

General Teaching Council for England  
**Survey of Teachers 2007**

---

Report one / **Teachers' Careers and Views on Professional Development / Appendices** / January 2008

**General Teaching Council for England**

# **Survey of Teachers 2007**

## **Appendices**

Report one: Teachers' careers and views on professional development



# **Contents**

<b>Appendix A: Methodology</b>	<b>3</b>
<b>Appendix C: Frequency tables</b>	<b>20</b>
<b>Appendix D: Trend data</b>	<b>39</b>
<b>Appendix E: Profile of teachers</b>	<b>46</b>
<b>Appendix F: Supporting cross-tabulations</b>	<b>60</b>



# Appendix A

## Methodology

### Overview of methodology

#### Questionnaire development

The questionnaire was developed in collaboration with the General Teaching Council for England (GTC). In 2007, there were five questions on career plans and professional development that were asked. These were retained from the 2006 questionnaire for tracking purposes. In a departure from the approach taken in previous years, the rest of the questionnaire focused on various aspects of one topical issue, pupil achievement. In addition, there were questions to gather pieces of background information from respondents that were not available elsewhere.

The draft questionnaire was piloted by two groups of teachers, one with under five years' length of service and the other with over five years' length of service, to help inform the final version. In drafting the final version of the questionnaire, the GTC's and teachers' feedback were taken on board, and amendments made about: what influenced their decision on whether or not to respond; understanding of terminology and agreement on what the key variables for each main question should be.

#### The fieldwork period

The questionnaire was sent by post to the selected sample of teachers in February 2007, six weeks before the original deadline. An introductory letter was attached to the questionnaire, one of the purposes of which was to give teachers the option to respond online. In order to maximise response rates, a further two reminders with copies of the questionnaire were sent by post or, where available, by email, and the deadline was extended until after Easter, to 25 April. ORC International guaranteed the anonymity of respondents.

#### Sampling strategy

The random sample of 10,000 teachers was drawn from the GTC database of registered teachers. The number of teachers on the register who were eligible for inclusion in the sample pool was 428,758. Eligibility criteria were that teachers should be fully registered with the GTC and required to register, should be listed as in-service, should be aged 65 years or less, and should not be retired (or, if retired, should have a date of last employment of 1 September 2006 or after). Also excluded were teachers who had been drawn in the main or booster sample for the 2006 survey, and teachers who had elected to receive only 'mandatory' mailings from the GTC. As in previous years, teachers with incomplete addresses were removed, so too were any teachers who took part in focus groups as part of the design of the 2007 survey. This left a sampling pool of 426,065 from which to draw the stratified sample.

The sample was drawn using five of the six stratifying variables used in previous years:

- gender;
- phase of education;
- school type;
- government office region; and
- age group.

The exception was working hours (full time, part time, supply) as it was felt that the data held on the GTC database was not entirely up to date. A decision was taken to drop working hours as a stratifying variable and include it as a question in the survey.

### **Separate survey on views of black and minority ethnic teachers**

Recognising the importance of obtaining views from minority ethnic group teachers, the questionnaire was sent to a further (booster) sample of 2800 teachers who are recorded on the GTC database as being from a minority ethnic group. It was not possible to draw a representative sample of teachers from visible minority ethnic groups because GTC data on the population of these teachers are not entirely complete.

Results for the main survey and the black and minority ethnic (BME) teachers' survey have been kept separate for reporting purposes. A different sample was drawn from the GTC database for the BME survey, and it was not possible to make this representative of the wider population of teachers because teachers' ethnicity has only recently started being collected. Further background and the results of the BME survey are reported in a separate document, which can be found on the GTC website ([www.gtce.org.uk](http://www.gtce.org.uk)). BME teachers returned a total of 538 valid questionnaires.

### **Responses**

A total of 2996 completed questionnaires were received; of these 2489 were from the main sample and 485 from the booster sample. There were 2426 returned on paper and 191 online. However, the data-cleaning process revealed that 27 duplicated questionnaires were received. Twenty-two teachers had torn off the unique identification number on their questionnaire. These teachers were, therefore, included only in the analysis of frequencies, but could not be included in further analysis that required linking their responses to background variables in the original sample. The total number of questionnaires reported on was 2489.

### **Trend questions**

All or most parts of nine questions were repeated from the 2006 questionnaire; four of these had also appeared in the 2005 and three in the 2004 questionnaires. The purpose of the trend questions was to ascertain whether or not any patterns of change over time had taken place. See Table A1 for a summary of trend questions and Appendix D for further details and the data.

### **Quantitative and advanced analysis**

Frequencies, percentages, cross-tabulations with an indicator of statistically significant difference between groups, and advanced statistical analyses are used throughout the report. Further details on advanced statistical analysis can be found in section A1.3. Data used in the body of the report but not presented in full can be found in the appendices.

### **Qualitative analysis**

In total, there were seven open questions in the survey in 2007. This included one relating to professional development which asked teachers who felt that their professional development needs had not been met to explain why they felt this way (question 6). Text was coded with the use of a coding frame and coded data were consolidated into broad themes for analysis purposes. Verbatim quotes are used throughout the report to enrich understanding of teachers' experiences and views, and to add new insights not brought to the fore by other means.

**Table A1 Trend questions**

Question topic	2004	2005	2006	2007
Current role			Q1a	Q1
Key stage			Q1b	Q2
How respondents envisage career developing over the next 5 years			Q2	Q4
Whether or not professional development needs in the last 12 months were felt to have been met	Q4	Q9	Q7b	Q5
Importance of factors in addressing underachievement			Q5	Q11
National initiatives and government policies	Q14	Q17	Q20	Q14
Participation in training on equality issues			Q12a	Q18
Level of understanding of the implications of equality issues for classroom practice			Q12b	Q19
Ethnic / cultural background				Unnumbered

### Achieved sample

This section of the appendix describes in more detail the characteristics of the teachers who responded. The achieved main sample of 2489 was compared with the population in terms of the key stratifying variables. Tables A2 to A6 show the achieved sample proportions alongside the population proportions.

**Table A2 Achieved sample by gender**

Gender	Population %	Achieved sample %
Male	25.8	20.0
Female	74.2	80.0
Total	100.0	100.0

**Table A3 Achieved sample by age group**

Age group (years)	Population %	Achieved sample %
20-24	3.3	4.2
25-29	13.3	12.7
30-39	26.3	22.3
40-49	24.1	24.4
50-59	30.5	34.4
60 and over	2.4	2.1
Total	100.0	100.0

**Table A4 Achieved sample by government office region**

Government office region	Population %	Achieved sample %
North East	5.3	4.9
North West / Merseyside	14.2	12.7
Yorkshire and The Humber	10.3	10.2
East Midlands	8.6	9.2
West Midlands	11.4	11.4
Eastern	10.6	10.9
London	12.3	10.9
South East	15.2	17.4
South West	9.8	10.0
Unspecified	2.3	2.4
Total	100.0	100.0

**Table A5 Achieved sample by phase of education**

Phase of education	Population %	Achieved sample %
Primary	44.6	47.9
Secondary	44.2	40.0
Not applicable	11.1	12.2
Total	100.0	100.0

**Table A6 Achieved sample by school type**

School type	Population %	Achieved sample %
Community	58.2	57.1
Community special	3.1	3.0
Foundation	8.9	9.0
Foundation special	0.1	0.0
LEA	4.4	5.3
LEA nursery school	0.4	0.3
Non-maintained special	0.2	0.3
Pupil referral unit	0.7	0.8
Teacher supply agency	2.3	2.4
Voluntary aided	15.2	14.2
Voluntary controlled	6.5	7.5
Total	100.0	100.0

There were some small differences between the achieved sample and the population. The variables affected were age, gender and phase of education. Some categories were over-represented (age group 50-59 years, women, primary) and others were underrepresented (age group 30-39 years, men, secondary). Chi-square tests were then conducted on each variable to check statistically whether the differences / variations seen were significant, that is, genuine, or whether they were due to chance.

For age, gender and phase of education the tests indicated that the differences were significant. Region was a 'borderline' result in that we could only just conclude that the differences were significant. School type was the only stratifying variable where the achieved sample categories did not differ significantly from those of the wider population of teachers. The results from the chi-square tests were not altogether

surprising. With the large numbers involved there is a greater chance of a significant result.

Based on these findings, it appears that an element of non-response bias had crept into our achieved sample. One way of illustrating this is to look at the response rates for demographic groups. For example, at the overall response rate was 25% but among men only it was 20%. On most surveys we are aware that there is usually non-response bias or other types of known bias. One form of remedial action is to weight the data back to the known population.

The chi-square tests identified three variables (age, gender and phase) where differences between the drawn sample and the achieved sample were significant. Three weighting strategies were developed using these three variables to investigate the effects of weighting the data to correct for the non-response bias:

- **strategy 1** – weighting by gender and phase;
- **strategy 2** – weighting by age and gender; and
- **strategy 3** – weighting by age and phase of education.

Once the data had been weighted, we compared the unweighted and weighted frequencies for all the questions (variables). Tables such as A7 and A8 were created and analysed.

**Table A7 Weighted and unweighted data: government office region**

Government office region	Unweighted		Weighted		Variation
	Frequency	Percentage	Frequency	Percentage	
1 North East	122	4.9	126	5.1	0.2
2 North West / Merseyside	317	12.7	312	12.5	-0.2
3 Yorkshire and The Humber	255	10.2	257	10.3	0.1
4 East Midlands	228	9.2	225	9.0	-0.1
5 West Midlands	284	11.4	288	11.6	0.2
6 Eastern	271	10.9	271	10.9	0.0
7 London	271	10.9	274	11.0	0.1
8 South East	432	17.4	431	17.3	0.0
9 South West	250	10.0	248	10.0	-0.1
10 Unspecified	59	2.4	56	2.3	-0.1
Total	24,869	100.0	2489	100.0	

**Table A8 Weighted and unweighted data: question 4a 'I anticipate that I will continue to develop in the role identified in question 1'**

	Unweighted		Weighted		Variation
	Frequency	Percentage	Frequency	Percentage	
1 Highly likely	1117	44.9	1107	44.5	-0.4
2 Likely	628	25.2	631	25.4	0.1
3 Undecided	162	6.5	163	6.5	0.0
4 Unlikely	107	4.3	110	4.4	0.1
5 Highly unlikely	99	4.0	102	4.1	0.1
6 Not applicable	59	2.4	56	2.2	-0.1
Total	2172	87.3	2168	87.1	
Missing system	317	12.7	321	12.9	0.2
Total	2489	100.0	2489	100.0	

From this exploratory weighting exercise we concluded that while there is an element of non-response bias in the survey, when we compared the effects of weighting on the other variables, the differences (variation) between the unweighted and weighted frequencies are minimal, varying by less than 1.5% in most cases and less than 2% in a very small minority. In the opinion of the researchers this is within the realms of random variation and the robustness of the sample was not affected. Therefore, weighting of the data was deemed unnecessary by researchers and the GTC. However, the use of weighting would not have overcome the limitations imposed by the very low response rate.

## Data and analysis

The data for different groups of respondents were analysed using questionnaire variables, background data from the GTC database, and background data from the Department for Children Families and Schools (DCSF) database.

Questionnaire variables relate to the responses given in the survey, which were largely attitudinal but also include some demographic or factual questions. These were: professional role; current working status; key stage; ethnic / cultural background; and whether the teachers considered themselves to have a disability (according to the Disability Discrimination Act definition).

GTC background data consisted of: gender; age; length of service; government office region; phase of education; and school type.

As in previous years, DCSF data relating to schools were made available for the purposes of this survey. The key variables of interest were local authority (from which we created a 'new' variable, urban LA) and school type, as well as other school data that allowed us to create two measures of school context. The construction of these variables is discussed later in this section.

Details of variables that have been derived / created for use in the analysis are shown below.

### Urban local authority

Grouping local authorities into 'urban and non-urban' created a further measure. Metropolitan Boroughs, London Boroughs, City Councils and a few Councils known to be mostly urban were deemed urban. County and District Councils were deemed 'non urban' as these are largely but not totally rural. In total, the 2489 teachers who responded came from 2430 schools in 148 different local authorities across England. There were 1088 respondents from local authorities deemed 'urban', and 1342 from local authorities deemed 'non urban'.

### Ethnicity variable

Categories of ethnicity were collapsed for ease of analysis, as follows:

Collapsed category	Description on questionnaire
Non-BME	White British; White Irish; Other White
BME	African; Caribbean; Other Black; Indian; Pakistani; Bangladeshi; Other Asian; Chinese / Chinese British; White and Black Caribbean; White and Black African; White and Asian; Other Mixed; Any other background

## Measures of challenge

The following variables are extracted from the DCSF (then Department for Education and Skills (DfES)) database to create the measures of school context:

- percentage of pupils known to be eligible for free school meals;
- percentage of pupils whose first language is known or believed to be other than English;
- percentage of pupils with special needs with statements, plus percentage of pupils with special needs without statements; and
- percentage of pupils in school who achieve the expected levels in national tests

The percentage of pupils in schools who achieve the expected levels in national tests is constructed as follows:

- **Key Stage 2:** average of percentage of pupils achieving level 4 or above in English, percentage of pupils achieving level 4 or above in mathematics, and percentage of pupils achieving level 4 or above in science;
- **Key Stage 3:** average of percentage of pupils achieving level 5 or above in English, percentage of pupils achieving level 5 or above in mathematics, and percentage of pupils achieving level 5 or above in science; and
- **Key Stage 4:** percentage of pupils achieving level 2 threshold. Note, if KS4 results were not available then KS3 results were used instead.

From these variables two measures of challenge were created:

- measure of social / linguistic challenge, influenced by the percentage of pupils known to be eligible for free school meals and the percentage of pupils whose first language is known or believed to be other than English; and
- measure of academic / SEN challenge, influenced by the percentage of pupils with special needs with statements, plus the percentage of pupils with special needs without statements, and the percentage of pupils in school who achieve the expected levels in national tests.

As in 2006, special schools were excluded from the calculation, as it was felt their challenge is of a very different type from mainstream schools and was not felt to be theoretically comparable. Where data on key stage results was not available for all schools (in particular for small primary schools) an average (mean) value was estimated.

Factor analysis (principal components analysis with 'varimax' rotation) was used to create the two measures of challenge for primary and secondary schools. These measures were then standardised to have a mean of 100 and standard deviation of 5. A score below 100 indicated lower than average challenge, a score above 100 indicating higher than average challenge. For each measure, primary and secondary schools were divided into four quartiles, ranging from lower to higher scores on each of the measures.

## Basic analysis

Basic frequency tables were produced showing the distribution of responses to each survey question, along with missing responses. Further tables were produced to allow for year-on-year comparisons of survey results from 2004 to 2007 (where appropriate). Cross-tabulations were also produced, many of which were analysed using the chi-square test to see whether there were any statistically significant differences between teachers from different personal and professional backgrounds.

It is important to be aware of the tests' sensitivity to large sample sizes (that is, the larger the sample size the more likely the test is to show significance).

Full details of frequency tables can be found in Appendix C. In addition, supporting cross-tabulation results indicating significant differences are presented in Appendix F.

### **Factor analysis**

The main applications of factor analytic techniques are to:

- reduce the number of variables or questions; and
- detect structure in the relationships between variables.

The use of factor analysis is based on the view that responses to particular questions are caused or affected by underlying factors. The assumption is that, if this is the case, such questions will be answered similarly and hence will correlate highly with each other.

Scalar question responses were converted into suitable numerical values and a statistical procedure used to search for patterns in question responses. Once a set of factors was obtained, reliability analysis was undertaken to study the properties of the measurement scales and the items that make them up. The final stage of this analysis was to group the questions that are related to each other to give a score on a combined scale. Each question grouping was qualitatively assigned a label reflecting the underlying theme represented by the factor.

The method of factor analysis used was principal components analysis with varimax rotation. As each battery of questions consisted of different response scales (for example, responses to question 4 are given on a five-point scale 'highly likely to highly unlikely'; responses to question 11 are on a four-point scale 'very important to not important'), the analysis was limited to investigating factors within each question individually.

The factors identified were further analysed in terms of background variables from the questionnaire, GTC database and DCSF data, where the factors were used as response (dependent) variables in regression analysis.

For question 4 'How do you envisage your career developing in the next five years?' three factors were extracted. These factors represent the underlying themes of responses. These can be summarised as:

- **factor 1:** recognition of highly skilled classroom teaching;
- **factor 2:** moving into senior leadership roles; and
- **factor 3:** leaving teaching.

Table A9 sets out the factor solution (total variance explained and rotated component matrix) for question 4.

**Table A9 Factor solution for question 4 ‘How do you envisage your career developing in the next five years?’**

Question 4 How do you envisage your career developing in the next 5 years?

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.474	27.488	27.488	2.474	27.488	27.488	1.973	21.920	21.920
2	1.535	17.060	44.548	1.535	17.060	44.548	1.827	20.300	42.220
3	1.366	15.173	59.721	1.366	15.173	59.721	1.575	17.502	59.721

Extraction Method: Principal Component Analysis.

Rotated Component Matrix(a)			
	Component		
	1	2	3
q4c I anticipate that I will gain Excellent Teacher Status	0.881	0.126	-0.005
q4b I anticipate that I will become an Advanced Skills Teacher	0.873	0.096	-0.007
q4e I anticipate that I will take the National Professional Qualification for Headship	0.133	0.874	-0.042
q4f I anticipate that I will become a head teacher	-0.007	0.848	0.031
q4d I anticipate that I will move into leadership / management post other than headship	0.463	0.545	-0.114
q4g I anticipate that I will move to employment outside teaching	0.004	-0.062	0.806
q4h I anticipate that I will take a career break	0.216	-0.053	0.739
q4a I anticipate that I will continue to develop in the role identified in question 1	0.295	-0.108	-0.514
q4i I anticipate that I will retire	-0.261	-0.058	0.317

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 4 iterations.

Note, cases with missing or not applicable values were excluded from the analysis.

## Regression analysis

Multiple regression analysis was used to explore relationships in the data more precisely, building regression models to investigate impact on teachers' responses. While chi-square tests between two variables can identify whether the variables are statistically associated (related), the association may be present because of a third variable. Multiple regression measures the effect of different variables on the dependant variable whilst controlling for the effects of other variables.

The variables that have been included in regression analysis are described later in this section. These variables are those that were available to us, either through the GTC and DCSF databases, or through the questionnaire; however, there are likely to be other variables affecting teachers' responses, for example local circumstances, that have not been measured in the survey. As it is not possible to include these other variables in the models it can limit the explanatory power of the regression models.

Two types of regression have been undertaken, linear and logistic regression. Linear regression uses a continuous dependant variable, where the variable has been measured on a scale. Logistic regression is used to predict the presence or absence of a characteristic or outcome based on values of a set of predictor variables. In binary logistic regression the outcome variable is a dichotomous variable taking the

values of 0 or 1. We aim to model the probability of a positive ('1') response. If the outcome variable is polychotomous, then nominal logistic regression is used.

Output from linear and logistic regression is interpreted slightly differently. In linear regression, the unstandardised B (beta) coefficient represents the change in the mean of the dependent variable for a one-unit change in the independent variable. For example, if the B coefficient for gender is 3, this means that for women, the mean of the independent variable is 3 units higher than for men. The odds ratio (OR) provides the principal guide to interpretation of logistic regression models. For example, if the odds ratio for women is 1.6, then the odds of a women giving a positive ('1') response is 1.6 times (about 60% greater than<sup>1</sup>) the odds that a man would (holding all other variables constant).

The dependent variables used in the regression analysis were the 14 factors extracted from questions 4, 7, 8, 11 and 14, as well as question 5 (In the last 12 months, do you feel that your professional development needs were met?). Due to the way factor analysis was undertaken on each question battery separately, the number of questions that make up each factor is few. In some factors it may not be feasible (statistically valid) to use linear regression, and so an alternative (logistic regression) will be used. (For example, the third factor in question 8 consists of only one question; in this case, the question will be recoded into a dichotomous variable for use in logistic regression).

The independent variables consisted of factual questions from the survey and background variables from the GTC database and DCSF database. The independent variables were all (except for length of service) categorical variables, and therefore for use in the modelling needed to be converted into indicator (or dummy) variables. For example, current working status had three categories and was therefore converted into two (three minus 1) indicator variables, d1 and d2, as follows:

- current working status d1 = 1 if full time, 0 = otherwise;
- current working status d2 = 1 if hours unknown, 0 = otherwise;
- hence, where d1 = 0 and d2 = 0, current working status is part time.

Table A10 lists the variables used in the modelling.

---

<sup>1</sup> Percentage change in odds ratio

**Table A10 Variables used in regression modelling**

Variables	Reference category
Full time	Part time
Hours unknown	Part time
White ethnicity	Ethnicity other than white
Special schools	Other school types
Regions other than London	London
Non urban LA	Urban LA
Supply teacher	Class teacher
Cross school role	Class teacher
Assistant / deputy head	Class teacher
Head-teacher	Class teacher
Other role	Class teacher
Head of dept / KS / year	Class teacher
Length of service (in years)	
Top two quartiles for academic / SEN challenge	Bottom quartiles for academic / SEN challenge
Top two quartiles for linguistic / socio-economic challenge	Bottom two quartiles for linguistic / socio-economic challenge
Men secondary <sup>a</sup>	Men primary
Men other settings <sup>a</sup>	Men primary
Women primary <sup>a</sup>	Men primary
Women secondary <sup>a</sup>	Men primary
Women other settings <sup>a</sup>	Men primary

<sup>a</sup>variables representing interaction of phase and gender

Age was not included in the modelling as it is strongly related (correlated) to length of service. To include both in a regression model creates a problem of multi-collinearity. As length of service is of greater interest, age was excluded from the analysis.

Regression output for the following models, together with a summary of the significant variables, is shown below:

- question 4: 'How do you envisage your career developing in the next five years?'
  - **factor 1**: recognition of highly skilled classroom teaching;
  - **factor 2**: moving into senior leadership roles;
  - **factor 3**: leaving teaching; and
- question 5: 'In the last 12 months, do you feel that your professional development needs were met?'

The models included in the report were found through a method known as 'backward selection'. At the first step, all the predictor variables are included in the model. During subsequent steps, variables are removed gradually if they do not have a statistically significant effect on the outcome variable. Only significant variables are retained in the final model, this is indicated by asterisks in the tables, where \* denotes significance at 5% level, and \*\* significance at 1% level.

**Table A11 Likelihood of gaining recognition in highly skilled classroom teaching in the next 5 years**

Logistic regression of factor 1			
Variables entered:			
Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings			
Model fit:			
-2 Log likelihood		1492.641	
Cox & Snell R Square		0.134	
Nagelkerke R Square		0.188	
% correct		71%	
N		1485	
		Unstandardised coefficients	Standardised coefficients
Variable(s)		B	OR
Constant		-0.39	0.63
Part time v Full time		-0.38 *	0.17
Part time v Hours unknown		-0.74	0.37
Men Primary v Women Secondary		-0.26 *	0.13
London v Regions other than London		0.63 **	0.18
Class teacher v Cross school role		0.63 *	0.38
Class teacher v Asst/deputy head		0.76 **	0.30
Length of service		-0.07 **	0.01
Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.			

### Summary

- Full-time or hours-unknown teachers are more likely to develop their career by gaining recognition in highly skilled classroom teaching than part-time teachers.
- Teachers in London are more likely to develop their career by gaining recognition in highly skilled classroom teaching than teachers in other regions.
- Class teachers are more likely to develop their career by gaining recognition in highly skilled classroom teaching than teachers in cross-school roles or assistant / deputy heads.
- Teachers with shorter length of service are more likely to develop their career by gaining recognition in highly skilled classroom teaching than teachers with longer length of service.
- Women, secondary teachers are more likely to develop their career by gaining recognition in highly skilled classroom teaching than men primary teachers.

**Table A12 Likelihood of moving into senior leadership roles in the next five years**

<u>Linear regression of factor 2</u>			
Variables entered: Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings			
Model fit:			
ANOVA	F=43.815, p=0.000		
R square	0.176		
Adjusted R square	0.172		
N	2470		
Variable(s)	Unstandardised coefficients		Standardised coefficients
	B	S.E.	Beta
Constant	0.16	0.09	
Full time	0.23 **	0.05	0.10
Supply teacher	0.26 **	0.08	0.07
Cross school role	0.34 **	0.09	0.08
Asst/deputy head	1.25 **	0.07	0.37
Headteacher	0.22 *	0.08	0.06
Other role	0.47 **	0.09	0.10
Head of dept/KS/year	0.44 **	0.06	0.16
Length of service	-0.01 **	0.00	-0.16
Men, Secondary	-0.42 **	0.09	-0.14
Women, Primary	-0.32 **	0.07	-0.16
Women, Secondary	-0.48 **	0.08	-0.21
Women, Other settings	-0.43 **	0.09	-0.13
Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.			

### Summary

- Full-time teachers are more likely to move into senior leadership roles than part-time teachers.
- Class teachers are less likely to move into senior leadership roles than teachers in all other roles.
- Teachers with shorter length of service are more likely to move into senior leadership roles.
- Men primary teachers are more likely to move into senior leadership roles than men secondary teachers.
- Men primary teachers are more likely to move into senior leadership roles than women primary teachers.
- Men primary teachers are more likely to move into senior leadership roles than women secondary teachers.
- Men primary teachers are more likely to move into senior leadership roles than women teachers in other settings.

**Table A13 Likelihood of leaving teaching in the next 5 years**

<u>Linear regression of factor 3</u>			
Variables entered: Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings			
Model fit:			
ANOVA	F=13.619, p=0.000		
R square	0.042		
Adjusted R square	0.039		
N	2169		
Variable(s)	Unstandardised coefficients		Standardised coefficients
	B	S.E.	Beta
Constant	0.22 *	0.10	
Full time	-0.12 *	0.05	-0.05
White ethnicity	-0.27 **	0.09	-0.06
Supply teacher	0.39 **	0.11	0.08
Asst/deputy head	-0.16 *	0.07	-0.05
Length of service	0.01 **	0.00	0.11
Higher academic/SEN challenge	0.11 *	0.04	0.06
Women, Primary	-0.21 **	0.04	-0.10
Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.			

**Summary**

- Part-time teachers are more likely to leave teaching in next five years than full-time teachers.
- Teachers of ethnicity other than white are more likely to leave teaching.
- Men primary teachers are more likely to leave than women primary teachers.
- Supply teachers are more likely to leave teaching than class teachers.
- Class teachers are more likely to leave teaching than assistant / deputy head teachers.
- Teachers with longer length of service are more likely to leave in the next five years.
- Teachers working in schools with higher levels of academic / SEN challenge are more likely to leave teaching in the next five years.

**Table A14 In the last 12 months, do you feel that your professional development needs were met? (1 = not met, 0 = otherwise)**

Logistic regression of Question 5			
Variables entered: Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings			
Model fit:			
-2 Log likelihood	1656.375		
Cox & Snell R Square	0.02		
Nagelkerke R Square	0.035		
% correct	85%		
N	2169		
	Unstandardised coefficients		Standardised coefficients
Variable(s)	B	S.E.	OR
Constant	-0.82 **	0.21	
Part time v Full time	0.43 **	0.14	1.54
Men Primary v Men Secondary	-0.88 **	0.16	0.41
Men Primary v Women Secondary	-0.41 **	0.14	0.67
Higher academic/SEN challenge	-0.30 *	0.12	0.74
Higher linguistic/socioeconomic challenge	0.23	0.12	1.26
Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.			

### Summary

- Part-time teachers are more likely to say their needs weren't met than full-time teachers.
- Men secondary teachers are more likely to say their needs weren't met than men primary teachers.
- Women secondary are more likely to say their needs weren't met than men primary teachers.
- Teachers in schools with relatively low academic / SEN challenge are more likely to say their needs weren't met than teachers in schools with higher challenge.
- Teachers in schools with higher linguistic / socio-economic challenge are more likely to say their needs weren't met than teachers in schools with lower challenge.

### Decision tree modelling

An additional, non-parametric approach to logistic regression was introduced to the analysis for the first time in 2007 – decision tree modelling. Decision tree modelling is a useful tool in segmentation analysis, used to solve prediction and classification problems. The objective is to improve the prediction or classification of an outcome variable by splitting the data into subgroups.

The process begins by identifying an outcome measure and a set of predictors that we believe may affect levels of the outcome measure. The process involves assessing the relationship between a series of predictor variables and an outcome measure to see if splitting the sample leads to a statistically significant difference in the outcome measure. Chi-square tests are used to select the most significant relationship between the outcome measure and predictors, the data are segmented based on these predictors, and outcome subgroups are identified.

The outcome variable used was question 5, the extent to which professional development needs were met (not met versus fully or partially met). The predictor variables used were the same as those used in regression: current working status, ethnicity, gender, length of service (LoS), phase of education, school type, government office region (GOR), urban local authority (LA), professional role, academic challenge, and linguistic / social challenge. Figure A1 shows the subgroups of teachers who were more likely to say their needs were not met.

The construction of the tree starts with the top node (box), containing all teachers' responses to the target measure. Thus, overall, 16% of teachers said their professional development needs weren't met, and 84% said they were partially or fully met. The base for these percentages is 2489 (that is, all respondents). The next stage of the analysis involves assessing the association between all the predictor variables and the target measure simultaneously, and identifying the most significant association (based on the highest chi-square value). When the most significant predictor is found, the sample is split into the categories of this predictor. In the tree in Figure A1, professional role is the strongest predictor, hence, this is the first level of the tree. The process of data splitting occurs until the base of the subgroup (node) is too small or there are no further significant predictors.

The figures in each node relate to the subgroup of the sample. Referring to the highlighted node in Figure A2, in our total sample there are 41 male class teachers with 25 or more years' service; 38% of them said their professional development needs were not met.

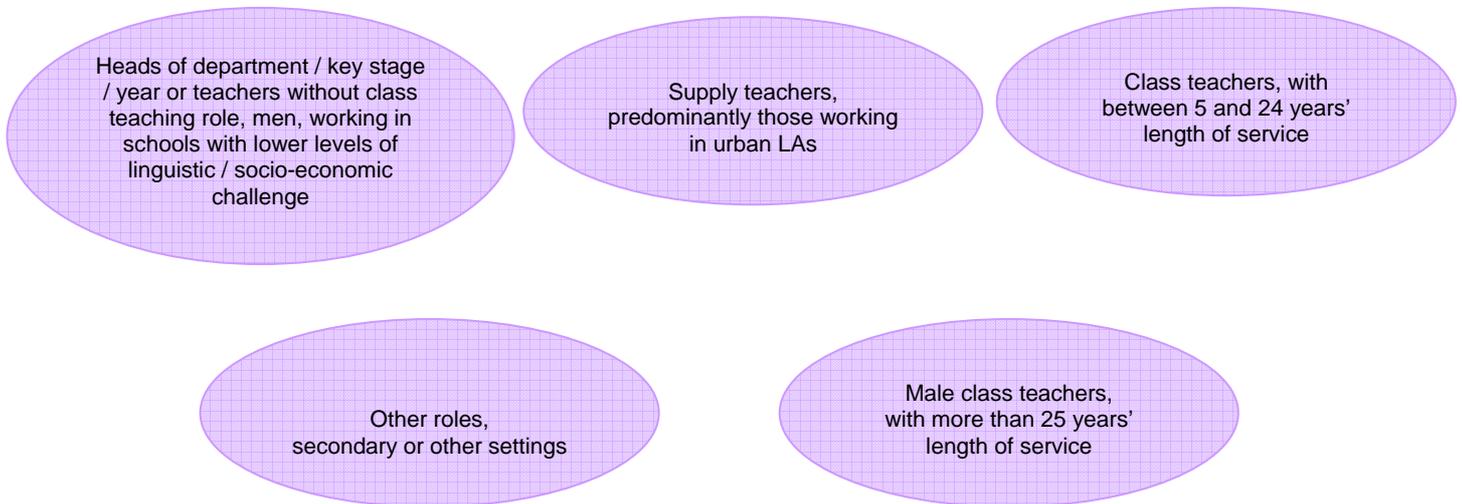
As stated previously, the aim of the analysis is to split the data into subgroups in order to improve the classification of the outcome variable. Taking all teachers together, 16% said their needs had not been met; however, by simultaneously analysing all possible chi-square tests, we can identify subgroups of teachers who are even more inclined to say their needs weren't met. These subgroups of teachers can be identified from the tree where the percentage saying needs not met in each *end* node is greater than the corresponding percentage in the *top* node.

The following is a summary of key findings from the decision tree in Figure A1, with those subgroups of teachers who are more likely to say their needs were not met identified:

- Overall, 16% ( $n = 398$ ) of teachers said their professional development needs had not been met in the last 12 months (84% therefore said their needs were either partially or fully met).
- Professional role is the strongest predictor of the extent to which needs were met, with 34% ( $n = 67$ ) of supply teachers and 23% ( $n = 27$ ) of teachers in other roles saying their needs had not been met.
- Of all the supply teachers, those working in urban local authorities (LAs) are more likely to say their needs weren't met (44%,  $n = 40$ ), compared with supply teachers in other LAs (25%,  $n = 26$ ).
- Of all the teachers in other roles, those working in secondary or other settings are more likely to say their needs weren't met (30%,  $n = 21$ ) than those working in primary schools (11%,  $n = 5$ ).
- Male class teachers, with 25 or more years' service are more likely to say their development needs weren't met.
- 38% ( $n = 20$ ) of male heads of department / key stage / year (or those without a class teaching role) working in schools with lower levels of linguistic / socio-economic challenge are more likely to say their needs were not met, compared

with the same subgroup of teachers working in schools with higher levels of linguistic / socio-economic challenge.

**Figure A1 Summary of subgroups that were more likely to say their needs were not met**



## Appendix C

### Frequency tables

**Question 4a. How do you envisage your career developing in the next five years? 'I anticipate that I will continue to develop in the role identified in question 1'**

		Frequency	%	Valid %
Valid	Highly likely	1117	44.9	51.4
	Likely	628	25.2	28.9
	Undecided	162	6.5	7.5
	Unlikely	107	4.3	4.9
	Highly unlikely	99	4.0	4.6
	Not applicable	59	2.4	2.7
	Total	2172	87.3	100.0
Missing	Missing	317	12.7	
Total		2489	100.0	

**Question 4b. How do you envisage your career developing in the next five years? 'I anticipate that I will become an Advanced Skills Teacher'**

		Frequency	%	Valid %
Valid	Highly likely	30	1.2	1.6
	Likely	113	4.5	5.9
	Undecided	422	17.0	22.0
	Unlikely	471	18.9	24.6
	Highly unlikely	596	23.9	31.1
	Not applicable	283	11.4	14.8
	Total	1915	76.9	100.0
Missing	Missing	574	23.1	
Total		2489	100.0	

**Question 4c. How do you envisage your career developing in the next five years? 'I anticipate that I will gain Excellent Teacher Status'**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	Highly likely	29	1.2	1.5
	Likely	124	5.0	6.5
	Undecided	456	18.3	23.9
	Unlikely	484	19.4	25.4
	Highly unlikely	530	21.3	27.8
	Not applicable	282	11.3	14.8
	Total	1905	76.5	100.0
Missing	Missing	584	23.5	
Total		2489	100.0	

**Question 4d. How do you envisage your career developing in the next five years? 'I anticipate that I will move into leadership / management post other than headship'**

		Frequency	%	Valid %
Valid	Highly likely	159	6.4	8.1
	Likely	363	14.6	18.4
	Undecided	333	13.4	16.9
	Unlikely	341	13.7	17.3
	Highly unlikely	476	19.1	24.2
	Not applicable	299	12.0	15.2
	Total	1971	79.2	100.0
Missing	Missing	518	20.8	
Total		2489	100.0	

**Question 4e. How do you envisage your career developing in the next five years? 'I anticipate that I will take the National Professional Qualification for Headship'**

		Frequency	%	Valid %
Valid	Highly likely	87	3.5	4.5
	Likely	68	2.7	3.5
	Undecided	169	6.8	8.8
	Unlikely	349	14.0	18.1
	Highly unlikely	944	37.9	49.0
	Not applicable	311	12.5	16.1
	Total	1928	77.5	100.0
Missing	Missing	561	22.5	
Total		2489	100.0	

Note: 3.5% is shown in frequency table for question 4e above, which is rounded upwards from 3.49% to the nearest half decimal place. In the main report, however, percentages are rounded to the nearest whole percentage and so 3.49% is rounded down to 3%. The same applies to 12.5% not applicable, which has been rounded up in the tables above but rounded down to 12% in the main report.

**Question 4f. How do you envisage your career developing in the next five years? 'I anticipate that I will become a head teacher'**

		Frequency	%	Valid %
Valid	Highly likely	49	2.0	2.5
	Likely	52	2.1	2.7
	Undecided	144	5.8	7.4
	Unlikely	263	10.6	13.6
	Highly unlikely	1149	46.2	59.3
	Not applicable	281	11.3	14.5
	Total	1938	77.9	100.0
Missing	Missing	551	22.1	
Total		2489	100.0	

**Question 4g. How do you envisage your career developing in the next five years? 'I anticipate that I will move to employment outside teaching'**

		Frequency	%	Valid %
Valid	Highly likely	98	3.9	5.0
	Likely	184	7.4	9.4
	Undecided	466	18.7	23.9
	Unlikely	473	19.0	24.3
	Highly unlikely	608	24.4	31.2
	Not applicable	121	4.9	6.2
	Total	1950	78.3	100.0
Missing	Missing	539	21.7	
Total		2489	100.0	

**Question 4h. How do you envisage your career developing in the next five years? 'I anticipate that I will take a career break'**

		Frequency	%	Valid %
Valid	Highly likely	66	2.7	3.4
	Likely	143	5.7	7.4
	Undecided	320	12.9	16.7
	Unlikely	460	18.5	24.0
	Highly unlikely	745	29.9	38.8
	Not applicable	186	7.5	9.7
	Total	1920	77.1	100.0
Missing	Missing	569	22.9	
Total		2489	100.0	

Note: Unlikely = 8.5% in the frequency table above, which is rounded up from 8.49 to one decimal place. However, in the main report, no decimal places are used and so this percentage is rounded down to 8%

**Question 4i. How do you envisage your career developing in the next five years? 'I anticipate that I will retire'**

		Frequency	%	Valid %
Valid	Highly likely	352	14.1	16.8

	Likely	138	5.5	6.6
	Undecided	163	6.5	7.8
	Unlikely	194	7.8	9.2
	Highly unlikely	839	33.7	40.0
	Not applicable	413	16.6	19.7
	Total	2099	84.3	100.0
Missing	Missing	390	15.7	
Total		2489	100.0	

**Question 5. In the last 12 months, do you feel that your professional development needs were met?**

		Frequency	%	Valid %
Valid	Yes, fully	742	29.8	30.2
	Yes, to some extent	1306	52.5	53.2
	No	408	16.4	16.6
	Total	2456	98.7	100.0
Missing	Missing	33	1.3	
Total		2489	100.0	

**Question 18a. Have you participated in training addressing each aspect of equality listed? 'Disability'**

		Frequency	%	Valid %
Valid	Yes	1101	44.2	45.3
	No	1329	53.4	54.7
	Total	2430	97.6	100.0
Missing	Missing	59	2.4	
Total		2489	100.0	

**Question 18b. Have you participated in training addressing each aspect of equality listed? 'Gender'**

		Frequency	%	Valid %
Valid	Yes	932	37.4	38.7
	No	1478	59.4	61.3

	Total	2410	96.8	100.0
Missing	Missing	79	3.2	
Total		2489	100.0	

**Question 18c. Have you participated in training addressing each aspect of equality listed? 'Race / ethnicity'**

		Frequency	%	Valid %
Valid	Yes	945	38.0	39.1
	No	1469	59.0	60.9
	Total	2414	97.0	100.0
Missing	Missing	75	3.0	
Total		2489	100.0	

**Question 18d. Have you participated in training addressing each aspect of equality listed? 'Religion / belief'**

		Frequency	%	Valid %
Valid	Yes	666	26.8	27.7
	No	1741	69.9	72.3
	Total	2407	96.7	100.0
Missing	Missing	82	3.3	
Total		2489	100.0	

**Question 18e. Have you participated in training addressing each aspect of equality listed? 'Sexual orientation'**

		Frequency	%	Valid %
Valid	Yes	295	11.9	12.3
	No	2104	84.5	87.7
	Total	2399	96.4	100.0
Missing	Missing	90	3.6	
Total		2489	100.0	

**Question 18f. Have you participated in training addressing each aspect of equality listed? 'Social class'**

		Frequency	%	Valid %
Valid	Yes	329	13.2	13.7
	No	2069	83.1	86.3
	Total	2398	96.3	100.0
Missing	Missing	91	3.7	
Total		2489	100.0	

**Question 19a. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Disability'**

		Frequency	%	Valid %
Valid	Yes	1528	61.4	62.5
	To some extent	855	34.4	35.0
	No	60	2.4	2.5
	Total	2443	98.2	100.0
Missing	Missing	46	1.8	
Total		2489	100.0	

**Question 19b. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Gender'**

		Frequency	%	Valid %
Valid	Yes	1602	64.4	65.7
	To some extent	755	30.3	31.0
	No	80	3.2	3.3
	Total	2437	97.9	100.0
Missing	Missing	52	2.1	
Total		2489	100.0	

**Q19c. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Race / ethnicity'**

		Frequency	%	Valid %
Valid	Yes	1502	60.3	61.6
	To some extent	839	33.7	34.4

	No	96	3.9	3.9
	Total	2437	97.9	100.0
Missing	Missing	52	2.1	
Total		2489	100.0	

**Question 19d. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Religion / belief'**

		Frequency	%	Valid %
Valid	Yes	1320	53.0	54.1
	To some extent	1003	40.3	41.1
	No	116	4.7	4.8
	Total	2439	98.0	100.0
Missing	Missing	50	2.0	
Total		2489	100.0	

**Question 19e. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Sexual orientation'**

		Frequency	%	Valid %
Valid	Yes	912	36.6	37.5
	To some extent	1118	44.9	46.0
	No	402	16.2	16.5
	Total	2432	97.7	100.0
Missing	Missing	57	2.3	
Total		2489	100.0	

**Question 19f. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Social class'**

		Frequency	%	Valid %
Valid	Yes	1176	47.2	48.2
	To some extent	1031	41.4	42.3
	No	232	9.3	9.5
	Total	2439	98.0	100.0
Missing	Missing	50	2.0	
Total		2489	100.0	

**Question 1 'Which of the following best describes your current role?'**

		Frequency	%	Valid %
Valid	Local Authority supply teacher	139	5.6	5.6
	Agency supply teacher	58	2.3	2.3
	Class or subject teacher	685	27.5	27.6
	Class teacher with special curricular or non-curricular responsibilities	533	21.4	21.4
	Cross-school responsibilities without a class teaching role	54	2.2	2.2
	Head of department, year or key stage	363	14.6	14.6
	Advanced skills teacher	40	1.6	1.6
	Assistant head	104	4.2	4.2

	Deputy head	135	5.4	5.4
	Head teacher	179	7.2	7.2
	Senco	81	3.3	3.3
	Other	115	4.6	4.6
	Total	2486	99.9	100.0
Missing	Missing	3	0.1	
Total		2489	100.0	

**Question 2 'Which of the following best describes your current working status?'**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	Full time	1816	73.0	76.5
	Part time	558	22.4	23.5
	Total	2374	95.4	100.0
Missing	Missing	115	4.6	
Total		2489	100.0	

**Question 3 'In which Key Stage are you currently working?'**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	Foundation only	147	5.9	6.0
	Key Stage 1 only	240	9.6	9.8
	Key Stage 2 only	507	20.4	20.7
	Key Stage 3 only	44	1.8	1.8
	Key Stage 4 only	26	1.0	1.1
	Post-16 only	23	0.9	0.9
	Foundation + KS1	92	3.7	3.8
	KS1 + KS2	91	3.7	3.7
	KS2 + KS3	42	1.7	1.7
	KS3 + KS4	441	17.7	18.0
	KS4 + Post-16	38	1.5	1.6
	Foundation + KS1 + KS2	239	9.6	9.8
	KS3 + KS4 + Post-16	425	17.1	17.4
	Different combinations of two or more key stages	91	3.7	3.7
	Total	2446	98.3	100.0
Missing	Missing	43	1.7	
Total		2489	100.0	

**'Please indicate your ethnic / cultural background'**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	White: British	2221	89.2	89.4
	Irish	34	1.4	1.4
	Other White	69	2.8	2.8
	Black / Black British: African	12	0.5	0.5
	Caribbean	12	0.5	0.5
	Other Black	3	0.1	0.1
	Asian / Asian British: Indian	19	0.8	0.8

	Pakistani	3	0.1	0.1
	Other Asian	3	0.1	0.1
	Chinese / Chinese British	1	0.0	0.0
	Mixed: White & Black Caribbean	3	0.1	0.1
	White & Black African	1	0.0	0.0
	White & Asian	5	0.2	0.2
	Other Mixed	1	0.0	0.0
	Any other background	14	0.6	0.6
	Prefer not to say	82	3.3	3.3
	Total	2483	99.8	100.0
Missing	Missing	6	0.2	
Total		2489	100.0	

### Recoded into ethnicity groups

		Frequency	%	Valid %
Valid	White	2324	93.4	93.6
	Black / Black British	27	1.1	1.1
	Asian / Asian British	25	1.0	1.0
	Chinese / Chinese British	1	0.0	0.0
	Mixed	10	0.4	0.4
	Any other background	14	0.6	0.6
	Prefer not to say	82	3.3	3.3
	Total	2483	99.8	100.0
Missing	Missing	6	0.2	
Total		2489	100.0	

### Recoded into non-BME, BME, missing

		Frequency	%	Valid %
Valid	Non-BME	2324	93.4	93.6
	BME	77	3.1	3.1
	Prefer not to say	82	3.3	3.3
	Total	2483	99.8	100.0
Missing	Missing	6	0.2	
Total		2489	100.0	

### According to the Disability Discrimination Act (DDA) definition, do you consider yourself to have a disability?

		Frequency	%	Valid %
Valid	Yes	63	2.5	2.5
	No	2310	92.8	93.0
	Prefer not to say	112	4.5	4.5
	Total	2485	99.8	100.0
Missing	Missing	4	0.2	
Total		2489	100.0	

**Gender**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	Men	498	20.0	20.0
	Women	1991	80.0	80.0
	Total	2489	100.0	100.0

**Age (years)**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	20-24	105	4.2	4.2
	25-29	315	12.7	12.7
	30-39	554	22.3	22.3
	40-49	607	24.4	24.4
	50-59	855	34.4	34.4
	60+	53	2.1	2.1
	Total	2489	100.0	100.0

**Length of service (years)**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	Less than 5	573	23.0	23.0
	5-9	387	15.5	15.5
	10-14	265	10.6	10.6
	15-19	221	8.9	8.9
	20-24	169	6.8	6.8
	25-29	258	10.4	10.4
	30-34	380	15.3	15.3
	35 or more	217	8.7	8.7
	Not available	19	0.8	0.8
	Total	2489	100.0	100.0

**Length of service (expanded) (years)**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	0-1 years	117	4.7	4.7
	1-2 years	127	5.1	5.1
	2-3 years	127	5.1	5.1
	3-4 years	88	3.5	3.5
	4-5 years	114	4.6	4.6
	5-9 years	387	15.5	15.5
	10-14 years	265	10.6	10.6
	15-19 years	221	8.9	8.9
	20-24 years	169	6.8	6.8
	25-29 years	258	10.4	10.4
	30-34 years	380	15.3	15.3
	35 or more	217	8.7	8.7
	Not available	19	0.8	0.8
Total	2489	100.0	100.0	

**Phase of education**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	Primary	1191	47.9	47.9
	Secondary	995	40.0	40.0
	Not applicable	303	12.2	12.2
	Total	2489	100.0	100.0

**School type**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	Community	1421	57.1	57.1
	Community special	75	3.0	3.0
	Foundation	225	9.0	9.0
	Foundation special	1	0.0	0.0
	LEA	133	5.3	5.3
	LEA nursery school	8	0.3	0.3
	Not maintained special	8	0.3	0.3
	Pupil referral unit	19	0.8	0.8
	Teacher supply agency	59	2.4	2.4
	Voluntary aided	353	14.2	14.2
	Voluntary controlled	187	7.5	7.5
	Total	2489	100.0	100.0

**Government office region**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>
Valid	North East	122	4.9	4.9
	North West / Merseyside	317	12.7	12.7
	Yorkshire & The Humber	255	10.2	10.2
	East Midlands	228	9.2	9.2
	West Midlands	284	11.4	11.4
	Eastern	271	10.9	10.9
	London	271	10.9	10.9
	South East	432	17.4	17.4
	South West	250	10.0	10.0
	Unspecified	59	2.4	2.4
	Total	2489	100.0	100.0

**Urban local authorities**

		Frequency	%	Valid %
Valid	Urban local authority	1088	43.7	44.8
	Other	1342	53.9	55.2
	Total	2430	97.6	100.0
Missing	Missing	59	2.4	
Total		2489	100.0	

### Sex of school

		Frequency	%	Valid %
Valid	Boys	49	2.0	2.1
	Girls	85	3.4	3.7
	Mixed	2161	86.8	94.2
	Total	2295	92.2	100.0
Missing	Not known	194	7.8	
Total		2489	100.0	

## Appendix D

### Trend data

Question 4 'How do you envisage your career developing in the next five years?' I anticipate that I will... Single code

... continue to develop in the role identified in question 1 (%)

	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable	Missing
2006	45	25	7	4	3	–	–
2007	45	25	7	4	4	15	2

... become an Advanced Skills Teacher (%)

	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable	Missing
2006	1	4	18	19	23	–	–
2007	1	5	17	19	24	11	23

... move into a leadership / management post other than headship (%)

	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable	Missing
2006	7	16	14	13	18	–	–
2007	6	15	13	14	19	12	21

... become a head teacher (%)

	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable	Missing
2006	2	2	5	10	46	–	–
2007	2	2	6	11	46	11	22

... move to employment outside teaching (%)

	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable	Missing
2006	3	5	17	16	28	–	–
2007	4	7	19	19	24	5	22

**... take a career break (%)**

	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable	Missing
2006	3	6	12	13	31	–	–
2007	3	6	13	18	30	7	23

**... retire (%)**

	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable	Missing
2006	14	5	6	7	34	–	–
2007	14	6	7	8	34	17	16

**Notes**

1. 'Continue to develop in the role identified in question 1' was asked in 2007, whereas 'strengthening and developing my classroom practice' was used in 2006, 2005 and 2004. Therefore, the 2007 question can be seen as a proxy for and is only reported in comparison to all classroom or subject teachers (including those with additional responsibilities, advanced skills teachers and heads of department, year or key stage).
2. In 2007 the phrase 'move into leadership / management post other than headship' was used, which is compared to 'management responsibility' in 2006.
3. In 2007, one category was titled 'move to employment outside teaching', which is equivalent to 'leaving teaching' used from 2004 to 2006.

**Question 5 'In the last 12 months, do you feel that your professional development needs were met?' Single code**

	Yes, fully (%)	Yes, to some extent (%)	No (%)
2004	20	57	23
2005	22	58	21
2006	24	57	19
2007	30	53	16

**Question 18 'Have you participated in training addressing each aspect of equality listed?' Single code**

Percentage of teachers who answered 'yes'

	<b>2006</b>	<b>2007</b>
Disability	30	44
Gender	30	37
Race / ethnicity	28	38
Religion / belief	17	27
Sexual orientation	6	12
Social class	9	13

Note: In 2006, 'race', 'religion' and 'sexuality' were used.

**Question 19 'Do you understand the implications for classroom practice in relation to each aspect of equality listed?' Single code**

Percentage of teachers who answered 'yes'

	<b>2006</b>	<b>2007</b>
Disability	48	61
Gender	56	64
Race / ethnicity	46	60
Religion / belief	41	53
Sexual orientation	25	37
Social class	40	47

Percentage of teachers who answered 'to some extent'

	<b>2006</b>	<b>2007</b>
Disability	42	34
Gender	34	30
Race / ethnicity	42	34
Religion / belief	46	40
Sexual orientation	46	45
Social class	44	41



Percentage of teachers who answered 'no'

	2006	2007
Disability	6	2
Gender	6	3
Race / ethnicity	7	4
Religion / belief	8	5
Sexual orientation	23	16
Social class	11	9

## Demographic trend data

**Question 1 'Which of the following best describes your current professional role?' (%) Single code**

	2004	2005	2006	2007
Supply teacher (local authority and agency)	5	7	8	8
Class or subject teacher	20	21	26	28
Class teacher with special curricular or non-curricular responsibilities	31	27	28	21
Cross-school responsibilities without a class teaching role	3	2	2	2
Head of department, year or key stage	18	21	16	15
Advanced skills teacher	1	1	1	2
Assistant head	3	4	4	4
Deputy head	6	6	5	5
Head teacher	7	7	7	7
Other	7	5	4	5

**Question 3. In which Key Stage are you currently working? (%) Multi-code**

	2006	2007
Foundation	20	21
Key Stage 1	28	29
Key Stage 2	37	39

Key Stage 3	41	42
Key Stage 4	40	40
Post-16	21	21
Missing	3	2

Note: Scale in 2007 is multi-code, whereas in 2006 it was single code.

**Please indicate your ethnic / cultural background.**

Due to small numbers of all ethnic groups other than White British, the percentages in the table below are given to one decimal place.

	<b>2006</b>	<b>2007</b>	<b>2007 frequency</b>
White British	89.4	89.2	2221
White Irish	1.2	1.4	34
White: any other white background	2.2	2.8	69
Black / Black British: African	0.2	0.5	12
Black / Black British: Caribbean	0.6	0.5	12
Black / Black British: any other	0.1	0.1	3
Asian / Asian British: Indian	0.9	0.8	19
Asian / Asian British: Pakistani	0.2	0.1	3
Asian / Asian British: any other	0.1	0.1	3
Mixed: White and Black Caribbean	0.1	0.1	3
Mixed: White and Black African	0.2	0.0	1
Mixed: White and Asian	0.1	0.2	5
Mixed: any other	0.1	0.0	1
Chinese / Chinese British	0.4	0.0	1
Any other background	0.1	0.6	14
Prefer not to say	0.1	3.3	82
Missing	3.1	0.2	6

## **Appendix E**

### **Profile of teachers**

The data were linked to background details taken from the GTC register of teachers, DfES / DCSF databases and questions about respondents in the questionnaire itself. The background variables were: gender; age; ethnicity; disability; work status (part time / full time); role; key stage; length of service; type of school; level of school challenge (academic / SEN and linguistic / socio-economic); local authority; and government office region. Subgroups of each stratifying variable were compared using a chi-squared test to see whether or not there was a statistically significant difference between them.

This appendix provides details of the personal and professional characteristics of respondents. It also includes some additional information, taken from cross-tabulations, to enhance understandings of the profile of teachers who responded to this questionnaire. This information is additional to that reported in the questionnaire. As in the rest of the appendices, an asterisk (\*) is used to denote a statistically significant difference.

#### **Geographic distribution**

The geographic areas from which respondents to the survey came reflect well the distribution of the wider teaching population in each of the nine government office regions in England. Between 1 and 73 individuals from each of 152 different local authorities across England took part.

#### **Gender**

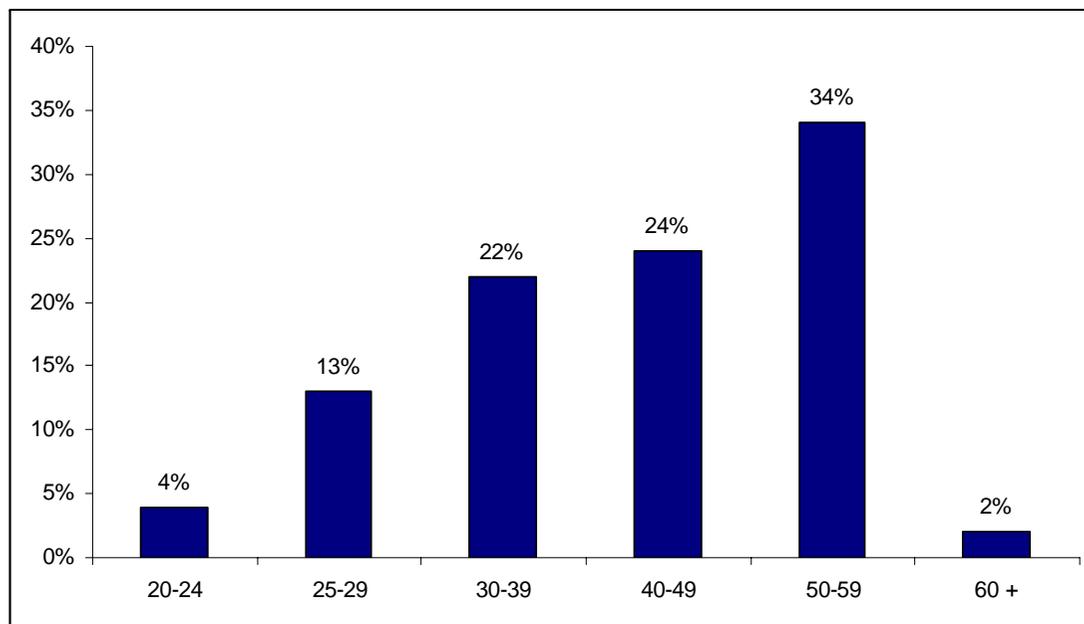
Eighty per cent of respondents were women, 20% were men. This reflects the teaching population as a whole.

More men (11%) than women (6%) were head teachers\*. This was also the case in terms of the proportions of male assistant heads (8%) and deputy heads (8%), and female assistant and deputy heads (3% and 5%, respectively)\*. More men than women were also heads of department, year and key stage: male (21%), female (13%)\*. Given that more men than women are in senior roles, it is not surprising that a significantly greater proportion of women were class teachers (29%) compared to men (21%)\*. However, the proportions of men and women who were advanced skills teachers (ASTs) were equal, at 2% each. It is also worthy of note that more women than men teach younger age groups\*.

#### **Age**

Generally, the number of responses increased with age (except for the over 60s). This reflects the 'ageing population' in the teaching profession as a whole and is illustrated clearly in Figure E1.

**Figure E1 Age of respondents, reflecting the ageing teaching population**



(Base = 2489)

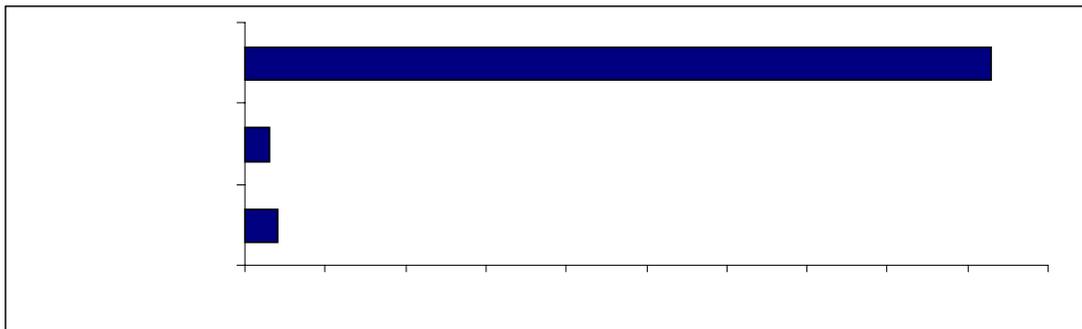
## **Ethnicity**

Ninety-three per cent of respondents were White, of whom 89% were White British, 1% Irish and 3% Other White. Three per cent of respondents in the core were BME, that is, non-White and from a Black or ethnic minority background. Of the remaining respondents, 3% said that they would 'Prefer not to say', and a further six individuals did not respond or could not be matched to the original sample (see Figure E2).<sup>2</sup>

<sup>2</sup> Note that a further 485 respondents from BME backgrounds responded to boost the survey. Overall, therefore, a total of 538 respondents from BME background responded to the GTC's Survey of Teachers 2007 and these data are reported separately.

Figures E2 and E3 shows the grouping of White and major groupings of ethnic backgrounds. The known BME respondents add up to 4% (rather than 3% as shown below) simply due to rounding.

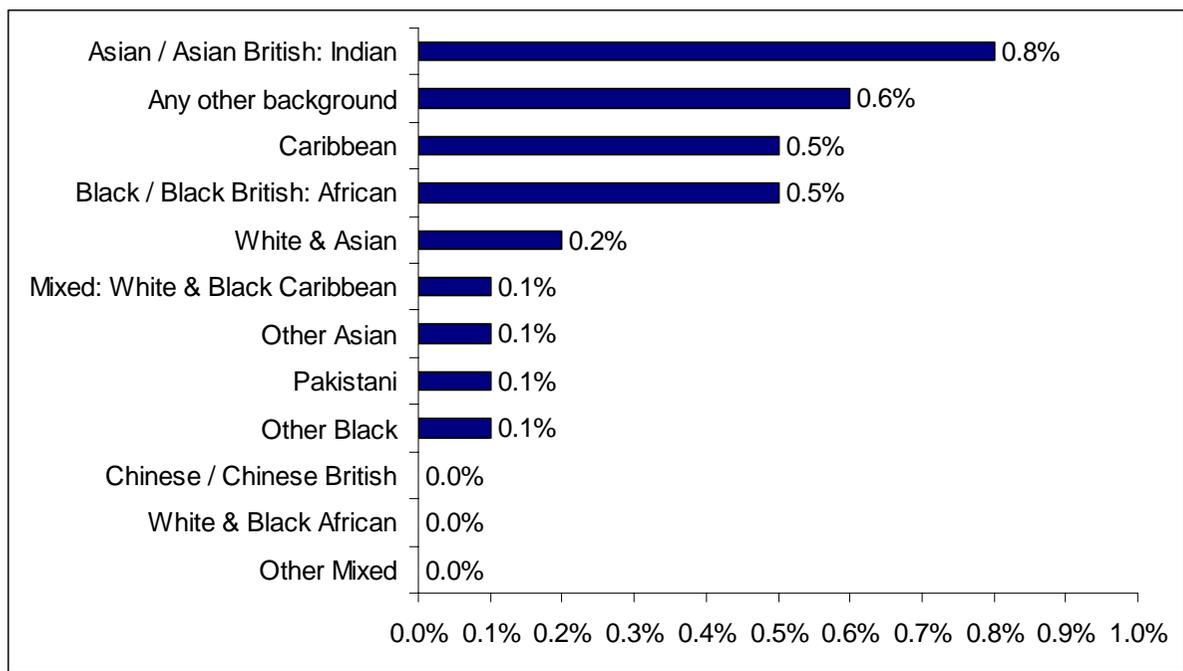
**Figure E2 Respondents from BME backgrounds**



(Base = 2489)

In order to clarify the proportions of BME respondents, Figure E3 shows a breakdown of each grouping to one decimal place.

**Figure E3 Respondents by ethnic or cultural background ('BME')**



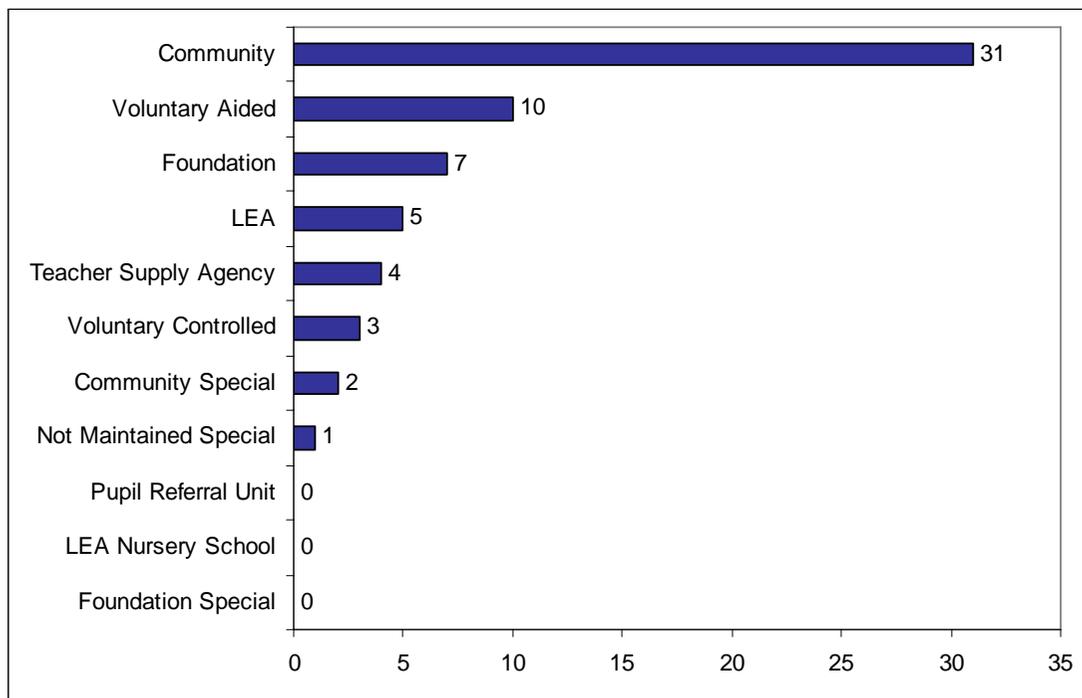
(Base = 77)

## Disability

There were 63 respondents with a disability, which is 2.5% of the teaching population. This information was collected from a question within the survey where respondents were asked whether or not they had a disability as defined by the Disability Discrimination Act.

Just under half (31 individuals) worked in community schools, whilst 10 of the 63 respondents work in voluntary aided schools. Only three disabled respondents worked in special schools. The full breakdown of the type of school in which disabled respondents worked, is shown in Figure E4

**Figure E4 Teachers with a disability, by type of school (frequency)**



(Base = 63)

The following summarises areas where there appears to be a difference between disabled and non-disabled respondents, although the total number of respondents with a disability is low and so any inferences made should be tentative.

#### **Position and future prospects**

When asked about their position and their future prospects, disabled respondents were generally less positive than teachers who did not have a disability. For instance they were:

- less likely to think that they will continue to develop in their current role (35 respondents);
- less likely to think that they will retire (16 respondents);
- more likely to anticipate moving into employment outside teaching in the next five years (12 respondents); and
- more likely to think that in the last 12 months their professional development needs were not met (22 respondents).

## **Work status**

Seventy-three per cent of respondents worked full time, while 22% worked part time. Data for the remaining 6% are missing.

Respondents were more likely to work part time than full time if they were in the primary phase and were outside of London and the North East regions. A higher proportion of those respondents working in the North East and London regions worked full time than in other regions\*. Looking at phase in more detail, there were more full-time workers in secondary (81%) than primary (72%) schools; and it was therefore unsurprising to find more part-time workers in the primary (23%) than secondary (15%) phase\*. Also, those respondents working in Foundation to Key Stage 2 were more likely to work part time than those working in Key Stage 3 to post-16\*.

A very large minority of supply teachers were part time. Twenty-eight out of 59 respondents working for teacher supply agencies were part time, as were 59% of the 133 working for local authorities.

Ninety per cent of male teachers were full time, compared to the 73% of female teachers who worked full time\*. Following on from this, a higher proportion of women were part time (27%) than men (10%)\*. In terms of work status by age, those under 30 years of age are more likely to be working full time than older respondents. For example:

- 89% of 20-29 year olds are full time and only 7% are part time; and
- 71% of 30-49 year olds are full time and almost one-fifth – 24% – part time.

Also, 23% of White respondents were part time compared to just 14% of the 77 BME respondents.

The information on the region in which respondents worked, came from the GTC database and it may be of interest to note that just under half (28 out of 59) of respondents whose region was missing from the database worked part time, which is well above the average for part time workers.

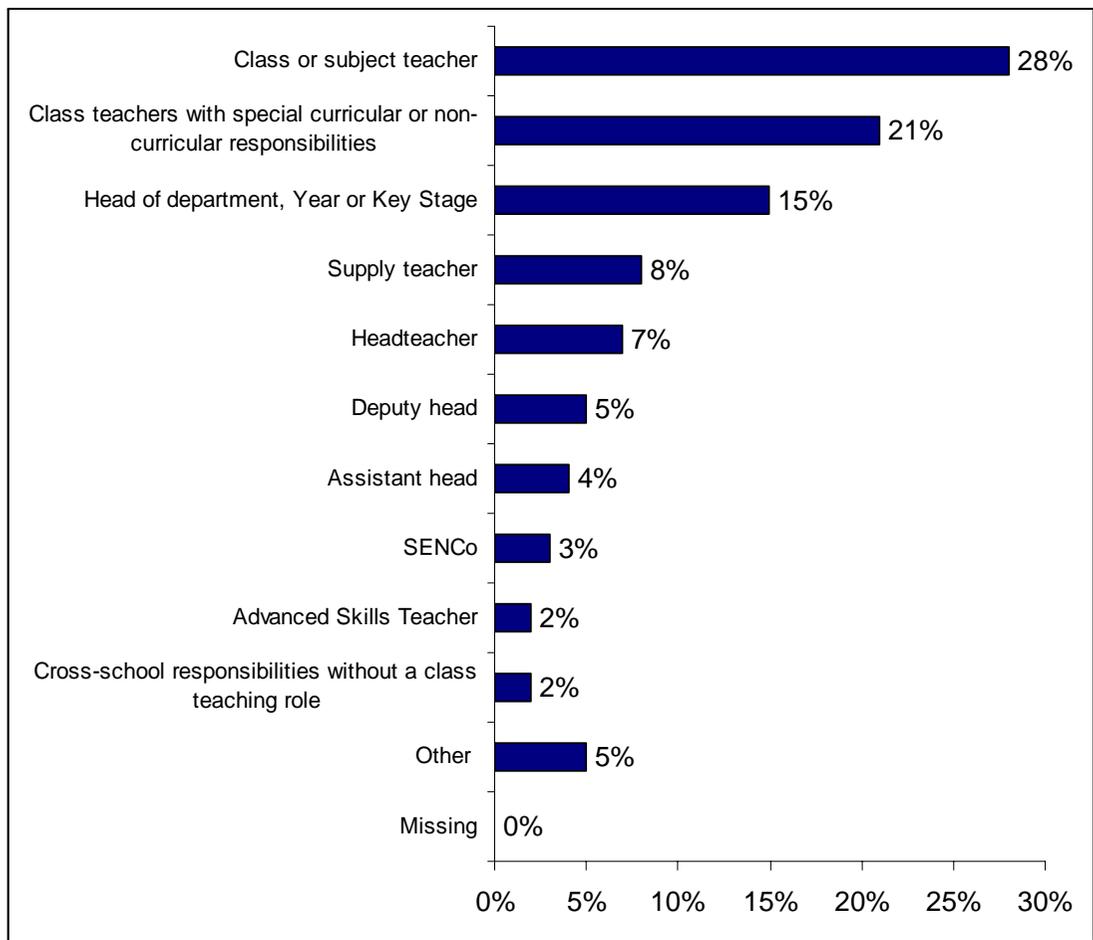
## Role

The two largest professional groups were class teachers (without additional responsibilities) (28%) and class teachers with special responsibilities (21%). A total of 16% were in senior leadership positions, as heads, deputies and assistant heads. A further 15% were heads of department, year or key stage. A full breakdown of roles is shown in Figure E5.

A total of 115 individual (5%) respondents described their roles as 'other'. These 'other' roles comprised:

- 25 not teaching in state maintained schools (10 recently retired, 7 taking a career break, 6 'not teaching at the moment', 3 private tutors, 1 working abroad);
- 23 special educational needs specialists and support teachers (rather than generalists and school-wide leaders / managers as implied by the term Senco);
- 19 local authority-employed consultants / advisors / teachers (including 5 music teachers, 2 home tutors);
- 19 in various school-based non-teaching roles, for example, chaplain, family learning support, partnership development manager, travellers' liaison, union officer;
- 8 describing themselves as specialist teachers;
- 7 in temporary posts or a mix of temporary and supply;
- 7 part-time teachers for planning, preparation and assessment (PPA) cover, or in roles including out of hours provision; and
- 7 temporary acting deputy, assistant and head teachers.

**Figure E5 Respondents, by role**



There is a strong connection between seniority of role and increasing age. Table E1, provides a full breakdown of the role of respondents, by age. Older teachers were more likely to have received training on equalities issues and were a little more likely than under-30s to understand the implications of these issues for classroom practice. This finding is thought to be due as much to role as it is to age and length of service.

Fifteen individuals out of a total of 53 aged 60 years or over were supply teachers – all local authority employed. There were slightly more supply agency teachers in the younger age categories and slightly more local authority-employed supply teachers in the older age groups.

The role of the teacher also varied across the different phases of education, with more respondents from secondary than primary phase working as class teachers and more respondents in primary than secondary with special responsibilities\*. Despite these differences, the percentages of ASTs were the same in primary and secondary phases (2%). However, due to the smaller base size in secondary (995) compared to primary (1191), statistically speaking there are significantly more ASTs in the secondary than in the primary phase.

**Table E1 Role of respondents, by age in years (%)**

<b>Role of teacher</b>	<b>20-24</b>	<b>25-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60 or over</b>	<b>Base</b>
Local authority supply teacher	2	6	17	23	41	11	139
Agency supply teacher	7	14	21	22	36	0	58
Class or subject teacher	11	20	24	23	21	1	685
Class teacher with special curriculum or non-curricular responsibilities	4	20	22	23	30	1	533
Cross-school responsibilities without class teaching role	0	2	19	22	54	4	54
Head of department, year or key stage	1	11	30	25	32	1	363
Advanced skills teacher	0	8	35	30	25	3	40
Assistant head	0	2	29	30	38	1	104
Deputy head	0	1	27	30	42	0	135
Head teacher	0	0	6	29	61	4	179

## **Phase**

Forty-eight per cent of respondents were from the primary phase, while 40% were from the secondary phase.

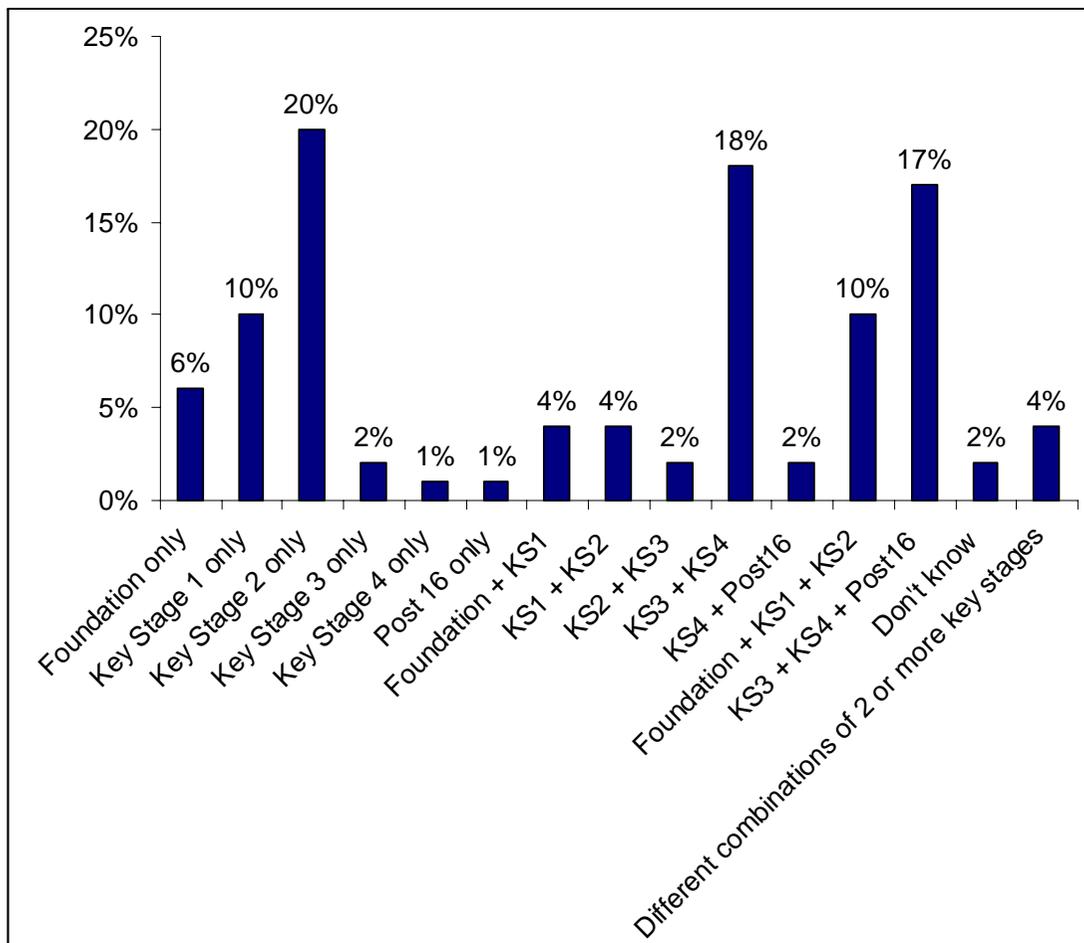
A significant minority – 12% – of respondents were neither primary nor secondary. This is mainly because they worked across phase in special needs schools or as supply teachers. A proportion of these respondents were also employed by local authorities in other roles, for example, as music teachers or specialist advisors.

Seventy-two per cent of primary phase respondents were full time (rather than part time), less than the 81% of secondary phase respondents who were full time\*. Conversely, 23% of primary and 15% of secondary respondents were part time, which is also a statistically significant difference\*.

## **Key stage**

Many teachers worked across key stages as shown in Figure E6. Overall, there were about equal proportions of teachers from Key Stages 1 to 4. Within the primary phase, there were significantly more under 29 year olds than older age groups working in Key Stage 1, compared to Key Stage 2\*.

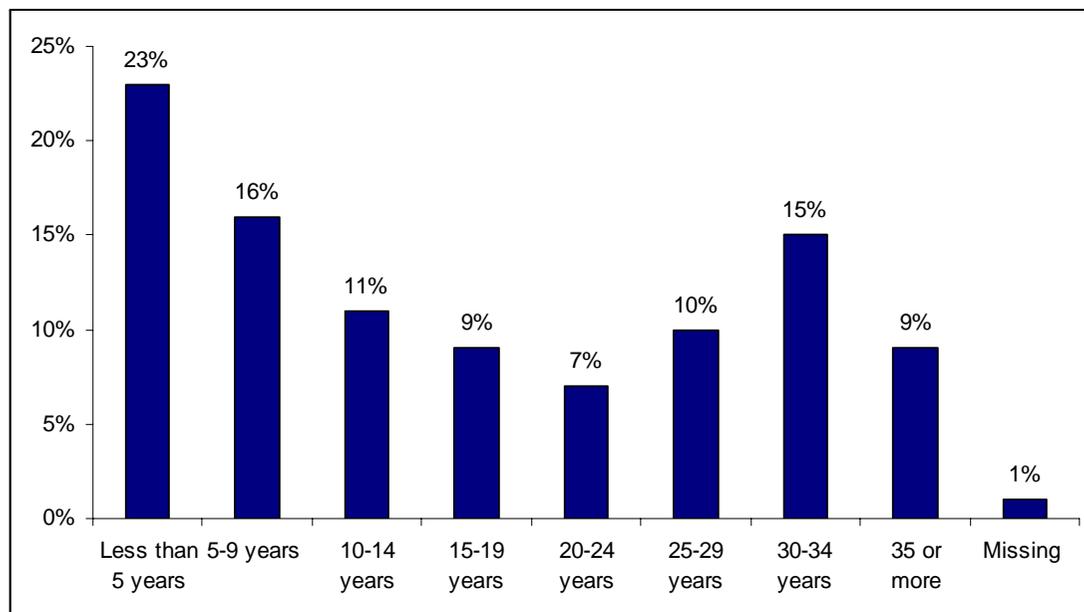
**Figure E6 Full breakdown by key stage**



## **Length of service**

A full breakdown of the length of service of respondents is shown in Figure E7. There were important differences between teachers with different lengths of service who had not participated in training on equalities issues: those with longer service were more likely to have received training on equalities issues and to understand the implications for classroom practice.

**Figure E7 Length of service of respondents**



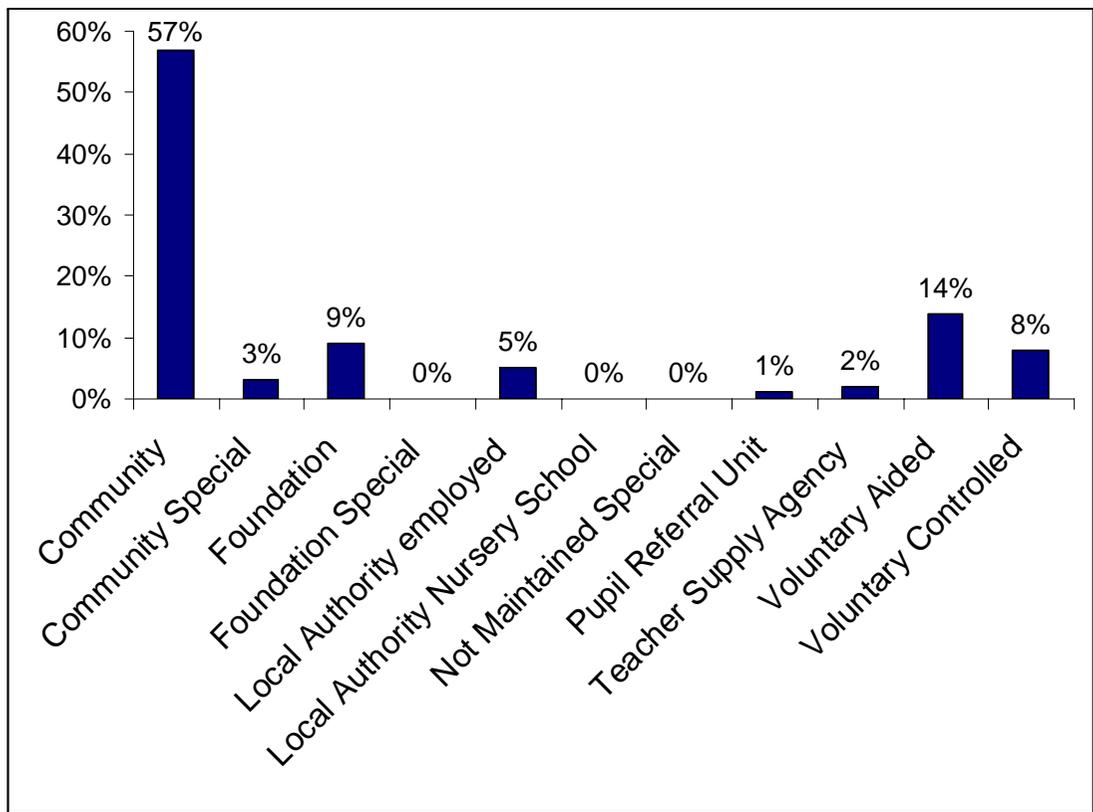
(Base = 2489)

### **Type of school**

The majority of respondents, 57%, were from community schools. There were 14% from voluntary aided schools, 9% from foundation and 8% from voluntary controlled schools.

A total of just over 4% of respondents came from schools and units specialising in special educational needs: 3% from community special schools, 0.8% respondents from pupil referral units and 0.3% from non-maintained special schools. Also, 0.3% of respondents were from local authority-run nursery schools. These results are shown in full in Figure E8.

**Figure E8 Type of school worked in by respondents**



# Appendix F

## Supporting cross-tabulations

The following tables in this appendix are taken directly from the SPSS output. In the heading of each table the single \* merely denotes 'by' (i.e. it does not denote statistical significance). The latter is shown in the p-value at the foot of each table.

### Chapter 2

#### Gender \* question 4a 'I anticipate that I will continue to develop in my present role'

Gender \* Q4A. I anticipate to develop in present role Crosstabulation

			Q4A. I anticipate to develop in present role					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	186	141	32	26	28	413
		% within Gender	45.0%	34.1%	7.7%	6.3%	6.8%	100.0%
	Women	Count	931	487	130	81	71	1700
		% within Gender	54.8%	28.6%	7.6%	4.8%	4.2%	100.0%
Total		Count	1117	628	162	107	99	2113
		% within Gender	52.9%	29.7%	7.7%	5.1%	4.7%	100.0%

Pearson chi-square test  $P = 0.003$

#### Gender \* question 4b 'I anticipate that I will become an Advanced Skills Teacher'

Gender \* Q4B. I anticipate that I will become an Advanced Skills Teacher Crosstabulation

			Q4B. I anticipate that I will become an Advanced Skills Teacher					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	7	24	65	74	149	319
		% within Gender	2.2%	7.5%	20.4%	23.2%	46.7%	100.0%
	Women	Count	23	89	357	397	447	1313
		% within Gender	1.8%	6.8%	27.2%	30.2%	34.0%	100.0%
Total		Count	30	113	422	471	596	1632
		% within Gender	1.8%	6.9%	25.9%	28.9%	36.5%	100.0%

Pearson chi-square test  $P = 0.000$

**Gender \* question 4c 'I anticipate that I will gain Excellent teacher Status'**

Gender \* Q4C. I anticipate that I will gain Excellent Teacher Status Crosstabulation

			Q4C. I anticipate that I will gain Excellent Teacher Status					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	7	30	69	78	134	318
		% within Gender	2.2%	9.4%	21.7%	24.5%	42.1%	100.0%
	Women	Count	22	94	387	406	396	1305
		% within Gender	1.7%	7.2%	29.7%	31.1%	30.3%	100.0%
Total		Count	29	124	456	484	530	1623
		% within Gender	1.8%	7.6%	28.1%	29.8%	32.7%	100.0%

Pearson chi-square test  $P = 0.000$

### Gender \* question 4d 'I anticipate that I will move into leadership / management post other than headship

Gender \* Q4D. I anticipate that I will move into leadership / management post other than headship Crosstabulation

			Q4D. I anticipate that I will move into leadership / management post other than headship					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	43	89	53	46	90	321
		% within Gender	13.4%	27.7%	16.5%	14.3%	28.0%	
	Women	Count	116	274	280	295	386	1351
		% within Gender	8.6%	20.3%	20.7%	21.8%	28.6%	
Total		Count	159	363	333	341	476	1672
		% within Gender	9.5%	21.7%	19.9%	20.4%	28.5%	

Pearson chi-square test  $P = 0.000$

### Gender \* question 4e 'I anticipate that I will take the National Professional Qualification for Headship'

Gender \* Q4E. I anticipate that I will take the National Professional Qualification for Headship Crosstabulation

			Q4E. I anticipate that I will take the National Professional Qualification for Headship					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	24	22	34	56	169	305
		% within Gender	7.9%	7.2%	11.1%	18.4%	55.4%	
	Women	Count	63	46	135	293	775	1312
		% within Gender	4.8%	3.5%	10.3%	22.3%	59.1%	
Total		Count	87	68	169	349	944	1617
		% within Gender	5.4%	4.2%	10.5%	21.6%	58.4%	

Pearson chi-square test  $P = 0.005$

### Gender \* question 4f 'I anticipate that I will become a head teacher'

Gender \* Q4F. I anticipate that I will become a head teacher Crosstabulation

			Q4F. I anticipate that I will become a head teacher					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	23	12	39	49	209	332
		% within Gender	6.9%	3.6%	11.7%	14.8%	63.0%	
	Women	Count	26	40	105	214	940	1325
		% within Gender	2.0%	3.0%	7.9%	16.2%	70.9%	
Total		Count	49	52	144	263	1149	1657
		% within Gender	3.0%	3.1%	8.7%	15.9%	69.3%	

Pearson chi-square test  $P = 0.000$

**Gender \* question 4g 'I anticipate that I will move to employment outside teaching'**

Gender \* Q4G. I anticipate that I will move to employment outside teaching Crosstabulation

			Q4G. I anticipate that I will move to employment outside teaching					
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Total
Gender	Men	Count	33	40	94	101	95	363
		% within Gender	9.1%	11.0%	25.9%	27.8%	26.2%	100.0%
	Women	Count	65	144	372	372	513	1466
		% within Gender	4.4%	9.8%	25.4%	25.4%	35.0%	100.0%
Total		Count	98	184	466	473	608	1829
		% within Gender	5.4%	10.1%	25.5%	25.9%	33.2%	100.0%

Pearson chi-square test  $P = 0.001$

### Gender \* question 4h 'I anticipate that I will take a career break'

Gender \* Q4H. I anticipate that I will take a career break Crosstabulation

			Q4H. I anticipate that I will take a career break					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	13	19	48	90	164	334
		% within Gender	3.9%	5.7%	14.4%	26.9%	49.1%	100.0%
	Women	Count	53	124	272	370	581	1400
		% within Gender	3.8%	8.9%	19.4%	26.4%	41.5%	100.0%
Total		Count	66	143	320	460	745	1734
		% within Gender	3.8%	8.2%	18.5%	26.5%	43.0%	100.0%

Pearson chi-square test  $P = 0.030$

### Gender \* question 4i 'I anticipate that I will retire'

Gender \* Q4I. I anticipate that I will retire Crosstabulation

			Q4I. I anticipate that I will retire					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Gender	Men	Count	73	36	36	37	156	338
		% within Gender	21.6%	10.7%	10.7%	10.9%	46.2%	100.0%
	Women	Count	279	102	127	157	683	1348
		% within Gender	20.7%	7.6%	9.4%	11.6%	50.7%	100.0%
Total		Count	352	138	163	194	839	1686
		% within Gender	20.9%	8.2%	9.7%	11.5%	49.8%	100.0%

Pearson chi-square test  $P = 0.299$

### Phase of education \* question 4a 'I anticipate that I will continue to develop in my present role'

Phase of Education \* Q4A. I anticipate to develop in present role Crosstabulation

			Q4A. I anticipate to develop in present role					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	549	317	69	37	42	1014
		% within Phase of Education	54.1%	31.3%	6.8%	3.6%	4.1%	100.0%
	Secondary	Count	448	245	67	54	41	855
		% within Phase of Education	52.4%	28.7%	7.8%	6.3%	4.8%	100.0%
Total		Count	997	562	136	91	83	1869
		% within Phase of Education	53.3%	30.1%	7.3%	4.9%	4.4%	100.0%

Pearson chi-square test  $P = 0.056$

**Phase of education \* question 4b 'I anticipate that I will become an Advanced Skills Teacher'**

Phase of Education \* Q4B. I anticipate that I will become an Advanced Skills Teacher Crosstabulation

			Q4B. I anticipate that I will become an Advanced Skills Teacher					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	6	36	213	238	271	764
		% within Phase of Education	.8%	4.7%	27.9%	31.2%	35.5%	100.0%
	Secondary	Count	19	62	177	189	250	697
		% within Phase of Education	2.7%	8.9%	25.4%	27.1%	35.9%	100.0%
Total		Count	25	98	390	427	521	1461
		% within Phase of Education	1.7%	6.7%	26.7%	29.2%	35.7%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 4c ‘I anticipate that I will gain Excellent Teacher Status’**

Phase of Education \* Q4C. I anticipate that I will gain Excellent Teacher Status Crosstabulation

			Q4C. I anticipate that I will gain Excellent Teacher Status					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	4	42	216	251	247	760
		% within Phase of Education	.5%	5.5%	28.4%	33.0%	32.5%	100.0%
	Secondary	Count	20	72	202	187	216	697
		% within Phase of Education	2.9%	10.3%	29.0%	26.8%	31.0%	100.0%
Total		Count	24	114	418	438	463	1457
		% within Phase of Education	1.6%	7.8%	28.7%	30.1%	31.8%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 4d ‘I anticipate that I will move into leadership / management post other than headship’**

Phase of Education \* Q4D. I anticipate that I will move into leadership / management post other than headship Crosstabulation

			Q4D. I anticipate that I will move into leadership / management post other than headship					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	68	167	143	177	215	770
		% within Phase of Education	8.8%	21.7%	18.6%	23.0%	27.9%	100.0%
	Secondary	Count	83	176	152	123	194	728
		% within Phase of Education	11.4%	24.2%	20.9%	16.9%	26.6%	100.0%
Total		Count	151	343	295	300	409	1498
		% within Phase of Education	10.1%	22.9%	19.7%	20.0%	27.3%	100.0%

Pearson chi-square test  $P = 0.020$

**Phase of education \* question 4e ‘I anticipate that I will take the National Professional Qualification for Headship’**

**Phase of Education \* Q4E. I anticipate that I will take the National Professional Qualification for Headship Crosstabulation**

			Q4E. I anticipate that I will take the National Professional Qualification for Headship					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	50	35	78	168	438	769
		% within Phase of Education	6.5%	4.6%	10.1%	21.8%	57.0%	100.0%
	Secondary	Count	30	30	78	146	401	685
		% within Phase of Education	4.4%	4.4%	11.4%	21.3%	58.5%	100.0%
Total		Count	80	65	156	314	839	1454
		% within Phase of Education	5.5%	4.5%	10.7%	21.6%	57.7%	100.0%

Pearson chi-square test  $P = 0.446$

**Phase of education \* question 4f 'I anticipate that I will become a head teacher'**

Phase of Education \* Q4F. I anticipate that I will become a head teacher Crosstabulation

			Q4F. I anticipate that I will become a head teacher					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	28	35	79	128	527	797
		% within Phase of Education	3.5%	4.4%	9.9%	16.1%	66.1%	100.0%
	Secondary	Count	15	15	50	109	503	692
		% within Phase of Education	2.2%	2.2%	7.2%	15.8%	72.7%	100.0%
Total		Count	43	50	129	237	1030	1489
		% within Phase of Education	2.9%	3.4%	8.7%	15.9%	69.2%	100.0%

Pearson chi-square test  $P = 0.010$

**Phase of education \* question 4g 'I anticipate that I will move to employment outside teaching'**

Phase of Education \* Q4G. I anticipate that I will move to employment outside teaching Crosstabulation

			Q4G. I anticipate that I will move to employment outside teaching					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	35	62	214	235	320	866
		% within Phase of Education	4.0%	7.2%	24.7%	27.1%	37.0%	100.0%
	Secondary	Count	48	101	199	188	224	760
		% within Phase of Education	6.3%	13.3%	26.2%	24.7%	29.5%	100.0%
Total		Count	83	163	413	423	544	1626
		% within Phase of Education	5.1%	10.0%	25.4%	26.0%	33.5%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 4h 'I anticipate that I will take a career break'**

**Phase of Education \* Q4H. I anticipate that I will take a career break Crosstabulation**

			Q4H. I anticipate that I will take a career break					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	32	55	143	230	371	831
		% within Phase of Education	3.9%	6.6%	17.2%	27.7%	44.6%	100.0%
	Secondary	Count	26	69	148	185	288	716
		% within Phase of Education	3.6%	9.6%	20.7%	25.8%	40.2%	100.0%
Total		Count	58	124	291	415	659	1547
		% within Phase of Education	3.7%	8.0%	18.8%	26.8%	42.6%	100.0%

Pearson chi-square test  $P = 0.058$

### Phase of education \* question 4i 'I anticipate that I will retire'

Phase of Education \* Q4i. I anticipate that I will retire Crosstabulation

			Q4i. I anticipate that I will retire					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Phase of Education	Primary	Count	174	60	73	93	415	815
		% within Phase of Education	21.3%	7.4%	9.0%	11.4%	50.9%	100.0%
	Secondary	Count	121	63	63	78	346	671
		% within Phase of Education	18.0%	9.4%	9.4%	11.6%	51.6%	100.0%
Total		Count	295	123	136	171	761	1486
		% within Phase of Education	19.9%	8.3%	9.2%	11.5%	51.2%	100.0%

Pearson chi-square test  $P = 0.408$

### Age recoded \* question 4h 'I anticipate that I will take a career break'

Crosstab

			Q4H. I anticipate that I will take a career break					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Age recoded	20 - 29	Count	18	47	96	98	118	377
		% within Age recoded	4.8%	12.5%	25.5%	26.0%	31.3%	100.0%
	30 - 39	Count	18	41	109	131	172	471
		% within Age recoded	3.8%	8.7%	23.1%	27.8%	36.5%	100.0%
	40 - 49	Count	10	32	55	132	220	449
		% within Age recoded	2.2%	7.1%	12.2%	29.4%	49.0%	100.0%
	50 and over	Count	20	23	60	99	235	437
		% within Age recoded	4.6%	5.3%	13.7%	22.7%	53.8%	100.0%
Total		Count	66	143	320	460	745	1734
		% within Age recoded	3.8%	8.2%	18.5%	26.5%	43.0%	100.0%

Pearson chi-square test  $P = 0.000$

### Length of service \* question 4h 'I anticipate that I will take a career break'

**Crosstab**

			Q4H. I anticipate that I will take a career break					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Length of service	0 - 9 years	Count	36	82	191	235	295	839
		% within Length of service	4.3%	9.8%	22.8%	28.0%	35.2%	100.0%
	10 - 19 years	Count	7	25	53	108	161	354
		% within Length of service	2.0%	7.1%	15.0%	30.5%	45.5%	100.0%
	20 - 29 years	Count	10	21	38	66	147	282
		% within Length of service	3.5%	7.4%	13.5%	23.4%	52.1%	100.0%
	30 years and more	Count	13	14	31	49	138	245
		% within Length of service	5.3%	5.7%	12.7%	20.0%	56.3%	100.0%
Total	Count	66	142	313	458	741	1720	
	% within Length of service	3.8%	8.3%	18.2%	26.6%	43.1%	100.0%	

Pearson chi-square test  $P = 0.000$

**Professional role \* question 4a 'I anticipate that I will continue to develop in my present role'**

**Professional role \* Q4A. I anticipate to develop in present role Crosstabulation**

			Q4A. I anticipate to develop in present role					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	369	166	49	24	20	628
		% within Professional role	58.8%	26.4%	7.8%	3.8%	3.2%	100.0%
	Class teacher, special resp.	Count	238	167	29	21	18	473
		% within Professional role	50.3%	35.3%	6.1%	4.4%	3.8%	100.0%
	HoD, year, stage	Count	146	101	23	25	18	313
		% within Professional role	46.6%	32.3%	7.3%	8.0%	5.8%	100.0%
	Head teacher	Count	105	18	2	3	8	136
		% within Professional role	77.2%	13.2%	1.5%	2.2%	5.9%	100.0%
Total		Count	858	452	103	73	64	1550
		% within Professional role	55.4%	29.2%	6.6%	4.7%	4.1%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 4b 'I anticipate that I will become an Advanced Skills Teacher'**

**Professional role \* Q4B. I anticipate that I will become an Advanced Skills Teacher Crosstabulation**

			Q4B. I anticipate that I will become an Advanced Skills Teacher					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	10	56	176	164	150	556
		% within Professional role	1.8%	10.1%	31.7%	29.5%	27.0%	100.0%
	Class teacher, special resp.	Count	6	27	131	126	136	426
		% within Professional role	1.4%	6.3%	30.8%	29.6%	31.9%	100.0%
	HoD, year, stage	Count	5	17	59	81	104	266
		% within Professional role	1.9%	6.4%	22.2%	30.5%	39.1%	100.0%
	Head teacher	Count	1	0	0	0	20	21
		% within Professional role	4.8%	.0%	.0%	.0%	95.2%	100.0%
Total		Count	22	100	366	371	410	1269
		% within Professional role	1.7%	7.9%	28.8%	29.2%	32.3%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 4c 'I anticipate that I will gain Excellent Teacher Status**

**Professional role \* Q4C. I anticipate that I will gain Excellent Teacher Status Crosstabulation**

			Q4C. I anticipate that I will gain Excellent Teacher Status					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	13	49	182	167	138	549
		% within Professional role	2.4%	8.9%	33.2%	30.4%	25.1%	100.0%
	Class teacher, special resp.	Count	6	31	131	142	110	420
		% within Professional role	1.4%	7.4%	31.2%	33.8%	26.2%	100.0%
	HoD, year, stage	Count	5	24	76	72	91	268
		% within Professional role	1.9%	9.0%	28.4%	26.9%	34.0%	100.0%
	Head teacher	Count	0	0	0	1	19	20
		% within Professional role	.0%	.0%	.0%	5.0%	95.0%	100.0%
Total		Count	24	104	389	382	358	1257
		% within Professional role	1.9%	8.3%	30.9%	30.4%	28.5%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 4d 'I anticipate that I will move into leadership / management post other than headship**

Professional role \* Q4D. I anticipate that I will move into leadership / management post other than headship Crosstabulation

			Q4D. I anticipate that I will move into leadership / management post other than headship					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	32	113	118	132	173	568
		% within Professional role	5.6%	19.9%	20.8%	23.2%	30.5%	100.0%
	Class teacher, special resp.	Count	49	105	90	96	95	435
		% within Professional role	11.3%	24.1%	20.7%	22.1%	21.8%	100.0%
	HoD, year, stage	Count	43	76	62	37	61	279
		% within Professional role	15.4%	27.2%	22.2%	13.3%	21.9%	100.0%
	Head teacher	Count	0	5	8	5	16	34
		% within Professional role	.0%	14.7%	23.5%	14.7%	47.1%	100.0%
Total		Count	124	299	278	270	345	1316
		% within Professional role	9.4%	22.7%	21.1%	20.5%	26.2%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 4e ‘I anticipate that I will take the National Professional Qualification for Headship’**

Professional role \* Q4E. I anticipate that I will take the National Professional Qualification for Headship Crosstabulation

			Q4E. I anticipate that I will take the National Professional Qualification for Headship					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	6	10	52	126	342	536
		% within Professional role	1.1%	1.9%	9.7%	23.5%	63.8%	100.0%
	Class teacher, special resp.	Count	10	11	39	103	245	408
		% within Professional role	2.5%	2.7%	9.6%	25.2%	60.0%	100.0%
	HoD, year, stage	Count	20	26	34	57	140	277
		% within Professional role	7.2%	9.4%	12.3%	20.6%	50.5%	100.0%
	Head teacher	Count	0	0	1	0	11	12
		% within Professional role	.0%	.0%	8.3%	.0%	91.7%	100.0%
Total		Count	36	47	126	286	738	1233
		% within Professional role	2.9%	3.8%	10.2%	23.2%	59.9%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 4f ‘I anticipate that I will become a head teacher’**

Professional role \* Q4F. I anticipate that I will become a head teacher Crosstabulation

			Q4F. I anticipate that I will become a head teacher					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	1	3	32	96	393	525
		% within Professional role	.2%	.6%	6.1%	18.3%	74.9%	100.0%
	Class teacher, special resp.	Count	2	6	28	60	312	408
		% within Professional role	.5%	1.5%	6.9%	14.7%	76.5%	100.0%
	HoD, year, stage	Count	5	6	19	55	183	268
		% within Professional role	1.9%	2.2%	7.1%	20.5%	68.3%	100.0%
	Head teacher	Count	1	0	1	0	4	6
		% within Professional role	16.7%	.0%	16.7%	.0%	66.7%	100.0%
Total		Count	9	15	80	211	892	1207
		% within Professional role	.7%	1.2%	6.6%	17.5%	73.9%	100.0%

Pearson chi-square test  $P = 0.000$

### Professional role \* question 4g 'I anticipate that I will move to employment outside teaching'

Professional role \* Q4G. I anticipate that I will move to employment outside teaching Crosstabulation

			Q4G. I anticipate that I will move to employment outside teaching					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	25	64	155	166	163	573
		% within Professional role	4.4%	11.2%	27.1%	29.0%	28.4%	100.0%
	Class teacher, special resp.	Count	12	34	101	127	156	430
		% within Professional role	2.8%	7.9%	23.5%	29.5%	36.3%	100.0%
	HoD, year, stage	Count	13	31	81	60	97	282
		% within Professional role	4.6%	11.0%	28.7%	21.3%	34.4%	100.0%
	Head teacher	Count	7	6	19	14	30	76
		% within Professional role	9.2%	7.9%	25.0%	18.4%	39.5%	100.0%
Total		Count	57	135	356	367	446	1361
		% within Professional role	4.2%	9.9%	26.2%	27.0%	32.8%	100.0%

Pearson chi-square test  $P = 0.012$

### Professional role \* question 4h 'I anticipate that I will take a career break'

Professional role \* Q4H. I anticipate that I will take a career break Crosstabulation

			Q4H. I anticipate that I will take a career break					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	26	52	105	165	199	547
		% within Professional role	4.8%	9.5%	19.2%	30.2%	36.4%	100.0%
	Class teacher, special resp.	Count	11	32	70	121	187	421
		% within Professional role	2.6%	7.6%	16.6%	28.7%	44.4%	100.0%
	HoD, year, stage	Count	11	24	56	73	104	268
		% within Professional role	4.1%	9.0%	20.9%	27.2%	38.8%	100.0%
	Head teacher	Count	3	6	8	11	40	68
		% within Professional role	4.4%	8.8%	11.8%	16.2%	58.8%	100.0%
Total		Count	51	114	239	370	530	1304
		% within Professional role	3.9%	8.7%	18.3%	28.4%	40.6%	100.0%

Pearson chi-square test  $P = 0.046$

**Professional role \* question 4i 'I anticipate that I will retire'**

Professional role \* Q4i. I anticipate that I will retire Crosstabulation

			Q4i. I anticipate that I will retire					Total
			Highly likely	Likely	Undecided	Unlikely	Highly unlikely	
Professional role	Class or subject teacher	Count	57	32	24	60	280	453
		% within Professional role	12.6%	7.1%	5.3%	13.2%	61.8%	100.0%
	Class teacher, special resp.	Count	66	28	31	38	221	384
		% within Professional role	17.2%	7.3%	8.1%	9.9%	57.6%	100.0%
	HoD, year, stage	Count	45	23	34	30	129	261
		% within Professional role	17.2%	8.8%	13.0%	11.5%	49.4%	100.0%
	Head teacher	Count	47	17	18	12	21	115
		% within Professional role	40.9%	14.8%	15.7%	10.4%	18.3%	100.0%
Total		Count	215	100	107	140	651	1213
		% within Professional role	17.7%	8.2%	8.8%	11.5%	53.7%	100.0%

Pearson chi-square test  $P = 0.000$

**Question 4d 'I anticipate that I will move into leadership / management post other than headship' \* linguistic / socio-economic challenge \* phase of education**

**Q4D. I anticipate that I will move into leadership / management post other than headship \* DfES: Linguistic/socioeconomic challenge quartile \* Phase of Education Crosstabulation**

Phase of Education				DfES: Linguistic/socioeconomic challenge quartile				Total
				Low challenge	2	3	High challenge	
Primary	Q4D. I anticipate that I will move into leadership / management post other than headship	Highly likely	Count % within Q4D. I anticipate that I will move into leadership / management post other than headship	16 23.5%	15 22.1%	19 27.9%	18 26.5%	68 100.0%
		Likely	Count % within Q4D. I anticipate that I will move into leadership / management post other than headship	33 19.8%	41 24.6%	31 18.6%	62 37.1%	167 100.0%
	Total	Count % within Q4D. I anticipate that I will move into leadership / management post other than headship	49 20.9%	56 23.8%	50 21.3%	80 34.0%	235 100.0%	
Secondary	Q4D. I anticipate that I will move into leadership / management post other than headship	Highly likely	Count % within Q4D. I anticipate that I will move into leadership / management post other than headship	14 16.9%	21 25.3%	24 28.9%	24 28.9%	83 100.0%
		Likely	Count % within Q4D. I anticipate that I will move into leadership / management post other than headship	45 25.6%	42 23.9%	43 24.4%	46 26.1%	176 100.0%
	Total	Count % within Q4D. I anticipate that I will move into leadership / management post other than headship	59 22.8%	63 24.3%	67 25.9%	70 27.0%	259 100.0%	



### Chapter 3

Gender \* question 5 'In the last 12 months, do you feel that your professional development needs were met?'

Crosstab

		Q5. In the last 12 months, do you feel that your professional development needs were met?			Total	
		Yes, fully	Yes, to some extent	No		
Gender	Men	Count	142	254	97	493
		% within Gender	28.8%	51.5%	19.7%	100.0%
	Women	Count	600	1052	311	1963
		% within Gender	30.6%	53.6%	15.8%	100.0%
Total		Count	742	1306	408	2456
		% within Gender	30.2%	53.2%	16.6%	100.0%

Pearson chi-square test  $P = 0.122$

Age recorded \* question 5 'In the last 12 months, do you feel that your professional development needs were met?'

**Crosstab**

			Q5. In the last 12 months, do you feel that your professional development needs were met?			Total
			Yes, fully	Yes, to some extent	No	
Age recoded	20 - 29	Count	156	224	38	418
		% within Age recoded	37.3%	53.6%	9.1%	100.0%
	30 - 39	Count	134	316	103	553
		% within Age recoded	24.2%	57.1%	18.6%	100.0%
	40 - 49	Count	162	317	124	603
		% within Age recoded	26.9%	52.6%	20.6%	100.0%
	50 and over	Count	290	449	143	882
		% within Age recoded	32.9%	50.9%	16.2%	100.0%
Total		Count	742	1306	408	2456
		% within Age recoded	30.2%	53.2%	16.6%	100.0%

Pearson chi-square test  $P = 0.000$

**Current working status \* question 5 'In the last 12 months, do you feel that your professional development needs were met?'**

Crosstab

			Q5. In the last 12 months, do you feel that your professional development needs were met?			Total
			Yes, fully	Yes, to some extent	No	
Q2. Which of the following best describes your current working status?	Full time	Count % within Q2. Which of the following best describes your current working status?	589 32.6%	964 53.3%	256 14.2%	1809 100.0%
	Part time	Count % within Q2. Which of the following best describes your current working status?	119 22.0%	295 54.5%	127 23.5%	541 100.0%
Total		Count % within Q2. Which of the following best describes your current working status?	708 30.1%	1259 53.6%	383 16.3%	2350 100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 5 'In the last 12 months, do you feel that your professional development needs were met?'**

**Supply v Rest \* Q5. In the last 12 months, do you feel that your professional development needs were met?**  
**Crosstabulation**

			Q5. In the last 12 months, do you feel that your professional development needs were met?			Total
			Yes, fully	Yes, to some extent	No	
Supply v Rest	Supply	Count	35	83	68	186
		% within Supply v Rest	18.8%	44.6%	36.6%	100.0%
	All other teachers	Count	707	1223	340	2270
		% within Supply v Rest	31.1%	53.9%	15.0%	100.0%
Total		Count	742	1306	408	2456
		% within Supply v Rest	30.2%	53.2%	16.6%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 5 'In the last 12 months, do you feel that your professional development needs were met?'**

**Phase of Education \* Q5. In the last 12 months, do you feel that your professional development needs were met? Crosstabulation**

			Q5. In the last 12 months, do you feel that your professional development needs were met?			Total
			Yes, fully	Yes, to some extent	No	
Phase of Education	Primary	Count	402	637	142	1181
		% within Phase of Education	34.0%	53.9%	12.0%	100.0%
	Secondary	Count	267	527	188	982
		% within Phase of Education	27.2%	53.7%	19.1%	100.0%
Total		Count	669	1164	330	2163
		% within Phase of Education	30.9%	53.8%	15.3%	100.0%

Pearson chi-square test  $P = 0.000$

**Length of service \* question 5 ‘In the last 12 months, do you feel that your professional development needs were met?’**

**Length of service \* Q5. In the last 12 months, do you feel that your professional development needs were met?  
Crosstabulation**

			Q5. In the last 12 months, do you feel that your professional development needs were met?			Total
			Yes, fully	Yes, to some extent	No	
Length of service	0 to 1 years	Count	26	74	17	117
		% within Length of service	22.2%	63.2%	14.5%	100.0%
	1 to 2 years	Count	40	66	20	126
		% within Length of service	31.7%	52.4%	15.9%	100.0%
	2 to 3 years	Count	37	71	18	126
		% within Length of service	29.4%	56.3%	14.3%	100.0%
	3 to 4 years	Count	33	49	6	88
		% within Length of service	37.5%	55.7%	6.8%	100.0%
	4 to 5 years	Count	48	55	10	113
		% within Length of service	42.5%	48.7%	8.8%	100.0%
	5 to 9 years	Count	111	204	70	385
		% within Length of service	28.8%	53.0%	18.2%	100.0%
	10 to 14 years	Count	63	145	57	265
		% within Length of service	23.8%	54.7%	21.5%	100.0%
	15 to 19 years	Count	52	126	42	220
		% within Length of service	23.6%	57.3%	19.1%	100.0%
	20 to 24 years	Count	42	91	34	167
		% within Length of service	25.1%	54.5%	20.4%	100.0%
	25 to 29 years	Count	82	128	44	254
		% within Length of service	32.3%	50.4%	17.3%	100.0%
30 to 34 years	Count	132	183	58	373	
	% within Length of service	35.4%	49.1%	15.5%	100.0%	
35 years or more	Count	70	105	28	203	
	% within Length of service	34.5%	51.7%	13.8%	100.0%	
Not available	Count	6	9	4	19	
	% within Length of service	31.6%	47.4%	21.1%	100.0%	
Total	Count	742	1306	408	2456	
	% within Length of service	30.2%	53.2%	16.6%	100.0%	

Pearson chi-square test  $P = 0.003$

**Supply teachers: Length of service \* question 5 'In the last 12 months, do you feel that your professional development needs were met?'**

**Length of service \* Q5. In the last 12 months, do you feel that your professional development needs were met?  
Crosstabulation**

			Q5. In the last 12 months, do you feel that your professional development needs were met?			Total
			Yes, fully	Yes, to some extent	No	
Length of service	0 to 1 years	Count	1	5	7	13
		% within Length of service	7.7%	38.5%	53.8%	100.0%
	1 to 2 years	Count	1	6	0	7
		% within Length of service	14.3%	85.7%	.0%	100.0%
	2 to 3 years	Count	1	1	2	4
		% within Length of service	25.0%	25.0%	50.0%	100.0%
	3 to 4 years	Count	1	4	1	6
		% within Length of service	16.7%	66.7%	16.7%	100.0%
	4 to 5 years	Count	1	8	5	14
		% within Length of service	7.1%	57.1%	35.7%	100.0%
	5 to 9 years	Count	3	7	5	15
		% within Length of service	20.0%	46.7%	33.3%	100.0%
	10 to 14 years	Count	2	7	11	20
		% within Length of service	10.0%	35.0%	55.0%	100.0%
	15 to 19 years	Count	1	6	6	13
		% within Length of service	7.7%	46.2%	46.2%	100.0%
20 to 24 years	Count	3	6	3	12	
	% within Length of service	25.0%	50.0%	25.0%	100.0%	
25 to 29 years	Count	3	6	11	20	
	% within Length of service	15.0%	30.0%	55.0%	100.0%	
30 to 34 years	Count	7	11	9	27	
	% within Length of service	25.9%	40.7%	33.3%	100.0%	
35 years or more	Count	11	15	6	32	
	% within Length of service	34.4%	46.9%	18.8%	100.0%	
Total	Count	35	82	66	183	
	% within Length of service	19.1%	44.8%	36.1%	100.0%	

Pearson chi-square test  $P = 0.225$



## Chapter 4

### Length of service \* question 18a 'Disability'

Crosstab

			Q18A. Disability		Total
			Yes	No	
Length of service	Under 5 years	Count	211	346	557
		% within Length of service	37.9%	62.1%	100.0%
	5-9 years	Count	152	229	381
		% within Length of service	39.9%	60.1%	100.0%
	10-14 years	Count	81	182	263
		% within Length of service	30.8%	69.2%	100.0%
	15-19 years	Count	97	121	218
		% within Length of service	44.5%	55.5%	100.0%
	20-24 years	Count	79	88	167
		% within Length of service	47.3%	52.7%	100.0%
	25-29 years	Count	138	114	252
		% within Length of service	54.8%	45.2%	100.0%
	30-34 years	Count	217	152	369
		% within Length of service	58.8%	41.2%	100.0%
	35 years & over	Count	121	84	205
		% within Length of service	59.0%	41.0%	100.0%
Total		Count	1096	1316	2412
		% within Length of service	45.4%	54.6%	100.0%

Pearson chi-square test  $P = 0.000$

### Length of service \* question 18b 'Gender'

**Crosstab**

			Q18B. Gender		Total
			Yes	No	
Length of service	Under 5 years	Count	209	349	558
		% within Length of service	37.5%	62.5%	100.0%
	5-9 years	Count	133	247	380
		% within Length of service	35.0%	65.0%	100.0%
	10-14 years	Count	79	183	262
		% within Length of service	30.2%	69.8%	100.0%
	15-19 years	Count	90	127	217
		% within Length of service	41.5%	58.5%	100.0%
	20-24 years	Count	68	98	166
		% within Length of service	41.0%	59.0%	100.0%
	25-29 years	Count	95	152	247
		% within Length of service	38.5%	61.5%	100.0%
	30-34 years	Count	153	206	359
		% within Length of service	42.6%	57.4%	100.0%
	35 years & over	Count	101	102	203
		% within Length of service	49.8%	50.2%	100.0%
Total		Count	928	1464	2392
		% within Length of service	38.8%	61.2%	100.0%

Pearson chi-square test  $P = 0.000$

**Length of service \* question 18c 'Race / ethnicity'**

**Crosstab**

			Q18C. Race / ethnicity		Total
			Yes	No	
Length of service	Under 5 years	Count	234	326	560
		% within Length of service	41.8%	58.2%	100.0%
	5-9 years	Count	119	262	381
		% within Length of service	31.2%	68.8%	100.0%
	10-14 years	Count	74	187	261
		% within Length of service	28.4%	71.6%	100.0%
	15-19 years	Count	82	135	217
		% within Length of service	37.8%	62.2%	100.0%
	20-24 years	Count	67	99	166
		% within Length of service	40.4%	59.6%	100.0%
	25-29 years	Count	103	145	248
		% within Length of service	41.5%	58.5%	100.0%
	30-34 years	Count	156	203	359
		% within Length of service	43.5%	56.5%	100.0%
	35 years & over	Count	104	100	204
		% within Length of service	51.0%	49.0%	100.0%
Total		Count	939	1457	2396
		% within Length of service	39.2%	60.8%	100.0%

Pearson chi-square test  $P = 0.000$

**Length of service \* question 18d 'Religion / belief'**

**Crosstab**

			Q18D. Religion / belief		Total
			Yes	No	
Length of service	Under 5 years	Count	167	390	557
		% within Length of service	30.0%	70.0%	100.0%
	5-9 years	Count	89	292	381
		% within Length of service	23.4%	76.6%	100.0%
	10-14 years	Count	52	209	261
		% within Length of service	19.9%	80.1%	100.0%
	15-19 years	Count	59	158	217
		% within Length of service	27.2%	72.8%	100.0%
	20-24 years	Count	45	121	166
		% within Length of service	27.1%	72.9%	100.0%
	25-29 years	Count	72	175	247
		% within Length of service	29.1%	70.9%	100.0%
	30-34 years	Count	93	263	356
		% within Length of service	26.1%	73.9%	100.0%
	35 years & over	Count	86	118	204
		% within Length of service	42.2%	57.8%	100.0%
Total		Count	663	1726	2389
		% within Length of service	27.8%	72.2%	100.0%

Pearson chi-square test  $P = 0.000$

**Length of service \* question 18e 'Sexual orientation'**

**Crosstab**

			Q18E. Sexual orientation		Total
			Yes	No	
Length of service	Under 5 years	Count	71	483	554
		% within Length of service	12.8%	87.2%	100.0%
	5-9 years	Count	41	340	381
		% within Length of service	10.8%	89.2%	100.0%
	10-14 years	Count	18	243	261
		% within Length of service	6.9%	93.1%	100.0%
	15-19 years	Count	27	189	216
		% within Length of service	12.5%	87.5%	100.0%
	20-24 years	Count	17	149	166
		% within Length of service	10.2%	89.8%	100.0%
	25-29 years	Count	36	211	247
		% within Length of service	14.6%	85.4%	100.0%
	30-34 years	Count	53	302	355
		% within Length of service	14.9%	85.1%	100.0%
	35 years & over	Count	32	169	201
		% within Length of service	15.9%	84.1%	100.0%
Total		Count	295	2086	2381
		% within Length of service	12.4%	87.6%	100.0%

Pearson chi-square test  $P = 0.043$

**Length of service \* question 18f 'Social class'**

**Crosstab**

			Q18F. Social class		Total
			Yes	No	
Length of service	Under 5 years	Count	107	448	555
		% within Length of service	19.3%	80.7%	100.0%
	5-9 years	Count	38	342	380
		% within Length of service	10.0%	90.0%	100.0%
	10-14 years	Count	17	244	261
		% within Length of service	6.5%	93.5%	100.0%
	15-19 years	Count	25	191	216
		% within Length of service	11.6%	88.4%	100.0%
	20-24 years	Count	18	148	166
		% within Length of service	10.8%	89.2%	100.0%
	25-29 years	Count	33	213	246
		% within Length of service	13.4%	86.6%	100.0%
	30-34 years	Count	59	295	354
		% within Length of service	16.7%	83.3%	100.0%
	35 years & over	Count	30	172	202
		% within Length of service	14.9%	85.1%	100.0%
Total		Count	327	2053	2380
		% within Length of service	13.7%	86.3%	100.0%

Pearson chi-square test  $P = 0.000$

**DfES: Urban local authorities \* question 18a 'Disability'**

**Crosstab**

			Q18A. Disability		Total
			Yes	No	
DfES: Urban local authorities	Urban local authority	Count	517	549	1066
		% within DfES: Urban local authorities	48.5%	51.5%	100.0%
	Other	Count	563	744	1307
		% within DfES: Urban local authorities	43.1%	56.9%	100.0%
Total		Count	1080	1293	2373
		% within DfES: Urban local authorities	45.5%	54.5%	100.0%

Fisher's exact test (for 2 x 2 table)  $P = 0.005$

**DfES: Urban local authorities \* question 18b 'Gender'**

**Crosstab**

			Q18B. Gender		Total
			Yes	No	
DfES: Urban local authorities	Urban local authority	Count	448	607	1055
		% within DfES: Urban local authorities	42.5%	57.5%	100.0%
	Other	Count	461	836	1297
		% within DfES: Urban local authorities	35.5%	64.5%	100.0%
Total		Count	909	1443	2352
		% within DfES: Urban local authorities	38.6%	61.4%	100.0%

Fisher's exact test (for 2 x 2 table)  $P = 0.000$

**DfES: Urban local authorities \* question 18c 'Race / ethnicity'**

**Crosstab**

			Q18C. Race / ethnicity		Total
			Yes	No	
DfES: Urban local authorities	Urban local authority	Count	487	571	1058
		% within DfES: Urban local authorities	46.0%	54.0%	100.0%
	Other	Count	431	867	1298
		% within DfES: Urban local authorities	33.2%	66.8%	100.0%
Total		Count	918	1438	2356
		% within DfES: Urban local authorities	39.0%	61.0%	100.0%

Fisher's exact test (for 2 × 2 table)  $P = 0.000$

**DfES: Urban local authorities \* question 18d 'Religion / belief'**

**Crosstab**

			Q18D. Religion / belief		Total
			Yes	No	
DfES: Urban local authorities	Urban local authority	Count	320	733	1053
		% within DfES: Urban local authorities	30.4%	69.6%	100.0%
	Other	Count	328	969	1297
		% within DfES: Urban local authorities	25.3%	74.7%	100.0%
Total		Count	648	1702	2350
		% within DfES: Urban local authorities	27.6%	72.4%	100.0%

Fisher's exact test (for 2 × 2 table)  $P = 0.003$

**DfES: Urban local authorities \* question 18e 'Sexual orientation'**

**Crosstab**

			Q18E. Sexual orientation		Total
			Yes	No	
DfES: Urban local authorities	Urban local authority	Count	150	902	1052
		% within DfES: Urban local authorities	14.3%	85.7%	100.0%
	Other	Count	136	1155	1291
		% within DfES: Urban local authorities	10.5%	89.5%	100.0%
Total		Count	286	2057	2343
		% within DfES: Urban local authorities	12.2%	87.8%	100.0%

Fisher's exact test (for 2 × 2 table)  $P = 0.004$

**DfES: Urban local authorities \* question 18f 'Social class'**

**Crosstab**

			Q18F. Social class		Total
			Yes	No	
DfES: Urban local authorities	Urban local authority	Count	164	888	1052
		% within DfES: Urban local authorities	15.6%	84.4%	100.0%
	Other	Count	153	1136	1289
		% within DfES: Urban local authorities	11.9%	88.1%	100.0%
Total		Count	317	2024	2341
		% within DfES: Urban local authorities	13.5%	86.5%	100.0%

Fisher's exact test (for 2 x 2 table)  $P = 0.005$

**Phase of education \* DfES: academic / SEN challenge quartile \* question 18a 'Disability'**

Crosstab

Q18A. Disability				DfES: Academic/SEN challenge quartile				Total
				Low challenge	2	3	High challenge	
Yes	Phase of Education	Primary	Count	128	145	121	148	542
			% within Phase of Education	23.6%	26.8%	22.3%	27.3%	100.0%
	Secondary	Count	90	100	102	104	396	
		% within Phase of Education	22.7%	25.3%	25.8%	26.3%	100.0%	
Total	Count	218	245	223	252	938		
		% within Phase of Education	23.2%	26.1%	23.8%	26.9%	100.0%	
No	Phase of Education	Primary	Count	164	144	170	143	621
			% within Phase of Education	26.4%	23.2%	27.4%	23.0%	100.0%
	Secondary	Count	154	145	143	140	582	
		% within Phase of Education	26.5%	24.9%	24.6%	24.1%	100.0%	
Total	Count	318	289	313	283	1203		
		% within Phase of Education	26.4%	24.0%	26.0%	23.5%	100.0%	

Pearson chi-square test – 'Yes'  $P = 0.682$ ; 'No'  $P = 0.702$

**Phase of education \* DfES: academic / SEN challenge quartile \* question 18c 'Race / ethnicity'**

Crosstab

Q18C. Race / ethnicity				DFES: Academic/SEN challenge quartile				Total
				Low challenge	2	3	High challenge	
Yes	Phase of Education	Primary	Count	105	112	122	133	472
			% within Phase of Education	22.2%	23.7%	25.8%	28.2%	100.0%
	Secondary	Count	72	80	96	102	350	
		% within Phase of Education	20.6%	22.9%	27.4%	29.1%	100.0%	
	Total	Count	177	192	218	235	822	
		% within Phase of Education	21.5%	23.4%	26.5%	28.6%	100.0%	
No	Phase of Education	Primary	Count	186	176	169	156	687
			% within Phase of Education	27.1%	25.6%	24.6%	22.7%	100.0%
	Secondary	Count	171	162	148	143	624	
		% within Phase of Education	27.4%	26.0%	23.7%	22.9%	100.0%	
	Total	Count	357	338	317	299	1311	
		% within Phase of Education	27.2%	25.8%	24.2%	22.8%	100.0%	

Pearson chi-square test – ‘Yes’  $P = 0.901$ ; ‘No’  $P = 0.987$

**Phase of education \* DfES: academic / SEN challenge quartile \* question 18d 'Religion / belief'**

Crosstab

Q18D. Religion / belief				DfES: Academic/SEN challenge quartile				Total
				Low challenge	2	3	High challenge	
Yes	Phase of Education	Primary	Count	106	92	94	104	396
			% within Phase of Education	26.8%	23.2%	23.7%	26.3%	100.0%
	Secondary	Count	41	49	57	45	192	
		% within Phase of Education	21.4%	25.5%	29.7%	23.4%	100.0%	
	Total		Count	147	141	151	149	588
			% within Phase of Education	25.0%	24.0%	25.7%	25.3%	100.0%
No	Phase of Education	Primary	Count	185	193	197	185	760
			% within Phase of Education	24.3%	25.4%	25.9%	24.3%	100.0%
	Secondary	Count	202	193	187	199	781	
		% within Phase of Education	25.9%	24.7%	23.9%	25.5%	100.0%	
	Total		Count	387	386	384	384	1541
			% within Phase of Education	25.1%	25.0%	24.9%	24.9%	100.0%

Pearson chi-square test – 'Yes'  $P = 0.263$ ; 'No'  $P = 0.745$

**Phase of education \* DfES: academic / SEN challenge quartile \* question 18e 'Sexual orientation'**

Crosstab

Q18E. Sexual orientation				DfES: Academic/SEN challenge quartile				Total	
				Low challenge	2	3	High challenge		
Yes	Phase of Education	Primary	Count	20	34	36	34	124	
			% within Phase of Education	16.1%	27.4%	29.0%	27.4%	100.0%	
		Secondary	Count	26	25	34	43	128	
			% within Phase of Education	20.3%	19.5%	26.6%	33.6%	100.0%	
	Total			Count	46	59	70	77	252
				% within Phase of Education	18.3%	23.4%	27.8%	30.6%	100.0%
No	Phase of Education	Primary	Count	270	248	254	254	1026	
			% within Phase of Education	26.3%	24.2%	24.8%	24.8%	100.0%	
		Secondary	Count	217	217	208	201	843	
			% within Phase of Education	25.7%	25.7%	24.7%	23.8%	100.0%	
	Total			Count	487	465	462	455	1869
				% within Phase of Education	26.1%	24.9%	24.7%	24.3%	100.0%

Pearson chi-square test – 'Yes'  $P = 0.362$ ; 'No'  $P = 0.879$

**Phase of education \* DfES: linguistic / socio-economic challenge quartile \* question 18a 'Disability'**

Crosstab

Q18A. Disability				DfES: Linguistic/socioeconomic challenge quartile				Total
				Low challenge	2	3	High challenge	
Yes	Phase of Education	Primary	Count	127	124	146	145	542
			% within Phase of Education	23.4%	22.9%	26.9%	26.8%	100.0%
	Secondary	Count	98	94	99	105	396	
		% within Phase of Education	24.7%	23.7%	25.0%	26.5%	100.0%	
	Total	Count	225	218	245	250	938	
		% within Phase of Education	24.0%	23.2%	26.1%	26.7%	100.0%	
No	Phase of Education	Primary	Count	165	165	147	144	621
			% within Phase of Education	26.6%	26.6%	23.7%	23.2%	100.0%
	Secondary	Count	148	151	143	140	582	
		% within Phase of Education	25.4%	25.9%	24.6%	24.1%	100.0%	
	Total	Count	313	316	290	284	1203	
		% within Phase of Education	26.0%	26.3%	24.1%	23.6%	100.0%	

Pearson chi-square test – 'Yes'  $P = 0.903$ ; 'No'  $P = 0.942$

**Phase of education \* DfES: linguistic / socio-economic challenge quartile \* question 18c 'Race / ethnicity'**

**Crosstab**

Q18C. Race / ethnicity				DfES: Linguistic/socioeconomic challenge quartile				Total
				Low challenge	2	3	High challenge	
Yes	Phase of Education	Primary	Count	98	91	121	162	472
			% within Phase of Education	20.8%	19.3%	25.6%	34.3%	100.0%
		Secondary	Count	61	81	82	126	350
			% within Phase of Education	17.4%	23.1%	23.4%	36.0%	100.0%
	Total		Count	159	172	203	288	822
			% within Phase of Education	19.3%	20.9%	24.7%	35.0%	100.0%
No	Phase of Education	Primary	Count	192	198	170	127	687
			% within Phase of Education	27.9%	28.8%	24.7%	18.5%	100.0%
		Secondary	Count	182	163	160	119	624
			% within Phase of Education	29.2%	26.1%	25.6%	19.1%	100.0%
	Total		Count	374	361	330	246	1311
			% within Phase of Education	28.5%	27.5%	25.2%	18.8%	100.0%

Pearson chi-square test – ‘Yes’  $P = 0.370$ ; ‘No’  $P = 0.753$

**Phase of education \* DfES: linguistic / socio-economic challenge quartile \* question 18d 'Religion / belief'**

Crosstab

Q18D. Religion / belief				DfES: Linguistic/socioeconomic challenge quartile				Total
				Low challenge	2	3	High challenge	
Yes	Phase of Education	Primary	Count	92	87	99	118	396
			% within Phase of Education	23.2%	22.0%	25.0%	29.8%	
	Secondary	Count	39	50	44	59	192	
		% within Phase of Education	20.3%	26.0%	22.9%	30.7%		
	Total	Count	131	137	143	177	588	
		% within Phase of Education	22.3%	23.3%	24.3%	30.1%		
No	Phase of Education	Primary	Count	199	201	191	169	760
			% within Phase of Education	26.2%	26.4%	25.1%	22.2%	
	Secondary	Count	204	194	198	185	781	
		% within Phase of Education	26.1%	24.8%	25.4%	23.7%		
	Total	Count	403	395	389	354	1541	
		% within Phase of Education	26.2%	25.6%	25.2%	23.0%		

Pearson chi-square test – 'Yes'  $P = 0.641$ ; 'No'  $P = 0.862$

**Phase of education \* DfES: linguistic / socio-economic challenge quartile \* question 18e 'Sexual orientation'**

Crosstab

Q18E: Sexual orientation				DfES: Linguistic/socioeconomic challenge quartile				Total
				Low challenge	2	3	High challenge	
Yes	Phase of Education	Primary	Count	29	25	35	35	124
			% within Phase of Education	23.4%	20.2%	28.2%	28.2%	100.0%
	Secondary	Count	30	29	30	39	128	
		% within Phase of Education	23.4%	22.7%	23.4%	30.5%	100.0%	
	Total	Count	59	54	65	74	252	
		% within Phase of Education	23.4%	21.4%	25.8%	29.4%	100.0%	
No	Phase of Education	Primary	Count	259	260	254	253	1026
			% within Phase of Education	25.2%	25.3%	24.8%	24.7%	100.0%
	Secondary	Count	212	215	212	204	843	
		% within Phase of Education	25.1%	25.5%	25.1%	24.2%	100.0%	
	Total	Count	471	475	466	457	1869	
		% within Phase of Education	25.2%	25.4%	24.9%	24.5%	100.0%	

Pearson chi-square test – ‘Yes’  $P = 0.837$ ; ‘No’  $P = 0.995$

**Professional role \* question 19a 'Disability'**

**Crosstab**

			Q19A. Disability			Total
			Yes	To some extent	No	
Professional role	Class or subject teacher	Count	393	259	18	670
		% within Professional role	58.7%	38.7%	2.7%	100.0%
	Head teacher	Count	155	24	0	179
		% within Professional role	86.6%	13.4%	.0%	100.0%
Total		Count	548	283	18	849
		% within Professional role	64.5%	33.3%	2.1%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 19b 'Gender'**

**Crosstab**

			Q19B. Gender			Total
			Yes	To some extent	No	
Professional role	Class or subject teacher	Count	410	224	32	666
		% within Professional role	61.6%	33.6%	4.8%	100.0%
	Head teacher	Count	151	25	2	178
		% within Professional role	84.8%	14.0%	1.1%	100.0%
Total		Count	561	249	34	844
		% within Professional role	66.5%	29.5%	4.0%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 19c 'Race / ethnicity'**

**Crosstab**

			Q19C. Race / ethnicity			Total
			Yes	To some extent	No	
Professional role	Class or subject teacher	Count	379	249	38	666
		% within Professional role	56.9%	37.4%	5.7%	100.0%
	Head teacher	Count	154	24	1	179
		% within Professional role	86.0%	13.4%	.6%	100.0%
Total		Count	533	273	39	845
		% within Professional role	63.1%	32.3%	4.6%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 19d 'Religion / belief'**

**Crosstab**

			Q19D. Religion / belief			Total
			Yes	To some extent	No	
Professional role	Class or subject teacher	Count	340	287	40	667
		% within Professional role	51.0%	43.0%	6.0%	100.0%
	Head teacher	Count	140	38	1	179
		% within Professional role	78.2%	21.2%	.6%	100.0%
Total		Count	480	325	41	846
		% within Professional role	56.7%	38.4%	4.8%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 19e 'Sexual orientation'**

**Crosstab**

			Q19E. Sexual orientation			Total
			Yes	To some extent	No	
Professional role	Class or subject teacher	Count	223	320	123	666
		% within Professional role	33.5%	48.0%	18.5%	100.0%
	Head teacher	Count	94	70	14	178
		% within Professional role	52.8%	39.3%	7.9%	100.0%
Total		Count	317	390	137	844
		% within Professional role	37.6%	46.2%	16.2%	100.0%

Pearson chi-square test  $P = 0.000$

**Professional role \* question 19f 'Social class'**

**Crosstab**

			Q19F. Social class			Total
			Yes	To some extent	No	
Professional role	Class or subject teacher	Count	297	305	65	667
		% within Professional role	44.5%	45.7%	9.7%	100.0%
	Head teacher	Count	118	49	12	179
		% within Professional role	65.9%	27.4%	6.7%	100.0%
Total		Count	415	354	77	846
		% within Professional role	49.1%	41.8%	9.1%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 19a 'Disability'**

**Crosstab**

			Q19A. Disability			Total
			Yes	To some extent	No	
Phase of Education	Primary	Count	762	398	16	1176
		% within Phase of Education	64.8%	33.8%	1.4%	100.0%
	Secondary	Count	566	376	37	979
		% within Phase of Education	57.8%	38.4%	3.8%	100.0%
Total		Count	1328	774	53	2155
		% within Phase of Education	61.6%	35.9%	2.5%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 19b 'Gender'**

**Crosstab**

			Q19B. Gender			Total
			Yes	To some extent	No	
Phase of Education	Primary	Count	798	344	31	1173
		% within Phase of Education	68.0%	29.3%	2.6%	100.0%
	Secondary	Count	615	323	40	978
		% within Phase of Education	62.9%	33.0%	4.1%	100.0%
Total		Count	1413	667	71	2151
		% within Phase of Education	65.7%	31.0%	3.3%	100.0%

Pearson chi-square test  $P = 0.019$

**Phase of education \* question 19c 'Race / ethnicity'**

**Crosstab**

			Q19C. Race / ethnicity			Total
			Yes	To some extent	No	
Phase of Education	Primary	Count	767	371	33	1171
		% within Phase of Education	65.5%	31.7%	2.8%	100.0%
	Secondary	Count	554	371	55	980
		% within Phase of Education	56.5%	37.9%	5.6%	100.0%
Total		Count	1321	742	88	2151
		% within Phase of Education	61.4%	34.5%	4.1%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 19d 'Religion / belief'**

**Crosstab**

			Q19D. Religion / belief			Total
			Yes	To some extent	No	
Phase of Education	Primary	Count	708	430	35	1173
		% within Phase of Education	60.4%	36.7%	3.0%	100.0%
	Secondary	Count	455	454	71	980
		% within Phase of Education	46.4%	46.3%	7.2%	100.0%
Total		Count	1163	884	106	2153
		% within Phase of Education	54.0%	41.1%	4.9%	100.0%

Pearson chi-square test  $P = 0.000$

**Phase of education \* question 19e 'Sexual orientation'**

**Crosstab**

			Q19E. Sexual orientation			Total
			Yes	To some extent	No	
Phase of Education	Primary	Count	419	537	212	1168
		% within Phase of Education	35.9%	46.0%	18.2%	100.0%
	Secondary	Count	382	452	145	979
		% within Phase of Education	39.0%	46.2%	14.8%	100.0%
Total		Count	801	989	357	2147
		% within Phase of Education	37.3%	46.1%	16.6%	100.0%

Pearson chi-square test  $P = 0.083$

Phase of education \* question 19f 'Social class'

Crosstab

			Q19F. Social class			Total
			Yes	To some extent	No	
Phase of Education	Primary	Count	589	478	106	1173
		% within Phase of Education	50.2%	40.8%	9.0%	100.0%
	Secondary	Count	445	439	96	980
		% within Phase of Education	45.4%	44.8%	9.8%	100.0%
Total		Count	1034	917	202	2153
		% within Phase of Education	48.0%	42.6%	9.4%	100.0%

Pearson chi-square test  $P = 0.084$

**Question 18a 'Disability' \* question 19a 'Disability'**

**Q18A. Disability \* Q19A. Disability Crosstabulation**

			Q19A. Disability			Total
			Yes	To some extent	No	
Q18A. Disability	Yes	Count	911	186	1	1098
		% within Q18A. Disability	83.0%	16.9%	.1%	100.0%
	No	Count	598	666	58	1322
		% within Q18A. Disability	45.2%	50.4%	4.4%	100.0%
Total		Count	1509	852	59	2420
		% within Q18A. Disability	62.4%	35.2%	2.4%	100.0%

Pearson chi-square test  $P = 0.000$

**Question 18b 'Gender' \* question 19b 'Gender'**

**Q18B. Gender \* Q19B. Gender Crosstabulation**

			Q19B. Gender			Total
			Yes	To some extent	No	
Q18B. Gender	Yes	Count	793	130	5	928
		% within Q18B. Gender	85.5%	14.0%	.5%	100.0%
	No	Count	779	617	74	1470
		% within Q18B. Gender	53.0%	42.0%	5.0%	100.0%
Total		Count	1572	747	79	2398
		% within Q18B. Gender	65.6%	31.2%	3.3%	100.0%

Pearson chi-square test  $P = 0.000$

**Question 18c 'Race / ethnicity' \* question 19c 'Race ethnicity'**

**Q18C. Race / ethnicity \* Q19C. Race / ethnicity Crosstabulation**

			Q19C. Race / ethnicity			Total
			Yes	To some extent	No	
Q18C. Race / ethnicity	Yes	Count % within Q18C. Race / ethnicity	783 83.0%	151 16.0%	9 1.0%	943 100.0%
	No	Count % within Q18C. Race / ethnicity	691 47.4%	682 46.8%	85 5.8%	1458 100.0%
Total		Count % within Q18C. Race / ethnicity	1474 61.4%	833 34.7%	94 3.9%	2401 100.0%

Pearson chi-square test  $P = 0.000$

**Question 18d 'Religion / belief' \* question 19d 'Religion / belief'**

**Q18D. Religion / belief \* Q19D. Religion / belief Crosstabulation**

			Q19D. Religion / belief			Total
			Yes	To some extent	No	
Q18D. Religion / belief	Yes	Count	545	117	2	664
		% within Q18D. Religion / belief	82.1%	17.6%	.3%	100.0%
	No	Count	742	879	112	1733
		% within Q18D. Religion / belief	42.8%	50.7%	6.5%	100.0%
Total		Count	1287	996	114	2397
		% within Q18D. Religion / belief	53.7%	41.6%	4.8%	100.0%

Pearson chi-square test  $P = .000$

**Question 18e 'Sexual orientation' \* question 19e 'Sexual orientation'**

**Q18E. Sexual orientation \* Q19E. Sexual orientation Crosstabulation**

			Q19E. Sexual orientation			Total
			Yes	To some extent	No	
Q18E. Sexual orientation	Yes	Count	224	65	4	293
		% within Q18E. Sexual orientation	76.5%	22.2%	1.4%	100.0%
	No	Count	663	1036	391	2090
		% within Q18E. Sexual orientation	31.7%	49.6%	18.7%	100.0%
Total		Count	887	1101	395	2383
		% within Q18E. Sexual orientation	37.2%	46.2%	16.6%	100.0%

Pearson chi-square test  $P = 0.000$

**Question 18f 'Social class' \* question 19f 'Social class'**

**Q18F. Social class \* Q19F. Social class Crosstabulation**

			Q19F. Social class			Total
			Yes	To some extent	No	
Q18F. Social class	Yes	Count	281	45	1	327
		% within Q18F. Social class	85.9%	13.8%	.3%	100.0%
	No	Count	859	976	227	2062
		% within Q18F. Social class	41.7%	47.3%	11.0%	100.0%
Total		Count	1140	1021	228	2389
		% within Q18F. Social class	47.7%	42.7%	9.5%	100.0%

Pearson chi-square test  $P = 0.000$