		3.1
Not stated	19.6	8.4	28.8	22.2	23.3	20.2	20.9	20.4		9.4
Unweighted sample size	62	42 (b)	68	68	202	373	83	224	18	32 (b)

(a) Omitted because of low sample numbers.

(b) Caution, low base size

Table A25 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		
		Total	Teaching	At weekends, before school & after 6pm
	No	Hrs	Hrs	Hrs
Primary schools				
All of the time	6	(b)	(b)	(b)
Most of the time	181	51.74	18.85	12.16
From time to time	83	54.39	18.71	14.56
Rarely	28	(b)	(b)	(b)
Never	4	(b)	(b)	(b)
Secondary schools				
All of the time	3	(b)	(b)	(b)
Most of the time	93	52.31	19.46	11.70
From time to time	61	53.48	19.18	14.27
Rarely	24	(b)	(b)	(b)
Never	1	(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

Tables not included due to low base size:

- Average hours worked by full-time teachers in special schools
- Distribution of total hours and teaching hours worked by full-time classroom teachers in special schools
- Average hours spent on individual activities by full-time classroom teachers in special schools

Annex A The Workload Agreement 2003

In 2003, the National Agreement (*Raising Standards and Tackling Workload*) was signed by a range of stakeholders²³ following evidence collected from teacher associations and teachers by the School Teachers' Review Body (STRB), which showed concerns about the workload among the profession and the impact on workforce morale. The National Agreement acknowledged the potentially conflicting pressures on schools to raise standards and tackle workload by introducing a series of changes to teachers' working conditions in annual phases from September 2003.

Table 10 Workload Agreement timeline

Date of introduction	Changes to working conditions
1 September 2003	<ul style="list-style-type: none"> • Routine delegation of administrative and clerical tasks • Introduction of work–life balance clauses • Introduction of leadership and management with time for those with corresponding responsibilities
1 September 2004	<ul style="list-style-type: none"> • Introduction of new limits on covering for absent colleagues (38 hours per year)
1 September 2005	<ul style="list-style-type: none"> • Introduction of guaranteed professional time for planning, preparation and assessment (PPA) • Introduction of dedicated headship time • Introduction of new invigilation arrangements

More recently, the Workforce Agreement Monitoring Group, which oversees implementation of the agreement, advised schools in 2007 that by 2009 they should be in a position to ensure that teachers were rarely asked to cover the classes of absent colleagues²⁴.

²³ 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).

²⁴ http://www.socialpartnership.org/upload/resources/pdf/w/rarely_cover_wamgstatement.pdf

Annex B1 Technical report

Fieldwork

Head teachers of all sampled schools were sent an advanced communication from ORC International to raise awareness of the diary survey and request their co-operation with the research. The communication highlighted the independence of the research and the importance of the project for monitoring the Workload Agreement. Schools from the original sample were sent a letter and schools from the boost sample were sent an email²⁵. The email communication proved more effective at getting through to the head teacher.

Each sampled school was then called to arrange a meeting (face to face or telephone) to elaborate on the survey process, answer any questions and collect the names of selected teachers invited to take part in the diary week. In the week before the fieldwork period, all selected teachers were sent an email reminding them of the survey. Support was available to all schools and selected teachers before, during and after the fieldwork period. Engagement with the survey was monitored intensely throughout the fieldwork period.

Online

An online methodology was used to collect the vast majority of the data from this survey. A web portal was created for easy access and completion of the survey. The system was designed to cater for a minimum of 6900 users (based on 460 schools and a nominal allocation of 15 users in each) and the site was built to accommodate three types of users:

1. Head teachers
2. Teachers
3. ORC Administrators

Head teachers and teachers were supplied with a unique username and password to access the site. Head teachers had access to only their own surveys and workload diary, but they were able to see the collective progress of the other teachers from their school.

Teachers were able to complete all aspects of the workload diary: pre-diary survey, workload daily diary, post-diary survey online. Teachers however only had access to their own workload diary and surveys.

ORC Administrators were able to view all aspects of the system along with the administration pages, but were not given any 'write' access to the survey.

²⁵ This year a boost sample was released in conjunction with the main sample. As in previous years the original sample release was 462 followed by a boost of 200.

To ensure teachers were fully engaged with the survey, any selected teachers who had not logged onto the site during the first few days of the fieldwork period were called and reminded to take part.

This online tool was created with validation rules in place to help reduce inaccurate data from being recorded. Although validation rules were in place within the online tool, there is still a certain amount of cleaning and “sense” checking that needs to be applied to the dataset. As a result, extensive data checks and cleaning was carried out after the data collection to ensure information provided by the respondents made logical sense. As a result of the cleaning process some data was excluded from the analysis and from this report. Figures within this report represent final cleaned data; see section Data cleaning for more information.

Two separate documents have been provided: one which details the functional specification of the web survey and the other which details the checks and cleaning undertaken.

Sample design

The Teachers’ Workload survey uses a multi-stage, stratified random sample with clustering approach. 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 systematically using different sampling schemes, to ensure for each phase we had a mixture of large and small schools within the sampling pool.

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.

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

Number of schools			
Area	Up to 15 teachers	16 + teachers	Total
London	9	28	37
Met	24	30	54
Shire	64	39	103
Unitary	30	25	55
Wales	9	4	13
Total	136	126	262

Table B1.2 Secondary schools

Area	No of schools
London	48
Met	75
Shire	140
Unitary	91
Wales	18
Total	372

Table B1.3 Special schools

Area	No of schools
England	26
Wales	2
Total	28

Response

School and teacher level response rates by type of school for 2010 are set out in Table B1.4.

Table B1.4 Response rates

	Schools			Teachers (a)		
	Approached	Co-operating		Approached	Useable	
		Number	Percent		Number	Percent
Primary	No.	No.	%	No.	No.	%
	262	89	34	1058	610	58
London	37	6	16	103	65	63
Met	54	19	35	221	127	57
Shire	103	41	40	458	267	58
Unitary	55	20	36	211	134	64
Wales	13	3	23	65	17	26
Secondary	372	64	17	1007	575	57
London	48	9	19	122	89	73
Met	75	11	15	222	74	33
Shire	140	25	18	357	239	67
Unitary	91	15	16	247	149	60
Wales	18	4	22	59	24	41
Special	28	11	39	113	59	52
England	26	10	38	98	57	58
Wales	2	1	50	15	2	13
TOTAL	662	164	25	2179	1244	57

(a) - only in schools which cooperated and data provided was useable

The school response rate in 2010 was 25% and the teacher response rate was 57%. The school response rate is substantially lower for secondary schools (17% of schools) than for primary schools (34% of schools). The survey data has 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 non-response bias. This has not been directly measured.

A data cleaning exercise was undertaken prior to reporting. Any teacher data amended because of our data checks were spread widely across the sample and this did not have any noticeable effect on the sample structure or its representation of teachers as a whole.

Diary completion

Teachers were asked to record all work-related activities for each day from Monday 8th March to Sunday 14th March 2010 inclusive. Teachers completed a diary page for each day of the week. Teachers were encouraged to visit the workload diary on the website as many times as they required. We recommended that teachers complete the diary after each day of the week to ensure entries are as accurate as possible.

Once on the online diary, teachers were prompted to enter the time of the first activity of their day. This time automatically defaulted to 07:00 but could have been altered by the teacher. Teachers added activities on each day of the diary. To add an activity teachers entered:

- The activity code (e.g. M35 for planning/preparing lesson)
- Duration in minutes – how long they spent on that task
- Notes (Optional to provide more information about the activity)

Teachers had to enter all of the activities they completed on that day. They entered a new entry for each change of activity. The online system was set up to ensure that:

- There were no periods of time for which a teacher had not accounted for between their first and last work-related activity of the day.
- There were no overlaps between activities.

Five minutes was the minimum duration allowed for an entry. The guidance recommended that very brief activities were classed as part of a longer activity, using the activity code which best applies to the time as a whole. Teachers were able to easily amend or delete an activity if they required.

All activities and their codes were shown within a drop down list. The activity codes were divided into 7 general groups (T Teaching, P Other Contact with Pupils (outside formal lessons) M Planning, Preparation and Assessment, S Staff/School Management, A General Administrative Support, I Individual/Professional Activities and N Not Working). Each group was divided further into specific types of activities.

Teachers were able to print out a pre-formatted paper template of the workload diary and activity codes to allow diary entry at the end of each day.

The returned paper versions were processed by ORC International. A detailed inspection took place and any anomalies were followed up with the teachers before being entered.

Classification of teachers to analysis categories

For the purposes of the analysis, teachers have been grouped by a number of attributes: some of these relate to the school (e.g. its size in terms of number 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 of these attributes were obtained explicitly from

Department for Education/National Assembly for Wales, the head teacher or the individual teachers.

Data cleaning

A number of respondents had only part completed the diary. This part completion, might potentially give an accurate picture of the average hours worked, therefore, extensive data cleaning was undertaken.

In the cleaning process we recognised that some teachers reported working up to 169.5 hours for the week (more than 24 hours a day) whilst some reported hours as low as 30 minutes for the week. So the first cleaning stage of the cleaning process was to cross reference hours logged on the questionnaire against hours logged as “Not working” (hours logged as; Non-working breaks, Part2_Authorised absence during school hours, Own time outside school hours), to identify the real time spent doing teaching roles.

Additionally, hours logged were cross referenced against information presented by each respondent in part 1 and part 3 of the survey regarding their contract, such as; contract type and phase.

Once outliers were identified and reported to the Department for Education, some records were removed. The hours worked was calculated with the original data set and with the cleaned data set to ensure the difference between the two were not vast. This revealed that the differences between the two datasets were subtle.

Weighting

The results have been weighted, to account for the different sampling fractions and different response rates between types of school and region, in order to have a representative dataset. The weighting accounts for the numbers of each type of teacher responding compared to the overall numbers in all schools. As such head teachers and teachers within the same school were given different weights. All the tables in the Appendix are based on the weighted results, while sample sizes are given as unweighted figures.

Estimates of precision

Because the Teachers' Workload 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 researched. 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 SPSS Complex Samples software. These calculations take into account the sample design, the achieved sample sizes and the weights calculated within each stratum.

Additionally, along with the design effect there is also a design factor, which is the factor by which the standard error of the estimates changes due to the sample design. The design factor (deft) is more useful for adjusting standard errors. But the design effect tells you how much information you have gained or lost by using a complex survey rather than a simple random sample. The design factor for key variables have been computed and reported.

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 $\bar{x} \pm 1.96 \text{ SEs}$ (where \bar{x} represents the mean obtained from the survey). Taking an example from the 2010 survey, the confidence interval for the average total hours worked by Primary Classroom Teachers in 2010 is:

$$\begin{aligned}\bar{x} \pm 1.96 \text{ SE} &= 50.18 \text{ hours} \pm (1.96 * 0.7 \text{ hours}) \\ &= 50.18 \text{ hours} \pm 1.37 \text{ hours}\end{aligned}$$

In summary, although the survey provides our best estimate ($\bar{x} = 50.18$ hours) of the population mean, statistical theory can be used to show we can be very confident that the true population mean lies between 48.81 and 51.55 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 the estimated total average hours by Primary Classroom Teachers in 2008 (52.19 hours) and 2010 (50.18 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 population 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 Classroom teachers

	Mean	Complex Std error
2010	50.18	.696
2005	52.19	.64
Difference between years	2.01	.945 (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 2010 and 2008 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 or 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:

$$\text{If } z < -1.96 \text{ or } z > 1.96 \text{ reject } H_0$$

Applying the decision rule to our example, we have

$$z = \frac{2.01}{.945} = 2.13$$

$$.945$$

Because 2.13 is greater than 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 2010 survey estimate of 50.18 hours represents a statistically significant change from the 2008 survey figure of 52.19 hours.

Significant changes in key estimates between 2010 and earlier years are included in Table 3.

Annex B2 Achieved sample details

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

		Primary		Secondary		Special	
		%	Count	%	Count	%	Count
Area	London	7	6	14	9	9	1
	Metropolitan	21	19	17	11	0	0
	Unitary	46	41	39	25	45	5
	County	22	20	23	15	36	4
	Wales	3	3	6	4	9	1
Region	East Midlands	11	10	9	6	0	0
	East of England	12	11	9	6	9	1
	London	7	6	14	9	9	1
	North East	3	3	5	3	9	1
	North West	12	11	11	7	18	2
	South East	16	14	17	11	0	0
	South West	13	12	6	4	27	3
	West Midlands	9	8	13	8	18	2
	Yorkshire and the Humber	12	11	9	6	0	0
	Wales	3	3	6	4	9	1
Status	Foundation	0	0	19	12	9	1
	Voluntary	30	27	19	12	0	0
	Community	66	59	56	36	82	9
	Not known	3	3	6	4	9	1
Catchment	An inner-city area	12	11	8	5	9	1
	An urban or suburban area	37	33	31	20	36	4
	Rural	20	18	14	9	0	0
	Mixed inner-city/urban	2	2	3	2	9	1
	Mixed urban/rural	10	9	22	14	9	1
	Other	1	1	0	0	9	1
	Not known	17	15	22	14	27	3
Schools	Schools in sample	100	89	100	64	100	11

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

		Primary		Secondary		Special	
		%	Count	%	Count	%	Count
FTE pupil numbers	Under 50	6	5	0	0	18	2
	51-	31	28	0	0	82	9
	201-	37	33	5	3	0	0
	401-	24	21	13	8	0	0
	601-	1	1	11	7	0	0
	801-	0	0	38	24	0	0
	1001-	0	0	25	16	0	0
	1501 or over	1	1	9	6	0	0
Total FTE staff	Under 4	10	9	0	0	0	0
	4-	10	9	0	0	9	1
	7-	20	18	0	0	9	1
	10-	24	21	0	0	36	4
	13-	25	22	3	2	18	2
	21-	10	9	16	10	27	3
	41-	0	0	34	22	0	0
	61-	0	0	30	19	0	0
	81-	0	0	9	6	0	0
	101 or over	1	1	8	5	0	0
Number of deputy heads	None	19	17	5	3	0	0
	1	33	29	2	1	18	2
	2	24	21	5	3	27	3
	3	7	6	13	8	18	2
	4 or more	1	1	56	36	9	1
	Not known	17	15	20	13	27	3
Schools	Schools in sample	100	89	100	64	100	11

Table B2.3 Distribution of schools by pupil related factors
Unweighted

		Primary		Secondary		Special	
		%	Count	%	Count	%	Count
Percentage of statemented pupils	Under 0.5	27	23	5	3	0	0
	0.5 -	8	7	10	6	0	0
	1.0 -	29	25	21	13	0	0
	2.0 -	31	26	62	39	0	0
	5.0 or over	5	4	3	2	100	11
Percentage pupils free meals	Under 5.0	34	30	30	19	0	0
	5.0 -	22	20	22	14	0	0
	10.0 -	21	19	30	19	18	2
	20.0 -	12	11	8	5	27	3
	30.0 -	6	5	8	5	18	2
	40.0 or over	4	4	3	2	36	4
Schools	Schools in sample	100	89	100	64	100	11

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

		Primary		Secondary		Special	
		%	Count	%	Count	%	Count
Representativeness of diary week	More busy	12	11	6	4	9	1
	About same	63	56	64	41	55	6
	Less busy	4	4	6	4	0	0
	Not known/stated	20	18	23	15	36	4
Special events in diary week	Yes	31	28	34	22	18	2
	No	48	43	42	27	45	5
	Not stated	20	18	23	15	36	4
Schools	Schools in sample	100	89	100	64	100	11

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