



Department
for Education

NFER Teacher Voice Omnibus

November 2012 Survey

Understanding union membership and activity

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January 2013

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

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Introduction

The Department for Education submitted eight questions to NFER's Teacher Voice Omnibus Survey in November 2012. The questions covered the following topics:

- Whether responding teachers were members of a teaching union, and the reasons they were or were not;
- The number of the teachers at respondents' schools employed full- or part-time as teaching union representatives; and
- Whether the current 'work to rule' by teachers was having an impact in respondents' schools.

This report provides an analysis of the responses to the questions, along with supporting information about the survey. Results are presented by school phase (primary and secondary) and, where relevant, by seniority of respondent (senior leaders, i.e. headteachers, deputy headteachers and assistant headteachers, or classroom teachers).

Analysis of findings

The sample

A sample of over 1,600 teachers completed the survey. The sample was weighted to ensure that it was representative and included teachers from a wide range of school governance types and subject areas. Sample numbers were sufficient to allow for comparisons between the primary and secondary sectors. Detailed information about the sample is given in the annex of this report.

Proportion of union membership amongst teachers

The first question submitted to the Teacher Voice survey asked teachers about their union membership. The results can be viewed in Tables 1 and 2 below.

All but three per cent of the teachers responding belonged to a teaching union. Two-thirds of respondents (67%) belonged to either the NUT or NASUWT. A further 16 per cent were members of the ATL, with less than ten per cent belonging to each of the NAHT, VOICE and ASCL.

Differences in union membership by seniority were apparent, reflecting the fact that two of the listed unions - NAHT and ASCL - are for school leaders. Membership by seniority of respondent is shown in Table 1 below. A third of senior leaders (33%) reported that they belong to NAHT, while 15 per cent belong to ASCL. Less than one per cent of classroom teachers said they were members of one of these senior leaders' unions, as would be expected given their position.

Table 1 Are you a member of any of the following teaching unions?

	All	Senior leader	Class teacher
NUT	37%	21%	40%
NASUWT	30%	16%	34%
ATL	16%	11%	17%
NAHT	6%	33%	<1%
ASCL	3%	15%	<1%
VOICE	2%	2%	2%
I am a member of more than one of the above unions	<1%	0%	1%
I am a member of a teaching union but prefer not to say which one	2%	2%	3%
I am not in a teaching union	3%	3%	3%
Local base (N)	1604	300	1305

Due to rounding, percentages may not sum to 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of senior leaders and class teachers may not sum to the number of teachers in total.

Source: NFER Omnibus Survey November 2012.

As shown in Table 2 below, the overall proportion of union membership did not differ by school phase, with only three per cent of the teachers saying that they were not in a teaching union at both primary and secondary level. However, the proportions of respondents belonging to each of the unions did differ by school phase, with a greater proportion of primary teachers belonging to the NUT and NAHT than secondary teachers (40% and 11% compared with 32% and 1%). The reverse was the case for NASUWT, which 38 per cent of secondary teachers were members of, compared with just under a quarter (23%) of primary teachers. Differences by phase in the membership of ASCL reflected the fact that it is open only to secondary teachers and teachers from all through schools.

Table 2. Are you a member of any of the following teaching unions?

	All	Primary	Secondary
NUT	37%	40%	32%
NASUWT	30%	23%	38%
ATL	16%	17%	15%
NAHT	6%	11%	1%
ASCL	3%	<1%	6%
VOICE	2%	2%	2%
I am a member of more than one of the above unions	<1%	<1%	1%
I am a member of a teaching union but prefer not to say which one	2%	3%	2%
I am not in a teaching union	3%	3%	3%
Local base (N)	1604	797	810

Due to rounding, percentages may not sum to 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey November 2012.

Reasons given for joining teaching unions

Respondents who said they belonged to a teaching union were asked for the main reason that they had joined. The results from the 1558 respondents are shown below in Table 3.

Table 3. Which of the following was the main reason you joined a teaching union?

	All	Primary	Secondary
Support if I had a problem at work	72%	76%	68%
I believe in trade unions	11%	8%	13%
It campaigns about issues that matter to me	6%	5%	7%
Free legal advice	4%	4%	3%
Most people at work are members	2%	2%	3%
Discounted services	1%	<1%	1%
Improved pay and conditions	1%	1%	1%
Training and CPD	1%	<1%	1%
Other	3%	4%	3%
Local base (N)	1558	776	784

Due to rounding, percentages may not sum to 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total.

Source: NFER Omnibus Survey November 2012.

The most popular reason for joining a union was to have support if there was a problem at work. Seven out of ten teachers (72%) cited this as their main reason. The second and third most popular reasons were a belief in trade unions (11%) and the campaigning that unions do on issues that mattered to teachers (6%).

These top three reasons were ranked the same across school phases and levels of seniority. Slight differences between primary and secondary phases were seen in the proportions given to the top two reasons, with a slightly greater proportion of primary than secondary school teachers saying that support was their main reason for joining (76% compared with 68% said this). Furthermore, a slightly lower proportion of primary than secondary school teachers said that they believed in trade unions (8% compared with 13%). There were no strong differences between senior leaders and classroom teachers.

Reasons given for not joining a teachers' union

Respondents who said they did not belong to a teaching union were asked for the main reason that they had not joined. The results from the 47 respondents are shown below in Table 4. It should be borne in mind that because there are only 47 respondents the numbers are not sufficient to draw any reliable comparisons. For this reason, **only numbers, not percentages** are given.

Table 4. Which of the following was the main reason you have not joined a teaching union?

	All (N)	Primary (N)	Secondary (N)
I used to be a member but no longer saw the value	22	9	12
Too expensive to join	6	4	3
I don't want to strike	4	2	2
I don't believe in trade unions	3	2	1
Does not represent good value	2	2	0
I've never had a problem at work	2	1	1
Most people at work are not members	0	0	0
Other	9	2	7
Local base (N)	47	22	25

Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Only a small number of respondents indicated that they were not in a teaching union so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

The most commonly cited reason for not belonging to a teaching union was having been a member in the past but no longer seeing the value (22 respondents). Cost was the second most common reason, cited by six respondents.

What union membership had brought members in the past year

For those respondents who said that they were members of a teaching union, Table 5 shows what they had received from their unions in the past year. Respondents were able to select as many options as were applicable.

Table 3 showed that when asked the main reason that they joined a teaching union, seven out of ten respondents said that it was for 'support if I had a problem at work'. The results in Table 5 show that just over a third of respondents (35%) had received advice or guidance from their union website in the past year; 17 per cent had received such advice through a union helpline; and 13 per cent had had face-to-face support with an issue at work. CPD or training opportunities had been received by nearly a fifth of respondents (19%) and model policies by 16 per cent. Thirteen per cent had received discounted goods or services and five per cent, financial services.

Table 5. In the past 12 months have you received any of the following from your union?

	All	Primary	Secondary
Advice/guidance from my union website	35%	30%	41%
CPD or training opportunity	19%	16%	22%
Advice/guidance through a union helpline	17%	17%	16%
Model policies	16%	13%	20%
Discounted goods or services	13%	11%	16%
Face-to-face support with an issue at work	13%	8%	17%
Financial services	5%	3%	7%
Advice from a solicitor or other legal professional through my union	2%	1%	3%
Other	6%	6%	7%
I have not used or received any union services	38%	45%	31%
Local base (N)	1552	772	782

Respondents were able to select more than one response so percentages may sum to more than 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total.

Source: NFER Omnibus Survey November 2012.

Overall, nearly four out of ten respondents said that they had not used or received any union services in the past 12 months (38%). This was the case for a greater proportion of primary teachers compared to secondary teachers (45% and 31% respectively), suggesting that secondary teachers receive more from their unions than primary teachers. The proportion of secondary teachers saying that they have received each of the services was greater than that for primary teachers for all but one option (advice/guidance through a union helpline). The percentages here represent the proportion of teachers selecting each option, and teachers could tick as many as were applicable. The higher percentages across most of the categories for secondary teachers is a further indication that they used or received union services to a greater degree than primary teachers.

Looking at the respondents grouped by seniority, 39 per cent of classroom teachers had not used or received any union services in the past year compared to 34 per cent of senior leaders. A greater proportion of senior leaders than classroom teachers had used unions as a source of model policies (29% compared to 14%), for CPD or training (26% compared to 17%), and for advice or guidance via a helpline (24% compared to 15%). A greater proportion of classroom teachers than senior leaders had used unions to provide face-to-face support with an issue at work (14% compared to 7%). Other differences by phase were very minor.

Numbers of teaching staff employed full-time as a union representative

We asked all respondents how many of the teaching staff at their school worked full-time as a union representative (teachers spending all their time on facility time). The results are given in Table 6.

Table 6. How many members of the teaching staff employed at your school work full-time on activities connected with their role as a teaching union representative?

	All	Primary	Secondary
None	77%	82%	72%
1	3%	2%	4%
2	2%	1%	3%
3	1%	0%	2%
4	<1%	<1%	1%
More than 4	1%	1%	<1%
Don't know	16%	15%	18%
Local base (N)	1573	792	783

Due to rounding, percentages may not sum to 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total.

Source: NFER Omnibus Survey November 2012.

Overall more than three-quarters of respondents (77%) reported that there were no members of the teaching staff at their school who worked full-time on activities connected with their role as a teaching union representative.

A greater proportion of primary teachers reported that there were no permanent staff with a full-time union role at their school compared to secondary teachers (82% compared to 72%). However, a slightly greater proportion of secondary teachers did not know if such a member of staff existed at their school compared to primary teachers (18% compared to 15%).

Seven per cent of respondents reported that there was at least one full-time union representative on the teaching staff of their school, while 16 per cent did not know if there was or was not.

As might be expected, senior leaders were proportionally more likely to know if members of staff at their school were full-time union representatives. Only four per cent of senior leaders said they did not know, compared to nearly a fifth (19%) of classroom teachers. Nine out of ten senior leaders reported that there were no such union staff at their schools (90%), compared to just under three-quarters of classroom teachers (74%). Five per cent of senior leaders and seven per cent of classroom teachers said that at least one member of teaching staff at their school was a full-time union representative.

Numbers of teaching staff employed part-time as a union representative

We asked all respondents how many of the teaching staff at their school spent any time on union activities (spending some of the time on facility time). The results are given in Table 7.

Table 7. How many members of the teaching staff employed at your school work part-time on activities connected with their role as a teaching union representative?

	All	Primary	Secondary
None	35%	57%	13%
1	19%	20%	18%
2	13%	5%	22%
3	10%	1%	19%
4	3%	<1%	5%
More than 4	1%	<1%	1%
Don't know	20%	18%	22%
Local base (N)	1601	796	807

Due to rounding, percentages may not sum to 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total.

Source: NFER Omnibus Survey November 2012.

Just over a third of respondents overall (35%) said that there were no members of the teaching staff at their school who worked part-time on activities connected to their role as a teaching union representative. A fifth of teachers said that one member of staff at their school had this role; 13 per cent said that two colleagues did so; while one in ten said that three colleagues did so. Only one per cent of teachers said that more than four members of staff at their school worked part-time on activities connected with their role as a trade union representative. A fifth (20%) did not know one way or the other.

The responses from primary teachers and secondary teachers showed a difference between phases. While 57 per cent of primary teachers reported that there were no members of staff working part-time on union matters at their school, only 13 per cent of secondary teachers said this was the case. Twenty-six per cent of primary teachers said that there were one or more members of teaching staff working part-time on union matters, compared to 65 per cent of secondary teachers.

As was seen in respect to staff working full-time on union activities, school leaders were less likely to report that they did not know how many members of staff spent part of their time on union activities. Amongst primary school leaders only seven per cent did not know if there were any members of staff at their school working part-time on union activities. Two-thirds of primary school leaders (66%) reported that none of the staff had such a role. For primary school classroom teachers, 54 per cent reported that none of their colleagues had such a role, and 21 per cent said they did not know.

Among respondents at the secondary level, the same proportion of senior leaders and classroom teachers reported that there were no members of staff working part-time on union activities at their school, at 13 per cent. While only eight per cent of secondary senior leaders did not know if there were such staff at their school, nearly a quarter (24%) of secondary classroom teachers did not know. Four-fifths of secondary senior leaders (80%) reported that there were staff working part-time on union activities at their schools.

The size of the impact of the current ‘work to rule’

Our penultimate question asked teachers for their views on the impact of the current ‘work to rule’ affecting some teachers. The results are reported in Table 8.

Table 8. Do you think the current ‘work to rule’ by teachers is having an impact in your school?

	All	Primary	Secondary
No - because staff are not working to rule	60%	76%	44%
I don't know if staff are working to rule	13%	12%	14%
Not sure - staff are working to rule but I am not sure if it is having an impact	10%	5%	16%
Yes	9%	3%	15%
No - staff are working to rule but it is not having an impact	8%	4%	13%
Local base (N)	1607	801	807

Due to rounding, percentages may not sum to 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total.

Source: NFER Omnibus Survey November 2012.

Two teaching unions (NUT and NASUWT) are currently instructing their members to ‘work to rule’. Table 1 showed that two-thirds of respondents belonged to the NUT and NASUWT.

When asked whether they thought the current ‘work to rule’ was having an impact in their school, the majority of all respondents (60%) said that staff were not working to rule, and therefore there was no impact.

Eight per cent said that staff were working to rule but that it was not having an impact and ten per cent were not sure if the working to rule at their school was having an impact. Thirteen per cent of respondents said they did not know if staff were working to rule or not.

Only nine per cent of all respondents overall said they thought that working to rule was having an impact at their school.

Over three-quarters of primary school teachers (76%) reported that staff were not working to rule. This compares to 44 per cent of secondary teachers. Twelve per cent of respondents from primary schools indicated that staff at their school were working to rule. Only three per cent said that this was having an impact on their school; four per cent said there was no impact, and five per cent were not sure if there was any impact of staff working to rule. Among secondary teachers, 15 per cent reported that working to rule at their school was having an impact - a notably higher proportion than in the primary phase. Thirteen per cent of secondary teachers said that staff were working to rule, but it was not having an impact, and 16 per cent were not sure if the working to rule at their school was having an impact.

Eleven per cent of senior leaders reported that working to rule was having an impact in their school, while the same proportion (11%) reported that staff were working to rule but that it was not having an impact. Similarly, eight per cent of classroom teachers reported that working to rule was having an impact and eight per cent said working to rule at their school was not having an impact. The difference in responses between senior leaders and classroom staff is seen in the level of knowledge they have of the situation in their schools, with a lower proportion of senior leaders than classroom teachers reporting that they did not know if staff were working to rule (6% compared to 15%) and a lower proportion reporting that they did not know if staff working to rule at their school was having an impact (7% compared to 11%).

The data by phase and seniority shows that just over a quarter (26%) of secondary senior leaders felt that working to rule was having an impact at their school. Only five per cent of primary school leaders said the same.

The nature of the impact of working to rule

The nine per cent of respondents (142 teachers) who reported that working to rule was having an impact in their school were asked what that impact was. We received responses from 137 of these. The ten most popularly given responses are reported in Table 9. When interpreting the percentages in Table 9 it is important to recognise that there were only a relatively small number of respondents (particularly amongst primary teachers).

Of those teachers who reported that working to rule in their school was having an impact, the greatest proportion of responses was for the effect of teachers not covering for other teachers, reported by 30 per cent of respondents. The second most commonly reported impact (by 21% of respondents) was on monitoring, performance management and fewer lesson observations. The third most commonly reported impact was fewer meetings, with processes being more streamlined and efficient, which was reported by 14 per cent of respondents

Table 9. What has been the impact of the current 'work to rule' in your school?

	All	Primary	Secondary
Impact on cover/teachers don't cover	30%	8%	33%
Impact on monitoring/performance management/fewer lesson observations	21%	23%	19%
Fewer meetings/processes more streamlined and efficient	14%	12%	15%
Extracurricular activities stopped	14%	19%	12%
Staff more confident in declining SLT requests/better work-life balance	13%	12%	14%
Staff morale poorer/staff divided	10%	12%	9%
Staff workload reduced as SLT don't add extra duties	10%	12%	10%
Greater clarity over roles and responsibilities	9%	4%	10%
Impact on marking/assessment including exams	8%	12%	7%
School has to buy in more support, impacts on budgets	7%	0%	9%
Local base (N)	137	26	113

Top 10 responses as given by 'all teachers'. Due to rounding, percentages may not sum to 100. Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Only a small number of respondents indicated that the current 'work to rule' was having an impact in their school so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Conclusions and implications

Of the more than 1600 teachers who responded to this survey, all but three per cent of them reported that they belonged to a teaching union, with two-thirds of them members of the NUT or NASUWT. The level of union membership was the same across school phases, but in terms of seniority we found that a slightly greater proportion of senior leaders belonged to a union than classroom teachers.

When asked the main reason why they had joined a union, seven out of ten of the respondents who currently belong to a union said it was to have support if they had a problem at work. Approximately one in ten said it was because they believe in trade unions. Of the three per cent of respondents who reported that they were not currently in a teaching union nearly half said that they had been a member in the past.

Nearly four out of ten respondents said that they had not used or received any union services in the past 12 months. Over a third of respondents had received advice or guidance from their union website in the past year and smaller proportions had received advice through a helpline or in person. Nearly a fifth had received CPD or a training opportunity. Secondary teachers reported receiving proportionally more services from their teaching union than did primary teachers.

More than three-quarters of respondents reported that there were no members of the teaching staff at their school who worked full-time on activities connected with their role as a union representative. Seven per cent of respondents reported that there was at least one full-time union representative on the teaching staff of their school. When asked about part-time union representatives, just under two-thirds of secondary teachers said that there were one or more members of teaching staff working part-time on union matters and just over a quarter of primary teachers said this was the case.

Two teaching unions (NUT and NASUWT) are currently instructing their members to 'work to rule'. Six out of ten respondents said that staff at their school were not working to rule. Just under one in ten respondents said that they thought the working to rule was having an impact at their school. The biggest impact reported was teachers not covering for other teachers.

Annex: Supporting information

How was the survey conducted?

This report is based on data from the November 2012 survey. A panel of 1609 practising teachers from 1252 schools in the maintained sector in England completed the survey. Teachers completed the survey online between the 9th and 21st November 2012. During the survey period, a team of experienced coders within the Foundation coded all 'open' questions (those without a pre-identified set of responses).

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Fifty per cent (801) of the respondents were teaching in primary schools and 50 per cent (808) were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers panel?

There was no significant difference between the primary sample and primary population in terms of eligibility for free school meals. There was an under-representation of schools in the highest quintile and second lowest quintile in terms of eligibility for free school meals in the sample of secondary schools. In the overall sample (primary and secondary schools) there was under-representation in the highest quintile in terms of eligibility for free school meals. To address the issues with the primary and secondary samples, weights were calculated using free school meals factors to create a more balanced sample. Due to the differences between the populations of all schools and secondary schools, different weights were created for secondary schools and then for the whole sample overall. The weightings have been applied to the secondary schools and overall sample analyses referred to in this commentary¹. No weights have been applied to any of the primary sample analyses.

Tables S.1, S.2 and S.3 in the annex show the representation of the (weighted) achieved sample against the population. Table S.4 shows the representation of the (weighted) teacher sample by role in school.

¹ The sample was not weighted for missing free school meal data

Table S.1 Representation of primary schools compared to primary schools nationally

		National Population	NFER Sample
		%	%
(Overall performance by KS2 2011 data)	Lowest band	18	15
	2nd lowest band	18	16
	Middle band	17	19
	2nd highest band	21	23
	Highest band	25	24
	Missing	1	<1
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	20	19
	2nd lowest 20%	20	20
	Middle 20%	20	21
	2nd highest 20%	20	23
	Highest 20%	20	17
	Missing	1	<1
Primary school type	Infants	8	9
	First School	5	4
	Infant & Junior (Primary)	74	72
	First & Middle	0	0
	Junior	7	11
	Middle deemed Primary	0	1
	Academy	5	4
Region	North	31	23
	Midlands	32	29
	South	37	48
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	20
	English Unitary Authorities	18	18
	Counties	51	49
Number of schools		16753	726

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey November 2012

Table S.2 Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population	NFER Sample
		%	%
Achievement Band (Overall performance by GCSE 2011 data)	Lowest band	17	15
	2nd lowest band	19	18
	Middle band	19	22
	2nd highest band	19	21
	Highest band	20	21
	Missing	6	3
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	19	19
	2nd lowest 20%	20	20
	Middle 20%	19	20
	2nd highest 20%	19	19
	Highest 20%	19	20
	Missing	4	2
Secondary school type	Middle	6	3
	Secondary Modern	2	1
	Comprehensive to 16	21	23
	Comprehensive to 18	24	29
	Grammar	5	6
	Other secondary school	<1	0
	Academies	42	39
Region	North	29	26
	Midlands	33	33
	South	38	41
Local Authority type	London Borough	13	14
	Metropolitan Authorities	21	22
	English Unitary Authorities	19	18
	Counties	47	46
Number of schools		3227	526

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent.

Source: NFER Omnibus Survey November 2012.

Table S.3 Representation of all schools (weighted) compared to all schools nationally

		National Population	NFER Sample
		%	%
Achievement Band (By KS2 2011 and GCSE 2011 data)	Lowest band	18	16
	2nd lowest band	18	17
	Middle band	17	20
	2nd highest band	21	22
	Highest band	24	23
	Missing	2	1
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	19	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	1	1
Region	North	30	24
	Midlands	32	31
	South	37	45
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	18
	Counties	51	47
Number of schools		19942	1252

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey November 2012.

Table S.4 Comparison of the achieved (weighted) sample with the national population by grade of teacher (not including Academies)

Role	Primary schools				Secondary schools			
	National Population ¹		NFER Sample		National Population ¹		NFER Sample ³	
	N ¹	%	N	%	N ¹	%	N	%
Headteachers	15.4	8	63	8	2.1	2	5	1
Deputy Headteachers	10.8	6	82	11	3.3	2	19	4
Assistant Headteachers	6.4	3	54	7	7.6	6	51	10
Class teachers and others	155.6	83	567	74	119.2	90	424	85

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. The NFER sample for classroom teachers and others is based on headcount whereas the national population data is based on FTE teachers

3. Secondary sample data is weighted.

4. Due to rounding, percentages may not sum to 100

5. Sources: NFER Omnibus Survey November 2012, DfE: School Workforce in England, November 2011, <http://media.education.gov.uk/assets/files/pdf/s/sfr06-2012v6.pdf> [10 December 2012].

Table S.5 Comparison of the achieved weighted Academies sample with the national population by grade of teacher

Role	All Academies (primary and secondary)			
	National Population ¹		NFER Sample ³	
	N ¹	%	N	%
Headteachers	1.4	2	6	2
Deputy Headteachers	2.1	3	11	3
Assistant Headteachers	4.0	5	25	7
Class teachers and others	67.7	90	306	88

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. Due to rounding, percentages may not sum to 100

3. Secondary/all teacher sample data is weighted.

4. Sources: NFER Omnibus Survey November 2012, DfE: School Workforce in England, November 2011, <http://media.education.gov.uk/assets/files/pdf/s/sfr06-2012v6.pdf> [10 December 2012].

How accurately do the results represent the national position?

Assuming that the data is representative of the population at large (and there is no evidence to suggest otherwise) we can calculate the precision of results from each of the samples based on the number of respondents. The smallest number of respondents is for the primary school sample where we have 801 respondents. In this case we can calculate that all results based on the full sample will be precise to within at worst plus or minus 5 percentage points. This means that we are 95 per cent sure that if we were to collect results from all primary schools in the country the results we would get would be within 5 percentage points of the results presented in this report. We have marginally more respondents within the secondary school sample and hence can be even more confident about the results. For this reason, **within any of the samples, the precision of results based on all respondents will be precise to within at worst plus or minus 5 percentage points.**

Certain questions within the survey were filtered and in these cases the number of respondents to questions may be much smaller. In these cases we may need to be more cautious about the precision of the percentages presented within the report. The table below gives a rough guide to the level of precision that can be attributed to each table based upon the total number of respondents. For example, if a table is based upon just 40 respondents we can only be sure that the percentages within that table are correct to within plus or minus 16 percentage points.

Table S.6 Precision of estimates in percentage point terms

Number of respondents	Precision of estimates in percentage point terms
30	18
40	16
50	14
75	12
100	10
150	9
200	7
300	6
400	5
650	4



Department
for Education

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Ref: DFE-RR268

ISBN: 978-1-78105-211-2

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