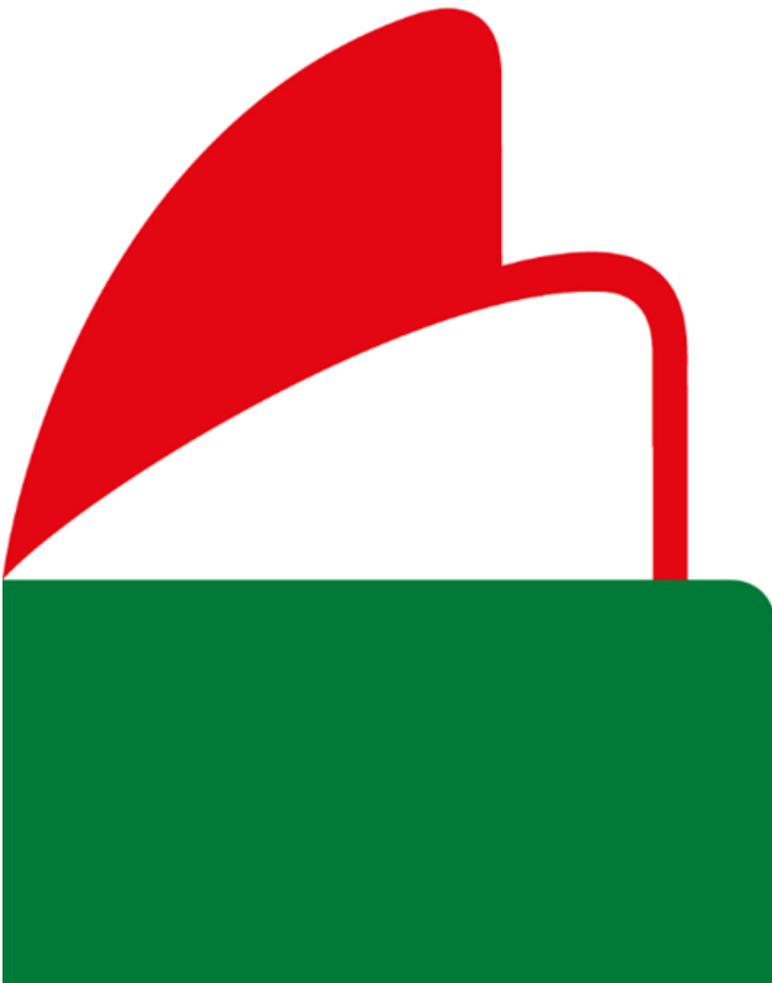




National Education Workforce Survey

Research Report

April 2017



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Annex B – H: Foreword and copies of the questionnaires are available in a separate document.

Executive summary

Overview

1. This report presents findings from a quantitative research study carried out by the Education Workforce Council (EWC) on behalf of the Welsh Government between the 31 October 2016 and 9 January 2017 on the experiences of registered education practitioners working in Wales.

Methodology

2. An invitation to complete an online questionnaire was issued to all registered practitioners in Wales for whom a postal or email address was held on the Register of Education Practitioners. In addition, to assist with the response rates for the supply workforce, they were also provided with paper based versions of the questionnaires. Responses were received from 10,408 (14.4%) individuals.
3. The responder profile is broadly representative in each group of the profile on the Register of Education Practitioners, this is evidenced in each individual section. The data for the profile on the Register were extracted on the 25 October 2016.
4. Each set of survey questions were piloted prior to the launch of the survey with a diverse cross-section of registrants including a combination of phases, languages, gender, employment description/roles.
5. The questionnaires for each survey group are provided as annexes B – H.
6. Respondent information was matched to the Register of Education Practitioners in order to facilitate additional analyses relating to other variables if required, in particular age, gender and employment description.
7. Further education (FE) lecturers are known in legislation as FE teachers and therefore the legislative terminology has been used throughout this report.

Key findings

8. The findings from the research study across the 6 survey groups are set out below. Please also refer to the individual summaries in sections 3 to 8:
 - In terms of the most rewarding part of their role, two areas featured highly amongst all survey groups:
 - teaching/supporting learners and seeing them progress (school teacher 93.5%, FE teacher 92.3%, school learning support worker (LSW) 87.7%, FE learning support worker 85.2%);
 - working with others (within or outside institution/school) (school teacher 38.1%, FE LSW 34.6%, FE teacher 34.5%, school LSW 28.3%).

In addition teaching staff enjoyed trying new and innovative teaching methods (school teacher 37.2%, FE teacher 37.0%) whilst learning support workers also found supporting learners with additional learning needs (School LSW 61.6%, FE LSW 36.2%) rewarding.

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- Workload was shared as the least rewarding aspects of registrants' roles (school teacher 78.1%, FE teacher 61.8%, school LSW 34.5%, FE LSW 30.7%). Administration also featured highly for school (52.0%) and FE teachers (69.1%) and financial constraints for learning support workers in schools (62.0%) and FE (61.9%).
- The most popular response in each survey group to the question about how registrants felt their career would change in the next three years was to continue to develop their practice (56.7% of school LSW; 54.8% of FE teachers; 51.4% of FE LSW; 47.3% of school teachers).
- 33.6% of school teachers, 23.0% of FE teachers, 16.5% of school LSW and 14.4% FE LSW who responded indicated they intended to leave their respective professions in the next three years.
- Attending courses/training was the most commonly selected form of continuing professional development undertaken in the last 12 months (FE teacher 85.8%, FE LSW 81.7%, school teacher 76.8%, school LSW 65.7%, supply LSW 52.4%, supply teacher 33.4%).
- Respondents would welcome further development in:
 - ICT & digital skills (supply teacher 46.3%, school LSW 46.2%, school teacher 45.9%, supply LSW 40.7%, FE teacher 32.3%, FE LSW 22.2%);
 - behaviour management (supply LSW 51.0%, school LSW 49.6%, supply teacher 40.7%, FE LSW 33.9%, school teacher 23.3%, FE teacher 21.4%);
 - additional learning needs (FE LSW 55.6%, supply LSW 50.2%, school LSW 36.1%, supply teacher 34.9%, FE teacher 28.0%, school teacher 25.6%).

The percentage of respondents who had undertaken self-directed study in the last 12 months (including reading publications, books, journals, articles or researched new developments) ranged from 31.2% of supply LSWs to 57.4% of FE teachers.

- 22.4% of school LSW, 13.9%, of school teachers, 11.7%, of FE LSW and 11.3% of FE teachers felt that their development needs had not been met at all in the last 12 months as well as 42.2% of supply teachers and 20.8% of supply learning support workers.
- Cost was one of the main barriers/obstacles preventing respondents from accessing professional development (school teacher 68.7%, school LSW 61.4%, FE teacher 45.9%, supply LSW 49.5%, FE LSW 46.7%, supply teacher 40.8%). Conflict with work/not enough time also featured highly amongst non-supply practitioners (FE teachers 70.9%, school teacher 56.5%, FE LSW 51.8%, school LSW 35.0%) whilst supply respondents indicated a lack of awareness of opportunities (supply teacher 35.8%, supply LSW 32.9%).
- Whilst 84.9% of school teachers, 78.5% of supply teachers, 74.4% of % supply learning support workers and 71.3% of school learning support workers stated they were fairly or very confident in the use of ICT in their work, 27.0% of school learning support workers, 22.8% supply learning support workers, 19.6% of supply teachers, 14.0% of school teachers stated they were not very or not at all confident in the use of ICT in their work.
- 45.4% of school teachers who responded stated they were not very or not at all familiar with the new Welsh Government Digital Competency Framework.

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- 45.4% of school learning support workers, 28.3% of FE teachers, 26.5% of FE learning support workers and 15.9% of school teachers indicated that they had never received a performance management review or had not received one in the last 12 months.
- 71.1% of supply teachers and 38.6% of school teachers who responded indicated they were not very or not at all familiar with the content and recommendations in Professor Donaldson's report 'Successful Futures'.
- Of those who responded, 88.3% of school teachers, 59.5% of further education teachers, 38.1% of school learning support workers, 24.1% of supply teachers, 17.9% of further education LSW and 6.7% of supply LSW disagreed or disagreed strongly that they were able to effectively manage their existing workload.
- The main factors which impacted most on respondents ability to effectively manage their workload were:
 - administration (school teacher 77.4%, supply teacher 52.7%, FE teacher 79.9%, school LSW 46.5%, supply LSW 30.3%, FE LSW 52.9%);
 - fitting curriculum content into the hours (school teacher 44.8%, FE teacher 40.7%, supply teacher 24.0%);
 - internal and external organisational accountability featured highly for teachers (school teacher 40.7% and FE teacher 30.1%);
 - class size was a common factor for all survey groups (supply teacher 28.6%, supply LSW 26.1%, school teacher 25.9%, school LSW 20.4%, FE teacher 18.5%, FE LSW 17.5%);
 - covering for absent colleagues was more of an issue with learning support workers in schools (27.4%) and FE (26.1%) in comparison to teachers in FE (13.7%) and schools (3.2%).
- Full-time school teachers revealed that they regularly work an average of 50.7 hours during an average working week. The average number of hours worked during an average working week by full time FE teachers was 47.7 hours, 38.8 hours for school learning support workers and 37.4 hours for FE LSW.
- If more time was available, one of the most common uses of time across survey groups would be for planning and preparation (FE teacher 57.4%, school teacher 51.8%, supply teacher 37.2%, FE LSW 32.7%, school LSW 36.9%, supply LSW 29.3%). Discussing work with other staff featured highly amongst learning support workers (supply LSW 39.8%, school LSW 39.3%, FE LSW 38.5%).
- 57.9% of school teachers indicated they had not used the existing 'Practising Teacher' standards or leadership standards in setting objectives, planning development or reviewing performance in the last 12 months.
- The majority of respondents worked solely or mainly through the medium of English, however the proportion in further education was higher (86.9% FE teachers in comparison to 76.6% school teachers).
- The findings from the supply teacher survey were consistent in the main with the 2014 supply teacher survey¹. There are still predominantly two groups of practitioners who undertake supply work; those in the early years of their careers (24.6%) and those towards the end of their careers (32.4%). One difference was

¹ The General Teaching Council for Wales (GTCW), now known as the Education Workforce Council undertook a teacher supply survey in 2014 which available at ewc.wales.

Executive summary

that more respondents had been undertaking supply work for between 0 -2 years with 47.5% in 2016 compared to 38.3% in 2014.

9. The questionnaires included a number of opportunities for respondents to make additional comments, both in respect of individual questions and through an additional “any other comments” question at the end of the survey.

1.0 Introduction

- 1.1 The Education Workforce Council (EWC) is the independent regulator in Wales for teachers in maintained schools, further education teachers and learning support staff in both school and FE settings. In addition, the EWC will regulate youth workers and people involved in Work Based Learning from 1 April 2017.
- 1.2 The Education Workforce Council (EWC) was established by the Education (Wales) Act 2014. Under the Act, the General Teaching Council for Wales (GTCW) was reconfigured and renamed to become the Education Workforce Council (EWC). The EWC came into being on 1st April 2015. The principal aims of Council are to:
- contribute to improving the standards of teaching and the quality of learning in Wales;
 - maintain and improve standards of professional conduct amongst teachers and persons who support teaching and learning in Wales;
 - safeguard the interests of learners, parents and the public and maintain public trust and confidence in the education workforce.
- 1.3 The EWC has considerable experience of undertaking practitioner surveys and data analyses from the Register of Education Practitioners. The Register provides a unique source of data not available elsewhere.
- 1.4 Regulations require a practitioner to be registered in the correct category or categories for the work that they undertake or intend to undertake. Those categories are:
- **school teacher** - any qualified (with Qualified Teacher Status (QTS)) school teacher working or wishing to work in a maintained school or non-maintained special school in Wales;
 - **further education teacher** - practitioners currently working or intending to work as a further education teacher in a further education institution in Wales;
 - **school learning support worker** - practitioners currently working or intending to work as a learning support worker in a maintained school or non-maintained special school in Wales;
 - **Further education learning support worker** - practitioners currently working or intending to work as a learning support worker in a further education institution in Wales.

Practitioners may be registered in multiple categories if they are working or intend to work in more than one category area.

- 1.5 The questions and design of the survey were produced by the EWC in collaboration with Welsh Government officials, with input from a number of trade unions. The General Teaching Council for Wales (GTCW), now known as the Education Workforce Council undertook a teacher supply survey in 2014. Several of the questions for the 2016 supply survey were derived from the previous survey to allow for comparison. The results from the 2014 supply survey are displayed and are compared within this report (section 6).
- 1.6 The findings of the report are set out as follows:
- section 2 outlines the methodology undertaken for the survey;
 - sections 3 to 8 provide the results of the data tabulation and additional comments from the survey questions;
 - annex A provide a list of tables included in the report;
 - annexes B – H provide a copy of the foreword and copies of each questionnaire.

2.0 Methodology

2.1 The initial research group invited to respond to the survey consisted of 72,497 registered practitioners broken down as follows:

Table 1 Breakdown of registered practitioners

Survey group	Number invited to respond	Employment indicated they were no longer teaching and/or undertaking learning support work or the EWC had no means of contacting the individual
FE teacher	5,371	6
FE LSW	2,333	12
School teacher	30,610	397
School supply teacher ²	4,687	0
School LSW	25,648	98
School supply learning support worker	3,848	5
Total	72,497	518

Please note no employment information was held for 782 of the registrants listed above (91 FE teacher, 31 FE LSW, 429 school teacher and 231 school LSW). These individuals were invited to respond in the event they had not yet updated their employment record on the Register.

Regardless of employment description, all registrants were able to respond if they wished to by visiting the EWC website and accessing the survey questionnaires directly. As the questions were aimed at practising registrants. Those not practising were not invited directly to respond. These included:

- advisory teacher, with no direct unsupervised pupil contact in a teaching capacity
- home tutor (private)
- not currently employed as a teacher, but employed in a profession other than education

2.2 On 31 October 2016, invitations to complete the surveys were e-mailed to those registrants for whom an e-mail address was held and letters were posted to registrants with no e-mail address.

2.3 The invitation directed registrants to a bilingual online questionnaire available from the Council's website. If no personal e-mail or postal address were held on the Register, an invitation to respond was sent via the practitioner's employer if the information was held. The invitations were issued jointly from Kirsty Williams, Cabinet Secretary for Education and Angela Jardine, EWC Chairperson. The breakdown of invitations by e-mail and letter was as follows:

² Employment description of supply as the main employment record on the Register (this also applies to school supply learning support workers).

Table 2 Breakdown of invitations to respond to the survey

Survey group	E-mail	Letter	Via employer	Total
FE teacher	4,881	482	8	5,371
FE LSW	565	1,766	2	2,333
School teacher	23,536	7,049	25	30,610
School supply teacher	4,198	489	N/A	4,687
School LSW	5,061	20,099	488	25,648
School supply LSW	3,501	347	N/A	3,848
Total	41,708	30,222	523	72,497

- 2.4 Out of the initial group, 39 registrants subsequently contacted the EWC to update their employment or felt unable to complete the surveys as the questions were not appropriate to their role. In addition, 300 letters were returned as undeliverable. Further, 19 hard copies of the supply surveys were received too late to be considered within the results.
- 2.5 Reminders were sent throughout November and early December to those individuals who had not responded by e-mail or post as applicable.
- 2.6 Note some percentages in this report may not sum to 100 due to:
- rounding;
 - some questions allowed for multiple responses.
- 2.7 Duplicate, unverified responses and other anomalies such as false names were excluded leaving a percentage response rate of 14.4% (the number of verified responses divided by the number of registrants invited to respond), which is broken down as follows:

Table 3 Breakdown of responses

Survey group	Final response numbers	Verified responses	% response rate ³
FE teacher	973	961	17.9
FE LSW	259	257	11.0
School teacher	5,187	5,115	16.7
School supply teacher	1,333	1,306	27.9
School LSW	2,209	2,179	8.5
School supply LSW	598	590	15.3
Total	10,559	10,408	14.4

Where registrants were registered in more than one category of registration, 26 chose to complete more than one survey, this mostly comprised of registrants completing a school teacher survey and one of the supply surveys.

³ The response rate has been calculated by dividing the number of verified responses by the number of registrants invited to respond.

3.0 Results – survey responses – further education teacher

3.1 Respondent profile

Table 4 Registration status of respondents to the FE teacher survey

Registered as a further education teacher	918
Not registered as a further education teacher	43
Total	961

Note that those not registered as a FE teacher have been included as it is conceivable that the practitioner or employer had not yet notified the EWC of a change to the practitioners' employment status.

Table 5 Gender balance of respondents to the FE teacher survey

Gender	Respondents		Profile on the Register	
	Number	%	Number	%
Female	543	56.5	3,139	58.4
Male	418	43.5	2,238	41.6
Total	961	100	5,377	100

Table 6 Age range of respondents to the FE teacher survey

Age range	Respondents		Profile on the Register	
	Number	%	Number	%
Under 25	6	0.6	75	1.4
25 to 29	42	4.4	314	5.8
30 to 34	77	8	525	9.8
35 to 39	91	9.5	620	11.5
40 to 44	131	13.6	660	12.3
45 to 49	164	17.1	885	16.5
50 to 54	196	20.4	895	16.6
55 to 59	153	15.9	810	15.1
60 to 64	72	7.5	395	7.3
65 +	29	3.0	198	3.7
Total	961	100	5,377	100

926 (96.4%) registrants completed the survey through the medium of English and 35 (3.6%) through the medium of Welsh.

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Table 7 Employment description of respondents as recorded as the primary employment on the Register of Education Practitioners at the start of the survey

	Respondents		Profile on the Register	
	Number	%	Number	%
FE Teacher (Lecturer)	855	89.0	4,853	90.3
Others in-service ⁴	21	2.2	279	5.2
Others out of service ⁵	85	8.8	245	4.6
Total	961	100	5,377	100

The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

⁴ Others in service included supply.

⁵ Others out of service included individuals on a career break or unemployed, retired or other roles such as FE learning support work and roles outside of FE e.g. teacher, teaching assistant.

3.2 Key findings of further education teachers

- In terms of what FE teachers considered the most rewarding part of their role, the three areas most highly selected were:
 - teaching and seeing learners progress (92.3%);
 - trying new and innovative teaching methods (37.0%);
 - working with others (34.5%).
- Administration (69.1%) and workload (61.8%) were seen as the least rewarding aspects of the role, followed by management and governing body accountability (42.2%) and financial constraints (38.6%).
- In terms of career development, 54.8% of FE teachers who responded indicated they intended to continue to develop their practice over the next 3 years, whilst 23.0% stated that they intend to leave the profession in the next 3 years.
- In view of the 30 hour (full time equivalent) CPD requirement for FE teachers under the national FE contract, 52.7% had met this requirement in the last 12 months. A range of activities had been undertaken, however the most popular was attending courses workshops, conferences and seminars (85.8%).
- 28.2% of FE teachers felt that their professional development needs over the last 12 months had been fully met. The main barriers for accessing the required continuing professional development were conflict with work/not enough time (70.9%) and cost (45.9%).
- When asked which development opportunities they would welcome most, the five most selected areas were:
 - ICT and digital skills (32.3%);
 - subject/industry knowledge (30.9%);
 - differentiated learning techniques (including ALN & able and talented learners) (28.0%);
 - curriculum design (27.6%);
 - motivating learners (26.2%).
- Whilst 88.4% of FE teachers stated they were fairly or very confident in using ICT in their lecturing, 10.2% indicated they were wither not at all confident or not very confident in using ICT in their work.
- There appears to be inconsistency in terms of provision of training for FE teachers in relation to the 'Prevent' strategy⁶. Although there is evidence that a range of methods/training are being used, 18.5% of FE teachers stated that they had not received any training in this area.
- 28.3% of FE teachers indicated that they had never received a performance management review (PMR) or had not received one in the last 12 months. There was also variation in terms of what the PMR covered which suggests a lack of standardised approach to managing performance and career development.
- Views are polarised in relation to the value of teaching observation in terms of improving practice; 31.5% either disagreed or strongly disagreed it improved practice, whilst 28.2% either strongly agreed or agreed that

⁶ The 'Prevent duty' is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

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it helped improve their practice. 13.0% had not had any classroom observation and 34.4% had not had any peer review in the last year.

- 59.4% either disagreed or strongly disagreed that they were able to manage their workload within the agreed working hours.
- The three main areas in terms of what had most impact on their ability to effectively manage their workload:
 - Administration and paper work (79.9%);
 - fitting curriculum content in to available teaching hours (40.7%);
 - organisational expectations and accountability (30.1%).
- During an average working week a full-time FE teacher (contracted to work for 37 hours or more) worked on average 47.7 hours.
- If more time was available, the main areas FE teachers selected they would benefit from would be course/lesson planning (57.4%) and developing resources (43.1%).
- 66.1% of FE teachers indicated that they teach and assess solely through the medium of English, while 2.9% teach and assess solely or mainly through the medium of Welsh and 8.9% teach and assess equally through the medium of English and Welsh.
- 10.5% of FE teachers who responded had received training to teach and assess through the medium of Welsh and were confident to do so.
- 52.1% of respondents have no Welsh language qualifications at all.

3.3 Tabulation of each question - further education teachers survey responses

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Table 8 Question 1: What aspects of your role do you find most rewarding? (select up to three)

	Number of responses	% of respondents
Access to training and development	103	10.7
Coaching and mentoring	254	26.4
Developing yourself	235	24.5
Managing others	55	5.7
Research	66	6.9
Supporting learners with special and/or additional learning needs	178	18.5
Teaching and seeing learners progress	887	92.3
Trying new and innovative teaching methods	356	37.0
Working with others (within or outside your institution)	332	34.5
Your physical working environment	55	5.7
No response	7	0.7
Other (please state)	24	2.5
Total	2,552	
Base - total number of respondents	961	

As respondents were able to select up to three answers, included in the above figures are: 7 registrants who did not respond; 88 registrants who selected 1 response option; 141 who selected 2 options; 725 who selected 3 options.

Table 9 Question 2 What aspects of your role do you find least rewarding? (select up to three)

	Number of responses	% of respondents
Access to training and development	74	7.7
Administrative aspects of your role	664	69.1
Financial constraints on your institution or role	371	38.6
Learner behaviour or other issues related to learners	232	24.1
Management or governing body expectations and accountability	406	42.2
Working with others (within or outside your institution)	18	1.9
Workload	594	61.8
Your physical working environment	83	8.6
No response	7	0.7
Other (please state)	24	2.5
Total	2,473	
Base - total number of respondents	961	

As respondents were able to select up to three answers, included in the above figures are: 7 registrants who did not respond; 103 registrants who selected 1 response option; 190 who selected 2 options; 661 who selected 3 options.

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Table 10 Question 3: Is your employment as a FE lecturer? (select one)

	Number of responses	% of respondents
Fractional - fixed term	25	2.6
Fractional - permanent	199	20.7
Full-time - fixed term	8	0.8
Full-time - hourly paid	15	1.6
Full-time - permanent	523	54.4
Part-time - hourly paid	141	14.7
No response	8	0.8
Other (please state)	42	4.4
Total	961	100

Table 11 Question 4: How do you see your teaching career changing in the next 3 years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop/strengthen your practice as a lecturer	527	54.8
Increasing your working hours	197	20.5
Leaving teaching	221	23.0
Mentoring or supporting less experienced colleagues	222	23.1
Moving to a different educational setting	118	12.3
Moving to a different FE institution	70	7.3
Moving to a teaching role outside of Wales	49	5.1
Progressing to become a middle manager	100	10.4
Progressing to become a senior manager	44	4.6
Reducing your working hours	159	16.5
Retiring	94	9.8
No response	11	1.1
Other (please state)	51	5.3
Total	1,863	
Base - total number of respondents		961

As respondents were able to select all answers which apply, included in the above figures are: 11 registrants who did not respond; 400 registrants who selected 1 response option; 279 who selected 2 options; 213 who selected 3 options; 39 who selected 4 options; 15 who selected 5 options; 4 who selected 6 options.

Table 12 Question 5: How many hours professional development do you estimate to have undertaken in the past 12 months? (select one)

	30 hours or more	%	Less than 30 hours	%	None	%	No response	%	Total
Total	506	52.7	406	42.2	36	3.7	13	1.4	961

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Table 13 Question 6: Which of the following professional development activities have you undertaken in the last 12 months? (Select all that apply)

	Number of responses	% of respondents
Acquired additional skills and knowledge as part of a new post or role	335	34.9
Attended courses, workshops, conferences, seminars (including e-learning)	825	85.8
Demonstrated/shared your best practice with others	510	53.1
Had colleagues observe your teaching and give you feedback	562	58.5
Made use of new technologies	561	58.4
Made visits to or developed partnerships with Industry/employers	260	27.1
Mentored or coached others	316	32.9
Observed colleagues' teaching or work shadowed them	334	34.8
Read publications, books, journals, articles (hard copy or online) or researched new developments	552	57.4
Received support from a mentor or coach	134	13.9
Reflective practice	383	39.9
Studied for academic or professional qualifications (e.g. a Masters degree)	152	15.8
Undertaken action research/enquiry	99	10.3
Undertaken collaborative learning outside of your institution (including online)	121	12.6
Undertaken collaborative learning with colleagues in your institution	225	23.4
Undertaken specific training to develop your Welsh language skills (e.g. Sgiliaith courses)	92	9.6
Worked on something new (e.g. an initiative, project, activity, teaching a new subject/course level)	422	43.9
I have not undertaken any professional development in the last 12 months	22	2.3
No response	15	1.6
Other (please state)	24	2.5
Total	5,944	
Base - total number of respondents		961

As respondents were able to select all answers which apply, included in the above figures are: 15 registrants who did not respond; 59 registrants who selected 1 response option; 64 who selected 2 options; 107 who selected 3 options; 86 who selected 4 options; 108 who selected 5 options; 104 who selected 6 options; 112 who selected 7 options, 66 who selected 8 options, 61 who selected 9 options, 60 who selected 10 options, 49 who selected 11 options, 31 who selected 12 options, 20 who selected 13 options, 8 who selected 14 options, 7 who selected 15 options, 4 who selected 16 options.

Table 14 Question 7: Do you think you have had access to the professional development you needed in the last 12 months? (select one)

	Fully	%	Partly	%	Not at all	%	No response	%	Total
Total	271	28.2	566	58.9	109	11.3	15	1.6	961

Further education teacher

Table 15 Question 8: What do you think are the main barriers/obstacles stopping you accessing professional development? (select all that apply)

	Number of responses	% of respondents
Conflict with your work/not enough time	681	70.9
Cost	441	45.9
Home, family, personal commitments	211	22.0
Lack of support from your employer/manager	181	18.8
The relevant professional development is not available or of sufficient quality	179	18.6
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	14	1.5
Your professional development does not form part of the college's current development plan	102	10.6
No response	45	4.7
Other (please state)	43	4.5
Total	1,897	
Base - total number of respondents	961	

As respondents were able to select all answers which apply, included in the above figures are:45 registrants who did not respond; 330 registrants who selected 1 response option;328 who selected 2 options;185 who selected 3 options; 56 who selected 4 options; 15 who selected 5 options; 2 who selected 6 options.

Further education teacher

Table 16 Question 9: In which of the following areas would you welcome further development? (select all that apply)

	Number of responses	% of respondents
Action research / enquiry	123	12.8
Assessing/marking/giving feedback/learner evaluation and assessment for learning	170	17.7
Behaviour and classroom management	206	21.4
Coaching and mentoring	106	11.0
Curriculum content and design	265	27.6
Data analysis	94	9.8
Differentiated learning techniques including additional learning needs/supporting more able and talented learners	269	28.0
Equality and diversity	47	4.9
Essential skills teaching including literacy and/or numeracy	103	10.7
GCSE English teaching	44	4.6
GCSE Maths teaching	62	6.5
ICT and digital skills	310	32.3
Leadership and management	193	20.1
Learner well-being	149	15.5
Motivating and engaging learners	252	26.2
Reflecting on and evaluating your practice	94	9.8
Safeguarding	76	7.9
Subject and/or industry knowledge	297	30.9
Welsh Bacculaureate	123	12.8
Welsh language skills including GCSE Welsh teaching	68	7.1
No response	36	3.7
Other (please state)	40	4.2
Total	3,127	
Base - total number of respondents	961	

As respondents were able to select all answers which apply, included in the above figures are: 36 registrants who did not respond; 199 registrants who selected 1 response option; 189 who selected 2 options; 199 who selected 3 options; 130 who selected 4 options; 81 who selected 5 options; 45 who selected 6 options; 33 who selected 7 options, 16 who selected 8 options, 13 who selected 9 options, 4 who selected 10 options, 3 who selected 11 options, 5 who selected 12 options, 5 who selected 13 options, 1 who selected 14 options, 1 who selected 15 options; 1 who selected 19 options

Table 17 Question 10: Please rate your level of confidence in using ICT in your lecturing? (select one)

	Number of responses	% of respondents
Very confident	336	35.0
Fairly confident	514	53.5
Not very confident	89	9.3
Not confident at all	9	0.9
No response	13	1.4
Total	961	100

Further education teacher

Table 18 Question 11: Which of the following professional development about "Prevent" (the UK Government's anti-extremism initiative) have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Completed WRAP (Workshop to Raise Awareness of Prevent)	311	32.4
Attended other (non-WRAP) external courses, workshops, conferences, seminars (including e-learning)	158	16.4
Read publications, books, journals, articles (hard copy or online) or undertaken your own research	101	10.5
Received specific training or awareness raising by your institution	388	40.4
I have undertaken professional development more than a year ago	43	4.5
I have not undertaken any professional development about "Prevent"	178	18.5
No response	24	2.5
Other (please state)	34	3.5
Total	1,237	
Base - total number of respondents	961	

As respondents were able to select all answers which apply, included in the above figures are: 24 registrants who did not respond; 725 registrants who selected 1 response option; 155 who selected 2 options; 51 who selected 3 options; 5 who selected 4 options; 1 who selected 5 options.

Table 19 Question 12: Have you received training in effective peer review within the last 3 years? (select one)

	Yes	%	No	%	No response	%	Total
Total	315	32.8	632	65.8	14	1.5	961

Table 20 Question 13: Have you received training in effective observation of colleagues within the last 3 years? (select one)

	Yes	%	No	%	No response	%	Total
Total	323	33.6	624	64.9	14	1.5	961

Table 21 Question 14: When did you have your last Performance Management review? (select one)

	Number of responses	% of respondents
In the last 12 months	671	69.8
More than 12 months ago	180	18.7
Never (If never, go to question 17)	92	9.6
No response	18	1.9
Total	961	100

Further education teacher

Table 22 Question 15: Which of the following areas did your last Performance Management review cover? (select all that apply)

	Number of responses	% of respondents
Agreeing your performance objectives for the next year	649	67.5
Agreeing your professional development objectives for the next year	592	61.6
Feedback from observation of your teaching	528	54.9
Reviewing and reflecting on the professional development you had undertaken	369	38.4
Reviewing and reflecting on your contribution to the institution's development priorities	387	40.3
Reviewing and reflecting on your impact on learner outcomes	384	40.0
Reviewing and reflecting on your performance against agreed objectives	478	49.7
No response	110	11.4
Other (please state)	22	2.3
Total	3,519	
Base - total number of respondents		961

As respondents were able to select all answers which apply, included in the above figures are: 110 registrants who did not respond; 108 registrants who selected 1 response option; 127 who selected 2 options; 151 who selected 3 options; 122 who selected 4 options; 104 who selected 5 options; 91 who selected 6 options; 144 who selected 7 options; 4 who selected 8 options.

Table 23 Question 16: How regularly do you discuss (formally or informally) the performance and professional development objectives set in your last Performance Management review with your appraiser? (select one)

	Number of responses	% of respondents
Weekly	17	1.8
Monthly	77	8.0
Termly	116	12.1
Annually	493	51.3
Never	153	15.9
No response	105	10.9
Total	961	100

Table 24 Question 17: To what extent do you believe classroom observation has helped to improve your practice in the last year? (select one)

	Number of responses	% of respondents
Strongly agree	62	6.5
Agree	209	21.7
Neither agree or disagree	250	26.0
Disagree	159	16.5
Strongly disagree	144	15.0
Not applicable - I have not had any classroom observation the last year	125	13.0
No response	12	1.2
Total	961	100

Table 25 Question 18: To what extent do you believe peer review has helped to improve your practice in the last year? (select one)

	Number of responses	% of respondents
Strongly agree	51	5.3
Agree	199	20.7
Neither agree or disagree	215	22.4
Disagree	90	9.4
Strongly disagree	63	6.6
Not applicable - I have not had any peer review in the last year	331	34.4
No response	12	1.2
Total	961	100

Table 26 Question 19: To what extent do you agree or disagree that you are able to effectively manage your existing workload with your agreed working hours? (select one)

	Number of responses	% of respondents
Strongly agree	30	3.1
Agree	176	18.3
Neither agree or disagree	162	16.9
Disagree	285	29.7
Strongly disagree	286	29.8
No response	22	2.3
Total	961	100

Question twenty asked registrants to quantify the number of hours spent in an average week (including tasks that took place during weekends, evenings, or other non-contact hours rounded to the nearest quarter of an hour).

Issues in the completion of this question which need to be considered:

- hours stated were not rounded to the nearest quarter of an hour;
- miscalculating number of hours;
- percentages entered rather than numbers and other variations in the way the data were entered;
- ranges used and/or text to clarify the information entered particularly in relation to hours worked;
- the complexity and variety of contracted hours e.g. fractional/zero hours contracts;
- incomplete or inaccurate information e.g. some of the weekly hours appearing low in comparison to contract i.e. indicated they worked full-time but the sum of the declared total weekly hours worked was 2 hours.

Where individuals added a range of hours per activity, the average was used. If a number and '+' was entered e.g. 5+, the basic number (i.e. 5) was accepted. Numbers entered in text were converted to a numerical figure and figures rounded to the nearest quarter of an hour for ease of analysis.

62 failed to enter any hours against the activities, however 6 added comments which ranged from: unable to answer due to not being employed on a regular basis or stated the question was too time consuming or complex.

Of the 899 who responded, 360 indicated they were full time, 412 part-time, 111 failed to declare their hours, 16 others which included zero hour contracts, variable, annual hours, hourly paid or contracted hours unknown.

A full time FE teacher for the purposes of the survey was considered a person working 37 contracted hours per week or more as per the common contract for FE staff.

Further education teacher

Table 27 Breakdown of part-time contracted hours

Contracted hours	Number of respondents
Under 5	22
5-10	53
11-15	34
16-20	64
21-25	88
26-30	55
Over 30	96
Total	412

Table 28 Summary of average hours

	Average number of hours worked per week	Average contracted hours
Full-time	47.7	37.5
Part-time	34.3	22.1

Table 29 Question 20: During an average working week how long do you spend on the following?

	Full-time average hours per week	% of average hours	Part-time average hours per week	% of average hours	Contracted hours unknown average hours per week ⁷	% of average hours
Administration and paperwork (e.g. record keeping)	6.6	13.7	4.0	11.6	4.8	13.3
Assessment and marking	6.9	14.6	4.7	13.7	5.2	14.5
Management tasks (e.g. budgets)	2.2	4.6	0.6	1.9	1.4	4.0
Non-teaching / parent contact (e.g. extracurricular activities)	1.7	3.6	1.2	3.5	1.7	4.7
Planning and preparation	7.1	14.9	5.7	16.6	5.4	15
Professional development and training	1.3	2.8	1.2	3.6	0.9	2.4
Teaching and/or cover	20.2	42.3	15.2	44.2	15.5	43.1
Time for reflection	0.7	1.5	1.1	3.2	0.5	1.5
Other (please state)	1.0	2.0	0.5	1.5	0.5	1.4
Total	47.7	100	34.3	100	35.9	100

Note: the declared total weekly hours worked ranged from 0.25 to 141 hours per week.

29 (8.1%) full-time FE teachers stated that during an average week they work less than their contracted hours, 22 (6.1%) work their hours and 309 (85.8%) work above their contracted hours in an average week.

37 (9.0%) part-time FE teachers stated that during an average week they work less than their contracted hours, 19 (4.6%) work their hours and 356 (86.4%) work above their contracted hours in an average week.

⁷ Respondents who failed to declare their hours and could not be categorised as either full-time or part-time.

Further education teacher

Table 30 Question 21: To what extent do you agree or disagree that you usually have enough time to cover all programme content and ensure learners are fully supported? (select one)

	Number of responses	% of respondents
Strongly agree	28	2.9
Agree	184	19.1
Neither agree or disagree	197	20.5
Disagree	337	35.1
Strongly disagree	186	19.4
No response	29	3.0
Total	961	100

Table 31 Question 22: What impacts most on your ability to effectively manage your workload? (select up to three)

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying, setting up the learning environment)	768	79.9
Class sizes	178	18.5
Covering for absent colleagues	132	13.7
External assessment and quality assurance	155	16.1
Fitting curriculum content into the available teaching hours	391	40.7
Inspections	55	5.7
Management tasks (e.g. staffing, coaching / mentoring, budgets, policies, meetings)	128	13.3
Organisational expectations and accountability	289	30.1
Pastoral or extracurricular activities (e.g. learner welfare)	175	18.2
Professional development and training	34	3.5
No response	31	3.2
Other (please state)	41	4.3
Total	2,377	
Base - total number of respondents	961	

As respondents were able to select up to three answers, included in the above figures are: 31 registrants who did not respond; 128 registrants who selected 1 response option; 188 who selected 2 options; 614 who selected 3 options.

Further education teacher

Table 32 Question 23: If you had more time to spend on them, which of the following would benefit you in your role as a professional the most? (select up to three)

	Number of responses	% of respondents
Analysing learner data	49	5.1
Assessment and marking	262	27.3
Course / lesson planning and preparation	552	57.4
Curriculum review, developing schemes of work, researching new topics	361	37.6
Discussing work with learners and undertaking progress reviews	355	36.9
Exploring, selecting and developing resources	414	43.1
Moderation of assessments with colleagues	103	10.7
Time for reflection	186	19.4
Undertaking action research / enquiry	52	5.4
Undertaking professional development	181	18.8
No response	33	3.4
Other (please state)	13	1.4
Total	2,561	
Base - total number of respondents	961	

As respondents were able to select up to three answers, included in the above figures are: 33 registrants who did not respond; 73 registrants who selected 1 response option; 110 who selected 2 options; 745 who selected 3 options.

Table 33 Question 24: Through which language do you teach and assess? (select one)

	Number of responses	% of respondents
Solely through the medium of Welsh	10	1.0
Mainly through the medium of Welsh	18	1.9
Equally through the medium of Welsh and English	86	8.9
Mainly through the medium of English	200	20.8
Solely through the medium of English	635	66.1
No response	12	1.2
Total	961	100

Table 34 Question 25: Have you received training to teach and assess through the medium of Welsh (not including training to teach and assess the subject of Welsh Language)? (select one)

	Number of responses	% of respondents
Yes, I am confident teaching and assessing through the medium of Welsh	101	10.5
Yes, but I am <u>not</u> confident teaching and assessing through the medium of Welsh	139	14.5
No	702	73.0
No response	19	2.0
Total	961	100

Further education teacher

Table 35 Question 26: Which of the following Welsh language qualifications (as a subject) do you hold? (select all that apply)

	Number of responses	% of respondents
A level or equivalent in Welsh - first language	31	3.2
A level or equivalent in Welsh - second language	25	2.6
Degree or equivalent in Welsh	21	2.2
GCSE or equivalent in Welsh - first language	113	11.8
GCSE or equivalent in Welsh - second language	170	17.7
NVQ, GNVQ or equivalent in Welsh	5	0.5
Post graduate degree in Welsh	9	0.9
Post graduate diploma, certificate or equivalent in Welsh	8	0.8
Welsh for Adults - Entry level (including Welsh language sabbatical scheme)	48	5.0
Welsh for Adults - Foundation level (including Welsh language sabbatical scheme)	37	3.9
Welsh for Adults - Intermediate level (including Welsh language sabbatical scheme)	29	3.0
Welsh for Adults - Proficiency level	32	3.3
No Welsh language qualification	501	52.1
No response	19	2.0
Other (please state)	26	2.7
Total	1,074	
Base - total number of respondents	961	

As respondents were able to select all answers which apply, included in the above figures are: 19 registrants who did not respond; 860 registrants who selected 1 response option; 62 who selected 2 options; 13 who selected 3 options; 5 who selected 4 options; 1 who selected 5 options; 1 who selected 7 options.

4.0 Results – survey responses – further education learning support worker

4.1 Respondent profile

Table 36 Registration status of respondents to the further education learning support worker survey

Registration as a further education learning support worker	241
Not registered as a further education learning support worker	16
Total	257

Note that those not registered as a FE learning support worker have been included as it is conceivable that the practitioner or employer had not yet notified the EWC of a change to the practitioners' employment status.

Table 37 Gender balance of respondents to the further education learning support worker survey

Gender	Respondents		Profile on the Register	
	Number	%	Number	%
Female	173	67.3	1,546	65.9
Male	84	32.7	799	34.1
Total	257	100	5,377	100

Table 38 Age range of respondents to the further education learning support worker survey

Age range	Respondents		Profile on the Register	
	Number	%	Number	%
Under 25	8	3.1	139	5.9
25 to 29	12	4.7	227	9.7
30 to 34	22	8.6	217	9.3
35 to 39	25	9.7	230	9.8
40 to 44	22	8.6	246	10.5
45 to 49	46	17.9	308	13.1
50 to 54	44	17.1	364	15.5
55 to 59	48	18.7	341	14.5
60 to 64	23	8.9	195	8.3
65 +	7	2.7	78	3.3
Total	257	100	2,345	100

254 registrants (98.8%) completed the survey through the medium of English and 3 (1.2 %) through the medium of Welsh.

Further education learning support worker

Table 39 Employment description of respondents as recorded as the primary employment on the Register of Education Practitioners at the start of the survey

	Respondents		Profile on the Register	
	Number	%	Number	%
FE learning support worker	212	82.5	2,114	90.1
Others in-service ⁸	12	4.7	63	2.7
Others out of service ⁹	33	12.8	168	7.2
Total	257	100	2,345	100

The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: ‘17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her’, however not all practitioners adhere to this timescale.

⁸ Others in service included supply.

⁹ Others out of service included individuals on a career break or unemployed, retired or other roles such as FE teacher and roles outside of FE e.g. teacher, teaching assistant.

4.2 Key findings of further education learning support workers

- The four main areas by responding FE learning support workers when describing the work undertaken as part of their role were:
 - one to one work with learners (63.0%);
 - working with small groups of learners (58.8%);
 - administrative work (56.4%);
 - supporting learners with additional needs or behavioural issues (51.8%).
- 39.3% of FE learning support workers who responded hold a degree qualification.
- In terms of what FE learning support workers considered the most rewarding, the options most selected by respondents were:
 - supporting learners and seeing them progress (85.2%);
 - supporting learners with special and/or additional learning needs (36.2%);
 - working with other (within or outside their institution) (34.6%);
 - Closely followed by 'developing yourself' (30.4%) which was higher than FE teachers (24.5%).
- Financial constraints (61.9%) and workload (30.7%) were the least rewarding aspects of the role, followed by learner behaviour or other issues related to learners (28.0%) and administration (25.7%). The proportion of FE learning support workers who selected financial constraints was higher than FE teachers (61.9% compared to 38.6%).
- In terms of career development, 51.4% FE learning support workers indicated they would continue to develop their practice over the next 3 years, however 14.4% stated they would be leaving the profession in the next three years.
- 86.4% of responding FE learning support workers felt their development needs were either fully or partly met. 11.7% of registrants felt that they had not been able to access the professional development they needed in the last 12 months at all.
- The two main areas respondents felt they would welcome further development in most were:
 - differentiated learner techniques (including ALN & able and talented learners) (55.6%);
 - learner behaviour management strategies (33.9%).
- The main barriers for accessing the required continuing professional development were conflict with work/not enough time (51.8%) and cost (46.7%).
- Similar to FE teachers the provision of training in relation on the 'Prevent' strategy were inconsistent with 19.8% of support staff indicated they had not undertaken training at all.
- Whilst the majority 77.8% of FE learning support workers were confident in using ICT in their work, 17.9% indicated they were either not at all confident or not very confident.

Further education learning support worker

- 26.5% of FE learning support workers who responded had either never received a performance management review (PMR) or had not received one in the past 12 months. Similar to FE teachers there was variation in terms of what the PMR covered.
- A full-time FE learning support worker (contracted for 37 or more hours) worked on average 37.4 hours during an average working week.
- If more time was available, to benefit their role, 38.5 % of responding FE learning support workers would like time for discussing work with senior/other staff and for planning and preparation (32.7%).
- 57.2% of support staff indicated that they did not hold a Welsh language qualification.
- 87.2% indicated they worked solely or mainly through the medium of English.

4.3 Tabulation of each question further education learning support worker survey responses

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Table 40 Question 1: What type of work do you undertake in your role as a learning support worker? (select all that apply)

	Number of responses	% of respondents
Administrative work	145	56.4
Contributing to assessment	91	35.4
Cover supervision	58	22.6
Demonstrating	96	37.4
Helping with extracurricular activities and the wider work of the institution	62	24.1
Learner welfare and medical care	71	27.6
One to one work with learners	162	63.0
Planning and recording	102	39.7
Supporting learners with additional learning needs or behavioural issues	133	51.8
Supporting multi ethnicity learners with English as an additional language	42	16.3
Technician	58	22.6
Working with parents or guardians/community	38	14.8
Working with small groups of learners	151	58.8
Other roles (please state)	62	24.1
Grand Total	1271	
Base - total number of respondents		257

As respondents were able to select all answers which apply, included in the above figures are: 55 registrants who selected 1 response option; 26 who selected 2 options; 18 who selected 3 options; 26 who selected 4 options; 24 who selected 5 options; 17 who selected 6 options; 29 who selected 7 options; 22 who selected 8 options; 11 who selected 9 option; 13 who selected 10 options; 16 who selected 11 options.

Further education learning support worker

Table 41 Question 2: Which of the following qualifications/standards do you hold? (select all that apply)

	Number of responses	% of respondents
A -Level	87	33.9
BTEC	42	16.3
CACHE	13	5.1
Certificate of Higher Education (CertHE)	24	9.3
City & Guilds	96	37.4
Degree	101	39.3
Diploma of Higher Education (DipHE)	21	8.2
Foundation Diploma	9	3.5
GCSE/O-level	170	66.1
GNVQ (General National Vocational Qualification)	15	5.8
Higher Level Teaching Assistants Standards	6	2.3
Higher National Certificate (HNC)	26	10.1
Higher National Diploma (HND)	16	6.2
NNEB	10	3.9
NVQ	97	37.7
Qualified Teacher Status (QTS)	28	10.9
I do not hold a formal qualification	1	0.4
Other (please state)	63	24.5
Total	825	
Base - total number of respondents	257	

As respondents were able to select all answers which apply, included in the above figures are: 35 registrants who selected 1 response option; 58 who selected 2 options; 62 who selected 3 options; 58 who selected 4 options; 24 who selected 5 options; 10 who selected 6 options; 4 who selected 7 options; 6 who selected 8 options.

Further education learning support worker

Table 42 Question 3: Is your employment as a FE learning support worker? (select one)

	Number of responses	% of respondents
Fractional - fixed term	9	3.5
Fractional - permanent	45	17.5
Full-time - fixed term	8	3.1
Full-time - hourly paid	7	2.7
Full-time - permanent	141	54.9
Part-time - hourly paid	27	10.5
No response	1	0.4
Other (please state)	19	7.4
Total	257	100

Table 43 Question 4: What aspects of your role do you find most rewarding? (select up to three)

	Number of responses	% of respondents
Access to training and development	49	19.1
Developing yourself	78	30.4
Interacting with parents or guardians	7	2.7
Supporting learners and seeing them progress	219	85.2
Supporting learners with special and/or additional learning needs	93	36.2
Trying new and innovative methods	64	24.9
Working with others (within or outside your institution)	89	34.6
Your physical working environment	24	9.3
No response	1	0.4
Other (please state)	11	4.3
Total	635	
Base - total number of respondents	257	

As respondents were able to select up to three answers, included in the above figures are: 1 registrant who did not respond, 43 registrants who selected 1 response option; 48 who selected 2 options; 165 who selected 3 options.

Further education learning support worker

Table 44 Question 5: What aspects of your role do you find least rewarding? (select up to three)

	Number of responses	% of respondents
Access to training and development	39	15.2
Administrative aspects of your role	66	25.7
Changes to the curriculum from external agencies	45	17.5
Financial constraints on your institution or role	159	61.9
Interacting with parents or guardians	4	1.6
Learner behaviour or other issues related to learners	72	28.0
Workload	79	30.7
Your physical working environment	28	10.9
No response	3	1.2
Other (please state)	26	10.1
Grand Total	521	
Base - total number of respondents	257	

As respondents were able to select up to three answers, included in the above figures are: 3 registrants who did not respond, 92 registrants who selected 1 response option; 60 who selected 2 options; 102 who selected 3 options.

Table 45 Question 6: How do you see your career changing in the next 3 years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop/strengthen your practice as a learning support worker	132	51.4
Increasing your working hours	41	16.0
Leaving learning support work	37	14.4
Mentoring or supporting less experienced colleagues	49	19.1
Moving to a different FE institution	18	7.0
Moving to a learning support role outside of Wales	6	2.3
Progressing to a more senior support staff role	49	19.1
Reducing your working hours	32	12.5
Retiring	21	8.2
Training to become a Qualified Teacher	26	10.1
Working with learners with additional needs	40	15.6
No response	11	4.3
Other (please state)	33	12.8
Total	495	
Base - total number of respondents	257	

As respondents were able to select all answers which apply, included in the above figures are: 11 registrants who did not respond, 109 registrants who selected 1 response option; 69 who selected 2 options; 51 who selected 3 options; 9 who selected 4 options; 4 who selected 5 options; 2 who selected 6 options; 1 who selected 7 options; 1 who selected 9 options.

Further education learning support worker

Table 46 Question 7: Which of the following professional development activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Acquired additional skills and knowledge as part of a new post or role	103	40.1
Attended courses, workshops, conferences, seminars (including e-learning)	210	81.7
Demonstrated / shared your best practice with others	130	50.6
Had colleagues observe your work and give you feedback	88	34.2
Made use of new technologies	103	40.1
Made visits to or developed partnerships with industry/employers	45	17.5
Mentored or coached others	74	28.8
Observed colleagues' work or shadowed them	70	27.2
Read publications, books, journals, articles (hard copy or online) or researched a topic	113	44.0
Received support from a mentor or coach	40	15.6
Studied for academic or professional qualifications (e.g. Certificate of Higher Education)	45	17.5
Undertaken collaborative learning outside of your institution (including online)	26	10.1
Undertaken collaborative learning with colleagues in your institution	51	19.8
Undertaken research	39	15.2
Undertaken specific training to develop your Welsh language skills (eg Sgiliaith courses)	26	10.1
Worked on something new (e.g. an initiative, project, activity, teaching a new subject / year group)	76	29.6
I have not undertaken any professional development in the last 12 months	15	5.8
No response	3	1.2
Other (please state)	5	1.9
Total	1,262	
Base - total number of respondents	257	

As respondents were able to select all answers which apply, included in the above figures are: 3 registrants who did not respond; 37 registrants who selected 1 response option; 34 who selected 2 options; 32 who selected 3 options; 33 who selected 4 options; 23 who selected 5 options; 24 who selected 6 options; 20 who selected 7 options; 13 who selected 8 options; 6 who selected 9 options; 9 who selected 10 options; 9 who selected 11 options, 8 who selected 12 options; 2 who selected 13 options; 3 who selected 14 options, 1 who selected 16 options.

Table 47 Question 8: Do you think you have had access to the professional development you needed in the last 12 months? (select one)

	Fully	%	Partly	%	Not at all	%	No response	%	Total
Total	96	37.4	126	49.0	30	11.7	5	1.9	257

Further education learning support worker

Table 48 Question 9: What do you think are the main barriers/obstacles stopping you accessing professional development? (select all that apply)

	Number of responses	% of respondents
Conflict with your work/not enough time	133	51.8
Cost	120	46.7
Home, family, personal commitments	67	26.1
Lack of awareness of professional development opportunities	34	13.2
Lack of support from your employer/manager	51	19.8
The relevant professional development is not available or of sufficient quality	50	19.5
The type of employment/hours of work	57	22.2
Your professional development does not form part of the college's current development plan	32	12.5
No response	19	7.4
Other (please state)	16	6.2
Total	579	
Base - total number of respondents	257	

As respondents were able to select all answers which apply, included in the above figures are: 19 registrants who did not respond; 80 registrants who selected 1 response option; 62 who selected 2 options; 56 who selected 3 options; 26 who selected 4 options; 6 who selected 5 options; 3 who selected 6 options; 4 who selected 7 options; 1 who selected 8 options.

Further education learning support worker

Table 49 Question 10: In which of the following areas would you welcome further development? (select all that apply)

	Number of responses	% of respondents
Analysis of learner data	30	11.7
College/institution administration	22	8.6
Differentiated learning techniques including additional learning needs/supporting more able and talented learners or working with learners with additional needs	143	55.6
Directed learning for small groups	38	14.8
Equality and diversity	29	11.3
Essential skills support including literacy and/or numeracy	47	18.3
GCSE English teaching	14	5.4
GCSE Maths teaching	14	5.4
ICT and digital skills	57	22.2
Learner behaviour management strategies	87	33.9
Learner evaluation and assessment for learning	33	12.8
Learner well-being	60	23.3
Literacy and/or numeracy	31	12.1
National education policy and Welsh Government national priorities e.g. the development of Welsh-medium higher education	15	5.8
Reflecting on and evaluating your practice	22	8.6
Safeguarding	45	17.5
Subject and/or industry knowledge	47	18.3
Welsh language skills	47	18.3
No response	19	7.4
Other (please state)	20	7.8
Total	820	
Base - total number of respondents		257

As respondents were able to select all answers which apply, included in the above figures are: 19 registrants who did not respond; 83 registrants who selected 1 response option; 40 who selected 2 options; 39 who selected 3 options; 22 who selected 4 options; 9 who selected 5 options; 13 who selected 6 options; 9 who selected 7 options; 6 who selected 8 options; 6 who selected 9 options; 2 who selected 10 options; 1 who selected 11 options; 3 who selected 12 options; 1 who selected 14 options; 1 who selected 15 options; 2 who selected 16 options; 1 who selected 17 options.

Table 50 Question 11: Please rate your level of confidence in using ICT in your work? (select one)

	Number of responses	% of respondents
Very confident	75	29.2
Fairly confident	125	48.6
Not very confident	38	14.8
Not confident at all	8	3.1
No response	11	4.3
Total	257	100

Further education learning support worker

Table 51 Question 12: Which of the following professional development about "Prevent" (the UK Government's anti-extremism initiative) have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Completed WRAP (Workshop to Raise Awareness of Prevent)	74	28.8
Attended other (non-WRAP) external courses, workshops, conferences, seminars (including e-learning)	35	13.6
Read publications, books, journals, articles (hard copy or online) or undertaken your own research	34	13.2
Received specific training or awareness raising by your institution	97	37.7
I have undertaken professional development more than a year ago	22	8.6
I have not undertaken any professional development about Prevent	51	19.8
No response	7	2.7
Other (please state)	13	5.1
Total	333	
Base - total number of respondents	257	

As respondents were able to select all answers which apply, included in the above figures are: 7 registrants who did not respond; 199 registrants who selected 1 response option; 31 who selected 2 options; 15 who selected 3 options; 5 who selected 4 options.

Table 52 Question 13: Have you received training in effective peer review within the last 3 years? (select one)

	Yes	%	No	%	No response	%	Total
Total	51	19.8	200	77.8	6	2.3	257

Table 53 Question 14: Have you received training in effective observation of colleagues within the last 3 years? (select one)

	Yes	%	No	%	No response	%	Total
Total	51	19.8	200	77.8	6	2.3	257

Table 54 Question 15: When did you have your last Performance Management review? (select one)

	Number of responses	% of respondents
In the last 12 months	186	72.4
More than 12 months ago	37	14.4
Never (If never, go to question 18)	31	12.1
No response	3	1.2
Total	257	100

Further education learning support worker

Table 55 Question 16: Which of the following areas did you cover in your last Performance Management planning and review discussions? (select all that apply)

	Number of responses	% of respondents
Agreeing your performance objectives for the next year	174	67.7
Agreeing your professional development objectives for the next year	152	59.1
Discussion of your workload	119	46.3
Feedback from observation of your work	95	37.0
Reviewing and reflecting on support from line manager	77	30.0
Reviewing and reflecting on the professional development you had undertaken	98	38.1
Reviewing and reflecting on your contribution to the institution's development priorities	65	25.3
Reviewing and reflecting on your impact on learner outcomes	65	25.3
Reviewing and reflecting on your performance against agreed objectives	114	44.4
No response	36	14.0
Other (please state)	7	2.7
Total	1,002	
Base - total number of respondents	257	

As respondents were able to select all answers which apply, included in the above figures are: 36 registrants who did not respond; 26 registrants who selected 1 response option; 44 who selected 2 options; 24 who selected 3 options; 25 who selected 4 options; 30 who selected 5 options; 20 who selected 6 options; 21 who selected 7 options; 16 who selected 8 options; 15 who selected 9 options.

Table 56 Question 17: How regularly do you discuss (formally or informally) the performance and professional development objectives set in your last Performance Management review with your appraiser? (select one)

	Number of responses	% of respondents
Weekly	5	1.9
Monthly	22	8.6
Termly	32	12.5
Annually	130	50.6
Never	34	13.2
No response	34	13.2
Total	257	100

Table 57 Question 18: To what extent do you believe classroom observation has helped to improve your practice in the last year? (select one)

	Number of responses	% of respondents
Strongly agree	9	3.5
Agree	31	12.1
Neither agree or disagree	47	18.3
Disagree	8	3.1
Strongly disagree	2	0.8
Not applicable - I have not had any classroom observation in the last year	152	59.1
No response	8	3.1
Total	257	100

Table 58 Question 19: To what extent do you believe peer review has helped to improve your practice in the last year? (select one)

	Number of responses	% of respondents
Strongly agree	14	5.4
Agree	28	10.9
Neither agree or disagree	38	14.8
Disagree	12	4.7
Strongly disagree	4	1.6
Not applicable - I have not had any classroom observation in the last year	154	59.9
No response	7	2.7
Total	257	100

Table 59 Question 20: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your agreed working hours? (select one)

	Number of responses	% of respondents
Strongly agree	44	17.1
Agree	104	40.5
Neither agree or disagree	53	20.6
Disagree	36	14.0
Strongly disagree	10	3.9
No response	10	3.9
Total	257	100

Question twenty one asked registrants to quantify the number of hours spent in an average week (including tasks that took place during weekends, evenings, or other off classroom hours rounded to the nearest quarter of an hour).

Issues in the completion of this question which need to be considered:

- hours stated were not rounded to the nearest quarter of an hour;
- miscalculating number of hours;
- percentages entered rather than numbers and other variations in the way the data were entered;
- ranges used and/or text to clarify the information entered particularly in relation to hours worked;
- the complexity and variety of contracted hours;
- incomplete or inaccurate information e.g. stated that they work over 168 hours¹⁰a week on average which is not feasible or some of the weekly hours appearing low in comparison to contract.

Where individuals added a range of hours per activity, the average was used. If a number and '+' was entered e.g. 5+, the basic number (i.e. 5) was accepted. Numbers entered in text were converted to a numerical figure and figures rounded to the nearest quarter of an hour for ease of analysis.

41 chose not to enter any hours against the activities. Of the 216 who responded, 102 indicated they were full time, 94 part-time, 19 failed to declare their hours. 1 was excluded as the hours exceeded 168.

A full time LSW for the purposes of the survey was considered a person working 37 contracted hours per week or over, as per the common contract for FE staff.

¹⁰ 24 hours a day x 7 days a week.

Further education learning support worker

Table 60 Breakdown of contracted part-time hours

Contracted hours	Number of respondents
Under 5	1
6-10	5
11-15	7
16-20	18
21-25	23
26-30	27
Over 30	13
Total	94

Table 61 Summary of average hours

	Average number of hours worked per week	Average contracted hours
Full-time	37.4	37.4
Part-time	27.0	23.4

Table 62 Question 21: During average working week how long do you spend on the following?

	Full-time average hours per week	%	Part-time average hours per week	%	Contracted hours unknown average hours per week ¹¹	%
Contributing to assessment and marking	3.6	9.7	1.6	5.9	2.7	8.6
Data input and record keeping	6.7	17.9	2.6	9.5	5.9	18.9
Extracurricular activities	0.9	2.3	0.4	1.6	0.4	1.3
Planning and preparation	5.0	13.3	1.8	6.6	2	6.4
Professional development and training	1.4	3.8	0.8	2.9	0.5	1.6
Supporting small groups of learners and/or on a one to one basis	7.9	21.2	11.7	43.3	7.7	24.6
Supporting teaching and learning or cover (whole class)	5.2	13.9	6.1	22.5	6	19.1
Time for reflection	0.5	1.3	0.6	2.3	0.9	2.8
Other (please state)	6.2	16.5	1.5	5.5	5.3	16.8
Total	37.4	100	27.0	100	31.4	100

Note: the above figures do not include 1 individual who declared that on average they work in excess of 168 hours a week. Also note that the declared total weekly hours ranged from 2 to 100 hours per week.

19 (18.6%) full-time FE learning support worker stated that during an average week they work less than their contracted hours, 53 (52.0%) work their hours and 30 (29.4%) work above their contracted hours in an average week.

17 (18.1%) part-time FE learning support worker stated that during an average week they work less than their contracted hours, 36 (38.3%) work their hours and 41 (43.6%) work above their contracted hours in an average week.

¹¹ Respondents who failed to declare their hours and could not be categorised as either full-time or part-time.

Further education learning support worker

Table 63 Question 22: What impacts most on your ability to effectively manage your workload? (select up to three)

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying)	136	52.9
Class sizes	45	17.5
Covering for absent colleagues	67	26.1
Inspections	8	3.1
Institute's administration (e.g. coaching / mentoring, policies, meetings)	22	8.6
New initiatives	17	6.6
Organisational expectations and accountability	42	16.3
Pastoral or extracurricular activities (e.g. learner welfare)	18	7.0
Planning and preparation	51	19.8
Professional development and training	23	8.9
No response	23	8.9
Other (please state)	38	14.8
Total	490	
Base - total number of respondents	257	

As respondents were able to select up to three answers, included in the above figures are: 23 registrants who did not respond; 87 registrants who selected 1 response option; 61 who selected 2 options; 86 who selected 3 options.

Table 64 Question 23: If you had more time to spend on them, which of the following would benefit you in your role as a professional the most? (select up to three)

	Number of responses	% of respondents
Discussing work with learners	67	26.1
Discussing work with senior/other staff	99	38.5
Exploring, selecting and developing resources	74	28.8
Making use of pupil data	9	3.5
Plan and evaluate with teaching colleagues	3	1.2
Planning and evaluating with teaching colleagues	49	19.1
Planning and preparation	84	32.7
Researching policy/curriculum developments/new initiatives	33	12.8
Undertaking professional development	77	30.0
No response	21	8.2
Other (please state)	17	6.6
Total	533	
Base - total number of respondents	257	

As respondents were able to select up to three answers, included in the above figures are: 21 registrants who did not respond; 70 registrants who selected 1 response option; 56 who selected 2 options; 110 who selected 3 options.

Further education learning support worker

Table 65 Question 24: Through which language do you work? (select one)

	Number of responses	% of respondents
Solely through the medium of Welsh	0	0
Mainly through the medium of Welsh	6	2.3
Equally through the medium of Welsh and English	24	9.3
Mainly through the medium of English	65	25.3
Solely through the medium of English	159	61.9
No response	3	1.2
Total	257	100

Table 66 Question 25: Which of the following Welsh language qualifications (as a subject) do you hold? (select all that apply)

	Number of responses	% of respondents
A level or equivalent in Welsh - first language	5	1.9
A level or equivalent in Welsh - second language	3	1.2
Degree or equivalent in Welsh	4	1.6
GCSE or equivalent in Welsh - first language	29	11.3
GCSE or equivalent in Welsh - second language	36	14.0
NVQ, GNVQ or equivalent in Welsh	3	1.2
Post graduate diploma, certificate or equivalent in Welsh	1	0.4
Welsh for Adults - Entry level (including Welsh language sabbatical scheme)	21	8.2
Welsh for Adults - Foundation level (including Welsh language sabbatical scheme)	8	3.1
Welsh for Adults - Intermediate level	7	2.7
Welsh for Adults - Proficiency level	6	2.3
No Welsh language qualification	147	57.2
No response	5	1.9
Other (please state)	12	4.7
Total	287	
Base - total number of respondents	257	

As respondents were able to select all answers which apply, included in the above figures are: 5 registrants who did not respond; 231 registrants who selected 1 response option; 13 who selected 2 options; 7 who selected 3 options; 1 who selected 4 options.

5.0 Results – survey responses – school teacher

Note: there was a separate survey for school teachers with a primary employment description of supply

5.1 Respondent profile

Table 67 Registration status of respondents to the school teacher survey

Registered as a school teacher	5,061
Not registered as a school teacher	54
Total	5,115

Note that those not registered as a school teacher have been included as it is conceivable that the practitioner or employer have not yet notified the EWC of a change to the practitioners' employment status.

Table 68 Gender balance of respondents to the school teacher survey

Gender	Respondents		Profile on the Register	
	Number	%	Number	%
Female	3,788	74.1	23,333	75.3
Male	1,327	25.9	7,674	24.7
Total	5,115	100	31,007	100

Table 69 Age range of respondents to the school teacher survey

Age range	Respondents		Profile on the Register	
	Number	%	Number	%
Under 25	227	4.4	1,183	3.8
25 to 29	753	14.7	4,004	12.9
30 to 34	771	15.1	4,629	14.9
35 to 39	820	16	5,008	16.2
40 to 44	798	15.6	4,902	15.8
45 to 49	742	14.5	4,186	13.5
50 to 54	562	11	3,203	10.3
55 to 59	322	6.3	2,505	8.1
60 to 64	105	2.1	1,088	3.5
65 +	15	0.3	299	1
Total	5,115	100	31,007	100

4,549 registrants (88.9%) completed the survey through the medium of English and 566 (11.1%) through the medium of Welsh.

School teacher

Table 70 Years since QTS of respondents to the school teacher survey

Years since QTS	Respondents		Profile on the Register	
	Number	%	Number	%
0 to 5	1,086	21.2	5,620	18.1
6 to 10	867	17	5,373	17.3
11 to 15	930	18.2	5,636	18.2
16 to 20	873	17.1	5,219	16.8
21 to 25	610	11.9	3,780	12.2
26+	749	14.6	5,379	17.3
No QTS	48	0.9	0	0
Total	5,115	100	31,007	100

Table 71 Phase of respondents to the school teacher survey

Phase	Respondents		Profile on the Register	
	Number	%	Number	%
Nursery	5	0.1	44	0.1
Primary	2,205	43.1	13,752	44.4
Middle	80	1.6	556	1.8
Secondary	2,231	43.6	12,013	38.7
Special	108	2.1	831	2.7
Pupil referral unit	28	0.5	172	0.6
Independent	27	0.5	197	0.6
Others in-service ¹²	202	3.9	509	1.6
Others out of service ¹³	229	4.5	2,933	9.5
Total	5,115	100	31,007	100

¹² Others in service included advisory/peripatetic teachers, home tutor (LA) and registrants with an unknown phase. Note supply were not included in the Profile on the Register as there was a separate survey for supply teachers. Also applicable to table 72.

¹³ Others out of service included individuals on a career break or unemployed, retired or support work and roles outside of school e.g. FE learning support worker. Also applicable to table 72.

School teacher

Table 72 Employment description of respondents as recorded as the primary employment on the Register of Education Practitioners at the start of the survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Headteacher	181	3.5	1,410	4.5
Deputy head	202	3.9	1,102	3.6
Assistant head teacher	92	1.8	560	1.8
Head of department	181	3.5	813	2.6
Head of year	25	0.5	124	0.4
Teacher/senior teacher	4,003	78.3	23,556	76.0
Others in-service	202	3.9	509	1.6
Other out of service	229	4.5	2,933	9.5
Total	5,115	100	31,007	100

The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

5. 2 Key findings of school teachers

- In terms of what school teachers considered the most rewarding part of their role, the three most selected options were:
 - teaching and seeing learners progress (93.5%);
 - working with others (38.1%);
 - trying new and innovative teaching methods (37.2%).
- Workload (78.1%), administration (52.0%) and inspections (36.0%) were the aspects that school teachers selected as least rewarding.
- The most popular response to the question about how they see their career changing in the next 3 years was continuing to develop practice (47.3%). Followed by 33.6% of respondents who selected leaving the profession. 20.8% of those being under the age of 45. 2.8% of those leaving the profession also indicated they were retiring.¹⁴
- In terms of professional development undertaken in the last 12 months, responding school teachers selected a range of activities, with attending courses (76.8%) and colleagues observing their teaching (73.1%) being the most popular.
- 25.8% of school teachers felt that they had had full access to the professional development that they needed within the last year, the highest proportion (58.9 %) selected that their access to development had been partly filled.
- Respondents indicated that conflict with work/not enough time (56.5%) and cost (68.7%) were the main barriers to accessing professional development. 20.2% stated that the relevant professional development was either not available or of sufficient quality.
- The two most selected areas of professional development that school teachers who responded reported they would welcome further development in were:
 - ICT and digital skills (45.9%);
 - curriculum content and design (35.2%).
- Whilst 84.9% of school teachers who responded stated that they were either very confident or fairly confident in using ICT in their teaching, 14.0% of school teachers stated that they were either not very confident or not at all confident in using ICT in their teaching.
- 83.0% of school teachers who responded had undertaken a performance management review in the last 12 months, however 5.7% stated that they had never undertaken this process.
- 59.9% of school teachers who responded stated that they had reviewed and reflected on their performance against agreed objectives in their last performance management review.
- 36.0% of school teachers who responded stated that their last performance management review covered reviewing and reflecting on the professional development undertaken during the year.

¹⁴ Calculated separately using source data from the Register.

School teacher

- 45.9% of school teachers who responded stated that they discuss the performance and professional development objectives set in their performance management review (formally or informally) on an annual basis with 32.2% doing so on a termly basis.
- 34.9% of school teachers who responded had used the existing 'Practising Teacher' standards or leadership standards in setting objectives, planning development or reviewing performance in the last 12 months compared to 57.9% who had not used the standards.
- Ability to manage workload within agreed working hours is a key issue with 88.3% either disagreeing or strongly disagreeing that this was achievable.
- The three most selected areas impacting upon their ability to effectively manage their workload were:
 - Administration and paper work (77.4%);
 - fitting curriculum content into the available teaching hours (44.8%);
 - internal and external expectations and accountability (40.7%).
- On average full time teachers worked 50.7 hours during an average working week and part time teachers an average of 35.8.
- When asked what they would like more time to be able to do if it was available, the four most selected areas were:
 - discussing work with learners (52.2%);
 - lesson planning and preparation (51.8%);
 - exploring, selecting and developing resources (44.1%);
 - curriculum review, developing schemes of work, researching new topics (41.8%).
- 38.6% of school teachers who responded indicated that they are either not very familiar or not at all familiar with the content and recommendations in Professor Donaldson's report 'Successful Futures'.
- 45.4% of school teachers who responded were either not very familiar or not at all familiar with the Welsh Government Digital Competence Framework.
- 17.8% of school teachers teach either solely or mainly through the medium of Welsh, while 76.6% teach either solely or mainly through the medium of English.
- 7.9% of school teachers who responded stated that they hold a degree or equivalent in Welsh, whilst 2.4% hold a post graduate degree in Welsh and 1.8% hold a post graduate diploma, certificate or equivalent in Welsh. 16.1% of those trained to teach through the medium of Welsh stated that they did not have the confidence to do so.

5.3 Tabulation of each question - school teacher survey responses

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Table 73 Question 1: What aspects of your role do you find most rewarding? (select up to three)

	Number of responses	% of respondents
Access to training and development	340	6.6
Coaching and mentoring	834	16.3
Developing yourself	1,006	19.7
Interacting with parents or guardians	601	11.7
Managing others	381	7.4
Research	143	2.8
Supporting learners with special and/or additional learning needs	1,464	28.6
Teaching and seeing learners progress	4,785	93.5
Trying new and innovative teaching methods	1,901	37.2
Working with others (within or outside your school)	1,950	38.1
No response	34	0.7
Other (please state)	77	1.5
Total	13,516	
Base - total number of respondents	5,115	

As respondents were able to select up to three answers, included in the above figures are: 34 registrants who did not respond; 538 registrants who selected 1 response option; 685 who selected 2 options; 3,858 who selected 3 options.

Table 74 Question 2: What aspects of your role do you find least rewarding? (select up to three)

	Number of responses	% of respondents
Access to training and development	198	3.9
Administrative aspects of your role	2,661	52.0
Changes to the curriculum from external agencies (e.g. Examination Boards)	1,504	29.4
Financial constraints on your school or role	1,527	29.9
Inspections	1,842	36.0
Interacting with parents or guardians	81	1.6
Learner behaviour or other issues related to learners	1,011	19.8
Management or governing body expectations and accountability	1,224	23.9
Working with others (within or outside your school)	32	0.6
Workload	3,994	78.1
Your physical working environment	252	4.9
No response	35	0.7
Other (please state)	116	2.3
Total	14,477	
Base - total number of respondents	5,115	

As respondents were able to select up to three answers, included in the above figures are: 35 registrants who did not respond; 217 registrants who selected 1 response option; 364 who selected 2 options; 4,499 who selected 3 options.

School teacher

Table 75 Question 3: How do you see your teaching career changing in the next 3 years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop/strengthen your practice as a teacher	2,419	47.3
Increasing your working hours	1,049	20.5
Leaving teaching	1,717	33.6
Mentoring or supporting less experienced colleagues	1,060	20.7
Moving to a different school	959	18.7
Moving to a teaching role outside of Wales	259	5.1
Moving to an advisory role or different educational setting other than a school	670	13.1
Progressing to assistant or deputy head	509	10.0
Progressing to become a headteacher	155	3.0
Progressing to become a middle leader	610	11.9
Reducing your working hours	970	19.0
Retiring	354	6.9
Working as a SENco/ALNco	204	4.0
No response	44	0.9
Other (please state)	234	4.6
Total	11,213	
Base - total number of respondents	5,115	

As respondents were able to select all answers which apply, included in the above figures are: 44 registrants who did not respond; 1,592 registrants who selected 1 response option; 1,476 who selected 2 options; 1,588 who selected 3 options; 275 who selected 4 options; 97 who selected 5 options; 31 who selected 6 options; 8 who selected 7 options; 3 who selected 8 options; 1 who selected 10 options

School teacher

Table 76 Question 4: Which of the following professional development activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Acquired additional skills and knowledge as part of a new post or role	1,954	38.2
Attended courses, workshops, conferences, seminars (including e-learning)	3,929	76.8
Demonstrated/shared your best practice with others	3,023	59.1
Followed a national programme (e.g. Induction or NPQH)	446	8.7
Had colleagues observe your teaching and give you feedback	3,738	73.1
Made use of new technologies	2,490	48.7
Mentored or coached others	2,010	39.3
Observed colleagues' teaching or work shadowed them	2,364	46.2
Read publications, books, journals, articles (hard copy or online) or researched new developments	2,369	46.3
Received support from a mentor or coach	980	19.2
Studied for academic qualifications (e.g. a Masters degree)	536	10.5
Undertaken action research / enquiry	821	16.1
Undertaken collaborative learning outside of your school (including online such as Hwb networks)	1,263	24.7
Undertaken collaborative learning with colleagues in your school	1,678	32.8
Worked on something new (e.g. an initiative, project, activity, teaching a new subject/year group)	2,538	49.6
I have not undertaken any professional development in the last 12 months	211	4.1
No response	51	1.0
Other (please state)	82	1.6
Total	30,483	
Base - total number of respondents	5,115	

As respondents were able to select all answers which apply, included in the above figures are: 51 registrants who did not respond; 318 registrants who selected 1 response option; 427 who selected 2 options; 616 who selected 3 options; 539 who selected 4 options; 540 who selected 5 options; 502 who selected 6 options; 484 who selected 7 options; 416 who selected 8 options; 389 who selected 9 options; 321 who selected 10 options; 238 who selected 11 options, 128 who selected 12 options; 92 who selected 13 options; 43 who selected 14 options, 11 who selected 15 options.

Table 77 Question 5: Do you think you have had access to the professional development you needed in the last 12 months? (select one)

	Fully	%	Partly	%	Not at all	%	No response	%	Total
Total	1321	25.8	3013	58.9	709	13.9	72	1.4	5,115

School teacher

Table 78 Question 6: What do you think are the main barriers/obstacles stopping you accessing professional development? (select all that apply)

	Number of responses	% of respondents
Conflict with your work / not enough time	2,888	56.5
Cost	3,516	68.7
Home, family, personal commitments	882	17.2
Lack of support from your employer/manager	831	16.2
The relevant professional development is not available or of sufficient quality	1,034	20.2
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	127	2.5
Your professional development does not form part of the school's current development plan (SDP)	782	15.3
No response	230	4.5
Other (please state)	213	4.2
Total	10,503	
Base - total number of respondents	5,115	

As respondents were able to select all answers which apply, included in the above figures are: 230 registrants who did not respond; 1,531 registrants who selected 1 response option; 1,842 who selected 2 options; 1,101 who selected 3 options; 319 who selected 4 options; 75 who selected 5 options; 15 who selected 6 options; 2 who selected 7 options.

Table 79 Question 7: In which of the following areas would you welcome further development? (select all that apply)

	Number of responses	% of respondents
Action research/enquiry	511	10.0
Behaviour and classroom management	1,190	23.3
Coaching and mentoring	681	13.3
Curriculum content and design	1,800	35.2
Data analysis	1,147	22.4
Equality and diversity	227	4.4
ICT and digital skills	2,350	45.9
Learner evaluation and assessment for learning	862	16.9
Learner well-being	1,000	19.6
Literacy and/or numeracy	959	18.7
Pedagogy	919	18.0
Reflecting on and evaluating your practice	628	12.3
Safeguarding	408	8.0
School leadership	1,345	26.3
School management and administration	703	13.7
Subject and/or phase knowledge	1,050	20.5
Teaching learners with additional needs	1,311	25.6
Welsh language skills	916	17.9
No response	160	3.1
Other (please state)	132	2.6
Total	18,299	
Base - total number of respondents		5,115

As respondents were able to select all answers which apply, included in the above figures are: 160 registrants who did not respond; 715 registrants who selected 1 response option; 1,017 who selected 2 options; 1,170 who selected 3 options; 742 who selected 4 options; 491 who selected 5 options; 299 who selected 6 options; 175 who selected 7 options; 121 who selected 8 options; 82 who selected 9 options; 41 who selected 10 options; 41 who selected 11 options, 16 who selected 12 options; 16 who selected 13 options; 5 who selected 14 options, 7 who selected 15 options; 1 who selected 16 options; 8 who selected 17 options; 8 who selected 18 options.

Table 80 Question 8: Please rate your level of confidence in using ICT in your teaching? (select one)

	Number of responses	% of respondents
Very confident	1,388	27.1
Fairly confident	2,957	57.8
Not very confident	677	13.2
Not confident at all	41	0.8
No response	52	1.0
Total	5,115	100

Table 81 Question 9: When did you have your last Performance Management review? (select one)

	Number of responses	% of respondents
In the last 12 months	4,246	83.0
More than 12 months ago	521	10.2
Never (If never, go to question 13)	290	5.7
No response	58	1.1
Total	5,115	100

School teacher

Table 82 Question 10: Which of the following areas did your last Performance Management review cover? (select all that apply)

	Number of responses	% of respondents
Agreeing your performance objectives for the next year	3,776	73.8
Agreeing your professional development objectives for the next year	3,207	62.7
Feedback from observation of your teaching	2,362	46.2
Reviewing and reflecting on the professional development you had undertaken	1,843	36.0
Reviewing and reflecting on your contribution to school development priorities	2,414	47.2
Reviewing and reflecting on your impact on learner outcomes	2,443	47.8
Reviewing and reflecting on your performance against agreed objectives	3,064	59.9
No response	361	7.1
Other (please state)	81	1.6
Total	19,551	
Base - total number of respondents	5,115	

As respondents were able to select all answers which apply, included in the above figures are: 361 registrants who did not respond; 535 registrants who selected 1 response option; 797 who selected 2 options; 804 who selected 3 options; 657 who selected 4 options; 584 who selected 5 options; 544 who selected 6 options; 827 who selected 7 options; 6 who selected 8.

Table 83 Question 11: How regularly do you discuss (formally or informally) the performance and professional development objectives set in your last Performance Management review with your appraiser? (select one)

	Number of responses	% of respondents
Weekly	76	1.5
Monthly	241	4.7
Termly	1,647	32.2
Annually	2,347	45.9
Never	447	8.7
No response	357	7.0
Total	5,115	100

Table 84 Question 12: Have you used the existing Welsh Government "Practising Teacher" standards or "Leadership" standards in setting your objectives, planning your professional development or reviewing your performance in the last 12 months? (select one)

	Yes	%	No	%	No response	%	Total
Total	1,785	34.9	2,961	57.9	369	7.2	5,115

Table 85 Question 13: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your agreed working hours? (select one)

	Number of responses	% of respondents
Strongly agree	47	0.9
Agree	241	4.7
Neither agree or disagree	232	4.5
Disagree	1,269	24.8
Strongly disagree	3,249	63.5
No response	77	1.5
Total	5,115	100

Question fourteen asked registrants to quantify the number of hours spent in an average week (including tasks that took place during weekends, evenings, or other off classroom hours rounded to the nearest quarter of an hour).

Issues in the completion of this question which need to be considered:

- hours stated were not rounded to the nearest quarter of an hour;
- miscalculating number of hours;
- percentages entered rather than numbers and other variation in the way the data were entered;
- ranges used and/or text to clarify the information entered particularly in relation to hours worked;
- the complexity and variety of contracted hours;
- incomplete or inaccurate information e.g. stated that they work over 168 hours a week ¹⁵on average which is not feasible or some of the weekly hours appearing low in comparison to contract.

Where individuals added a range of hours per activity, the average was used. If a number and '+' was entered e.g. 5+, the basic number (i.e. 5) was accepted. Numbers entered in text were converted to a numerical figure and figures rounded to the nearest quarter of an hour for ease of analysis.

202 chose not to enter any hours against the activities, however 15 added comments which ranged from: not teaching enough to complete the question, the question wasn't applicable to their role/contract, they were unable to quantify the hours due to varied workload or the question was too time consuming.

Of the 4,913 who responded 3,826 indicated they were full-time, 780 part-time, 292 failed to declare their hours. 15 were excluded for including hours which exceeded 168 hours a week.

On average full time teachers worked 50.7 hours a week and part time teachers an average of 35.8.

The School Teachers' Pay and Conditions Document (STPCD) for England and Wales (section 52.5) indicated that full time teachers¹⁶ can be directed to undertake teaching or other professional duties for a maximum of 1,265 hours over 195 days which is the equivalent of an academic year. Directed time includes teaching time, planning, preparation and assessment time (PPA), any additional non-contact or leadership/management time, staff meetings, INSET training days, performance management meetings, duties at breaks or before/after school and parents' evenings. This forms the basis of teachers' contracts and weekly hours. Part time teachers may be directed to work the appropriate proportion of the directed hours.

In addition, the STPCD (section 52.7) states a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

¹⁵ 24 hours a day x 7 days a week

¹⁶ Section 52.5 of the STPCD only relates to teachers not head teachers, deputy headteachers or assistant headteachers.

School teacher

Table 86 Breakdown of part-time contracted

Employed hours	Number of respondents
0.1	18
0.2	11
0.3	11
0.4	77
0.5	82
0.6	272
0.7	33
0.8	238
0.9	37
Supply	1
Total	780

Note: for the purpose of the survey each day counts as 0.2.

Table 87 Question 14: During an average working week how long do you spend on the following?

	Full-time average hours per week	% of average hours	Part-time average hours per week	% of average hours	Contracted hours unknown average hours per week ¹⁷	% of average hours
Administration and paperwork (e.g. record keeping)	5.5	10.9	3.4	9.4	5.6	12.2
Assessment and marking	8.2	16.2	6.0	16.8	7.2	15.7
Cover supervision	0.5	1.0	0.6	1.6	0.6	1.2
Non-teaching / parent contact (e.g. extracurricular activities)	2.0	4.0	1.4	3.8	1.7	3.7
Planning and preparation	7.6	15.1	6.0	16.7	6.4	13.8
Professional development and training	1.0	2.1	0.7	2.1	1.0	2.1
School / staff management (e.g. budgets)	2.1	4.1	0.5	1.4	1.9	4.1
Teaching	21.4	42.1	15.7	43.7	19.2	41.7
Time for reflection	0.8	1.6	0.7	2.0	0.7	1.6
Other (please state)	1.5	3.0	0.8	2.3	1.3	2.8
Total	50.7	100	35.8	100	46	100

Note: the above figures do not include 15 individuals who declared that on average they work in excess of 168 hours a week. Also note that the declared total weekly hours ranged from 1 to 161 hours per week.

¹⁷ Respondents who failed to declare their hours and could not be categorised as either full-time or part-time.

School teacher

Table 88 Question 15: What impacts most on your ability to effectively manage your workload? (select up to three)

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying, setting up your classroom)	3,958	77.4
Class sizes	1,327	25.9
Communicating and working with parents or guardians	223	4.4
Covering for absent colleagues	164	3.2
External assessment and quality assurance	543	10.6
Fitting curriculum content into the available teaching hours	2,290	44.8
Inspections	430	8.4
Internal and external expectations and accountability	2,082	40.7
Local authority / consortia monitoring	437	8.5
New initiatives	931	18.2
One-off school activities (e.g. carol concerts, school plays, presentation evenings)	280	5.5
Pastoral or extracurricular activities (e.g. learners' welfare, school clubs)	302	5.9
Professional development and training	62	1.2
School/staff management (e.g. staffing, coaching / mentoring, budgets, policies, meetings)	693	13.5
No response	113	2.2
Other (please state)	297	5.8
Total	14,132	
Base - total number of respondents	5,115	

As respondents were able to select up to three answers, included in the above figures are: 113 registrants who did not respond; 217 registrants who selected 1 response option; 553 who selected 2 options; 4,232 who selected 3 options.

Table 89 Question 16: If you had more time to spend on them, which of the following would most benefit you in your role as a professional? (select up to three)

	Number of responses	% of respondents
Analysing pupil data	602	11.8
Assessment and marking	1,191	23.3
Curriculum review, developing schemes of work, researching new topics	2,137	41.8
Deploying support staff effectively	477	9.3
Discussing work with learners	2,671	52.2
Exploring, selecting and developing resources	2,254	44.1
Lesson planning and preparation	2,650	51.8
Moderation of assessments with colleagues	671	13.1
Undertaking action research / enquiry	323	6.3
Undertaking professional development	835	16.3
No response	104	2.0
Other (please state)	100	2.0
Total	14,015	
Base - total number of respondents	5,115	

As respondents were able to select up to three answers, included in the above figures are: 104 registrants who did not respond; 285 registrants who selected 1 response option; 552 who selected 2 options; 4,174 who selected 3 options.

School teacher

Table 90 Question 17: How familiar are you with the content and recommendations in Professor Graham Donaldson's report "Successful Futures"? (select one)

	Number of responses	% of respondents
Very familiar	719	14.1
Familiar	2,324	45.4
Not very familiar	1,381	27.0
Not at all	594	11.6
No response	97	1.9
Total	5,115	100

Table 91 Question 18: To what extent do you agree or disagree that the four purposes referred to above underpin and inform your own teaching practice? (select one)

	Number of responses	% of respondents
Strongly agree	800	15.6
Agree	2,500	48.9
Neither agree or disagree	1,371	26.8
Disagree	249	4.9
Strongly disagree	70	1.4
No response	125	2.4
Total	5,115	100

Table 92 Question 19: How familiar are you with the new Welsh Government Digital Competence Framework? (select one)

	Number of responses	% of respondents
Very familiar	580	11.3
Familiar	2,122	41.5
Not very familiar	1,731	33.8
Not at all	591	11.6
No response	91	1.8
Total	5,115	100

Table 93 Question 20: Through which language do you teach? (select one)

	Number of responses	% of respondents
Solely through the medium of Welsh	579	11.3
Mainly through the medium of Welsh	332	6.5
Equally through the medium of Welsh and English	216	4.2
Mainly through the medium of English	1,667	32.6
Solely through the medium of English	2,252	44.0
No response	69	1.3
Total	5,115	100

School teacher

Table 94 Question 21: Have you received training to teach through the medium of Welsh? (select one)

	Number of responses	% of respondents
Yes, I am confident teaching through the medium of Welsh	1,379	27.0
Yes, but I am <u>not</u> confident teaching through the medium of Welsh	821	16.1
No	2,820	55.1
No response	95	1.9
Total	5,115	100

Table 95 Question 22: Which of the following Welsh language qualifications (as a subject) do you hold? (select all that apply)

	Number of responses	% of respondents
A level or equivalent in Welsh - first language	443	8.7
A level or equivalent in Welsh - second language	348	6.8
Degree or equivalent in Welsh	406	7.9
GCSE or equivalent in Welsh - first language	1,071	20.9
GCSE or equivalent in Welsh - second language	1,298	25.4
NVQ, GNVQ or equivalent in Welsh	19	0.4
Post graduate degree in Welsh	123	2.4
Post graduate diploma, certificate or equivalent in Welsh	92	1.8
Welsh for Adults - Entry level (including Welsh language sabbatical scheme)	186	3.6
Welsh for Adults - Foundation level (including Welsh language sabbatical scheme)	182	3.6
Welsh for Adults - Higher level (including Welsh language sabbatical scheme)	63	1.2
Welsh for Adults - Intermediate level (including Welsh language sabbatical scheme)	124	2.4
Welsh for Adults - Proficiency level	110	2.2
No Welsh language qualification	1,751	34.2
No response	101	2.0
Other (please state)	218	4.3
Total	6,535	
Base - total number of respondents	5,115	

As respondents were able to select all answers which apply, included in the above figures are: 101 registrants who did not respond; 4,058 registrants who selected 1 response option; 594 who selected 2 options; 273 who selected 3 options; 78 who selected 4 options; 10 who selected 5 options; 1 who selected 7 options.

6.0 Results – survey responses – school supply teacher

6.1 Respondent profile

Table 96 Registration status of respondents to the school supply teacher survey

Registered as a school teacher	1,248
Not registered as a school teacher	58
Total	1,306

Note that those not registered as a school teacher have been included as it is conceivable that the practitioner or employer had not yet notified the EWC of a change to the practitioners' employment status.

Table 97 Gender balance of respondents to the school supply teacher survey

Gender	Respondents		Profile on the Register	
	Number	%	Number	%
Female	1,021	78.2	3,595	76.7
Male	285	21.8	1,092	23.3
Total	1,306	100	4,687	100

Table 98 Age balance of respondents to the school supply teacher survey

Age range	Respondents		Profile on the Register	
	Number	%	Number	%
Under 25	111	8.5	467	10.0
25 to 29	152	11.6	669	14.3
30 to 34	91	7.0	427	9.1
35 to 39	102	7.8	425	9.1
40 to 44	130	10.0	427	9.1
45 to 49	132	10.1	449	9.6
50 to 54	141	10.8	412	8.8
55 to 59	173	13.2	569	12.1
60 to 64	197	15.1	557	11.9
65 +	77	5.9	285	6.1
Total	1,306	100	4,687	100

1,193 (91.3%) registrants completed the survey through the medium of English and 113 (8.7%) through the medium of Welsh.

School supply teacher

Table 99 Years since QTS of respondents to the school supply teacher survey

Years since QTS	Respondents		Profile on the Register	
	Number	%	Number	%
0 to 5	321	24.6	1,423	30.4
6 to 10	126	9.6	580	12.4
11 to 15	125	9.6	457	9.8
16 to 20	129	9.9	479	10.2
21 to 25	126	9.6	390	8.3
26+	423	32.4	1,358	29.0
No QTS	56	4.3	N/A	N/A
Total	1,306	100	4,687	100

6.2 Key findings of supply teachers

- The findings of the 2016 supply teacher survey varied little from the 2014 survey findings. Supply teachers in Wales were predominately either in the early part of their careers or towards the end of their teaching career. Based on their years since gaining QTS, 24.6% had 0 to 5 years' experience and 32.4% had 26 years or more experience.
- In 2016 more respondents had been undertaking supply work for between 0-2 years (47.5%) compared to (38.3%) in 2014.
- The most common reason for schools to require supply teachers in the last year was to cover for sickness absence (58.5%) and for permanent teachers to undertake professional development (57.0%).
- The National Procurement Service for Wales awarded a Framework Agreement for the Provision of Supply Teachers in Wales to New Directions. Since September 2015, 30.5 % of supply teachers who responded obtained their work mainly through direct contact with school, with 22.8% via New Directions supply agency. In addition 40.6% secured supply work through other private supply agencies.
- The highest number of respondents (48.1%) worked continuously for less than one term in any one school which suggests that the majority of supply cover work is provided for short term absence.
- 42.2% of supply teachers said they did not have access to the professional development they needed at all in the last 12 months, however 34.4% had undertaken self-directed study (including reading publications, books, journals, articles or researching new developments).
- Cost (40.8%) and lack of awareness of professional development opportunities (35.8%) were identified as the main barriers to professional development, concern about turning down paid employment also featured highly (26.9%).
- The three areas of development that supply teachers felt would be of greatest benefit were:
 - ICT and digital skills (46.3%);
 - Behaviour and classroom management (40.7%);
 - curriculum content and design (39.1%).
- Whilst 78.6% of supply teachers who responded were confident using ICT in their teaching, 19.6% indicated they were either not very confident or not confident at all.
- 48.8% of supply teachers who responded either strongly agree or agree that they are able to manage their workload within agreed working hours, however 24.1% said they either disagreed or strongly disagreed. The three areas identified as impacting the most on their ability to effectively manage their workload within their agreed working hours were:
 - administration and paperwork (52.7%);
 - class sizes (28.6%);
 - fitting curriculum content into the hours (24.0%).

School supply teacher

- If more time was available, supply teachers who responded selected they would like more time for:
 - lesson planning and preparation (37.2%);
 - discussing work with learners (32.3%);
 - curriculum review developing schemes of work and researching new topics (30.4%);
 - assessment and marking (28.5%);
 - developing resources (28.4%);
 - professional development (25.6%).
- 71.1% of supply teachers indicated that they were either not very familiar or not familiar at all with the content and recommendations in Professor Donaldson's report 'Successful Futures'.
- 78.2% of supply teachers were either not very familiar or not at all familiar with the Welsh Government Digital Competence Framework.
- 74.1% of supply teachers worked solely or mainly through the medium of English.

6.3 Tabulation of each question - school supply teacher survey responses

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Figures from the Education Workforce Council's 2014¹⁸ supply survey have been included below for comparison purposes for questions 1 to 7.

Table 100 Question 1: For how many years have you worked as a supply teacher in Wales? (select one)

	2016		2014	
	Number of responses	% of respondents	Number of responses	% of respondents
Less than 1 year	285	21.8	491	22.7
1 to 2 years	336	25.7	338	15.6
3 to 4 years	261	20.0	539	24.9
5 or more years	414	31.7	781	36.1
No response	10	0.8	13	0.6
Total	1,306	100	2,162	100.0

Table 101 Question 2: What is your primary reason for being a supply teacher? (select one)

	2016		2014	
	Number of responses	% of respondents	Number of responses	% of respondents
Lack of permanent / temporary long term contracts	385	29.5	830	38.4
Personal preference (e.g. enjoy the variety of schools that supply work provides; family commitments)	383	29.3	692	32.0
Previous contract of employment ended	130	10.0	158	7.3
Returning to the profession after a break in service	105	8.0	182	8.4
No response	10	0.8	26	1.2
Other (please specify)	293	22.4	274	12.7
Total	1,306	100	2,162	100.0

¹⁸ The General Teaching Council for Wales (GTCW), now known as the Education Workforce Council undertook a teacher supply survey in 2014 available at ewc.wales.

School supply teacher

Table 102 Question 3: Since September 2015, what is the average number of days you have worked as a supply teacher each week? (select one)

	2016		2014	
	Number of responses	% of respondents	Number of responses	% of respondents
Half a day	118	9.0	291	13.3
1 day	155	11.9	281	13.0
2 days	271	20.8	391	18.1
3 days	365	27.9	441	20.4
4 days	192	14.7	309	14.3
5 days	166	12.7	336	15.5
No response	39	3.0	113	5.2
Total	1,306	100	2,162	100

Table 103 Question 4: Since September 2015, in which have you mainly undertaken your work? (select one)

	2016		2014	
	Number of responses	% of respondents	Number of responses	% of respondents
Primary including nursery	770	59.0	1,284	59.4
Secondary	406	31.1	610	28.2
Special or a pupil referral unit	56	4.3	122	5.6
All phases	49	3.8	77	3.6
No response	25	1.9	69	3.2
Total	1,306	100	2,162	100

Table 104 Question 5: Since September 2015, which have been the main reasons why schools have required you to provide supply cover? (select all that apply)

	2016		2014	
	Number of responses	% of respondents	Number of responses	% of respondents
Cover for maternity leave	176	13.5	488	22.6
Cover for professional development training	745	57.0	1,170	54.1
Cover for sickness absence: Short term (less than 4 weeks)	764	58.5	986	45.6
Cover for sickness absence: Long term (4 weeks or more)	322	24.7	473	21.9
No response	25	1.9	68	3.1
Other (please state)	220	16.8	366	16.9
Total	2,252		3,551	
Base - total number of respondents	1,306		2,162	

For the 2016 figures - as respondents were able to select all answers which apply, included in the above figures are: 25 registrants who did not respond; 632 registrants who selected 1 response option; 415 who selected 2 options; 175 who selected 3 options; 55 who selected 4 options; 4 who selected 5 options.

School supply teacher

Table 105 Question 6: Since September 2015, what has been the most common way for you to obtain supply work? (select one)

	2016		2014	
	Number of responses	% of respondents	Number of responses	% of respondents
Directly contacted by schools	398	30.5	958	44.3
Directly via a local authority (supply pool)	38	2.9	72	3.3
Local authority via ETeach	14	1.1	21	1.0
New Directions supply agency	298	22.8	1,040 ¹⁹	48.1
Other private supply agency	530	40.6		
No response	28	2.1	71	3.3
Total	1,306	100	2,162	100

¹⁹ Note the response option in 2014 was 'supply agency'.

School supply teacher

Table 106 Question 7: Since starting supply work, what is the longest continuous period you have worked as a supply teacher in one school e.g. covering maternity leave of long term absence? (select one)

	2016		2014	
	Number of responses	% of respondents	Number of responses	% of respondents
Under 1 term	628	48.1	986	45.6
1 to 2 terms	345	26.4	577	26.7
3 terms	121	9.3	211	9.8
More than 3 terms	176	13.5	317	14.7
No response	36	2.8	71	3.3
Total	1,306	100	2,162	100

Table 107 Question 8: Which of the following professional development activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses, workshops, conferences, seminars (including e-learning)	436	33.4
Demonstrated/shared your best practice with others	222	17.0
Followed a national programme (e.g. Induction or NPQH)	110	8.4
Had colleagues observe your teaching and give you feedback	274	21.0
Made use of new technologies	305	23.4
Mentored or coached others	94	7.2
Observed colleagues' teaching or work shadowed them	239	18.3
Read publications, books, journals, articles (hard copy or online) or researched new developments	449	34.4
Received support from a mentor or coach	170	13.0
Studied for academic qualifications (e.g. a Masters degree)	73	5.6
Undertaken action research / enquiry	51	3.9
Undertaken collaborative learning outside of your school (including online such as Hwb networks)	57	4.4
Undertaken collaborative learning with colleagues in a school	109	8.3
Worked on something new (e.g. an initiative, project, activity, teaching a new subject/year group)	182	13.9
I have not undertaken any professional development in the last 12 months	441	33.8
No response	44	3.4
Other (please state)	77	5.9
Total	3,333	
Base - total number of respondents	1,306	

As respondents were able to select all answers which apply, included in the above figures are: 44 registrants who did not respond; 57 registrants who selected 1 response option; 220 who selected 2 options; 158 who selected 3 options; 109 who selected 4 options; 76 who selected 5 options; 49 who selected 6 options; 29 who selected 7 options; 17 who selected 8 options; 11 who selected 9 options; 9 who selected 10 options; 5 who selected 11 options; 6 who selected 12 options; 2 who selected 13 options; 1 who selected 14 options.

School supply teacher

Table 108 Question 9: Do you think you have had access to the professional development you needed in the last 12 months? (select one)

	Fully	%	Partly	%	Not at all	%	No response	%	Total
Total	143	10.9	557	42.6	551	42.2	55	4.2	1,306

Table 109 Question 10: What do you think are the main barriers/obstacles stopping you accessing professional development? (select all that apply)

	Number of responses	% of respondents
Conflict with your work/not enough time	284	21.7
Cost	533	40.8
Home, family, personal commitments	166	12.7
Lack of awareness of professional development opportunities	468	35.8
Lack of support from your employer	197	15.1
Professional development is not a personal priority at this time	234	17.9
The relevant professional development is not available or of sufficient quality	189	14.5
The type of employment/hours of work/concerned about turning down paid employment	351	26.9
No response	59	4.5
Other (please state)	126	9.6
Total	2,607	
Base - total number of respondents	1,306	

As respondents were able to select all answers which apply, included in the above figures are: 59 registrants who did not respond; 556 registrants who selected 1 response option; 324 who selected 2 options; 210 who selected 3 options; 102 who selected 4 options; 33 who selected 5 options; 15 who selected 6 options; 5 who selected 7 options; 2 who selected 8 options.

Table 110 Question 11: In which of the following areas would you welcome further development? (select all that apply)

	Number of responses	% of respondents
Action research/enquiry	113	8.7
Behaviour and classroom management	532	40.7
Coaching and mentoring	141	10.8
Curriculum content and design	511	39.1
Data analysis	188	14.4
Equality and diversity	108	8.3
ICT and digital skills	605	46.3
Learner evaluation and assessment for learning	326	25.0
Learner well-being	201	15.4
Pedagogy	187	14.3
Reflecting on and evaluating your practice	212	16.2
Safeguarding	169	12.9
School leadership	121	9.3
School management and administration	111	8.5
Subject and/or phase knowledge	325	24.9
Teaching learners with additional needs	456	34.9
Welsh language skills	367	28.1
No response	106	8.1
Other (please state)	77	5.9
Total	4,856	
Base - total number of respondents	1,306	

As respondents were able to select all answers which apply, included in the above figures are: 106 registrants who did not respond; 265 registrants who selected 1 response option; 209 who selected 2 options; 209 who selected 3 options; 156 who selected 4 options; 93 who selected 5 options; 73 who selected 6 options; 50 who selected 7 options; 45 who selected 8 options; 23 who selected 9 options; 16 who selected 10 options; 16 who selected 11 options; 9 who selected 12 options; 8 who selected 13 options; 7 who selected 14 options; 4 who selected 15 options; 3 who selected 16 options; 10 who selected 17 options; 4 who selected 18 options.

Table 111 Question 12: Please rate your level of confidence in using ICT in your teaching? (select one)

	Number of responses	% of respondents
Very confident	303	23.2
Fairly confident	722	55.3
Not very confident	226	17.3
Not confident at all	30	2.3
No response	25	1.9
Total	1,306	100

School supply teacher

Table 112 Question 13: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your agreed working hours? (select one)

	Number of responses	% of respondents
Strongly agree	174	13.3
Agree	464	35.5
Neither agree or disagree	312	23.9
Disagree	205	15.7
Strongly disagree	110	8.4
No response	41	3.1
Total	1,306	100

Table 113 Question 14: What most impacts most on your ability to effectively manage your workload? (select up to three)

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying, setting up your classroom)	688	52.7
Class sizes	373	28.6
Communicating and working with parents or guardians	32	2.5
Covering for absent colleagues	87	6.7
External assessment and quality assurance	69	5.3
Fitting curriculum content into the available teaching hours	314	24.0
Inspections	79	6.0
Internal and external expectations and accountability	176	13.5
Local authority / consortia monitoring	28	2.1
New initiatives	154	11.8
Pastoral or extracurricular activities (e.g. learners' welfare, school clubs)	29	2.2
Professional development and training	36	2.8
School staff management (e.g. staffing, coaching / mentoring, budgets, policies, meetings)	66	5.1
No response	148	11.3
Other (please state)	189	14.5
Total	2,468	
Base - total number of respondents		1,306

As respondents were able to select up to three answers, included in the above figures are: 148 registrants who did not respond; 455 registrants who selected 1 response option; 244 who selected 2 options; 459 who selected 3 options.

Table 114 Question 15: If you had more time to spend on them, which of the following would most benefit you in your role as a professional? (select up to three)

	Number of responses	% of respondents
Analysing pupil data	127	9.7
Assessment and marking	372	28.5
Curriculum review, developing schemes of work, researching new topics	397	30.4
Deploying support staff effectively	105	8.0
Discussing work with learners	422	32.3
Exploring, selecting and developing resources	371	28.4
Lesson planning and preparation	486	37.2
Moderation of assessments with colleagues	95	7.3
Undertaking action research / enquiry	56	4.3
Undertaking professional development	334	25.6
No response	91	7.0
Other (please state)	55	4.2
Total	2,911	
Base - total number of respondents	1,306	

As respondents were able to select up to three answers, included in the above figures are: 91 registrants who did not respond; 306 registrants who selected 1 response option; 213 who selected 2 options; 696 who selected 3 options.

Table 115 Question 16: How familiar are you with the content and recommendations in Professor Graham Donaldson's report "Successful Futures"? (select one)

	Number of responses	% of respondents
Very familiar	67	5.1
Familiar	284	21.7
Not very familiar	478	36.6
Not at all	451	34.5
No response	26	2.0
Total	1,306	100

Table 116 Question 17: To what extent do you agree or disagree that the four purposes referred to above underpin and inform your own practice? (select one)

	Number of responses	% of respondents
Strongly agree	226	17.3
Agree	624	47.8
Neither agree or disagree	356	27.3
Disagree	35	2.7
Strongly disagree	17	1.3
No response	48	3.7
Total	1,306	100

School supply teacher

Table 117 Question 18: How familiar are you with the new Welsh Government Digital Competence Framework? (select one)

	Number of responses	% of respondents
Very familiar	43	3.3
Familiar	213	16.3
Not very familiar	520	39.8
Not at all	501	38.4
No response	29	2.2
Total	1,306	100

Table 118 Question 19: Through which language do you work? (select one)

	Number of responses	% of respondents
Solely through the medium of Welsh	115	8.8
Mainly through the medium of Welsh	124	9.5
Equally through the medium of Welsh and English	74	5.7
Mainly through the medium of English	456	34.9
Solely through the medium of English	512	39.2
No response	25	1.9
Total	1,306	100

School supply teacher

Table 119 Question 20: Which of the following Welsh language qualifications (as a subject) do you hold? (select all that apply)

	Number of responses	% of respondents
A level or equivalent in Welsh - first language	91	7.0
A level or equivalent in Welsh - second language	70	5.4
Degree or equivalent in Welsh	79	6.0
GCSE or equivalent in Welsh - first language	210	16.1
GCSE or equivalent in Welsh - second language	306	23.4
NVQ, GNVQ or equivalent in Welsh	8	0.6
Post graduate degree in Welsh	20	1.5
Post graduate diploma, certificate or equivalent in Welsh	27	2.1
Welsh for Adults - Entry level (including Welsh language sabbatical scheme)	87	6.7
Welsh for Adults - Foundation level (including Welsh language sabbatical scheme)	43	3.3
Welsh for Adults - Higher level (including Welsh language sabbatical scheme)	11	0.8
Welsh for Adults - Intermediate level (including Welsh language sabbatical scheme)	28	2.1
Welsh for Adults - Proficiency level	38	2.9
No Welsh language qualification	462	35.4
No response	46	3.5
Other (please state)	92	7.0
Total	1,618	
Base - total number of respondents	1,306	

As respondents were able to select all answers which apply, included in the above figures are: 46 registrants who did not respond; 1,042 registrants who selected 1 response option; 147 who selected 2 options; 56 who selected 3 options; 9 who selected 4 options; 5 who selected 5 options; 1 who selected 7 options.

7.0 Results – survey responses – school learning support worker

Note there was a separate survey for school learning support workers with a primary employment description of supply

7.1 Respondent profile

Table 120 Registration status of respondents to the school learning support worker survey

Primary category of registration of school learning support worker	2,157
Not registered as a school learning support worker	22
Total	2,179

Note that those not registered as a school learning support worker have been included as it is conceivable that the practitioner or employer have not yet notified the EWC of a change to the practitioners' employment status.

Table 121 Gender balance of respondents to the school learning support worker survey

Gender	Respondents		Profile on the Register	
	Number	%	Number	%
Female	2,032	93.3	23,273	90.4
Male	147	6.7	2,473	9.6
Total	2,179	100	25,746	100

Table 122 Age range of respondents to the school learning support worker survey

Age range	Respondents		Profile on the Register	
	Number	%	Number	%
Under 25	133	6.1	2,589	10.1
25 to 29	163	7.5	2,874	11.2
30 to 34	152	7.0	2,484	9.6
35 to 39	215	9.9	2,769	10.8
40 to 44	320	14.7	3,509	13.6
45 to 49	409	18.8	4,169	16.2
50 to 54	408	18.7	3,739	14.5
55 to 59	250	11.5	2,316	9.0
60 to 64	116	5.3	1,022	4.0
65 +	13	0.6	275	1.1
Total	2,179	100	25,746	100

2,108 (96.7%) registrants completed the survey through the medium of English and 71 (3.3%) through the medium of Welsh.

School learning support worker

Table 123 Phase of respondents to the school learning support worker survey

Phase	Respondents		Profile on the Register	
	Number	%	Number	%
Nursery	11	0.5	130	0.5
Primary	1,213	55.7	14,568	56.6
Middle	31	1.4	372	1.4
Secondary	417	19.1	4647	18.0
Special	127	5.8	2009	7.8
Pupil referral unit	5	0.2	89	0.3
Independent	0	0	9	0.0
Others in-service ²⁰	303	13.9	2,819	10.9
Others out of service ²¹	72	3.3	1,103	4.3
Total	2,179	100	25,746	100

Table 124 Employment description of respondents as recorded as the primary employment on the Register of Education Practitioners at the start of the survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Learning support worker including senior learning support workers/teaching assistants, special needs assistants	1,765	81.0	21,425	83.2
Cover supervisor	26	1.2	259	1.0
HLTA	13	0.6	140	0.5
Others in-service	303	13.9	2,819	10.9
Others out of service	72	3.3	1,103	4.3
Total	2,179	100	25,746	100

The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

²⁰ Others in service included registrants with an unknown phase. Note supply were not included in the Profile on the Register as there was a separate survey for supply learning support workers. Also applicable to table 124.

²¹ Others out of service included individuals on a career break or unemployed, retired or teaching and roles outside of school e.g. FE learning support worker. Also applicable to table 124.

7.2 Key findings of school learning support workers

- The most selected reasons given by school learning support workers as to why they entered the profession were:
 - empowering learners and find learning support work rewarding (56.9%);
 - assist with advancing pupils learning (52.0%).

This was closely followed by 45.5% of supply learning support workers who enjoy the work life balance the work provides.

- 2.1% of school learning support workers who responded were qualified school teachers that had been unable to secure work as a school teacher.
- 47.5% of school learning support workers had a permanent annual full-year contract. 37.0% of respondents were employed term-time only.
- Similar to FE learning support workers the most commonly selected type of work by school learning support workers involved:
 - supporting learners with additional learning needs or behavioural issues (80.0%);
 - working with small groups of learners (78.5%);
 - one to one work with learners (73.0%).
- In terms of what support workers considered the most rewarding part of their role, the three most selected areas were:
 - supporting/engaging learners and seeing them progress (87.7%);
 - supporting learners with special and/or additional learning needs (61.6%);
 - working with others (within or outside of the school) (28.3%).
- Financial constraints (62.0%), workload (34.5%), changes to the curriculum from external agencies (23.0%) and learner behaviour (22.8%) were the aspects that school learning support workers found least rewarding. Financial constraints were more highly selected by school learning support workers (62.0%) in comparison to school teachers (29.9%). This showed a similar trend to FE learning support workers (61.9%) and FE teachers (38.6%).
- 56.7% of respondents were content to continue to develop/strengthen their practice as a learning support worker over the next three years however 16.5% indicated their intention to leave the profession.
- In terms of professional development undertaken in the last 12 months, learning support workers have been involved in a range of activities, with attending courses, workshops, conferences and seminars (65.7%) and demonstrating / sharing best practice (38.0%) the most popular. 14.2% of respondents had not undertaken any professional development in the last 12 months.
- 22.4% stated they did not have access the professional development they needed at all in the last 12 months. The main barriers for accessing professional development were cost (61.4%) and conflict with work/not enough time (35.0%).

School learning support worker

- Whilst 71.3% of school learning support workers who responded stated that they were very confident or fairly confident in using ICT in their work, 27.0% of respondents rated their confidence in using ICT as not at all confident or not very confident.
- When asked which development opportunities they would welcome most, the three most selected areas were:
 - learner behaviour management strategies (49.6%);
 - ICT and digital skills (46.2%);
 - working with learners with additional needs (36.1%).
- 45.4% of school learning support workers who responded had never had a performance management review or had not received one in the last 12 months. Reviewing and reflecting on the professional development undertaken during the year is not something which is routinely discussed in a performance management review with only 25.7% saying this was covered.
- School learning support workers indicated they were more content than school teachers with their ability to manage their workload effectively within their agreed working hours. 36.8% of those who responded stated that they were able to effectively manage their existing workload, however 38.1% either disagreed or strongly disagreed that this was achievable. The areas impacting most on their ability to effectively manage their workload were:
 - administration and paperwork (46.5%);
 - planning and preparation (29.1%);
 - covering for absent colleagues (27.4%).
- A full time learning support worker (contracted for 37 hours or more a week) worked on average 38.8 hours.
- If more time was available respondents would chose to spend it on exploring and developing resources (41.0%) and discussing work with senior/other staff (39.3%).
- 79.5% work mainly or solely through the medium of English.
- 50.8% do not hold a Welsh language qualification.

7.3 Tabulation of each question - school learning support worker survey responses

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Table 125 Question 1: Why did you become a learning support worker? (select all that apply)?

	Number of responses	% of respondents
I am able to undertake my learning support work alongside other employment	114	5.2
I am working as a learning support worker while I train to become a school teacher	70	3.2
I enjoy assisting teaching colleagues in advancing pupils' learning	1,132	52.0
I enjoy empowering learners and find learning support work rewarding	1,240	56.9
I have gained Qualified Teacher Status but have been unable to secure work as a qualified school teacher	45	2.1
I like the work/life balance learning support work gives me	992	45.5
I started as a volunteer and subsequently wanted to obtain a paid role	419	19.2
I was previously employed as a teacher but prefer to work as a learning support worker	73	3.4
No response	28	1.3
Other (please state)	187	8.6
Total	4,300	
Base - total number of respondents	2,179	

As respondents were able to select all answers which apply, included in the above figures are: 28 registrants who did not respond; 981 registrants who selected 1 response option; 462 who selected 2 options; 495 who selected 3 options; 184 who selected 4 options; 28 who selected 5 options; 1 who selected 6 options.

Table 126 Question 2: At which level is your contracted employment? (select one)

	Number of responses	% of respondents
LSA/TA level 1	337	15.5
LSA/TA level 2	577	26.5
LSA/TA level 3	735	33.7
LSA/TA level 4	248	11.4
No response	42	1.9
Other (please state)	240	11.0
Total	2,179	100

School learning support worker

Table 127 Question 3: Is your employment as a learning support worker? (select one)

	Number of responses	% of respondents
Permanent	1,036	47.5
Permanent term-time working	669	30.7
Supply	58	2.7
Temporary	182	8.4
Temporary term-time working	137	6.3
Voluntary	5	0.2
No response	24	1.1
Other (please state)	68	3.1
Total	2,179	100

Table 128 Question 4: Which of the following best describes your employment? (select one)

	Number of responses	% of respondents
I am employed full-time as a learning support worker	1,366	62.7
I am employed part-time as a learning support worker and part time in another role within school/education	77	3.5
I am employed part-time as a learning support worker and part time outside of school/education	79	3.6
I am employed part-time as learning support worker and have no other part-time role	439	20.1
Voluntary	8	0.4
No response	31	1.4
Other (please state)	179	8.2
Total	2,179	100

School learning support worker

Table 129 Question 5: What type of work do you undertake in your role as a learning support worker? (select all that apply)

	Number of responses	% of respondents
Administrative work	953	43.7
Contributing to assessment	1,244	57.1
Cover supervision	966	44.3
Delivering or assisting with extracurricular activities and the wider work of the school (e.g. homework clubs)	794	36.4
Managing learners welfare and medical care	1,001	45.9
One to one work with learners	1,591	73.0
Planning and recording	1,187	54.5
Supporting learners with additional learning needs or behavioural issues	1,744	80.0
Supporting multi ethnicity learners/parents/guardians with English as an additional language	420	19.3
Whole class support	1,496	68.7
Working with parents or guardians/community	554	25.4
Working with small groups of learners	1,711	78.5
No response	24	1.1
Other roles (please state)	341	15.6
Total	14,026	
Base - total number of respondents	2,179	

As respondents were able to select all answers which apply, included in the above figures are: 24 registrants who did not respond; 185 registrants who selected 1 response option; 103 who selected 2 options; 140 who selected 3 options; 183 who selected 4 options; 204 who selected 5 options; 214 who selected 6 options; 242 who selected 7 options; 253 who selected 8 options; 230 who selected 9 options; 176 who selected 10 options; 116 who selected 11 options; 86 who selected 12 options; 23 who selected 13 options.

School learning support worker

Table 130 Question 6: Which of the following qualifications/standards do you hold? (select all that apply)

	Number of responses	% of respondents
A -Level	623	28.6
BTEC	390	17.9
CACHE	584	26.8
Certificate of Higher Education (CertHE)	118	5.4
City & Guilds	344	15.8
Degree	558	25.6
Diploma of Higher Education (DipHE)	104	4.8
Foundation Diploma	87	4.0
GCSE/O-level	1,479	67.9
GNVQ (General National Vocational Qualification)	153	7.0
Higher Level Teaching Assistants Standard	272	12.5
Higher National Certificate (HNC)	47	2.2
Higher National Diploma (HND)	101	4.6
NNEB	271	12.4
NVQ	765	35.1
Practising Teacher Standards	7	0.3
Qualified Teacher Status (QTS)	107	4.9
I do not hold a formal qualification	23	1.1
No response	23	1.1
Other (please state)	270	12.4
Total	6,326	
Base - total number of respondents	2,179	

As respondents were able to select all answers which apply, included in the above figures are: 23 registrants who did not respond; 377 registrants who selected 1 response option; 534 who selected 2 options; 556 who selected 3 options; 400 who selected 4 options; 174 who selected 5 options; 89 who selected 6 options; 22 who selected 7 options; 4 who selected 8 options.

Table 131 Question 7: What aspects of your role do you find most rewarding? (select up to three)

	Number of responses	% of respondents
Access to training and development	173	7.9
Developing yourself	495	22.7
Interacting with parents or guardians	207	9.5
Sharing good practice	564	25.9
Supporting learners with special and/or additional learning needs	1,342	61.6
Supporting/engaging learners and seeing them progress	1,910	87.7
Trying new and innovative methods	438	20.1
Working with others (within or outside your school)	616	28.3
No response	33	1.5
Other (please state)	35	1.6
Total	5,813	
Base - total number of respondents	2,179	

As respondents were able to select up to three answers, included in the above figures are: 33 registrants who did not respond; 187 registrants who selected 1 response option; 284 who selected 2 options; 1,675 who selected 3 options.

Table 132 Question 8: What aspects of your role do you find least rewarding (select up to three)?

	Number of responses	% of respondents
Access to training and development	444	20.4
Administrative aspects of your role	328	15.1
Changes to the curriculum from external agencies (e.g. Examination Boards)	502	23.0
Financial constraints on your school or role	1,352	62.0
Interacting with parents or guardians	44	2.0
Learner behaviour or other issues related to learners	497	22.8
Working with others (within or outside of school)	50	2.3
Workload	752	34.5
Your physical working environment	269	12.3
No response	101	4.6
Other (please state)	150	6.9
Total	4,489	
Base - total number of respondents	2,179	

As respondents were able to select up to three answers, included in the above figures are: 101 registrants who did not respond; 615 registrants who selected 1 response option; 616 who selected 2 options; 847 who selected 3 options.

School learning support worker

Table 133 Question 9: How do you see your career changing in the next 3 years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop/strengthen your practice as a learning support worker	1,235	56.7
Increasing your working hours	229	10.5
Leaving learning support work	359	16.5
Mentoring or supporting less experienced colleagues	306	14.0
Moving to a different school	205	9.4
Moving to a learning support role outside of Wales	23	1.1
Progressing to a more senior support staff role e.g. HLTA	381	17.5
Reducing your working hours	236	10.8
Retiring	134	6.1
Training to become a Qualified Teacher	198	9.1
Working with learners with additional needs	434	19.9
No response	71	3.3
Other (please state)	202	9.3
Total	4,013	
Base - total number of respondents	2,179	

As respondents were able to select all answers which apply, included in the above figures are: 71 registrants who did not respond; 971 registrants who selected 1 response option; 619 who selected 2 options; 389 who selected 3 options; 89 who selected 4 options; 31 who selected 5 options; 8 who selected 6 options; 1 who selected 7 options.

School learning support worker

Table 134 Question 10: Which of the following professional development activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Acquired additional skills and knowledge as part of a new post or role	711	32.6
Attended courses, workshops, conferences, seminars (including e-learning)	1,431	65.7
Demonstrated / shared your best practice with others	829	38.0
Had colleagues observe your work and give you feedback	726	33.3
Made use of new technologies	650	29.8
Mentored or coached others	344	15.8
Observed colleagues' work or shadowed them	373	17.1
Read publications, books, journals, articles (hard copy or online) or researched a topic	681	31.3
Received support from a mentor or coach	323	14.8
Studied for academic qualifications (e.g. Certificate of Higher Education)	224	10.3
Undertaken collaborative learning outside of your school (including online such as Hwb networks)	221	10.1
Undertaken research	193	8.9
Worked on something new (e.g. an initiative, project, activity, teaching a new subject / year group)	640	29.4
I have not undertaken any professional development in the last 12 months	310	14.2
No response	47	2.2
Other (please state)	69	3.2
Total	7,772	
Base - total number of respondents	2,179	

As respondents were able to select all answers which apply, included in the above figures are: 47 registrants who did not respond; 473 registrants who selected 1 response option; 379 who selected 2 options; 349 who selected 3 options; 300 who selected 4 options; 202 who selected 5 options; 151 who selected 6 options; 109 who selected 7 options; 67 who selected 8 options; 41 who selected 9 options; 27 who selected 10 options; 19 who selected 11 options; 11 who selected 12 options; 4 who selected 13 options.

Table 135 Question 11: Do you think you have had access to the professional development you needed in the last 12 months? (select one)

	Fully	%	Partly	%	Not at all	%	No response	%	Total
Total	507	23.3	1,130	51.9	488	22.4	54	2.5	2,179

School learning support worker

Table 136 Question 12: What do you think are the main barriers/obstacles stopping you from accessing professional development? (select all that apply)

	Number of responses	% of respondents
Conflict with your work/not enough time	763	35.0
Cost	1,338	61.4
Home, family, personal commitments	360	16.5
Lack of awareness of professional development opportunities	548	25.1
Lack of support from your employer/manager	389	17.9
The relevant professional development is not available or of sufficient quality	360	16.5
The type of employment/hours of work	281	12.9
Your professional development does not form part of the school's current development plan (SDP)	257	11.8
No response	154	7.1
Other (please state)	100	4.6
Total	4,550	
Base - total number of respondents		2,179

As respondents were able to select all answers which apply, included in the above figures are: 154 registrants who did not respond; 737 registrants who selected 1 response option; 611 who selected 2 options; 427 who selected 3 options; 156 who selected 4 options; 52 who selected 5 options; 28 who selected 6 options; 9 who selected 7 options; 4 who selected 8 options; 1 who selected 9 options.

Table 137 Question 13: In which of the following areas would you welcome further development? (select all that apply)

	Number of responses	% of respondents
Directed learning for small groups	605	27.8
Equality and diversity	200	9.2
ICT and digital skills	1,007	46.2
Learner behaviour management strategies	1,081	49.6
Learner evaluation and assessment for learning	423	19.4
Learner well-being	546	25.1
Literacy and/or numeracy	553	25.4
National education policy and Welsh Government national priorities e.g. Literacy and numeracy framework	373	17.1
Reflecting on and evaluating your practice	336	15.4
Safeguarding	323	14.8
School administration	168	7.7
Subject or phase knowledge	229	10.5
United Nations Convention on the Rights of the Child and the Children and Young People's Participation Standards	175	8.0
Welsh language skills	541	24.8
Working with learners with additional needs	786	36.1
No response	121	5.6
Other (please state)	87	4.0
Total	7,554	
Base - total number of respondents		2,179

As respondents were able to select all answers which apply, included in the above figures are: 121 registrants who did not respond; 392 registrants who selected 1 response option; 440 who selected 2 options; 392 who selected 3 options; 295 who selected 4 options; 184 who selected 5 options; 118 who selected 6 options; 84 who selected 7 options; 49 who selected 8 options; 26 who selected 9 options; 24 who selected 10 options; 10 who selected 11 options; 10 who selected 12 options; 6 who selected 13 options; 7 who selected 14 options; 19 who selected 15 options; ; 2 who selected 16 options.

Table 138 Question 14: Please rate your level of confidence in using ICT in your work? (select one)

	Number of responses	% of respondents
Very confident	450	20.7
Fairly confident	1,104	50.7
Not very confident	522	24.0
Not confident at all	65	3.0
No response	38	1.7
	2,179	100

Table 139 Question 15: When did you have your last performance management review? (select one)

	Number of responses	% of respondents
In the last 12 months	1,134	52.0
More than 12 months ago	490	22.5
Never (If never, go to question 18)	499	22.9
No response	56	2.6
Total	2,179	100

Table 140 Question 16: Which of the following areas did your last performance management review cover? (select all that apply)

	Number of responses	% of respondents
Agreeing your performance objectives for the next year	1,075	49.3
Agreeing your professional development objectives for the next year	927	42.5
Discussion of your workload	456	20.9
Feedback from observation of your work	516	23.7
Reviewing and reflecting on support from line manager	312	14.3
Reviewing and reflecting on the professional development you had undertaken	560	25.7
Reviewing and reflecting on your contribution to school development priorities	455	20.9
Reviewing and reflecting on your impact on learner outcomes	495	22.7
Reviewing and reflecting on your performance against agreed objectives	483	22.2
No response	581	26.7
Other (please state)	72	3.3
Total	5,932	
Base - total number of respondents	2,179	

As respondents were able to select all answers which apply, included in the above figures are: 581 registrants who did not respond; 375 registrants who selected 1 response option; 367 who selected 2 options; 259 who selected 3 options; 169 who selected 4 options; 142 who selected 5 options; 107 who selected 6 options; 66 who selected 7 options; 43 who selected 8 options; 69 who selected 9 options; 1 who selected 10 options.

Table 141 Question 17: How regularly do you discuss (formally or informally) the performance and professional development objectives set in your last performance management review with your appraiser? (select one)

	Number of responses	% of respondents
Weekly	51	2.3
Monthly	71	3.3
Termly	280	12.8
Annually	790	36.3
Never	435	20.0
No response	552	25.3
Total	2,179	100

Table 142 Question 18: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your agreed working hours? (select one)

	Number of responses	% of respondents
Strongly agree	196	9.0
Agree	606	27.8
Neither agree or disagree	493	22.6
Disagree	574	26.3
Strongly disagree	258	11.8
No response	52	2.4
Total	2,179	100

School learning support worker

Question nineteen asked registrants to quantify the number of hours spent in an average week (including tasks that took place during weekends, evenings, or other off classroom hours rounded to the nearest quarter of an hour).

Issues in the completion of this question which need to be considered:

- hours stated were not rounded to the nearest quarter of an hour;
- miscalculating number of hours;
- percentages entered rather than numbers and other variations in the way the data were entered;
- ranges used and/or text to clarify the information entered particularly in relation to hours worked;
- the complexity and variety of contracted hours;
- incomplete or inaccurate information e.g. stated that they work over 168 hours ²²a week on average which is not feasible or some of the weekly hours appearing low in comparison to contract.

Where individuals added a range of hours per activity the average was used. If a number and '+' was entered e.g. 5+, the basic number (i.e. 5) was accepted. Numbers entered in text were converted to a numerical figure and figures rounded to the nearest quarter of an hour for ease of analysis.

353 chose not to enter any hours against the activities, however 30 added comments which ranged from: each working week is different and the workload varies, not relevant to their role, difficult to quantify working week, and question is too time consuming.

Of the 1,826 who responded, 177 indicated they were full-time, 1,510 part-time, 122 failed to declare their hours. 17 were excluded for including hours which exceeded 168 hours a week.

A full time school LSW for the purposes of the survey was considered as 37 contracted hours a week or over.

Table 143 Breakdown of part-time contracted hours

Employed hours	Number of respondents
Under 5	8
5-10	24
11-15	73
16-20	154
21-25	155
26-30	500
Over 30	596
Total	1,510

Table 144 Summary of average hours

	Average number of hours worked per week	Average contracted hours
Full-time	38.8	37.7
Part-time	29.2	27.6

²² 24 hours a day x 7 days a week.

Table 145 Question 19: During an average working week how long do you spend on the following?

	Full-time average hours per week	% of average hours	Part-time average hours per week	% of average hours	Contracted hours unknown average hours per week ²³	% of average hours
Contributing to assessment and marking	1.7	4.4	1.8	6.1	0.9	4.2
Data input and record keeping	4.2	10.9	1.6	5.3	1.4	6.5
Extracurricular activities (e.g. supervising learners at break)	2.8	7.1	2.2	7.4	1.6	7.7
Planning and preparation	6.0	15.5	2.5	8.7	1.7	7.9
Professional development and training	1.0	2.7	0.5	1.5	0.7	3.4
Supporting small groups of learners and/or on a one to one basis	10.2	26.4	12.3	42.0	8.8	41.6
Supporting teaching and learning or cover (whole class)	8.6	22.1	7.2	24.5	5.4	25.5
Time for reflection	0.6	1.5	0.4	1.4	0.4	1.8
Other (please state)	3.7	9.5	0.9	3.0	0.5	2.1
Total	38.8	100	29.2	100	21.3	100

Note: the above figures do not include 17 individuals who declared that on average they work excess of 168 hours a week. Also note that the declared weekly hours ranged from 0.25 to 100 hours per week.

45 (25.4%) full-time school LSW stated that during an average week they work less than their contracted hours, 40 (22.6%) work their hours and 92 (52.0%) work above their contracted hours in an average week.

360 (23.8%) part-time school LSW stated that during an average week they work less than their contracted hours, 288 (19.1%) work their hours and 862 (57.1%) work above their contracted hours in an average week.

²³ Respondents who failed to declare their hours and could not be categorised as either full-time or part-time.

Table 146 Question 20: What impacts most on your ability to effectively manage your workload? (select up to three)

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying)	1,014	46.5
Class sizes	445	20.4
Communicating and working with parents or guardians	115	5.3
Covering for absent colleagues	597	27.4
Inspections	79	3.6
Internal and external expectations and accountability	376	17.3
Local authority / consortia monitoring	35	1.6
New initiatives	228	10.5
Pastoral or extracurricular activities (e.g. learners' welfare, school clubs)	172	7.9
Planning and preparation	633	29.1
Professional development and training	107	4.9
School administration (e.g. coaching / mentoring, policies, meetings)	111	5.1
No response	264	12.1
Other (please state)	204	9.4
Total	4,380	
Base - total number of respondents	2,179	

As respondents were able to select up to three answers, included in the above figures are: 264 registrants who did not respond; 560 registrants who selected 1 response option; 509 who selected 2 options; 846 who selected 3 options.

Table 147 Question 21: If you had more time to spend on them, which of the following would most benefit you in your role as a professional? (select up to three)

	Number of responses	% of respondents
Discussing work with learners	601	27.6
Discussing work with senior/other staff	857	39.3
Exploring, selecting and developing resources	893	41.0
Making use of pupil data	218	10.0
Planning and evaluating with teaching colleagues	593	27.2
Planning and preparation	804	36.9
Researching policy/curriculum developments/new initiatives	191	8.8
Team teach lessons	148	6.8
Undertaking professional development	571	26.2
No response	162	7.4
Other (please state)	41	1.9
Total	5,079	
Base - total number of respondents	2,179	

As respondents were able to select up to three answers, included in the above figures are: 162 registrants who did not respond; 361 registrants who selected 1 response option; 412 who selected 2 options; 1,244 who selected 3 options

Table 148 Question 22: Through which language do you work? (select one)

	Number of responses	% of respondents
Solely through the medium of Welsh	163	7.5
Mainly through the medium of Welsh	134	6.1
Equally through the medium of Welsh and English	102	4.7
Mainly through the medium of English	1,006	46.2
Solely through the medium of English	726	33.3
No response	48	2.2
Total	2,179	100

Table 149 Question 23: Which of the following Welsh language qualifications (as a subject) do you hold? (select all that apply)

	Number of responses	% of respondents
A level or equivalent in Welsh - first language	48	2.2
A level or equivalent in Welsh - second language	50	2.3
Degree or equivalent in Welsh	15	0.7
GCSE or equivalent in Welsh - first language	271	12.4
GCSE or equivalent in Welsh - second language	440	20.2
NVQ, GNVQ or equivalent in Welsh	17	0.8
Post graduate degree in Welsh	2	0.1
Post graduate diploma, certificate or equivalent in Welsh	8	0.4
Welsh for Adults - Entry level (including Welsh language sabbatical scheme)	121	5.6
Welsh for Adults - Foundation level (including Welsh language sabbatical scheme)	40	1.8
Welsh for Adults - Higher level (including Welsh language sabbatical scheme)	13	0.6
Welsh for Adults - Intermediate level	52	2.4
Welsh for Adults - Proficiency level	39	1.8
No Welsh language qualification	1,106	50.8
No response	66	3.0
Other (please state)	98	4.5
Total	2,386	
Base - total number of respondents		2,179

As respondents were able to select all answers which apply, included in the above figures are: 66 registrants who did not respond; 1,939 registrants who selected 1 response option; 148 who selected 2 options; 20 who selected 3 options; 5 who selected 4 options; 1 who selected 5 options

8.0 Results – survey responses – school supply learning support worker

8.1 Respondent profile

Table 150 Registration status of respondents to the school supply learning support worker survey

Registered as a learning support worker	588
Not registered as a learning support worker	2
Total	590

Note that those not registered as a school learning support worker have been included as it is conceivable that the practitioner or employer have not yet notified the EWC of a change to the practitioners' employment status.

Table 151 Gender balance of respondents to the school supply learning support worker survey

Gender	Respondents		Profile on the Register	
	Number	%	Number	%
Female	519	88.0	3,229	83.8
Male	71	12.0	624	16.2
Total	590	100	3,853	100

Table 152 Age range of respondents to the school supply learning support worker survey

Age range	Respondents		Profile on the Register	
	Number	%	Number	%
Under 25	135	22.9	1,278	33.2
25 to 29	51	8.6	556	14.4
30 to 34	61	10.3	419	10.9
35 to 39	67	11.4	377	9.8
40 to 44	69	11.7	372	9.7
45 to 49	57	9.7	296	7.7
50 to 54	63	10.7	247	6.4
55 to 59	50	8.5	184	4.8
60 to 64	26	4.4	98	2.5
65 +	11	1.9	26	0.7
Total	590	100	3,853	100

577 (97.8%) of registrants completed the survey through the medium of English and 13 (2.2%) through the medium of Welsh.

8.2 Key findings of supply learning support workers

- 74.1% of responding supply learning support workers had worked in the role for less than 2 years.
- When asked to select the primary reason for being a supply learning support worker 38.1 % of respondents selected a lack of permanent/temporary long term contracts and 33.6% selected personal preference. The highest percentage worked on average 5 days a week (35.6%).
- Supply learning support workers mainly worked in the primary phase (60.2%), similar to 59% of supply teachers.
- The most common reason schools required supply support staff was to cover for sickness absences (51.9% short term and 27.6% long term).
- The main type of work undertaken by supply learning support workers were one-to-one work with learners (75.4%), supporting learners with additional learning needs/behavioural issues (72.4%) and working with small groups of learners (71.9%).
- Learning support workers who responded to the survey worked almost exclusively through supply agencies (82.0%), for 38.8% of respondents, the longest continuous period working as a supply teacher/learning support worker in one school was short periods of under one term.
- 37.1% of supply learning support workers who responded hold a degree level (or above) and 6.3% hold Qualified Teacher Status.
- 76.8 of supply learning support workers stated that they did, fully or partly, have access to the professional development they needed in the last 12 months.
- Cost (49.5%) and lack of awareness of opportunities (32.9%) were the main barriers to accessing professional development, personal commitments also featured highly (28.8%).
- In terms of professional development undertaken in the last 12 months, respondents had been involved in a range of activities, with formal training (52.4%), acquiring additional skills and knowledge as part of a new post or role (33.2%) and self-directed professional development (including reading publications, books, journals, articles and researched topics) (31.2%) the most popular.
- There were three areas of development that supply support workers felt would be of greatest benefit:
 - learner behaviour management strategies (51.0%);
 - working with learners with additional needs (50.2%);
 - ICT and digital skills (40.7%).
- Whilst 74.4% stated they were very confident or fairly confident in using ICT in their work, 22.8% stated they were not very or not at all confident in using their ICT skills in their work.

School supply learning support worker

- 71.4% strongly agreed or agreed they were able to manage their workload within their existing working hours. The main reason respondents were unable to manage workload:
 - administration and paper work (30.3%);
 - class sizes (26.1%);
 - planning and preparation (22.5%).
- If more time was available, respondents stated discussing work with senior staff/other staff (39.8%) and undertaking professional development (33.9%) would most benefit them as a professional.
- The majority 84.2% of school supply support workers worked mainly through the medium of English.
- 51.4% of respondents held no Welsh language qualification.

8.3 Tabulation of each question - School supply learning support worker survey responses

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Table 153 Question 1: For how many years have you worked as a supply learning support worker in Wales? (select one)

	Less than 1	%	1 to 2	%	3 to 4	%	5 or More	%	No response	%	Total
Total	237	40.2	200	33.9	96	16.3	52	8.8	5	0.8	590

Table 154 Question 2: What is your primary reason for being a supply learning support worker? (select one)

	Number of responses	% of respondents
Lack of permanent/temporary long term contracts	225	38.1
Personal preference (e.g. enjoy the variety of schools that supply work provides; family commitments)	198	33.6
Previous contract of employment ended	28	4.7
Returning to the profession after a break in service	38	6.4
No response	3	0.5
Other	98	16.6
Total	590	100

Table 155 Question 3: Since September 2015, what is the average number of days you have worked as a supply learning support worker each week? (select one)

	Number of responses	% of respondents
Half a day	42	7.1
1 day	40	6.8
2 days	94	15.9
3 days	111	18.8
4 days	71	12.0
5 days	210	35.6
No response	22	3.7
Total	590	100

Table 156 Question 4: Since September 2015, in which have you mainly undertaken your work? (select one)

	Number of responses	% of respondents
Primary including nursery	355	60.2
Secondary	71	12.0
Special or pupil referral unit	58	9.8
All phases	91	15.4
No response	15	2.5
Total	590	100

School supply learning support worker

Table 157 Question 5: Since September 2015, which have been the main reasons why schools have required you to provide supply cover? (select all that apply)

	Number of responses	% of respondents
Cover for maternity leave	58	9.8
Cover for professional development training	134	22.7
Cover for sickness absence: Short term (less than 4 weeks)	306	51.9
Cover for sickness absence: Long term (4 weeks or more)	163	27.6
No response	21	3.6
Other (please state)	177	30.0
Total	859	
Base - total number of respondents	590	

As respondents were able to select all answers which apply, included in the above figures are: 21 registrants who did not respond; 385 registrants who selected 1 response option; 117 who selected 2 options; 51 who selected 3 options; 14 who selected 4 options; 2 who selected 5 options.

Table 158 Question 6: Since September 2015, what has been the most common way for you to obtain supply work? (select one)

	Number of responses	% of respondents
Directly contacted by schools	71	12.0
Directly via a local authority (supply pool)	7	1.2
Local authority via ETeach	8	1.4
New Directions supply agency	210	35.6
Other private supply agency	274	46.4
No response	20	3.4
Total	590	100

Table 159 Question 7: Since starting supply work, what is the longest continuous period you have worked as a supply teachers/learning support worker in one school e.g. covering maternity leave of long term absence? (select one)

	Number of responses	% of respondents
Under 1 term	229	38.8
1 to 2 terms	147	24.9
3 terms	43	7.3
More than 3 terms	142	24.1
No response	29	4.9
Total	590	100

School supply learning support worker

Table 160 Question 8: What type of work do you undertake in your role as a supply learning support worker? (select all that apply)

	Number of responses	% of respondents
Administrative work	117	19.8
Contributing to assessment	162	27.5
Cover supervision	242	41.0
Delivering or assisting with extracurricular activities and the wider work of the school	117	19.8
Managing learners welfare and medical care	103	17.5
One to one work with learners	445	75.4
Planning and recording	118	20.0
Supporting learners with additional learning needs or behavioural issues	427	72.4
Supporting multi ethnicity learners/parents/guardians with English as an additional language	63	10.7
Whole class support	387	65.6
Working with parents or guardians/community	41	6.9
Working with small groups of learners	424	71.9
No response	19	3.2
Other roles (please state)	43	7.3
Total	2,708	
Base - total number of respondents		590

As respondents were able to select all answers which apply, included in the above figures are: 19 registrants who did not respond; 58 registrants who selected 1 response option; 53 who selected 2 options; 92 who selected 3 options; 81 who selected 4 options; 103 who selected 5 options; 62 who selected 6 options; 39 who selected 7 options; 33 who selected 8 options; 23 who selected 9 options; 13 who selected 10 options; 7 who selected 11 options; 4 who selected 12 options; 3 who selected 13 options.

Table 161 Question 9: Which of the following qualifications/standards do you hold? (select all that apply)

	Number of responses	% of respondents
A-Level	214	36.3
BTEC	98	16.6
CACHE	182	30.8
Certificate of Higher Education (CertHE)	39	6.6
City & Guilds	88	14.9
Degree	219	37.1
Diploma of Higher Education (DipHE)	40	6.8
Foundation Diploma	32	5.4
GCSE/O-level	361	61.2
GNVQ (General National Vocational Qualification)	33	5.6
Higher Level Teaching Assistants Standards	27	4.6
Higher National Certificate (HNC)	14	2.4
Higher National Diploma (HND)	22	3.7
NNEB	22	3.7
NVQ	140	23.7
Qualified Teacher Status (QTS)	37	6.3
I do not hold a formal qualification	3	0.5
No response	8	1.4
Other (please state)	105	17.8
Total	1,684	
Base - total number of respondents	590	

As respondents were able to select all answers which apply, included in the above figures are: 8 registrants who did not respond; 130 registrants who selected 1 response option; 123 who selected 2 options; 142 who selected 3 options; 111 who selected 4 options; 49 who selected 5 options; 13 who selected 6 options; 7 who selected 7 options; 5 who selected 8 options; 2 who selected 9 options

School supply learning support worker

Table 162 Question 10: Which of the following professional development activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Acquired additional skills and knowledge as part of a new post or role	196	33.2
Attended courses, workshops, conferences, seminars (including e-learning)	309	52.4
Demonstrated / shared your best practice with others	127	21.5
Had colleagues observe your work and give you feedback	144	24.4
Made use of new technologies	107	18.1
Mentored or coached others	50	8.5
Observed colleagues' work or shadowed them	158	26.8
Read publications, books, journals, articles (hard copy or online) or researched a topic	184	31.2
Received support from a mentor or coach	76	12.9
Studied for academic qualifications (e.g. Certificate of Higher Education)	106	18.0
Undertaken collaborative learning outside of your school (including online such as Hwb networks)	39	6.6
Undertaken research	68	11.5
Worked on something new (e.g. an initiative, project, activity, teaching a new subject / year group)	108	18.3
I have not undertaken any professional development in the last 12 months	116	19.7
No response	17	2.9
Other (please state)	39	6.6
Total	1,844	
Base - total number of respondents	590	

As respondents were able to select all answers which apply, included in the above figures are: 17 registrants who did not respond; 192 registrants who selected 1 response option; 112 who selected 2 options; 72 who selected 3 options; 62 who selected 4 options; 43 who selected 5 options; 22 who selected 6 options; 25 who selected 7 options; 19 who selected 8 options; 10 who selected 9 options; 2 who selected 10 options; 7 who selected 11 options; 5 who selected 12 options; 2 who selected 13 options.

Table 163 Question 11: Do you think you have had access to the professional development you needed in the last 12 months? (select one)

	Fully	%	Partly	%	Not at all	%	No response	%	Total
Total	154	26.1	299	50.7	123	20.8	14	2.4	590

School supply learning support worker

Table 164 Question 12: What do you think are the main barriers/obstacles stopping you accessing professional development? (select all that apply)

	Number of responses	% of respondents
Conflict with your work/not enough time	143	24.2
Cost	292	49.5
Home, family, personal commitments	170	28.8
Lack of awareness of professional development opportunities	194	32.9
Lack of support from your employer	51	8.6
Professional development is not a personal priority at this time	62	10.5
The relevant professional development is not available or of sufficient quality	51	8.6
The type of employment/hours of work/concerned about turning down paid employment	97	16.4
No response	34	5.8
Other (please state)	48	8.1
Total	1,142	
Base - total number of respondents	590	

As respondents were able to select all answers which apply, included in the above figures are: 34 registrants who did not respond; 242 registrants who selected 1 response option; 148 who selected 2 options; 111 who selected 3 options; 40 who selected 4 options; 13 who selected 5 options; 2 who selected 6 options.

Table 165 Question 13: In which of the following areas would you welcome further development? (select all that apply)

	Number of responses	% of respondents
Directed learning for small groups	166	28.1
Equality and diversity	75	12.7
ICT and digital skills	240	40.7
Learner behaviour management strategies	301	51.0
Learner evaluation and assessment for learning	145	24.6
Learner well-being	118	20.0
Literacy and/or numeracy	178	30.2
National education policy and Welsh Government national priorities e.g. Literacy and numeracy framework	161	27.3
Reflecting on and evaluating your practice	109	18.5
Safeguarding	128	21.7
School administration	85	14.4
Subject or phase knowledge	101	17.1
United Nations Convention on the Rights of the Child and the Children and Young People's Participation Standards	65	11.0
Welsh language skills	206	34.9
Working with learners with additional needs	296	50.2
No response	38	6.4
Other (please state)	32	5.4
Total	2,444	
Base - total number of respondents	590	

As respondents were able to select all answers which apply, included in the above figures are: 38 registrants who did not respond; 85 registrants who selected 1 response option; 95 who selected 2 options; 87 who selected 3 options; 79 who selected 4 options; 61 who selected 5 options; 45 who selected 6 options; 31 who selected 7 options; 13 who selected 8 options; 16 who selected 9 options; 5 who selected 10 options; 11 who selected 11 options; 4 who selected 12 options; 3 who selected 13 options; 4 who selected 14 options; 8 who selected 15 options; 5 who selected 16 options.

Table 166 Question 14: Please rate your level of confidence in using ICT in your work? (select one)

	Number of responses	% of respondents
Very confident	118	20.0
Fairly confident	321	54.4
Not very confident	116	19.7
Not confident at all	18	3.1
No response	17	2.9
Total	590	100

School supply learning support worker

Table 167 Question 15: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your agreed working hours? (select one)

	Number of responses	% of respondents
Strongly agree	138	23.4
Agree	283	48.0
Neither agree or disagree	107	18.1
Disagree	31	5.3
Strongly disagree	8	1.4
No response	23	3.9
Total	590	100

Table 168 Question 16: What most impacts most on your ability to effectively manage your workload? (select up to three)

	Number of responses	% of respondents
Administration and paperwork (e.g. organising resources, record keeping, data input / analysis, photocopying)	179	30.3
Class sizes	154	26.1
Communicating and working with parents or guardians	34	5.8
Covering for absent colleagues	117	19.8
Inspections	29	4.9
Internal and external expectations and accountability	41	6.9
Local authority / consortia monitoring	7	1.2
New initiatives	41	6.9
Pastoral or extracurricular activities (e.g. learners' welfare, school clubs)	12	2.0
Planning and preparation	133	22.5
Professional development and training	75	12.7
School administration (e.g. coaching / mentoring, policies, meetings)	34	5.8
No response	99	16.8
Other (please state)	65	11.0
Total	1,020	
Base - total number of respondents	590	

As respondents were able to select up to three answers, included in the above figures are: 99 registrants who did not respond; 222 registrants who selected 1 response option; 108 who selected 2 options; 161 who selected 3 options.

School supply learning support worker

Table 169 Question 17: If you had more time to spend on them, which of the following would most benefit you in your role as a professional? (select up to three)

	Number of responses	% of respondents
Discussing work with learners	113	19.2
Discussing work with senior/other staff	235	39.8
Exploring, selecting and developing resources	182	30.8
Making use of pupil data	66	11.2
Planning and evaluating with teaching colleagues	161	27.3
Planning and preparation	173	29.3
Researching policy/curriculum developments/new initiatives	108	18.3
Undertaking professional development	200	33.9
No response	46	7.8
Other (please state)	18	3.1
Total	1,302	
Base - total number of respondents	590	

As respondents were able to select up to three answers, included in the above figures are: 46 registrants who did not respond; 131 registrants who selected 1 response option; 114 who selected 2 options; 299 who selected 3 options.

Table 170 Question 18: Through which language do you work? (select one)

	Number of responses	% of respondents
Solely through the medium of Welsh	22	3.7
Mainly through the medium of Welsh	31	5.3
Equally through the medium of Welsh and English	31	5.3
Mainly through the medium of English	246	41.7
Solely through the medium of English	251	42.5
No response	9	1.5
Total	590	100

School supply learning support worker

Table 171 Question 19: Which of the following Welsh language qualifications (as a subject) do you hold? (select all that apply)

	Number of responses	% of respondents
A level or equivalent in Welsh - first language	16	2.7
A level or equivalent in Welsh - second language	13	2.2
Degree or equivalent in Welsh	5	0.8
GCSE or equivalent in Welsh - first language	54	9.2
GCSE or equivalent in Welsh - second language	160	27.1
NVQ, GNVQ or equivalent in Welsh	2	0.3
Post graduate diploma, certificate or equivalent in Welsh	1	0.2
Welsh for Adults - Entry level (including Welsh language sabbatical scheme)	24	4.1
Welsh for Adults - Foundation level (including Welsh language sabbatical scheme)	9	1.5
Welsh for Adults - Higher level (including Welsh language sabbatical scheme)	5	0.8
Welsh for Adults - Intermediate level (including Welsh language sabbatical scheme)	6	1.0
Welsh for Adults - Proficiency level	8	1.4
No Welsh language qualification	303	51.4
No response	14	2.4
Other (please state)	31	5.3
Total	651	
Base - total number of respondents	590	

As respondents were able to select all answers which apply, included in the above figures are: 14 registrants who did not respond; 530 registrants who selected 1 response option; 35 who selected 2 options; 7 who selected 3 options; 4 who selected 4 options.

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