

School Teachers' Review Body

**TEACHERS' WORKLOADS
DIARY SURVEY
March 2006**

Report produced by BMRB Social Research
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INTRODUCTION

1. The 2006 teachers' workloads survey provides independently-collected data on the hours and working patterns of the 2,003 randomly-selected teachers in primary, secondary and special schools in England and Wales who returned useable questionnaires. It is the seventh survey commissioned by the School Teachers' Review Body (STRB) to examine teachers' workloads; the previous surveys were carried out in 1994, 1996, 2000, 2003, 2004 and 2005.

Background

2. Evidence gathered by the STRB, from teacher associations and other parties as well as directly from teachers during school visits, showed mounting concern among the profession about teacher workload and its effect on morale. This concern reflected the results of three previous workload surveys commissioned by the Review Body, which showed clear increases in average teacher workload between 1994 and 2000.

3. Against this background, the STRB's Tenth Report, published in February 2001, recommended that the Department for Education and Employment (as it then was) organise an independent programme to look at the workload of teachers, and the factors contributing to it. The Department subsequently commissioned PricewaterhouseCoopers (PwC) to undertake such a study and formed a Steering Group comprising representatives of all main stakeholders to oversee and guide PwC's work.

4. After PwC's final report, in December 2001, the then Secretary of State remitted the STRB to consider teacher workload and conditions of service in some detail, and established a concurrent working party on the remodelling of teaching, with a membership similar to the earlier Steering Group. The STRB produced recommendations in May 2002 in its *Special review of approaches to reducing teacher workload*.

5. After a consultation period and further discussions within the working party, most of the organisations represented on that group signed up to a national agreement, *Raising standards and tackling workload*, in January 2003.

Acknowledgements

6. BMRB wishes to thank the Review Body who assisted with the design of the diary survey and for organising the support of the parties and their detailed comments and suggestions. These contributed to the successful mounting of the study.

7. Above all, BMRB would particularly like to thank all the schools which agreed to co-operate in the study and the teachers who took the time to complete diaries and make themselves available to be interviewed. Without their co-operation the study would not have been possible.

The survey

8. This year's survey was conducted on a basis similar to the previous six surveys, with diaries being completed during a single week in March 2006. As such, it should be kept in mind that the survey statistics do not necessarily provide an accurate guide to working patterns in other weeks of the year, although an important factor in selecting the week was that it was generally felt not to be unusual for term-time.

9. In the 2006 survey, there were some changes to the activity codes (for example, "Administering external examinations" was changed to "Conducting external examinations") and follow-up questionnaire. These changes were made through consultation with the parties and were generally an attempt to reflect the intended separation of a teacher's professional role from other tasks, as indicated in the January 2003 agreement.

10. All comparisons between the 2005 and 2006 surveys are valid but, as a result of the changes in 2006, grouped breakdowns of workload activities should not be compared directly with earlier surveys, although comparisons of total workload and of individual activities remain valid. Technical notes on the survey are included in Annex B.

11. For more details about the survey, please contact Anthony Craggs at the Office of Manpower Economics (anthony.craggs@dti.gsi.gov.uk).

Chapter 2

SUMMARY OF FINDINGS

Comparisons between 2006 and previous surveys

12. Table 1 compares average total hours worked from the 2006 survey with previous years for various categories of teacher. Table 2 gives the same comparison for average hours worked on teaching activities. Tables A1 to A30 in Annex A provide more detailed breakdowns of the survey results.

13. **The survey has observed no statistically significant changes in the numbers of hours worked by full-time teachers between 2005 and 2006.** However, as was the case with the results for 2005, there are a number of statistically significant changes when comparing 2006 with earlier years.

- Primary heads have seen a statistically significant decrease in total hours worked, from 58.9 hours per week in 2000 to 53.5 in 2006 (the 2005 estimate was 52.9 hours). They have also seen a statistically significant decrease in the number of hours spent teaching from 6 hours per week in 2000 to 4 hours in 2006 (the 2005 estimate was 3.8 hours).
- Primary classroom teachers have seen statistically significant decreases in total hours worked, from 52.8 and 52.5 hours per week in 2000 and 2004 respectively, to 50.1 hours in 2006.
- Although Secondary Deputy Heads have seen a statistically significant increase in total hours worked between 2004 and 2006 (from 54.1 hours per week to 61 hours), this follows a statistically significant decrease in total hours worked between 2000 (58.6 hours) and 2004.
- Secondary classroom teachers have seen statistically significant decreases in total hours worked, from 51.3 and 50.8 hours per week in 2000 and 2003 respectively, to 49.1 hours in 2006 (the 2005 estimate was 49.3 hours).

Table 1 – Average total hours worked by full-time teachers in a week, 2000-2006

	2000	2003	2004	2005	2006
Primary					
Headteachers ¹	58.9	55.5	55.6	52.9	53.5
Deputy heads	56.2	56.4	55.7	55.7	53.4
Classroom teachers ²	52.8	51.8	52.5	50.9	50.1
Secondary					
Headteachers	60.8	60.9	60.8	62.6	65.1
Deputy head ³	58.6	56.5	54.1	58.1	61.0
Heads of faculty/department	52.9	52.7	51.6	51.2	51.5
Classroom teachers ⁴	51.3	50.8	49.9	49.3	49.1
Special⁵					
Classroom teachers	51.2	47.6	46.3	45.6	43.9

1. The change in total hours between 2006 and 2000 is statistically significant.

2. The changes in total hours between 2006 and both 2000 and 2004 are statistically significant.

3. The change in total hours between 2006 and 2004 is statistically significant.

4. The changes in total hours between 2006 and both 2000 and 2003 are statistically significant.

5. Heads and deputies omitted because of low sample numbers.

Table 2 Average total teaching hours worked by full-time teachers in a week, 2000-2006

	2000	2003	2004	2005	2006
Primary					
Headteachers ¹	6.0	4.9	5.8	3.8	4.0
Deputy heads	16.8	15.9	14.8	14.6	15.2
Classroom teachers	18.8	18.6	18.5	18.1	17.8
Secondary					
Headteachers	3.4	2.5	2.9	2.8	2.9
Deputy head	9.6	10.8	9.6	10.2	9.7
Heads of faculty/department	18.0	18.1	18.3	17.9	18.6
Classroom teachers	19.4	19.6	19.4	18.9	19.3
Special²					
Classroom teachers	18.4	16.1	16.7	15.5	15.9

1. The change in total teaching hours between 2006 and 2000 is statistically significant.

2. Heads and deputies omitted because of low sample numbers.

The 2006 survey results

14. Tables A1 to A30 provide detailed tabulations of the survey data. Please note that the tabulations are based on survey estimates and are therefore subject to sampling error.

15. The following list summarises the breakdowns of total hours available in the detailed tables:

- Gender and teacher category – Tables A2-A7
- Classroom teacher demographics – Tables A8-A10
- Distribution of total hours and teaching hours – tables A11-A19
- Part-time teachers – Table A20
- Special Schools – Tables A21-A22
- Detailed activities – Tables A23-A25
- Weekend and ‘out of hours’ working – Tables A26-A28
- Attitudes to workload – Tables A29-A30

Workload activities

16. Analysis of the activities that make up teachers’ workload is summarised in Table A1 (with more detailed analyses in Tables A23-A27). Key findings are:

Teaching

17. Classroom teachers in Primary and Secondary schools spend, on average, just over one third of their time on teaching activities, with the figure slightly higher in Secondary schools than in Primaries. Deputy and Assistant Heads in Primary schools spend around 30 per cent of their time teaching, about double that of Deputy Heads in Secondary schools.

Lesson preparation, marking etc

18. On average, Primary and Secondary school classroom teachers spend just over a quarter of their time on lesson preparation, marking etc. Secondary school classroom teachers spend less time planning and preparing lessons but more time marking pupil work and writing reports than Primary school teachers.

Non-teaching contact with pupils and parents

19. Teachers in Primary and Secondary schools spend between 11 and 14 per cent of their time on non-teaching contact with pupils and parents. Headteachers in Secondary schools spent a fifth of their time on non-teaching contact.

School/staff management

20. Secondary Heads spend around nine hours more on school or staff management than Primary Heads. Heads in both types of school spend close to 60 per cent of their working time on management. Deputy heads in Secondary Schools spend over 40 per cent of their time on management; the corresponding figure in Primary schools is 20 per cent.

General administrative tasks

21. For Heads and classroom teachers, the average hours spent on general administrative tasks tends to be higher in Primary schools than in Secondary schools.

Individual/professional activity

22. On average, Heads spend around 10 per cent of their time on individual or professional activities, compared with 5 per cent for classroom teachers.

Weekend and evening work

23. On average, full-time teachers in Primary schools worked between 7 and 8 per cent of their hours at weekends. In Secondary schools, the averages fall between 8 and 10 per cent for classroom teachers but are higher for Headteachers and Deputy Headteachers. A further 11 to 15 per cent of hours worked in Primary schools and 13 to 18 per cent of hours worked in Secondary schools were worked after 6.00 pm, or before school starts, on weekdays. In total, around a fifth of total working time for Primary schoolteachers and a quarter of total working time for Secondary teachers is undertaken outside 'normal' working hours (Table A26).

24. Around two-thirds of teachers' evening and weekend work is spent on lesson preparation and marking. The remaining time is predominantly taken up with other administrative and professional activities (Table A27).

SURVEY RESULTS

Table

A1	Average hours worked by full-time teachers, in total and on grouped activities
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A11	Distribution of total hours worked by full-time headteachers
A12	Distribution of total hours worked by full-time deputy and assistant headteachers
A13	Distribution of total hours worked by full-time heads of department in secondary schools
A14	Distribution of total hours worked by full-time classroom teachers
A15	Distribution of total hours worked by full-time classroom teachers with management allowance
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A21	Average hours worked by full-time teachers in special schools
A22	Distribution of total hours, and of teaching hours, worked by full-time classroom teachers in special schools
A23	Average hours spent on individual activities by full-time headteachers, deputy and assistant headteachers and classroom teachers in primary schools
A24	Average hours spent on individual activities by full-time headteachers, deputy and assistant

headteachers, heads of department and classroom teachers in secondary schools

- A25 Average hours spent on individual activities by full-time classroom teachers in special schools
- A26 Percentage of total hours worked by full-time teachers at weekends, and before school or after 6 p.m. on weekdays
- A27 Composition of hours worked at weekends, before school and after 6 p.m. for full-time classroom teachers
- A28 Relationship of total hours worked to hours worked at weekends, before school and after 6 p.m. for full-time classroom teachers
- A29 General attitudes of teachers to their jobs and workloads
- A30 Average total hours, teaching hours and hours worked at weekends, before school and after 6 p.m. for full-time classroom teachers, by the teacher's view of "how much of the time it was possible to do the job as it should be done"

Notes on tables in Annex A

All tables are based on weighted data.

All bases are unweighted unless otherwise stated.

The following conventions have been used:

- nil
- * 0.05 or less
- () less reliable because of low sample numbers
- na not applicable

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

Weighted

	Heads (a)				Deputy heads (a)				Classroom teachers							
	Primary		Secondary		Primary		Secondary		Primary		secondary				Special	
	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%
Teaching	4.0	7.5%	2.9	4.5%	15.2	28.4%	9.7	15.9%	17.8	35.6%	18.6	36.0%	19.3	39.3%	15.9	36.2%
Lesson preparation, marking	2.2	4.2%	2.2	3.3%	11.6	21.8%	8.3	13.6%	14.2	28.4%	13.2	25.7%	14.8	30.1%	9.8	22.3%
Non-teaching contact	6.9	12.9%	11.9	18.2%	6.2	11.6%	7.8	12.7%	5.5	11.0%	6.3	12.3%	6.6	13.3%	5.6	12.8%
School/staff management	29.2	54.5%	38.2	58.7%	11.2	21.0%	25.5	41.8%	4.1	8.1%	5.7	11.1%	2.8	5.7%	4.3	9.7%
General admin tasks	5.2	9.8%	3.3	5.1%	4.7	8.8%	4.7	7.7%	5.0	9.9%	4.4	8.5%	3.0	6.1%	4.5	10.2%
Individual/professional	5.4	10.1%	5.8	9.0%	3.9	7.3%	3.4	5.5%	2.9	5.8%	2.6	5.1%	2.2	4.4%	3.3	7.5%
All known working activities	52.9	99.0%	64.4	98.8%	52.8	98.8%	59.3	97.2%	49.5	98.8%	50.9	98.8%	48.6	98.9%	43.4	98.7%
Other activities	0.5	1.0%	0.8	1.2%	0.6	1.2%	1.7	2.8%	0.6	1.2%	0.6	1.2%	0.5	1.1%	0.6	1.3%
All activities	53.5	100%	65.1	100%	53.4	100%	61.0	100%	50.1	100%	51.5	100%	49.1	100%	43.9	100%

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

Table A2 - Average hours worked by full-time headteachers

Weighted	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
ALL				
Total	53.5	65.1	100%	100%
On grouped activities				
Teaching	4.0	2.9	7.5%	4.5%
Lesson preparation, marking	2.2	2.2	4.2%	3.3%
Non-teaching contact	6.9	11.9	12.9%	18.2%
School/staff management	29.2	38.2	54.5%	58.7%
General admin tasks	5.2	3.3	9.8%	5.1%
Individual/professional	5.4	5.8	10.1%	8.9%
Other activities	0.5	0.8	1.0%	1.2%
MALES (a)				
Total	(53.4)	65.4	100%	100%
On grouped activities				
Teaching		2.9		4.4%
Lesson preparation, marking		2.5		3.8%
Non-teaching contact		12.4		19.0%
School/staff management	(c)	37.3	(c)	57.1%
General admin tasks		3.8		5.8%
Individual/professional		5.8		8.9%
Other activities		0.6		1.0%
FEMALES (b)				
Total	53.5	(64.2)	100%	100%
On grouped activities				
Teaching	3.9		7.3%	
Lesson preparation, marking	2.5		4.6%	
Non-teaching contact	6.6		12.3%	
School/staff management	29.0	(c)	54.1%	(c)
General admin tasks	5.8		10.9%	
Individual/professional	5.1		9.5%	
Other activities	0.7		1.3%	

(a) - 37 teachers in primary schools and 55 in secondary schools

(b) - 52 teachers in primary schools and 17 in secondary schools

(c) - Omitted because of low numbers

Note - in this and succeeding tables, data which are less reliable because of low sample numbers are shown in parentheses

Table A3 - Average hours worked by full-time deputy headteachers

Weighted	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
ALL				
Total	53.4	61.0	100%	100%
On grouped activities				
Teaching	15.2	9.7	28.4%	15.9%
Lesson preparation, marking	11.6	8.3	21.8%	13.6%
Non-teaching contact	6.2	7.8	11.6%	12.7%
School/staff management	11.2	25.5	21.0%	41.8%
General admin tasks	4.7	4.7	8.8%	7.7%
Individual/professional	3.9	3.4	7.3%	5.5%
Other activities	0.6	1.7	1.2%	2.8%
MALES (a)				
Total	(53.2)	(54.2)	100%	100%
On grouped activities				
Teaching				
Lesson preparation, marking				
Non-teaching contact				
School/staff management	(c)	(c)	(c)	(c)
General admin tasks				
Individual/professional				
Other activities				
FEMALES (b)				
Total	53.5	(64.8)	100%	100%
On grouped activities				
Teaching	14.6		27.4%	
Lesson preparation, marking	11.5		21.4%	
Non-teaching contact	6.2	(c)	11.6%	(c)
School/staff management	11.6		21.6%	
General admin tasks	5.2		9.8%	
Individual/professional	3.7		6.9%	
Other activities	0.7		1.3%	

(a) - 16 teachers in primary schools and 40 in secondary schools

(b) - 63 teachers in primary schools and 36 in secondary schools

(c) - Omitted because of low numbers

Table A4 - Average hours worked by full-time heads of department in secondary schools
Weighted

	Average hours	Percentage of total
	Hrs	%
ALL		
Total	51.5	100%
On grouped activities		
Teaching	18.6	36.0%
Lesson preparation, marking	13.2	25.7%
Non-teaching contact	6.3	12.3%
School/staff management	5.7	11.1%
General admin tasks	4.4	8.5%
Individual/professional	2.6	5.1%
Other activities	0.6	1.2%
MALES (a)		
Total	50.3	100%
On grouped activities		
Teaching	18.5	36.8%
Lesson preparation, marking	13.2	26.3%
Non-teaching contact	6.4	12.7%
School/staff management	5.5	11.0%
General admin tasks	3.6	7.1%
Individual/professional	2.6	5.2%
Other activities	0.4	0.8%
FEMALES (b)		
Total	52.7	100%
On grouped activities		
Teaching	18.6	35.4%
Lesson preparation, marking	13.3	25.2%
Non-teaching contact	6.3	11.9%
School/staff management	5.9	11.3%
General admin tasks	5.1	9.7%
Individual/professional	2.7	5.0%
Other activities	0.9	1.6%

(a) - 131 teachers

(b) - 142 teachers

Table A5 - Average hours worked by full-time classroom teachers

Weighted	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
ALL				
Total	50.1	49.1	100%	100%
On grouped activities				
Teaching	17.8	19.3	35.6%	39.3%
Lesson preparation, marking	14.2	14.8	28.4%	30.1%
Non-teaching contact	5.5	6.6	11.0%	13.3%
School/staff management	4.1	2.8	8.1%	5.7%
General admin tasks	5.0	3.0	9.9%	6.1%
Individual/professional	2.9	2.2	5.8%	4.4%
Other activities	0.6	0.5	1.2%	1.1%
MALES (a)				
Total	48.5	48.5	100%	100%
On grouped activities				
Teaching	17.8	19.2	36.7%	39.6%
Lesson preparation, marking	15.1	13.8	31.0%	28.4%
Non-teaching contact	5.9	7.7	12.2%	15.8%
School/staff management	2.9	2.8	5.9%	5.7%
General admin tasks	3.2	2.6	6.5%	5.3%
Individual/professional	3.1	2.1	6.4%	4.4%
Other activities	0.6	0.4	1.1%	0.7%
FEMALES (b)				
Total	50.3	49.5	100%	100%
On grouped activities				
Teaching	17.8	19.4	35.5%	39.1%
Lesson preparation, marking	14.1	15.5	28.0%	31.3%
Non-teaching contact	5.5	5.8	10.8%	11.7%
School/staff management	4.2	2.8	8.3%	5.7%
General admin tasks	5.2	3.3	10.4%	6.6%
Individual/professional	2.9	2.2	5.7%	4.4%
Other activities	0.6	0.6	1.2%	1.3%

(a) - 69 teachers in primary schools and 174 in secondary schools

(b) - 495 teachers in primary schools and 277 in secondary schools

Table A6 - Average hours worked by full-time classroom teachers with management allowance

Weighted	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
ALL				
Total	51.2	48.0	100%	100%
On grouped activities				
Teaching	17.7	18.6	34.4%	38.8%
Lesson preparation, marking	14.1	12.8	27.4%	26.7%
Non-teaching contact	5.7	6.9	11.1%	14.3%
School/staff management	5.6	3.6	10.9%	7.5%
General admin tasks	4.6	3.3	8.9%	6.8%
Individual/professional	2.9	2.2	5.5%	4.6%
Other activities	0.6	0.6	1.1%	1.2%
MALES (a)				
Total	49.52	49.1	100%	100%
On grouped activities				
Teaching		18.3		37.3%
Lesson preparation, marking		12.9		26.3%
Non-teaching contact		8.6		17.5%
School/staff management	(c)	3.4	(c)	6.9%
General admin tasks		3.4		7.0%
Individual/professional		2.1		4.2%
Other activities		0.4		0.8%
FEMALES (b)				
Total	51.4	47.2	100%	100%
On grouped activities				
Teaching	17.6	18.9	34.2%	39.9%
Lesson preparation, marking	13.9	12.8	27.0%	27.0%
Non-teaching contact	5.6	5.7	10.9%	12.1%
School/staff management	5.8	3.7	11.4%	7.9%
General admin tasks	4.9	3.2	9.5%	6.7%
Individual/professional	3.0	2.3	5.8%	4.8%
Other activities	0.6	0.7	1.2%	1.5%

(a) - 22 teachers in primary schools and 65 in secondary schools

(b) - 187 teachers in primary schools and 103 in secondary schools

(c) - Omitted because of low numbers

Table A7 - Average hours worked by full-time classroom teachers without management allowance

Weighted	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
ALL				
Total	49.5	50.0	100%	100%
On grouped activities				
Teaching	17.7	19.8	35.9%	39.6%
Lesson preparation, marking	14.5	16.2	29.3%	32.4%
Non-teaching contact	5.4	6.6	11.0%	13.1%
School/staff management	3.2	2.0	6.5%	4.1%
General admin tasks	5.1	2.9	10.3%	5.7%
Individual/professional	3.0	2.2	6.1%	4.3%
Other activities	0.5	0.4	0.9%	0.8%
MALES (a)				
Total	(46.5)	48.5	100%	100%
On grouped activities				
Teaching		19.8		40.8%
Lesson preparation, marking		14.5		29.8%
Non-teaching contact		7.4		15.3%
School/staff management	(c)	2.1	(c)	4.3%
General admin tasks		2.2		4.4%
Individual/professional		2.4		4.9%
Other activities		0.2		0.4%
FEMALES (b)				
Total	49.9	51.0	100%	100%
On grouped activities				
Teaching	17.9	19.8	35.8%	38.9%
Lesson preparation, marking	14.5	17.2	29.1%	33.8%
Non-teaching contact	5.5	6.0	10.9%	11.8%
School/staff management	3.3	2.0	6.7%	3.9%
General admin tasks	5.3	3.3	10.6%	6.5%
Individual/professional	3.0	2.1	6.0%	4.0%
Other activities	0.4	0.6	0.9%	1.1%

(a) - 34 teachers in primary schools and 82 in secondary schools

(b) - 252 teachers in primary schools and 144 in secondary schools

(c) - Omitted because of low sample numbers

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

Weighted

		Sample size (a)	Total hours worked
		Number	Hours
ALL		564	50.1
Age	under 25	53	49.1
	25-34	240	49.3
	35-44	114	48.7
	45-54	110	52.1
	55+	46	(b)
Sex	Male	69	48.5
	Female	495	50.3
Years in teaching	0-2	116	48.9
	3-9	240	49.3
	10-14	69	52.8
	15-19	46	(b)
	20+	93	52.9
Years in post	0	127	50.2
	1-2	152	48.8
	3-4	138	51.6
	5-9	89	50.1
	10+	49	(b)
Class size	< 25	98	48.2
	25-29	216	50.6
	30-34	186	51.3
	35+	15	(b)
Year group taught	Reception	67	48.2
	Y1	50	49.5
	Y2	64	49.3
	Y3	60	52.1
	Y4	55	51.3
	Y5	55	51.0
	Y6	48	(b)
Key stage taught	KS1	201	49.3
	KS2	259	51.2
	Other	69	48.9
Class type	Single yr	412	50.3
	Two yrs	75	50.0
% time classroom support	None/almost none	25	(b)
	10%	22	(b)
	20%	31	(b)
	30/40/50%	91	51.8
	60/70/80/90%	148	52.2
	All/almost all	94	49.6

(a) Unweighted sample size given

(b) Data based on low sample numbers omitted

Table A9 - Average total hours worked by full-time classroom teachers in secondary school by demographics

Weighted

		Sample size (a)	Total hours worked
		Number	Hours
ALL		451	49.1
Age	under 25	37	(b)
	25-34	196	48.4
	35-44	92	49.5
	45-54	93	49.1
	55+	33	(b)
Sex	Male	174	48.5
	Female	277	49.5
Years in teaching	0-2	137	50.2
	3-9	169	48.8
	10-14	42	(b)
	15-19	14	(b)
	20+	88	49.5
Years in post	0	105	49.3
	1-2	135	49.9
	3-4	101	49.7
	5-9	55	45.8
	10+	47	(b)
Subject	Maths	54	48.5
	Science	64	50.6
	Foreign languages	41	(b)
	English	71	47.3
	<70% one subject	42	(b)
% yr 12/13 teaching	None/almost none	34	(b)
	10%-19%	62	50.5
	20%-29%	65	49.7
	30%-49%	52	50.7
	50%+	25	(b)

Table A10 - Average hours worked by full-time classroom teachers by further demographics
Weighted

	Primary		Secondary	
	Sample Nos (d)	Total hours	Sample Nos (d)	Total hours
ALL	No 564	Hrs 50.1	No 451	Hrs 49.1
Size of school				
Under 50	1	(b)	-	-
51-200	111	47.6	-	-
201-400	264	50.6	-	-
401-600	162	51.6	20	(b)
601-800	26	(b)	51	47.6
801-1000	-	-	90	49.3
1000+	-	-	290	49.4
Unknown	-	-	-	-
% stated children				
Under 0.5	102	49.6	41	(b)
0.5 -	132	49.2	75	50.0
1.0 -	180	51.6	180	48.7
2.0 -	125	49.7	146	49.9
5.0 or over	25	(b)	9	(b)
% pupils receiving free meals				
Under 5.0	169	51.0	148	49.2
5.0 -	119	51.9	140	50.0
10.0 -	112	50.1	96	49.5
20.0 -	60	51.0	32	(b)
30.0 -	46	(b)	9	(b)
40.0 or over	58	47.7	26	(b)
Catchment area (a)				
Inner city	75	47.0	40	(b)
Urban/suburban	256	50.8	180	48.2
Rural	54	50.1	42	(b)
Inner city/urban	54	50.8	21	(b)
Urban/rural	100	50.6	161	51.6
Representativeness of week (a)				
More busy	44	(b)	32	(b)
About same	403	49.8	367	49.4
Less busy	85	50.8	23	(b)
Workload normal? (b)				
Greater	50	54.0	41	(b)
About same	155	47.2	137	46.2
Less	343	51.1	265	51.2

(a) Headteacher's description

(b) Teacher's own assessment

(c) Omitted because of low sample numbers

(d) Unweighted sample size

Table A11 - Distribution of total hours worked by full-time headteachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	3.7%	-
Over 35 up to 40	1.8%	-
Over 40 up to 45	9.7%	2.5%
Over 45 up to 50	14.7%	2.2%
Over 50 up to 55	33.7%	18.5%
Over 55 up to 60	16.4%	12.4%
Over 60 up to 65	12.5%	20.1%
Over 65 up to 70	0.5%	17.9%
Over 70	7.0%	26.5%
	Hrs	Hrs
Highest decile	63.1	89.5
Upper quartile	57.7	71.6
Median	52.8	63.6
Lower quartile	49.4	55.7
Lowest decile	44.7	52.0
Teachers in sample (No) (a)	89	72

(a) unweighted sample size

Table A12 - Distribution of total hours worked by full-time deputy headteachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	1.7%	1.5%
Over 35 up to 40	-	2.3%
Over 40 up to 45	11.9%	3.3%
Over 45 up to 50	16.4%	10.8%
Over 50 up to 55	31.4%	18.1%
Over 55 up to 60	16.4%	12.1%
Over 60 up to 65	13.6%	14.2%
Over 65 up to 70	4.9%	10.4%
Over 70	3.6%	27.3%
Highest decile	64.4	77.7
Upper quartile	58.2	71.6
Median	52.7	61.0
Lower quartile	48.3	51.9
Lowest decile	43.0	46.1
Teachers in sample (No) (a)	79	76

(a) unweighted sample size

Table A13 - Distribution of total hours worked by full-time heads of department in secondary schools
Weighted

Total hours worked	Percentage of teachers
	%
Up to 35	4.2%
Over 35 up to 40	4.3%
Over 40 up to 45	15.8%
Over 45 up to 50	21.7%
Over 50 up to 55	20.0%
Over 55 up to 60	15.5%
Over 60 up to 65	8.6%
Over 65 up to 70	4.9%
Over 70	5.0%
Highest decile	64.9
Upper quartile	58.2
Median	51.3
Lower quartile	45.2
Lowest decile	41.3
Teachers in sample (No) (a)	273

(a) unweighted sample size

Table A14 - Distribution of total hours worked by full-time classroom teachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	4.2%	6.9%
Over 35 up to 40	6.9%	7.7%
Over 40 up to 45	14.4%	18.6%
Over 45 up to 50	23.2%	24.4%
Over 50 up to 55	26.4%	18.6%
Over 55 up to 60	14.3%	10.6%
Over 60 up to 65	5.8%	5.4%
Over 65 up to 70	2.8%	3.1%
Over 70	2.2%	4.7%
Highest decile	60.5	62.3
Upper quartile	55.0	54.4
Median	50.3	48.4
Lower quartile	44.9	42.6
Lowest decile	39.3	38.0
Teachers in sample (No) (a)	564	451

(a) unweighted sample size

Table A15 - Distribution of total hours worked by full-time classroom teachers with management allowance
 Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	4.3%	9.2%
Over 35 up to 40	5.0%	8.1%
Over 40 up to 45	8.4%	15.3%
Over 45 up to 50	21.8%	27.3%
Over 50 up to 55	31.9%	17.1%
Over 55 up to 60	18.3%	10.5%
Over 60 up to 65	6.7%	6.8%
Over 65 up to 70	1.1%	3.4%
Over 70	2.6%	2.2%
Teachers in sample (No) (a)	209	168

(a) unweighted sample size

Table A16 - Distribution of total hours worked by full-time classroom teachers without management allowance
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 35	4.5%	5.1%
Over 35 up to 40	5.6%	7.1%
Over 40 up to 45	19.2%	20.6%
Over 45 up to 50	25.5%	23.4%
Over 50 up to 55	23.6%	19.2%
Over 55 up to 60	11.9%	10.2%
Over 60 up to 65	4.1%	4.9%
Over 65 up to 70	4.1%	2.7%
Over 70	1.6%	6.8%
Teachers in sample (No) (a)	286	226

(a) unweighted sample size

Table A17 - Distribution of teaching hours (a) worked by full-time classroom teachers
Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 12.5	9.2%	8.2%
Over 12.5 up to 15	14.6%	8.0%
Over 15 up to 17.5	23.0%	16.1%
Over 17.5 up to 20	27.9%	24.8%
Over 20 up to 22.5	19.5%	27.0%
Over 22.5 up to 25	3.2%	10.4%
Over 25	2.6%	5.5%
Highest decile	21.9	23.4
Upper quartile	20.1	21.7
Median	17.8	19.5
Lower quartile	15.2	16.8
Lowest decile	12.8	13.0
Teachers in sample (No) (b)	564	451

(a) Own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons

and educational visits

(b) Unweighted sample size

Table A18 - Distribution of teaching hours (a) worked by full-time classroom teachers with management allowance

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 12.5	10.4%	10.0%
Over 12.5 up to 15	18.7%	9.7%
Over 15 up to 17.5	19.1%	18.6%
Over 17.5 up to 20	24.2%	24.6%
Over 20 up to 22.5	18.9%	26.0%
Over 22.5 up to 25	5.4%	8.3%
Over 25	3.1%	2.8%
Teachers in sample (No) (b)	209	168

(a) Own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

(b) Unweighted sample size

Table A19 - Distribution of teaching hours (a) worked by full-time classroom teachers without management allowance

Weighted

Total hours worked	Percentage of teachers	
	Primary	Secondary
	%	%
Up to 12.5	10.0%	7.1%
Over 12.5 up to 15	12.5%	6.9%
Over 15 up to 17.5	22.8%	15.1%
Over 17.5 up to 20	32.1%	23.8%
Over 20 up to 22.5	18.4%	27.1%
Over 22.5 up to 25	2.2%	11.7%
Over 25	2.1%	8.2%
Teachers in sample (No) (b)	286	226

(a) Own lessons etc, cover, teaching outside the timetabled day, assisting in other lessons and educational visits

(b) Unweighted sample size

A20 - Average hours worked by part-time classroom teachers (a) working different FTE fractions

Weighted	Average hours		Percentage of total	
	Primary	Secondary	Primary	Secondary
	Hrs	Hrs	%	%
0.4 FTE (b)				
Total	(25.8)	(21.8)	(100.0%)	(100.0%)
On grouped activities				
Teaching	(10.1)	(8.3)	(39.1%)	(38.1%)
Lesson preparation, marking	(6.6)	(8.6)	(25.6%)	(39.6%)
Non-teaching contact	(2.7)	(1.5)	(10.4%)	(7.1%)
School/staff management	(1.3)	(0.5)	(5.0%)	(2.3%)
General admin tasks	(3.1)	(1.6)	(11.9%)	(7.4%)
Individual/professional	(1.5)	(1.2)	(5.8%)	(5.4%)
Other activities	(0.6)	-	(2.3%)	-
0.5 FTE (c)				
Total	(32.6)	(29.0)	100.0%	(100.0%)
On grouped activities				
Teaching	(10.7)	(10.3)	(32.9%)	(35.5%)
Lesson preparation, marking	(10.9)	(10.6)	(33.4%)	(36.6%)
Non-teaching contact	(2.5)	(2.1)	(7.7%)	(7.3%)
School/staff management	(2.5)	(1.7)	(7.8%)	(5.8%)
General admin tasks	(3.4)	(2.9)	(10.5%)	(9.9%)
Individual/professional	(2.0)	(1.2)	(6.0%)	(4.0%)
Other activities	(0.6)	(0.3)	(1.9%)	(0.9%)
0.6 FTE (d)				
Total	(32.4)	(31.5)	(100.0%)	(100.0%)
On grouped activities				
Teaching	(10.6)	(13.6)	(32.7%)	(43.0%)
Lesson preparation, marking	(9.1)	(9.2)	(28.0%)	(29.2%)
Non-teaching contact	(3.3)	(2.9)	(10.2%)	(9.2%)
School/staff management	(3.6)	(1.3)	(11.0%)	(4.1%)
General admin tasks	(3.6)	(2.3)	(11.1%)	(7.4%)
Individual/professional	(1.9)	(1.6)	(5.8%)	(5.0%)
Other activities	(0.4)	(0.7)	(1.2%)	(2.1%)

(a) Other FTE fractions and special schools not shown because of very low sample numbers

(b) 31 teachers in primary schools and 10 in secondary schools

(c) 18 teachers in primary schools and 14 in secondary schools

(d) 48 teachers in primary schools and 26 in secondary schools

A21 - Average hours worked by full-time teachers in special schools

Weighted

		Head teachers	Deputy heads	Classroom teachers
		%	%	%
Percentage distribution of hours worked on grouped activities				
Teaching		(3.3%)	(23.8%)	36.2%
Lesson preparation, marking		(2.7%)	(15.9%)	22.3%
Non-teaching contact		(13.6%)	(13.3%)	12.8%
School/staff management		(63.6%)	(26.4%)	9.7%
General admin tasks		(5.7%)	(8.7%)	10.2%
Individual/professional		(9.0%)	(9.7%)	7.5%
Other activities		(2.0%)	(2.2%)	1.3%
Average hours worked	Hrs	(57.6)	(50.1)	43.9
Teachers in sample (a)	No.	14	18	60

(a) unweighted sample size

Table A22 - Distribution of total hours and teaching hours worked by full-time classroom teachers in special schools

Weighted

	Percentage of teachers %
Total hours	
Up to 35	20.4%
Over 35 up to 40	6.3%
Over 40 up to 45	15.2%
Over 45 up to 50	23.9%
Over 50 up to 55	22.3%
Over 55 up to 60	10.6%
Over 60 up to 65	-
Over 65 up to 70	1.3%
Over 70	-
Teaching hours	
Up to 12.5	17.4%
Over 12.5 up to 15	16.0%
Over 15 up to 17.5	26.6%
Over 17.5 up to 20	24.0%
Over 20 up to 22.5	12.1%
Over 22.5 up to 25	3.9%
Over 25	-
Teachers in sample (No.) (a)	60

(a) unweighted sample size

Table A23 - Average hours spent on individual activities by full-time headteachers, deputy headteachers and classroom teachers in primary schools

Weighted

	Headteacher Hrs	Deputy head Hrs	Classroom teacher Hrs
Teaching	4.0	15.2	17.8
Own lesson/teaching/tutorial within timetabled day	2.6	13.3	16.2
Covering absent teacher's lesson within timetabled day	0.6	0.6	0.2
Teaching/tutorial outside the timetabled day (e.g. homework classes)	0.1	0.2	0.2
Assisting pupils in another teacher's lesson	0.1	0.1	0.3
Educational visit	0.6	1.1	0.9
Non-teaching contact	6.9	6.2	5.5
Supervising pupils before/during/after pupil day (e.g. during breaks, assembly or worship including taking assembly)	2.7	2.4	2.2
Registration/general classroom management/pastoral/counselling session	0.1	0.9	1.3
Conducting external examinations (e.g. practical and oral examinations in your own subject)	*	-	*
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	*	-	-
Conducting other tests/exams	*	*	*
Invigilating other tests/exams	-	0.1	*
Coaching sport, rehearsing drama/music or organising pupil clubs/societies (not as part of timetabled teaching)	0.4	0.5	0.6
Disciplining/praising pupils (including detention)	0.6	0.4	0.2
Pastoral care with individual pupils	0.3	0.2	0.1
Any contact with parents/families (including PTA meetings and parents' evenings)	2.2	1.2	0.8
Other non-teaching activities relating to particular pupils or parents	0.6	0.6	0.4
Lesson planning/Marking	2.2	11.6	14.2
Planning/preparing lesson, practical test or assessment (including gathering materials)	1.4	7.1	8.3
Assessing/marking pupil work (including exam/test)	0.4	3.6	4.6
Writing reports on pupil progress (e.g. end of term report)	0.3	0.3	0.4
Other non-contact activities relating to a lesson or class	0.1	0.7	0.8
School/Staff management	29.2	11.2	4.1
Any staff meeting (including preparation, writing agenda/minutes etc.)	2.5	2.1	1.4
Appraising teaching staff and monitoring lessons (excludes being appraised: code I70)	0.8	0.3	0.1
Coaching, mentoring and training teaching staff (including teachers and student teachers)	0.5	0.4	0.4
Other contact/interaction with teaching staff (e.g. teachers within school and at other schools)	3.4	1.9	0.8
Arranging teaching duties, timetables, pupil allocation or supply	1.0	0.8	0.1
Contact with support staff (including management/supervision)	1.4	0.7	0.3
School policy development (including planning, implementation)	3.9	1.1	0.2
Financial management and planning	3.1	0.3	*
Publicity/marketing activities	0.2	0.1	*
Contact with governors (e.g. meetings, telephone calls)	2.5	0.7	0.1
Contact with educational body (e.g. DfES, NafW, LEA, EWO, Inspectors, OFSTED, Estyn, School Medical Services)	2.7	0.6	0.1
Contact with community (e.g. newspapers, police, employers)	0.6	0.1	*
Other management related activities	6.7	2.3	0.4

	Headteacher Hrs	Deputy head Hrs	Classroom teacher Hrs
General Admin	5.2	4.7	5.0
Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards etc.)	0.7	0.7	0.5
Keeping records or department records (excluding those on pupil performance)	0.5	0.2	0.1
Organising resources and premises (e.g. buildings, equipment, books, computers)	1.1	0.8	0.8
Displaying/mounting pupils' work or information for pupils	0.2	0.7	0.5
Setting up/tidying classroom, lab or other teaching area	0.2	1.3	2.2
Simple clerical activity (e.g. photocopying, filing, routine form filling/database entry)	0.6	0.4	0.5
Other kinds of administrative activities	1.9	0.6	0.3
Individual/Professional activity	5.4	3.9	2.9
Being trained or appraised (e.g. attending training course, INSET)	2.8	1.6	1.1
Studying/background reading (excluding preparing for particular classes code M30)	1.2	1.0	0.4
Keeping this diary	0.7	1.0	1.0
Other individual/professional activity (please describe in notes column)	0.8	0.3	0.4
All known working activity	52.9	52.8	49.5
Other working activities	0.5	0.6	0.6
Authorised absence during school hours	*	0.2	0.2
Other activities (Multiple, unknown)	0.5	0.4	0.4
All activities	53.5	53.4	50.1
Own time - non working break in school hours	2.4	3.1	4.1

Table A24 - Average hours spent on individual activities by full-time headteachers, deputy headteachers, heads of department and classroom teachers in secondary schools

Weighted

	Head teacher Hrs	Deputy head Hrs	Head of department Hrs	Classroom teacher Hrs
Teaching	2.9	9.7	18.6	19.3
Own lesson/teaching/tutorial within timetabled day	1.6	7.7	16.2	16.9
Covering absent teacher's lesson within timetabled day	0.5	0.6	0.6	0.5
Teaching/tutorial outside the timetabled day (e.g.homework classes)	*	0.2	0.8	0.6
Assisting pupils in another teacher's lesson	0.1	0.4	0.2	0.2
Educational visit	0.6	0.9	0.8	1.1
Non-teaching contact	11.9	7.8	6.3	6.6
Supervising pupils before/during/after pupil day (eg. during breaks, assembly or worship including taking assembly)	3.2	2.9	1.1	1.2
Registration/general classroom management/pastoral/counselling session	*	0.1	1.1	1.3
Conducting external examinations (e.g. practical and oral examinations in your own subject)	*	*	0.2	*
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	-	0.1	0.1	*
Conducting other tests/exams	*	*	*	0.1
Invigilating other tests/exams	*	*	*	*
Coaching sport, rehearsing drama/music or organising pupil clubs/societies (not as part of timetabled teaching)	0.5	0.4	1.1	1.5
Disciplining/praising pupils (inc. detention)	2.0	1.5	0.6	0.5
Pastoral care with individual pupils	0.6	0.6	0.5	0.4
Any contact with parents/families (inc.PTA meetings and parents' evenings)	4.4	1.2	1.0	0.9
Other non-teaching activities relating to particular pupils or parents	1.2	1.1	0.7	0.6
Lesson planning/Marking	2.2	8.3	13.2	14.8
Planning/preparing lesson, practical test or assessment (inc. gathering materials)	0.7	4.0	5.9	7.3
Assessing/marking pupil work (including exam/test)	1.1	3.8	5.7	6.0
Writing reports on pupil progress (eg. end of term report)	0.3	0.2	1.2	1.0
Other non-contact activities relating to a lesson or class	0.1	0.3	0.5	0.5
School/Staff management	38.2	25.5	5.7	2.8
Any staff meeting (including preparation, writing agenda/minutes etc.)	4.1	3.6	1.7	1.1
Appraising teaching staff and monitoring lessons (excludes being appraised: code I70)	1.0	0.4	0.2	0.1
Coaching , mentoring and training teaching staff (including teachers and student teachers)	0.5	0.9	0.5	0.4
Other contact/interaction with teaching staff (e.g. teachers within school and at other schools)	4.9	8.9	1.1	0.6
Arranging teaching duties, timetables, pupil allocation or supply	0.2	1.8	0.3	0.1
Contact with support staff (including management/supervision)	1.6	0.8	0.3	0.1
School policy development (including planning, implementation)	4.4	2.1	0.4	0.1
Financial management and planning	2.2	0.2	0.1	*
Publicity/marketing activities	0.4	0.2	0.1	*
Contact with governors (eg. meetings, telephone calls)	2.6	0.3	0.1	*
Contact with educational body (eg. DfES, NafW, LEA, EWO, Inspectors, OFSTED, Estyn, School Medical Services)	2.8	0.6	0.1	0.1
Contact with community (eg. newspapers, police, employers)	0.9	0.2	0.0	0.1
Other management related activities	12.8	5.5	0.9	0.2

	Head teacher Hrs	Deputy head Hrs	Head of department Hrs	Classroom teacher Hrs
General Admin	3.3	4.7	4.4	3.0
Keeping records on pupil performance (eg. for National Curriculum, school records, examination boards etc.)	0.2	0.4	0.5	0.3
Keeping records or department records (excluding those on pupil performance)	*	0.1	0.3	0.1
Organising resources and premises (eg. buildings, equipment, books, computers)	0.2	0.4	0.8	0.5
Displaying/mounting pupils' work or information for pupils	-	*	0.1	0.1
Setting up/tidying classroom, lab or other teaching area	*	0.2	1.0	0.9
Simple clerical activity (eg. photocopying, filing, routine form filling/database entry)	0.4	0.8	0.7	0.6
Other kinds of administrative activities	2.5	2.8	1.0	0.4
Individual/Professional activity	5.8	3.4	2.6	2.2
Being trained or appraised (eg. attending training course, INSET)	2.8	1.4	0.9	0.7
Studying/background reading (excluding preparing for particular classes code M30)	1.3	0.6	0.4	0.4
Keeping this diary	0.6	0.8	0.8	0.7
Other individual/professional activity (please describe in notes column)	1.2	0.6	0.5	0.4
All known working activity	64.4	59.3	50.9	48.6
Other working activities	0.8	1.7	0.6	0.5
Authorised absence during school hours	0.2	1.0	0.2	0.1
Other activities (Multiple, unknown)	0.6	0.8	0.5	0.4
All activities	65.1	61.0	51.5	49.1
Own time - non working break in school hours	2.6	1.8	3.5	3.7

Table A25 - Average hours spent on individual activities by full-time classroom teachers in special schools
Weighted

	Classroom teacher Hrs
Teaching	15.9
Own lesson/teaching/tutorial within timetabled day	14.2
Covering absent teacher's lesson within timetabled day	0.4
Teaching/tutorial outside the timetabled day (e.g. homework classes)	0.1
Assisting pupils in another teacher's lesson	0.2
Educational visit	1.0
Non-teaching contact	5.6
Supervising pupils before/during/after pupil day (e.g. during breaks, assembly or worship including taking assembly)	1.9
Registration/general classroom management/pastoral/counselling session	0.9
Conducting external examinations (e.g. practical and oral examinations in your own subject)	0.1
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	*
Conducting other tests/exams	*
Invigilating other tests/exams	*
Coaching sport, rehearsing drama/music or organising pupil clubs/societies (not as part of timetabled teaching)	0.1
Disciplining/praising pupils (including detention)	0.2
Pastoral care with individual pupils	0.4
Any contact with parents/families (including PTA meetings and parents' evenings)	0.8
Other non-teaching activities relating to particular pupils or parents	1.2
Lesson planning/Marking	9.8
Planning/preparing lesson, practical test or assessment (including gathering materials)	5.8
Assessing/marking pupil work (including exam/test)	0.9
Writing reports on pupil progress (e.g. end of term report)	1.6
Other non-contact activities relating to a lesson or class	1.5
School/Staff management	4.3
Any staff meeting (including preparation, writing agenda/minutes etc.)	1.7
Appraising teaching staff and monitoring lessons (excludes being appraised: code I70)	0.1
Coaching , mentoring and training teaching staff (including teachers and student teachers)	0.1
Other contact/interaction with teaching staff (e.g. teachers within school and at other schools)	1.0
Arranging teaching duties, timetables, pupil allocation or supply	0.1
Contact with support staff (including management/supervision)	0.4
School policy development (including planning, implementation)	0.3
Financial management and planning	*
Publicity/marketing activities	*
Contact with governors (e.g. meetings, telephone calls)	*
Contact with educational body (e.g. DfES, NafW, LEA, EWO, Inspectors, OFSTED, Estyn, School Medical Services)	0.1
Contact with community (e.g. newspapers, police, employers)	0.1
Other management related activities	0.4

	Classroom teacher Hrs
General Admin	4.5
Keeping records on pupil performance (e.g. for National Curriculum, school records, examination boards etc.)	0.8
Keeping records or department records (excluding those on pupil performance)	0.4
Organising resources and premises (e.g. buildings, equipment, books, computers)	0.5
Displaying/mounting pupils' work or information for pupils	0.3
Setting up/tidying classroom, lab or other teaching area	1.4
Simple clerical activity (e.g. photocopying, filing, routine form filling/database entry)	0.4
Other kinds of administrative activities	0.7
Individual/Professional activity	3.3
Being trained or appraised (e.g. attending training course, INSET)	1.3
Studying/background reading (excluding preparing for particular classes code M30)	0.6
Keeping this diary	1.0
Other individual/professional activity (please describe in notes column)	0.4
All known working activity	43.4
Other working activities	0.6
Authorised absence during school hours	0.2
Other activities (Multiple, unknown)	0.3
All activities	43.9
Own time - non working break in school hours	2.6

Table A26 - Percentage of total hours worked by full-time teachers at weekends, before school or after 6pm on weekdays

Weighted

	Percentage of total hours worked	
	At weekends	Before school/after 6pm
	%	%
Primary schools		
Headteachers	7.7%	12.8%
Male	7.6%	12.6%
Female	7.7%	12.9%
Deputy head teachers	7.7%	14.9%
Male	7.1%	12.1%
Female	7.8%	15.5%
Classroom teachers	8.5%	12.6%
Male	8.7%	11.6%
Female	8.5%	12.7%
Classroom teachers with management allowance	8.7%	13.6%
Male	8.2%	12.4%
Female	8.7%	13.8%
Classroom teachers without management allowance	8.2%	12.1%
Male	8.3%	11.7%
Female	8.1%	12.1%
Secondary schools		
Headteachers	12.9%	16.6%
Male	13.9%	16.2%
Female	10.0%	17.8%
Deputy head teachers	14.7%	15.3%
Male	7.9%	16.5%
Female	17.9%	14.7%
Heads of department	9.1%	16.6%
Male	7.6%	15.5%
Female	10.4%	17.4%
Classroom teachers	9.4%	14.6%
Male	8.2%	13.4%
Female	10.2%	15.4%
Classroom teachers with management allowance	8.4%	14.2%
Male	7.4%	13.6%
Female	9.1%	14.5%
Classroom teachers without management allowance	10.1%	15.1%
Male	8.8%	13.5%
Female	10.8%	16.1%

Table A27 - Composition of hours worked at weekends, before school and after 6 p.m. for full-time classroom teachers

Weighted

	Primary	Secondary
	%	%
Teaching	3.9%	1.4%
All lesson preparation, marking etc	63.7%	72.4%
<i>Planning</i>	38.1%	36.7%
<i>Assessing</i>	18.9%	30.3%
<i>Other lesson preparation, marking etc (a)</i>	6.6%	5.3%
Non-teaching contact	2.1%	4.4%
School/staff management	5.8%	4.5%
General admin tasks	12.9%	8.1%
Individual/professional	11.1%	8.5%
Other activities	0.7%	0.7%
Total hours	10.58	11.81
Teachers in sample	564	451

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

Table A28 - Relationship of total hours to hours worked at weekends, before school and after 6 p.m. for full-time classroom teachers

Weighted	Total hours worked									Total
	<35	35-	40-	45-	50-	55-	60-	65-	70+	
Primary schools	No.	No.	No.	No.	No.	No.	No.	No.	No.	No
Up to 2.5	10	22	18	4	1	-	-	-	-	55
Over 2.5 up to 5	6	11	32	23	3	-	-	-	-	74
Over 5 up to 7.5	3	5	13	33	17	-	-	-	-	71
Over 7.5 up to 10	2	1	16	41	37	3	-	-	-	99
Over 10 up to 12.5	2	1	5	22	47	16	1	-	-	93
Over 12.5 up to 15	1	-	-	9	28	30	3	-	-	72
Over 15 up to 17.5	-	-	-	2	19	15	4	-	-	39
Over 17.5	-	-	-	-	2	19	27	16	13	76
Weighted Total	24	40	83	134	153	83	34	16	13	580
Unweighted base	23	28	73	132	153	92	36	15	12	564
Secondary schools	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Up to 2.5	16	10	23	1	-	-	-	-	1	51
Over 2.5 up to 5	7	14	12	11	-	-	-	-	-	44
Over 5 up to 7.5	8	10	34	20	4	-	-	-	-	75
Over 7.5 up to 10	-	2	16	25	15	1	-	1	-	59
Over 10 up to 12.5	2	3	6	38	21	7	-	-	-	77
Over 12.5 up to 15	1	-	3	13	23	8	2	-	-	50
Over 15 up to 17.5	1	-	1	7	21	14	6	-	2	51
Over 17.5	-	-	-	8	10	22	20	14	21	95
Weighted Total	35	39	94	122	93	53	27	15	23	502
Unweighted base	30	34	72	109	88	58	27	16	17	451

Table A29 - General Attitudes of teachers to their jobs and workloads

Weighted

	Head teacher		Deputy head		Head of dept	Classroom teacher				
	Primary Full-time	Secondary Full-time	Primary Full-time	Secondary Full-time	Secondary Full-time	Primary		Secondary		Special Full-time
						Full-time	Part-time	Full-time	Part-time	
Proportion of respondents who thought they:	%	%	%	%	%	%	%	%	%	%
WERE CONFIDENT IN THEIR ALLOCATION OF TIME										
All of the time	5.9%	9.0%	5.4%	4.9%	10.3%	6.7%	6.4%	8.5%	3.1%	6.2%
Most of the time	51.7%	60.4%	69.9%	48.3%	51.6%	68.7%	59.7%	57.0%	54.4%	67.6%
From time to time	19.2%	9.4%	15.9%	8.5%	12.9%	12.4%	3.6%	9.9%	4.3%	11.0%
Rarely	5.0%	1.1%	1.5%	4.0%	2.1%	1.5%	1.6%	2.4%	0.8%	2.5%
Never	-	-	-	-	0.9%	-	-	0.3%	0.7%	-
WERE EXPECTED TO DO THINGS THAT WERE NOT PART OF THEIR JOB										
All of the time	5.6%	1.9%	4.1%	1.7%	1.6%	1.6%	-	1.3%	1.0%	1.4%
Most of the time	12.7%	1.4%	5.9%	6.6%	11.1%	4.5%	3.0%	8.6%	3.4%	2.7%
From time to time	48.0%	55.6%	33.7%	31.4%	50.1%	50.9%	36.1%	44.5%	30.8%	36.6%
Rarely	12.7%	11.4%	40.2%	20.5%	14.2%	26.8%	23.6%	20.9%	26.5%	40.8
Never	2.9%	9.6%	8.8%	6.4%	0.8%	5.4%	8.6%	2.7%	1.5%	5.8%
WERE UNABLE TO DO THINGS WHICH SHOULD BE PART OF THEIR JOB										
All of the time	1.0%	1.2%	1.6%	-	2.8%	2.4%	0.6%	3.6%	0.8%	3.0%
Most of the time	20.0%	5.9%	12.0%	15.0%	11.9%	10.4%	4.6%	15.0%	7.4%	11.8%
From time to time	30.5%	41.4%	35.5%	29.0%	41.9%	46.4%	44.1%	35.4%	29.3%	39.4%
Rarely	24.0%	26.2%	31.9%	18.0%	17.2%	23.9%	15.9%	19.4%	19.2%	30.3%
Never	6.3%	5.1%	11.7%	4.5%	4.1%	6.4%	5.7%	4.5%	6.5%	2.7%

	Head teacher		Deputy head		Head of dept	Classroom teacher				
	Primary Full-time	Secondary Full-time	Primary Full-time	Secondary Full-time	Secondary Full-time	Primary		Secondary		Special Full-time
	%	%	%	%	%	Full-time	Part-time	Full-time	Part-time	%
Proportion of respondents who though they:	%	%	%	%	%	%	%	%	%	%
BELIEVED THEY HAD THE TIME TO DO THE JOB AS IT SHOULD BE DONE										
All of the time	0.5%	1.4%	2.3%	1.6%	1.6%	0.9%	0.4%	0.7%	0.8%	-
Most of the time	43.0%	30.6%	62.9%	32.8%	38.0%	60.5%	50.2%	45.8%	45.5%	63.5%
From time to time	16.1%	24.4%	18.0%	23.5%	19.5%	18.0%	16.2%	20.3%	8.5%	15.8%
Rarely	21.0%	19.0%	8.0%	8.7%	16.7%	9.0%	4.0%	9.5%	8.4%	4.4%
Never	1.2%	2.1%	1.5%	-	2.0%	0.9%	-	1.8%	-	3.5%
FELT THEIR DUTIES REPRESENTED A GOOD USE OF THEIR TIME										
All of the time	2.4%	4.0%	0.7%	3.8%	1.7%	2.3%	2.5%	1.8%	2.1%	1.6%
Most of the time	43.2%	49.7%	65.6%	47.3%	40.9%	55.3%	44.4%	44.0%	38.7%	54.4%
From time to time	32.9%	14.0%	21.2%	12.7%	25.8%	26.7%	20.5%	25.4%	15.8%	25.9%
Rarely	2.8%	11.2%	5.2%	1.8%	8.1%	5.0%	2.4%	5.8%	4.3%	3.1%
Never	-	-	-	-	-	-	1.0%	0.4%	-	-
FELT THEIR WORKLOAD ALLOWED THEM TO PURSUE PERSONAL INTERESTS OUTSIDE WORK										
All of the time	1.0%	1.4%	6.1%	2.2%	3.2%	2.2%	5.3%	2.0%	3.9%	6.6%
Most of the time	17.4%	4.9%	29.0%	13.7%	19.8%	31.5%	29.3%	23.2%	24.7%	40.6%
From time to time	29.0%	20.7%	25.4%	27.7%	27.0%	26.5%	25.9%	25.8%	23.1%	23.0%
Rarely	31.6%	35.0%	31.5%	21.2%	25.4%	25.7%	10.8%	24.1%	11.5%	15.4%
Never	2.3%	17.9%	0.7%	0.8%	2.4%	3.2%	-	2.7%	-	1.6%
NUMBER OF TEACHERS	89	72	79	76	273	564	172	451	98	60

NB Proportion may not add to 100 as some teachers did not respond

Table A30 = Average total hours, teaching hours and hours worked at weekends, before school and after 6 pm for full-time classroom teachers, by the teachers view of "how much of the time it was possible to do the job as it should be done"

Weighted

How much of the time is it possible to do your job as it should be done	Sample Number (a)	Hours		
		Total	Teaching	At weekends, before school & after 6 p.m.
Primary schools	No	Hrs	Hrs	Hrs
	564	50.1	17.8	10.6
All of the time	6	(b)	(b)	(b)
Most of the time	341	49.4	18.0	10.2
From time to time	101	49.0	17.5	10.3
Rarely	50	55.4	17.7	14.6
Never	6	(b)	(b)	(b)
Secondary schools	451	49.1	19.3	11.8
All of the time	4	(b)	(b)	(b)
Most of the time	210	48.5	19.3	10.8
From time to time	97	51.1	19.3	13.3
Rarely	50	49.3	18.8	13.7
Never	9	(b)	(b)	(b)

(a) those giving no answer are included in the total but not the breakdown; unweighted sample numbers

(b) Omitted because of low sample numbers

Annex B1

TECHNICAL NOTES

Fieldwork

1. All sampled schools were sent an advance letter from BMRB informing them of the survey and asking for their co-operation. The advance letter was accompanied by a letter from the Chairman of the School Teachers Review Body and the main teaching unions giving further information about the purpose of the survey.
2. BMRB interviewers arranged to visit each school. At that visit, they carried out a short interview with the head teacher and distributed pre-prepared survey packs within the school, placed personally with teachers wherever possible. At the same time, further appointments were made to undertake individual interviews with as many participating teachers as possible, in the week after the diaries had been completed. These follow-up interviews were designed in part to resolve any difficulties or queries arising from the diary, as well as serving to ensure that diaries were collected promptly.

Data processing

3. The results from the survey form a large and complex database of records relating to schools, teachers and working days. BMRB employed extensive data processing and checking procedures. Initial checks took place in the follow-up interview, at which obvious gaps or errors were corrected, where possible, in consultation with the appropriate teacher. Subsequently, a comprehensive edit specification, agreed with the OME, was used as the basis for extensive manual and computer editing. Careful checks were carried out for missing or conflicting information about start-times and durations of activities, missing activity codes, etc, and controlled editing undertaken where necessary to ensure the data conformed to basic design rules. On the whole, the quality of the data provided by teachers was good, although the volume of data produced an extensive editing task.

Sample design

4. The Teachers' Workload survey is a multi-stage stratified random sample with clustering. It is drawn from a comprehensive listing of all schools in England and Wales, provided by DFES and the National Assembly for Wales. Sampling involves stratifying schools by type (and within primary only, by size). Schools within each stratum were then selected using different sampling schemes within different strata. Head teachers were selected from each school with certainty and the remaining teachers were selected with different probabilities, depending on the size of the school, with up to 14 teachers being selected in addition to the head teacher. The survey departs from Simple Random Probability Sampling (SRS) through the stratification of school types; clustering of teachers within schools; unequal selection probabilities, both of schools and teachers; and also the use of systematic sampling without replacement.

5. Tables B1.1 to B1.3 set out the drawn sample.

Table B1.1 **Primary schools**

Area	No of schools
<i>15 or fewer teachers</i>	
London	5
Metropolitan	21
Unitary	17
County	57
Wales	8
<i>16 or more teachers</i>	
London	13
Metropolitan	24
Unitary	11
County	22
Wales	2

Table B1.2 **Secondary schools**

Area	No of schools
London	23
Metropolitan	66
Unitary	31
County	128
Wales	12

Table B1.3 **Special schools**

Area	No of schools
England	19
Wales	1

Response

6. Response rates are set out in Table B1.4.

Table B1.4 **Response rates**

	Schools			Teachers (a)			
	Approached	Co-operating		Approached	Responding	Useable	
		Number	Percent			Number	Percent
	No.	No.	%	No.	No.	No.	%
Primary	180	98	54%	1107	937	907	82%
London	18	6	33%	82	72	70	85%
Metropolitan	45	24	53%	313	265	252	81%
Unitary	28	14	50%	158	135	131	83%
County	79	52	66%	533	454	443	83%
Wales	10	2	20%	21	11	11	52%
Secondary	260	85	33%	1275	1012	982	77%
London	23	2	9%	30	20	18	60%
Metropolitan	66	20	30%	300	220	211	70%
Unitary	31	8	26%	120	103	98	82%
County	128	50	39%	750	605	591	79%
Wales	12	5	42%	75	64	64	85%
Special	20	14	70%	173	119	114	66%
England	19	14	74%	173	119	114	66%
Wales	1	0	0%	0	0	0	-
TOTAL	460	197	43%	2555	2068	2003	78%

(a) – only in schools which cooperated

7. The overall school response rate was lower in 2006 than in the 2005 survey, at 43 per cent compared with 50 per cent. This fall was largely accounted for by response in the secondary sector, with the overall response rate for secondary schools down from 41 per cent to 33 per cent. The overall response rate of primary schools fell from 58 per cent to 54 per cent; and that of special schools went down from 75 per cent to 70 per cent.

8. Some returned diaries were classified as unusable. Those excluded from the analysis included any where the teacher was absent for a day or more due to illness, or where he or she had not fully completed the diary for other reasons. The results are therefore based on a final sample of 2,003 teachers. The small proportion of excluded teachers was spread widely across the sample and their omission does not have any noticeable effect on the sample structure or its representation of teachers as a whole.

Diary completion

9. Overall, the diaries were well completed. However, some effects of the diary design and of the accuracy of completion should be noted.

10. The diary asked teachers to record the duration of each activity they carried out but, to avoid constant 'clock watching' and to ease completion, suggested that a minimum activity length of about 5 to 10 minutes be used unless the teacher considered that the activity warranted a separate entry. Activities which normally occupy very short time periods will, therefore, tend to be under-represented in the analyses but, as each day's diary covered a continuous period from the start of the first working activity to the end of the last, the time occupied by such activities will be included in the total worked either under another specific heading or under "not allocated".

11. Teachers were also asked to record only their main activity if two or more activities took place simultaneously. This again may have altered the balance of time distribution in favour of activities which last for longer periods. However, teachers were asked to split the recording of an activity if there was an

interruption (e.g. talking to a parent) or if another activity was carried out. Some teachers occasionally entered two or more activities against a period of work and these are shown as multi-coded activities.

12. Some teachers did not adhere to the rule that the diary should account for all the time between the first and the last work-related activity on each of the seven days. From a detailed inspection of a number of diaries in which there were gaps in the time recorded, from notes written in by the teachers, from checking against the start and end times of the school day and from the experience of earlier surveys, it was clear that such teachers had omitted their "own time", particularly at the start of the diary week and at the weekend. In the preparation of the data, additional entries were inserted to account for any gaps. Where the gap occurred at the weekend, ended before the start of the school day, started after the end of the school day or was wholly within the school lunch break or other breaks, the entry has been coded as "own time". Other missing time periods, which were within school hours or included the start or end times of the school day or of the lunch break, have been treated as "not allocated", together with those activities for which the teacher did not enter an activity code.

Classification of teachers to analysis categories

13. For purposes of analysis, teachers have been grouped by a number of attributes: some of these relate to the school (e.g. its size in terms of pupils, or its type of catchment area); others to the teachers as individuals (e.g. their age or length of service); and others to their circumstances within the school (e.g. the year group taught, or the number of pupils in their class). All these attributes were obtained explicitly from the DfES/National Assembly for Wales, the Headteacher or the individual teachers.

Weighting

12. The results have been re-weighted, to account for the different sampling fractions and different response rates between types of school and region, in order to have a representative sample. The re-weighting also accounts for the numbers of each type of teacher responding, compared to the overall numbers in all schools. All the tables in Annex A are based on the re-weighted results, while sample sizes are given as unweighted figures (ie the actual number of usable responses).

Estimates of precision

13. Because the Teachers' Workload Survey is based on a *sample* of teachers and not the whole teacher population, the results are liable to differ to some degree from those that would have been obtained if every single teacher had been covered. We can make some assessment of sampling variability, that is the differences in hours worked between the teachers in the sample and in the whole population that arise from random chance. The degree of possible measurement error depends on both the sample size and on how widely estimates of hours worked vary between teachers. This 'sampling error' is likely to be smallest for categories of teacher with a large sample and whose reported hours do not vary greatly. Conversely, it is likely to be largest where sample sizes are small and the numbers of hours reported vary considerably.

Design Effects and Standard Errors

14. Due to the complex sampling design used, the margins of error associated with the survey estimates are likely to be larger than if a SRS design had been used. To take account of this, Design Effects (DEFFs) have been calculated for the most important estimates. The Design Effect is the ratio of the variance under the complex sample design to the variance of a SRS design.

15. While stratification will tend to decrease the variance, unequal selection probabilities (design weighting) and clustering will both tend to increase it. Generally most overall design effects for surveys with complex sample designs, such as this one, are greater than one.

16. Statistical software can calculate complex Standard Errors and Design Effects. For this survey, Design Effect and complex Standard Error calculations for key measures have been undertaken using STATA statistical software and employing the "Taylor Series" or "Taylor Linearization" method. These calculations take account of the design of the sample and the achieved sample sizes (and resultant weighting) within strata.

Confidence Intervals

17. We can use the resultant Standard Errors to assess what the margins of error ('confidence intervals') are likely to be around the survey's key estimates. It is common when quoting confidence intervals to refer to the 95% confidence interval around a survey estimate. This is calculated as 1.96 times the Standard Error on either side of the estimated percentage or mean since, under a normal distribution, 95% of values lie within 1.96 standard errors of the mean value. If it were possible to repeat the survey under the same conditions many times, 95% of these confidence intervals would contain the population values but, when assessing the results of a single survey, it is usual to assume that there is only a 5% chance that the true population value falls outside the 95% confidence interval calculated for the survey estimate.

18. We can therefore establish the interval as $\bar{x} \pm 1.96$ SEs (where \bar{x} represents the mean obtained from the survey). Taking an example from the 2006 survey, the confidence interval for the average total hours worked by Primary School Heads in 2006 is:

$$\begin{aligned}\bar{x} \pm 1.96 \text{ SE} &= 53.5 \text{ hours} \pm (1.96 * 0.98 \text{ hours}) \\ &= 53.5 \text{ hours} \pm 1.9 \text{ hours}\end{aligned}$$

In summary, although the survey provides our best estimate ($\bar{x} = 53.5$ hours) of the population mean, statistical theory can be used to show we can be very confident that the true population mean lies between 51.6 and 55.4 hours.

Measuring whether differences between surveys are real

19. Once the complex Standard Errors have been calculated, a survey estimate, e.g. the average (mean) total hours worked per week, can be compared with the corresponding estimate from a previous survey to test whether any difference in their values is statistically significant. To undertake this comparison, we conduct 'Hypothesis Tests'.

20. To illustrate this, let us take an example of the estimated average total hours by Primary Head Teachers in 2000 (58.9 hours) and 2006 (53.5 hours). Using the language of hypothesis testing, let us say that we want to test the 'null hypothesis (H_0)' that the difference between the two population means for which we have these estimates is zero, i.e. that there is no true difference between them. The 'alternative hypothesis (H_1)' is that there *is* a difference between the population means.

There are four possibilities that might arise when we draw our conclusions.

1. The null hypothesis is correct (there is no true difference) and we correctly conclude this.
2. The null hypothesis is correct (there is no true difference) but we incorrectly conclude otherwise. Hence, an error is made.
3. The null hypothesis is incorrect (there is in fact a difference) and we correctly conclude this.
4. The null hypothesis is incorrect (there is in fact a difference) and we incorrectly conclude otherwise. Hence, an error is made.

In possibilities 1 and 3 we reach the correct conclusions. In possibility 2, we erroneously reject the null hypothesis – this is referred to as a *Type I error*. In possibility 4, we erroneously accept the null hypothesis – this is referred to as a *Type II error*.

21. Statistical hypotheses are statements concerning *population* parameters but we are working here with sample estimates for those parameters. Therefore, the question we are asking is whether we are willing to attribute the difference between the two sample means to chance. If, on the basis of our test, we find that the difference is too large to attribute to chance, then we can conclude that the *populations* from which the samples were drawn have unequal means.

22. Returning to our example, the surveys estimates are as follows:

Average total working hours of Primary Heads

	Mean	Complex Std error
2000	58.9	0.67
2006	53.5	0.98
Difference between years	5.4	1.19 (SE of the difference)

We are prepared to run a 5 per cent risk of incorrectly rejecting the null hypothesis (a Type 1 error) that the population means in the respective years were the same. If we refer to the mean total hours working of *all* Primary Heads (i.e. the *population* mean) in 2000 and 2006 as μ_1 and μ_2 respectively, the hypotheses to be tested are:

$$H_0: \mu_1 - \mu_2 = 0$$

$$H_1: \mu_1 - \mu_2 \neq 0$$

23. Having set the risk of a Type 1 error at 5 per cent, we turn to the decision rule (based on the appropriate random sampling distribution). The test is two-tailed, because the hypothesis of equal population means will be rejected if $\bar{x}_1 - \bar{x}_2$ differs significantly from zero by lying sufficiently far above or below it. For a significance level of 5 per cent, we will reject the null hypothesis if the sample difference $\bar{x}_1 - \bar{x}_2$ falls more than 1.96 Standard Errors* from the expected value of zero.

*The standard error of the difference between the means

The test statistic we employ is z (the difference between the sample means divided by the standard error of that difference)

In terms of z values, the decision rule can be stated:

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

Applying the decision rule to our example, we have

$$z = \frac{5.4}{1.19} = 4.54$$

24. Because 4.54 far exceeds 1.96, the null hypothesis is rejected. Hence it is extremely unlikely that these two samples represent populations with the same mean. In terms of the example, we conclude that the 2006 survey estimate of 53.5 hours represents a statistically significant change from the 2000 survey figure of 58.9 hours.

25. Significant changes in key estimates between 2006 and earlier years are included in Tables 1 and 2

Annex B2

SAMPLE DETAILS

Table

- B2.1 Distribution of schools by area, region, status and catchment area
- B2.2 Distribution of schools by size and number of deputy and assistant heads
- B2.3 Distribution of schools by pupil-related factors
- B2.4 Distribution of schools by headteacher's view of diary week
- B2.5 Distribution of all teaching staff by area, status of school, catchment area and representativeness of diary week
- B2.6 Distribution of full-time headteachers within gender by demographics
- B2.7 Distribution of full-time headteachers by ranges of FTE timetabled teaching commitment
- B2.8 Distribution of full-time deputy/assistant headteachers within gender by demographics
- B2.9 Distribution of full-time heads of department in secondary schools by age and gender
- B2.10 Distribution of full-time classroom teachers within gender by demographics
- B2.11 Distribution of full-time classroom teachers by size of school
- B2.12 Distribution of full-time classroom teachers within gender by allowances, type of contract, and level of workload during the diary week
- B2.13 Distribution of full-time classroom teachers by age and gender, and whether or not receiving management allowance

Notes on B-type tables

All bases given are unweighted unless otherwise stated

The following conventions have been used:

- nil
- * a non-zero value of less than 0.5% or of less than 0.05 hours
- () Less reliable because of low sample numbers, i.e. fewer than 50

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

Unweighted

		Primary	Secondary	Special
		%	%	%
Area	London	6.1	2.4	(7.1)
	Metropolitan	24.5	23.5	(21.4)
	Unitary	14.3	9.4	(35.7)
	County	53.1	58.8	(35.7)
	Wales	2.0	5.9	(-)
Region	North East	7.1	5.9	(-)
	North West	18.4	25.9	(7.1)
	Yorkshire and the Humber	9.2	2.4	(7.1)
	East Midlands	5.1	10.6	(7.1)
	West Midlands	10.2	4.7	(21.4)
	South West	6.1	7.1	(14.3)
	Eastern	9.2	14.1	(-)
	Greater London	6.1	2.4	(7.1)
	South East	26.5	21.2	(35.7)
	Wales	2.0	5.9	(-)
Status	Foundation	10.2	21.2	(7.1)
	Voluntary	28.6	18.8	(-)
	Community	57.1	56.5	(92.9)
	Not known	4.1	3.5	(-)
Catchment	Inner City	10.2	8.2	(14.3)
	Urban/suburban	41.8	36.5	(14.3)
	Rural	18.4	10.6	(7.1)
	Inner city/urban	8.2	7.1	(21.4)
	Urban/rural	17.3	35.3	(28.6)
	None of these	1.0	-	(14.3)
	Not known	3.1	2.4	(-)
Schools	Schools in sample	98	85	14

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

Unweighted

		Primary	Secondary	Special
		%	%	%
FTE pupil numbers	Under 50	2.0	-	(35.7)
	51-	33.7	-	(64.3)
	201-	41.8	-	(-)
	401-	19.4	5.9	(-)
	601-	3.1	12.9	(-)
	801-	-	23.5	(-)
	1001-	-	37.6	(-)
	1501 or over	-	20.0	(-)
	Not known	-	-	(-)
Total FTE staff	Under 4	6.1	-	(-)
	4-	15.3	-	(7.1)
	7-	24.5	-	(21.4)
	10-	13.3	-	(28.6)
	13-	33.7	-	(35.7)
	21-	7.1	8.2	(7.1)
	41-	-	29.4	(-)
	61-	-	31.8	(-)
	81-	-	22.4	(-)
	101 or over	-	8.2	(-)
	Not known	-	-	(-)
Number of deputy heads	None	19.4	-	(-)
	1	54.1	1.2	(50.0)
	2	14.3	4.7	(35.7)
	3	7.1	11.8	(7.1)
	4 or more	2.0	78.8	(7.1)
	Not known	3.1	3.5	(-)
Schools	Schools in sample	98	85	14

Table B2.3 Distribution of schools by pupil related factors

Unweighted

		Primary	Secondary	Special
		%	%	%
Percentage of statemented pupils	Under 0.5	20.4	9.4	(7.1)
	0.5 -	20.4	14.1	(-)
	1.0 -	30.6	38.8	(-)
	2.0 -	24.5	35.3	(-)
	5.0 or over	4.1	2.4	(92.9)
Percentage pupils free meals	Under 5.0	36.7	34.1	(7.1)
	5.0 -	20.4	28.2	(-)
	10.0 -	18.4	22.4	(21.4)
	20.0 -	8.2	7.1	(28.6)
	30.0 -	7.1	3.5	(7.1)
	40.0 or over	9.2	4.7	(35.7)
	Not known	-	-	(-)
Schools	Schools in sample	98	85	14

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

Unweighted

		Primary	Secondary	Special
		%	%	%
Representativeness of diary week	More busy	7.1	5.9	(14.3)
	About same	74.5	81.2	(64.3)
	Less busy	13.3	7.1	(14.3)
	Not known/stated	5.1	5.9	(7.1)
Special events in diary Week	Yes	39.8	47.1	(35.7)
	No	55.1	49.4	(57.1)
	Not stated	5.1	3.5	(7.1)
Schools	Schools in sample	98	85	14

Table B2.5 Distribution of all teaching staff by area, status of school, catchment area and representativeness of diary week

Weighted

		Primary		Secondary		Special	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
		%	%	%	%	%	%
Area	London	14.1	10.2	12.8	6.6	12.6	(11.1)
	Metropolitan	24.0	16.9	23.6	13.4	24.4	(42.3)
	Unitary	16.3	14.5	14.8	17.5	20.6	(8.9)
	County	40.4	48.9	42.6	54.5	42.4	(37.7)
	Wales	5.3	9.4	6.1	8	-	(-)
Status	Foundation	11.4	9.9	17.7	19.4	12.6	(11.1)
	Voluntary	26.1	29.9	22.3	23.7	-	(-)
	Community	57.3	58.1	57.9	55.9	87.4	(88.9)
	Not Known	5.3	2.1	2.2	1.0	-	(-)
Catchment	Inner City	11.6	7.7	7.9	4.2	13.3	(21.4)
	Urban/Suburban	47.6	45.6	45.4	34.9	14.0	(23.9)
	Rural	10.7	18.1	7.0	9.8	8.0	(-)
	Inner City/Urban	9.1	7.3	6.6	7.1	15.6	(5.9)
	Urban/rural	15.7	18.3	31.7	43.9	32.8	(34.8)
	None of above	0.6	2.0	-	-	16.3	(14.0)
	Not stated	4.7	1.0	1.4	-	-	(-)
Representativeness of diary week	More busy	5.9	4.9	4.8	5.1	10.7	(23.9)
	About same	74.8	78.7	84.2	87.3	63.9	(38.2)
	Less busy	13.0	13.4	5.2	5.9	12.8	(26.8)
	Not known/stated	6.3	3.0	5.8	1.6	12.6	(11.1)
Teachers in sample (a)	No.	732	175	872	110	92	22

(a) Unweighted sample size

Table B2.6 Distribution of full-time headteachers within gender by demographics

Weighted

		Primary			Secondary			Special
		Male	Female	All	Male	Female	All	All
		%	%	%	%	%	%	%
Age	under 25	(-)	-	-	-	(-)	-	(-)
	25-34	(6.6)	-	2.4	-	(-)	-	(-)
	35-44	(23.6)	12.4	16.5	3.8	(19.6)	7.6	(-)
	45-54	(51.0)	49.9	50.3	48.5	(42.9)	47.2	(34.0)
	55+	(18.7)	36.1	29.8	47.7	(37.5)	45.2	(66.0)
	Not stated	(-)	1.6	1.0	-	(-)	-	(-)
Years as qual teacher	under 1	(-)	-	-	-	(-)	-	(-)
	1 to 2	(-)	-	-	-	(-)	-	(-)
	3 to 4	(-)	-	-	-	(-)	-	(-)
	5 to 9	(11.3)	-	4.1	-	(-)	-	(-)
	10 to 14	(11.5)	11.7	11.6	-	(-)	-	(-)
	15 to 19	(11.1)	8.3	9.3	0.9	(7.4)	2.4	(-)
	20 or over	(62.8)	80.0	73.7	82.8	(87.5)	83.9	(100.0)
	Not stated	(3.3)	-	1.2	16.4	(5.1)	13.6	(-)
Years in current school	under 1	(12.8)	26.9	21.8	4.4	(15.3)	7.0	(-)
	1 to 2	(17.7)	12.8	14.6	3.4	(7.7)	4.5	(3.3)
	3 to 4	(16.6)	15.3	15.8	8.5	(30.1)	13.7	(12.0)
	5 to 9	(21.6)	24.0	23.1	21.4	(24.8)	22.2	(15.3)
	10 to 14	(7.8)	8.4	8.2	28.4	(4.9)	22.7	(3.3)
	15 to 19	(15.4)	6.8	9.9	13.7	(8.4)	12.4	(25.9)
	20 or over	(8.1)	4.5	5.8	18.7	(3.7)	15.1	(40.1)
	Not stated	(-)	1.2	0.8	1.5	(5.1)	2.4	(-)
Years in current post	under 1	(11.3)	29.8	23.0	5.1	(22.6)	9.3	(-)
	1 to 2	(19.0)	14.7	16.3	6.7	(11.7)	7.9	(12.0)
	3 to 4	(20.2)	14.1	16.3	7.7	(27.8)	12.6	(15.3)
	5 to 9	(18.2)	23.5	21.5	29.7	(20.8)	27.5	(15.3)
	10 to 14	(16.4)	11.5	13.3	23.8	(4.9)	19.2	(40.1)
	15 to 19	(10.2)	1.9	4.9	9.7	(12.1)	10.3	(8.6)
	20 or over	(4.8)	4.5	4.6	2.6	(-)	2.0	(8.6)
	Not stated	(-)	-	-	14.8	(-)	11.2	(-)
Teachers in sample (a) No.		37	52	89	55	17	72	14

(a) Unweighted sample size

B2.7 Distribution of full-time headteachers by ranges of FTE timetabled teaching commitment

Weighted

	Primary	Secondary	Special
	%	%	%
FTE teaching commitment			
0	42.2	38.0	(58.8)
0.01-	17.3	33.9	(20.6)
0.1	7.8	19.7	(-)
0.2	3.5	6.2	(17.3)
0.3	12.2	1.4	(-)
0.5 or more	14.8	-	3.3
NS	1.0	0.7	(-)
Teachers in sample (a) No.	89	72	14

(a) Unweighted sample size

Table B2.8 Distribution of full-time deputy/assistant head teachers within gender by demographics

Weighted

		Primary			Secondary			Special
		Male	Female	All	Male	Female	All	All
		%	%	%	%	%	%	%
Age	under 25	(-)	-	-	(-)	(-)	-	(-)
	25-34	(22.6)	21.7	21.9	(9.0)	(2.5)	4.9	(-)
	35-44	(45.2)	19.2	24.0	(15.1)	(10.7)	12.3	(18.0)
	45-54	(24.8)	35.0	33.1	(40.9)	(79.7)	65.5	(56.1)
	55+	(7.4)	24.1	21.0	(34.9)	(7.1)	17.3	(25.9)
	Not stated	(-)	-	-	(-)	(-)	-	(-)
Years as qual teacher	under 1	(-)	-	-	(-)	(-)	-	(-)
	1 to 2	(-)	-	-	(-)	(-)	-	(-)
	3 to 4	(-)	-	-	(-)	(-)	-	(-)
	5 to 9	(8.1)	7.7	7.8	(4.7)	(4.1)	4.3	(5.0)
	10 to 14	(25.9)	26.6	26.5	(11.2)	(41.4)	30.3	(3.7)
	15 to 19	(33.3)	21.2	23.4	(8.3)	(6.2)	7.0	(10.6)
	20 or over	(23.3)	40.9	37.6	(75.9)	(48.2)	58.4	(80.7)
Not stated	(9.4)	3.7	4.7	(-)	(-)	-	(-)	
Years in current school	under 1	(19.3)	5.6	8.1	(2.1)	(2.6)	2.4	(3.7)
	1 to 2	(20.5)	11.8	13.4	(7.1)	(5.4)	6.0	(3.7)
	3 to 4	(-)	11.6	9.5	(4.0)	(6.7)	5.7	(13.8)
	5 to 9	(22.5)	25.5	24.9	(32.1)	(60.8)	50.3	(23.2)
	10 to 14	(14.1)	21.6	20.2	(17.2)	(-)	6.3	(18.8)
	15 to 19	(16.2)	14.5	14.9	(5.1)	(5.5)	5.4	(18.5)
	20 or over	(7.4)	9.4	9.0	(32.4)	(18.9)	23.9	(18.3)
Not stated	(-)	-	-	(-)	(-)	-	(-)	
Years in current post	under 1	(14.6)	16.1	15.8	(6.7)	(7.4)	7.1	(11.3)
	1 to 2	(28.4)	20.1	21.6	(18.2)	(27.6)	24.2	(32.5)
	3 to 4	(25.6)	22.1	22.7	(24.7)	(37.7)	32.9	(26.3)
	5 to 9	(20.9)	24.2	23.6	(33.0)	(24.7)	27.8	(24.9)
	10 to 14	(6.7)	9.3	8.8	(11.4)	(-)	4.2	(5.0)
	15 to 19	(-)	5.0	4.0	(3.8)	(-)	1.4	(-)
	20 or over	(3.8)	1.7	2.1	(2.1)	(-)	0.8	(-)
Not stated	(-)	1.7	1.4	(-)	(2.6)	1.7	(-)	
Teachers in sample (a) No.		16	63	79	40	36	76	18

(a) Unweighted sample size

Table B2.9 Distribution of full-time heads of department in secondary schools by age and gender
Weighted

		Heads of faculty in secondary school		
		Male	Female	All
		%	%	%
Age	under 25	2.5	1.0	1.7
	25-34	21.0	17.6	19.2
	35-44	22.9	20.0	21.4
	45-54	30.0	46.8	38.8
	55+	23.1	14.1	18.4
	Not stated	0.5	0.5	0.5
Teachers in sample (a) No.		131	142	273

(a) Unweighted sample size

B2.10 Distribution of full-time classroom teachers within gender by demographics

Weighted

		Primary			Secondary (a)			Special
		Male	Female	All	Male	Female	All	All
		%	%	%	%	%	%	%
Age	under 25	5.9	9.1	8.7	6.5	5.8	6.1	1.3
	25-34	54.0	41.5	43.0	34.9	33.0	33.8	19.6
	35-44	25.4	20.7	21.3	23.8	19.8	21.5	22.6
	45-54	5.5	19.9	18.1	21.4	31.7	27.3	41.2
	55+	9.1	8.7	8.8	13.2	9.6	11.1	15.4
	Not stated	-	0.1	0.1	0.2	0.2	0.2	-
Years as qual teacher	under 2	24.3	19.6	20.2	17.9	19.1	18.6	5.9
	3 to 9	46.4	41.2	41.9	34.4	33.8	34.0	19.9
	10 to 14	10.8	12.4	12.2	10.0	10.9	10.5	19.2
	15 to 19	5.5	10.1	9.5	6.9	5.1	5.9	13.6
	20 or over	13.0	16.7	16.3	30.5	30.4	30.5	38.3
	Not stated	-	-	-	0.3	0.7	0.5	3.0
Years in current school	under 1	15.8	14.4	14.5	8.8	11.8	10.5	8.4
	1 to 2	22.9	20.5	20.8	20.4	17.9	19.0	9.7
	3 to 4	19.2	21.4	21.1	16.4	24.6	21.1	33.4
	5 to 9	27.3	20.2	21.1	20.6	17.4	18.8	22.9
	10 to 14	5.1	11.7	10.9	6.8	10.7	9.1	8.5
	15 to 19	4.7	7.4	7.1	8.2	7.8	8.0	6.8
	20 or over	4.9	4.3	4.4	18.7	9.2	13.2	10.2
	Not stated	-	0.1	0.1	-	0.6	0.3	-
Years in current post	under 1	17.3	20.8	20.4	13.7	17.9	16.1	6.0
	1 to 2	40.7	27.8	29.4	28.1	29.6	29.0	19.1
	3 to 4	18.8	23.8	23.1	18.4	27.7	23.7	39.7
	5 to 9	17.1	17.5	17.5	17.3	13.3	15.0	19.6
	10 to 14	1.8	4.9	4.5	9.3	6.5	7.7	5.2
	15 to 19	0.9	1.8	1.7	7.2	2.6	4.6	3.8
	20 or over	3.5	1.5	1.8	5.6	1.3	3.1	2.2
	Not stated	-	1.9	1.7	0.4	1.1	0.8	4.3
Teachers in sample (b)								
No.		69	495	564	305	419	724	60

(a) Including heads of department

(b) Unweighted sample size

B2.11 Distribution of full-time classroom teachers by size of school

Weighted

		Primary	Secondary(a)	Special
		%	%	%
FTE pupil numbers	Under 50	0.2	-	36.7
	51-	22.7	-	63.3
	201-	50.3	-	-
	401-	22.4	4.0	-
	601-	4.5	10.9	-
	801-	-	23.9	-
	1001-	-	41.6	-
	1501 or over	-	19.5	-
Teachers in sample (b)	No.	564	724	60

(a) Including heads of department

(b) Unweighted sample size

B2.12 Distribution of full-time classroom teachers within gender by demographics

Weighted

		Primary			Secondary (a)			Special
		Male	Female	All	Male	Female	All	All
		%	%	%	%	%	%	%
Level of special needs Allowance	0	83.5	80.7	81.0	88.9	88.2	88.5	2.4
	1	1.5	1.7	1.6	0.3	1.2	0.8	57.4
	2	2.6	1.9	2.0	-	0.2	0.1	34.6
	Not stated	10.5	15.0	14.4	9.3	9.6	9.5	5.7
	Not applicable	1.9	0.8	1.0	1.6	0.8	1.1	-
Level of management Allowance	0	46.3	50.2	49.7	29.1	35.4	32.7	26.9
	1	12.2	15.3	14.9	9.1	12.5	11.1	33.8
	2	12.6	7.2	7.8	10.1	13.4	12.0	8.3
	3	4.6	2.4	2.7	11.7	6.9	9.0	1.3
	4	-	0.5	0.5	7.9	9.7	8.9	-
	5	-	0.6	0.5	1.8	1.5	1.6	-
	TLR2 (2,250-5,500	3.6	9.1	8.4	8.8	7.0	7.8	4.3
	TLR1 (6,500-8,750	-	0.6	0.6	9.3	3.4	5.9	-
	TLR1 (8,751-11,000	-	-	-	1.0	0.7	0.8	-
	Not stated	18.8	13.3	14.0	9.7	8.5	9.1	25.4
Not applicable	1.9	0.8	1.0	1.6	0.8	1.1	-	
Contract	Permanent	87.9	91.3	90.9	96.7	95.9	96.2	93.3
	Temporary	6.7	7.2	7.2	2.6	3.8	3.3	5.0
	Not stated	5.4	1.5	2.0	0.7	0.4	0.5	1.7
Workload during week (b)	More	7.0	8.4	8.2	5.3	8.0	6.8	5.5
	About same	64.0	61.6	61.9	60.2	58.2	59.1	66.6
	Less	25.3	28.0	27.7	32.1	30.4	31.1	26.5
	Not stated	3.6	2.0	2.2	2.4	3.4	3.0	1.4
Teachers in sample (c) No.		69	495	564	305	419	724	60

(a) Including heads of departments

(b) Compared with other term-time weeks

(c) Unweighted sample size

B2.13 Distribution of full-time classroom teachers by age and gender whether or not receiving management allowance

Weighted

		Primary			Secondary (a)			Special
		Male	Female	All	Male	Female	All	All
		%	%	%	%	%	%	%
Age with management allowance	under 25	-	0.9	0.8	2.6	0.8	1.5	-
	25-34	20.8	7.8	9.4	11.4	12.2	11.9	12.6
	35-44	1.5	5.5	5.0	9.4	7.4	8.3	8.8
	45-54	2.4	9.1	8.3	12.6	18.0	15.7	19.3
	55+	4.8	2.7	3.0	4.6	5.6	5.1	2.7
	Not stated	-	-	-	-	-	-	-
Teachers in sample unweighted)	No.	69	495	564	305	419	724	60
Age without management allowance	under 25	4.6	7.5	7.1	2.8	4.2	3.6	1.3
	25-34	20.3	24.9	24.3	13.6	14.2	13.9	4.1
	35-44	15.8	7.1	8.2	8.3	8.6	8.5	9.1
	45-54	2.3	7.5	6.8	3.1	6.6	5.1	5.5
	55+	3.3	3.1	3.2	1.3	1.9	1.6	7.0
	Not stated	-	0.1	0.1	-	-	-	-
Teachers in sample unweighted)	No.	69	495	564	305	419	724	60

(a) Including heads of departments

