

School Teachers' Review Body

**TEACHERS' WORKLOADS
DIARY SURVEY**

March 2005

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Acknowledgements

6. The Review Body wishes to thank BMRB who assisted with the design of the diary survey, carried out the fieldwork and data processing for it. The support of the parties and their detailed comments and suggestions also contributed to the successful mounting of the study.

7. Above all, the Review Body 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 five surveys, with diaries being completed during a single week in March 2005. 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 2005 survey, some activities were reclassified to different groupings (for example, "Administering test/invigilating exam" was split into three separate codes: "administering external examinations, "invigilating external examinations" and administering and/or invigilating other tests/exams."). 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 2004 and 2005 surveys are valid but, as a result of the changes in 2005, grouped breakdowns of workload activities should not be compared directly with earlier surveys, although comparisons of total workload and of individual activities remain valid.

11. Technical notes on the survey are included in Annex B.

Chapter 1

INTRODUCTION

1. The 2005 teachers' workloads survey provides independently-collected data on the hours and working patterns of the 2,080 randomly-selected teachers in primary, secondary and special schools in England and Wales who returned useable questionnaires. It is the sixth survey commissioned by the School Teachers' Review Body (STRB) to examine teachers' workloads; the previous surveys were carried out in 1994, 1996, 2000, 2003 and 2004.

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.

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Chapter 2

SUMMARY OF FINDINGS

12. The diary survey analysis is set out in the tables in Annex A. Table A1 summarises the survey findings for headteachers, deputies and assistants, and other teachers. It confirms the broad picture shown by previous research that, as teachers' responsibilities increase, the average total hours they work in term-time increase but, within that total, the average hours they spend teaching decrease. Tables A11 to A19 illustrate the wide spread of total hours and of teaching hours worked by individual teachers in the survey.

13. Table 1 summarises the average total working hours for the various groups of teachers.

Table 1 – Average total hours worked by full-time teachers in a week in March 2005

	Total average hours
	2005
Primary	
Headteachers	52.9
Deputy/assistant heads	55.7
Classroom teachers	50.9
Secondary	
Headteachers	62.6
Deputy/assistant heads	58.1
Heads of faculty/department	51.2
Classroom teachers	49.3
Special ^(a)	
Classroom teachers	45.6

(a) Heads and deputy/assistants omitted because of low sample numbers (see Table A21)

Comparisons between the 1994, 1996, 2000, 2003, 2004 and 2005 surveys

14. Table 2 compares average total hours worked from the 1994, 1996, 2000, 2003 and 2004 surveys for various types of teacher. Table 3 gives the same comparison for average hours worked on teaching activities. The activities coded under the heading of "Teaching" have changed slightly since 2000. In order to present a fair comparison between years, the hours shown for teaching in 2003, 2004 and 2005 represent a regrouping of activities to match the definition used in previous years.

15. There have been a number of statistically significant changes in the hours worked by teachers as measured by this survey:

- Primary heads have seen a statistically significant *decrease* in total hours worked, from a high of 58.9 hours per week in 2000 to a low of 52.9 hours per week in 2005. They have also seen a statistically significant *decrease* in the number of hours spent teaching from 6.0 and 5.8 hours in 2000 and 2004 respectively to a low of 3.8 hours in 2005.
- Primary school deputy heads worked for statistically significantly *more* hours in 2005 than in 1994. This continues the pattern of these teachers working statistically significantly more hours than in 1994 found in each of the previous three surveys: in 2004, 2003 and 2000. They have also seen a statistically significant *decrease* in the amount of time spent teaching, falling from 16.8 hours in 2000 to 14.6 hours in 2005.
- Secondary school deputy heads have seen a statistically significant *increase* in total hours worked between 2004 and 2005. This follows a statistically significant *decrease* in total hours worked between 2000 and 2004 as measured in the 2004 survey. Consequently there does not appear to be any consistent trend in total hours worked within this group.
- As shown in each survey since 1994, primary classroom teachers work for statistically significantly *longer* hours than in 1994.

Table 2 – Average total hours worked by full-time teachers in a week in March 1994, 1996, 2000, 2003, 2004 and 2005

	Total average hours					
	1994	1996	2000	2003	2004	2005
Primary						
Headteachers *	55.4	55.7	58.9	55.5	55.6	52.9
Deputy/assistant heads (b) #	52.4	54.5	56.2	56.4	55.7	55.7
Classroom teachers #	48.8	50.8	52.8	51.8	52.5	50.9
Secondary						
Headteachers	61.1	61.7	60.8	60.9	60.8	62.6
Deputy/assistant heads (b) \$	56.9	56.5	58.6	56.5	54.1	58.1
Heads of faculty/department	50.7	53.0	52.9	52.7	51.6	51.2
Classroom teachers	48.9	50.3	51.3	50.8	49.9	49.3
Special (a)						
Classroom teachers	47.5	50.0	51.2	47.6	46.3	45.6

(a) Heads and deputies/assistants omitted because of low sample numbers (see table A21). Changes in hours not tested for statistical significance.

(b) Includes only deputy heads in 1994, 1996 and 2000.

* The change in total hours between both 1996 and 2005, and between 2000 and 2005 is statistically significant at the 95% level

The change in total hours between 1994 and 2005 is statistically significant at the 95% level

\$ The change in total hours between 2004 and 2005 is statistically significant at the 95% level

Table 3 – Average total teaching hours worked by full-time teachers in a week in March 2000, 2003, 2004 and 2005

	Total average teaching hours			
	2000	2003	2004	2005
Primary				
Headteachers \$	6.0	4.9	5.8	3.8
Deputy/assistant heads (b) #	16.8	15.9	14.8	14.6
Classroom teachers	18.8	18.6	18.5	18.1
Secondary				
Headteachers	3.4	2.5	2.9	2.8
Deputy/assistant heads (b)	9.6	10.8	9.6	10.2
Heads of faculty/departments	18.0	18.1	18.3	17.9
Classroom teachers	19.4	19.6	19.4	18.9
Special (a)				
Classroom teachers	18.4	16.1	16.7	15.5

(a) Heads and deputies omitted because of low sample numbers (see table A21). Changes in hours not tested for statistical significance.

(b) Includes only deputy heads in 2000.

\$ The change in teaching hours between both 2000 and 2005 and between 2004 and 2005 is statistically significant at the 95% level.

The change in teaching hours between 2000 and 2005 is statistically significant at the 95% level

Total hours

16. Broad findings in relation to total hours for full-time teachers are as follow:

Gender, age and experience

• Gender

Where sample numbers are large enough to permit reliable comparisons, female teachers appear to work broadly similar hours to male teachers although in secondary schools both classroom teachers with a management allowance and heads of departments are the only groups for whom the difference is notable, with female

teachers working two to three hours more on average than male teachers. (Tables A2 to A7).

- *Age and experience*

There is no discernible pattern of working hours by age, for full-time classroom teachers.

Workloads in different contexts

- *Management Allowances*

In secondary schools, but not primary schools, teachers in receipt of a management allowance recorded higher average working hours than those without a management allowance. In both primary and secondary schools those with management allowances appear to spend longer working on School/Staff management than those without and spend less time teaching (Tables A6 and A7).

- *Subjects taught*

In the secondary sector, among the few subjects where the sample size was sufficiently large to include them, those who teach English recorded the highest average hours (Table A9).

- *Relative social deprivation of pupils*

No strong pattern emerges in the average hours worked by classroom teachers in schools with different degrees of social deprivation, as measured by the proportion of pupils in school eligible for free school meals. However, the sample sizes at the highest levels of eligibility were insufficiently large to make a comparison (Table A10).

Organisational factors

- *Class size*

In primary schools there appears to be a slight increase in average hours as class size increases. However the sample sizes for the largest classes were insufficiently large to make a comparison. (Table A8).

- *Local management of schools*

Relatively large amounts of time are spent by heads on school policy development, on staff management, on financial management, on working with governors and on liaising with external educational bodies (Tables A23 and A24).

Grouped activities

17. Information on the time spent on individual activities is set out in Tables A23 to A25, while Table A1 summarises the broader groupings. Findings in relation to the major activity groups are as follows:

Teaching

- Classroom teachers in primary and secondary schools spend, on average, just under two fifths of their time on teaching activities, with the figure slightly higher in secondaries than in primaries.
- Secondary school classroom teachers spend just under an hour more than primary school classroom teachers on teaching activities. Secondary and primary school teachers spend the same number of hours teaching their own lessons. However secondary schools teachers spend more time covering for teacher absence and teaching outside the timetabled day.
- On average, primary school deputy and assistant heads spend about three and a half hours less than classroom teachers on teaching activities, whereas in secondary schools the difference is nearly nine hours.

Lesson preparation, marking etc

- On average, primary and secondary school classroom teachers spend just over a quarter of their time on lesson preparation, marking etc.
- Overall, 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

- For teachers in the leadership group, the average hours of non-teaching contact are noticeably higher in secondary than primary schools for deputy heads. For other teachers, the average hours are about the same.

School/staff management

- Secondary school headteachers spend just under ten hours more on management than primary heads. For deputy and assistant heads the difference is eight hours more.
- Classroom teachers in primary schools spend very slightly longer than their secondary counterparts on management activities.

General administrative tasks

- For all types of teacher, the average hours spent on general administrative tasks are higher in primary schools than in secondary schools – largely due to more time spent setting up / tidying classrooms, labs or other teaching areas.

Individual/professional activity

- On average, teachers in the leadership group spend around twice the time on individual/professional activities as compared to classroom teachers.

Weekend and evening work

18. Table A26 shows that, on average, full-time teachers in primary schools perform between 6 and 10 per cent of their hours worked at weekends. In secondary schools, the averages fall between 8 and 10 per cent. Generally, a further 14 to 16 per cent of hours worked in primary schools and 14 to 18 per cent of hours worked in secondary schools was carried out after 6.00 pm, or before school starts, on weekdays. In total, these periods account for around a fifth of total working time on average for primary and a quarter for secondary school teachers.

19. Table A27 shows that 67 per cent of evening and weekend work by full-time primary classroom teachers is spent on lesson preparation, marking etc, within which 58 per cent of time was spent on planning lessons and most of the rest (42 per cent) on marking. For secondary teachers, the equivalent figure is 71 per cent, within which just under half was spent on planning, with the majority of the remainder spent on marking.

Part-time teachers

20. There are difficulties in interpreting data relating to part-time teachers as they are contracted to work for varying fractions of a full-time week and because of low sample numbers. However Table A20 shows that, on average, those contracted to

work for part of a full week actually worked in excess of that proportion as compared with the average time worked by full-time classroom teachers. For example, secondary teachers contracted to work 60% of a full week actually worked, on average, 81% of the hours put in by their full-time colleagues.

Annex A

SURVEY RESULTS

Table

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- A21 Average hours worked by full-time teachers in special schools
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All figures have been rounded independently, percentages have been calculated from unrounded figures, and the following conventions have been used:

-	nil
0.0	0.05 or less
()	less reliable because of low sample numbers
na	not applicable

Teachers' Workload 2005 study
Excel tables for STRB report

Notes on A-type tables:

All tables are based on weighted data

All bases given are unweighted unless otherwise stated

A value of * designates a non-zero value of less than 0.5% or of less than 0.05 hours

Notes on B-type tables

All bases given are unweighted unless otherwise stated

A value of * designates a non-zero value of less than 0.5% or of less than 0.05 hours

Average total hours and teaching hours worked by full-time teachers in a week in March 1994 - 2005
Weighted

	Average hours									
	Total					Teaching				
	2005	2004	2003	2000	1996	1994	2005	2004	2003	2000
Primary										
Headteachers	\$ 52.9	55.6	55.5	58.9	55.7	55.4	& 3.8	5.8	4.9	6.0
Deputy heads	* 55.7	55.7	56.4	56.2	54.5	52.4	£ 14.6	14.8	15.9	16.8
Classroom teachers	* 50.9	52.5	51.8	52.8	50.8	48.8	18.1	18.5	18.6	18.8
Secondary										
Headteachers	62.6	60.8	60.9	60.8	61.7	61.1	2.8	2.9	2.5	3.4
Deputy head	# 58.1	54.1	56.5	58.6	56.5	56.9	10.2	9.6	10.8	9.6
Heads of faculty/departments	51.2	51.6	52.7	52.9	53.0	50.7	17.9	18.3	18.1	18.0
Classroom teachers	49.3	49.9	50.8	51.3	50.3	48.9	18.9	19.4	19.6	19.4
Special (a)										
Classroom teachers	45.6	46.3	47.6	51.2	50.0	47.5	15.5	16.7	16.1	18.4

a) Heads and deputies omitted because of low sample numbers (see table A21).
Changes in hours not tested for statistical significance.

b) Teaching hours as defined in 2003, 2004 and 2005 are not comparable with those of previous years - these exclude administering/invigilating tests, registration, and pastoral/counselling sessions. These figures have been calculated using the 2000 teaching groupings so that comparisons can be made across all years

§ The change in total hours between 1996 and 2005, and between 2000 and 2005 is statistically significant at the 95% level

The change in total hours between 1994 and 2005 is statistically significant at the 95% level

£ The change in total hours between 2004 and 2005 is statistically significant at the 95% level

& The change in teaching hours between both 2000 and 2004, and 2005 is statistically significant at the 95% level

£ The change in teaching hours between 2000 and 2005 is statistically significant at the 95% level

	Teaching as defined prior to 2003 (b)									
	2005	2004	2003	2000	1996	1994	2005	2004	2003	1994
	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours
\$	4.4	5.9	5.1	6.2	6.9	5.1	15.5	16.4	16.7	16.8
#	19.5	19.9	19.9	20.5	20.0	19.4	3.5	3.0	2.6	2.7
*	11.8	10.1	11.5	10.0	9.9	9.0	20.1	19.6	19.7	18.8
*	21.1	20.8	21.4	21.2	20.9	19.9	16.9	17.8	17.5	17.6

§ The change in teaching hours as defined pre-2003 between both 1996 and 2000, and 2005 is statistically significant at the 95% level

The change in teaching hours as defined pre-2003 between 1996 and 2005 is statistically significant at the 95% level

* The change in teaching hours as defined pre-2003 between 1994 and 2005 is statistically significant at the 95% level

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		
	Hrs		%	Hrs		%	Hrs		%	Hrs		%	Hrs		%	Hrs		%
Teaching	3.8	7.2%	2.8	4.4%	14.6	26.2%	10.2	17.6%	18.1	35.5%	17.9	35.0%	18.9	38.4%	15.5	34.0%		
Lesson preparation, marking	1.9	3.7%	2.0	3.3%	11.9	21.4%	8.0	13.8%	14.0	27.6%	12.2	23.8%	14.6	29.6%	11.1	24.3%		
Non-teaching contact	7.9	15.0%	9.5	15.2%	6.6	11.9%	10.5	18.0%	5.8	11.4%	7.8	15.3%	6.5	13.1%	6.2	13.7%		
School/staff management	27.8	52.5%	37.2	59.5%	12.4	22.2%	20.3	35.0%	4.4	8.7%	5.9	11.6%	3.2	6.4%	4.5	9.9%		
General admin tasks	5.0	9.4%	4.1	6.5%	5.3	9.6%	3.3	5.7%	5.2	10.2%	4.2	8.2%	3.3	6.7%	4.1	9.0%		
Individual/professional	5.4	10.3%	4.8	7.7%	4.2	7.5%	5.1	8.8%	2.8	5.4%	2.6	5.1%	2.4	4.9%	3.1	6.9%		
All known working activities	51.9	98.1%	60.3	96.5%	55.0	98.7%	57.5	99.0%	50.3	98.7%	50.7	98.8%	48.9	99.1%	44.6	97.8%		
Other activities	1.0	1.9%	2.2	3.5%	0.7	1.3%	0.6	1.0%	0.7	1.3%	0.6	1.2%	0.5	0.9%	1.0	2.2%		
All activities	52.9	100%	62.6	100%	55.7	100%	58.1	100%	50.9	100%	51.2	100%	49.3	100%	45.6	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	52.9	62.6	100%	100%
On grouped activities				
Teaching	3.8	2.8	7.2%	4.4%
Lesson preparation, marking	1.9	2.0	3.7%	3.3%
Non-teaching contact	7.9	9.5	15.0%	15.2%
School/staff management	27.8	37.2	52.5%	59.5%
General admin tasks	5.0	4.1	9.4%	6.5%
Individual/professional	5.4	4.8	10.3%	7.7%
Other activities	1.0	2.2	1.9%	3.5%
MALES (a)				
Total	(54.9)	61.6	100%	100%
On grouped activities				
Teaching		3.3		5.3%
Lesson preparation, marking		2.4		3.9%
Non-teaching contact		9.7		15.7%
School/staff management	(c)	37.3	(c)	60.5%
General admin tasks		3.2		5.3%
Individual/professional		3.5		5.7%
Other activities		2.2		3.6%
FEMALES (b)				
Total	51.6	(64.8)	100%	100%
On grouped activities				
Teaching	3.3		6.3%	
Lesson preparation, marking	2.0		3.8%	
Non-teaching contact	7.4		14.3%	
School/staff management	28.3	(c)	54.9%	(c)
General admin tasks	5.3		10.3%	
Individual/professional	4.3		8.3%	
Other activities	1.1		2.2%	

(a) - 35 teachers in primary schools and 50 in secondary schools

(b) - 52 teachers in primary schools and 23 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	55.7	58.1	100%	100%
On grouped activities				
Teaching	14.6	10.2	26.2%	17.6%
Lesson preparation, marking	11.9	8.0	21.4%	13.8%
Non-teaching contact	6.6	10.5	11.9%	18.0%
School/staff management	12.4	20.3	22.2%	35.0%
General admin tasks	5.3	3.3	9.6%	5.7%
Individual/professional	4.2	5.1	7.5%	8.8%
Other activities	0.7	0.6	1.3%	1.0%
MALES (a)				
Total	(50.7)	(57.1)	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	57.0	(59.4)	100%	100%
On grouped activities				
Teaching	14.9		26.2%	
Lesson preparation, marking	12.0		21.0%	
Non-teaching contact	6.6	(c)	11.5%	(c)
School/staff management	12.9		22.7%	
General admin tasks	5.7		10.0%	
Individual/professional	4.2		7.4%	
Other activities	0.7		1.2%	

(a) - 16 teachers in primary schools and 42 in secondary schools

(b) - 61 teachers in primary schools and 29 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	51.2	100%
On grouped activities		
Teaching	17.9	35.0%
Lesson preparation, marking	12.2	23.8%
Non-teaching contact	7.8	15.3%
School/staff management	5.9	11.6%
General admin tasks	4.2	8.2%
Individual/professional	2.6	5.1%
Other activities	0.6	1.2%
MALES (a)		
Total	50.3	100%
On grouped activities		
Teaching	18.6	36.9%
Lesson preparation, marking	11.7	23.1%
Non-teaching contact	7.9	15.7%
School/staff management	5.8	11.4%
General admin tasks	4.0	7.9%
Individual/professional	2.1	4.1%
Other activities	0.4	0.7%
FEMALES (b)		
Total	52.0	100%
On grouped activities		
Teaching	17.4	33.4%
Lesson preparation, marking	12.7	24.3%
Non-teaching contact	7.8	15.0%
School/staff management	6.1	11.7%
General admin tasks	4.3	8.3%
Individual/professional	3.0	5.8%
Other activities	0.8	1.5%

(a) - 140 teachers

(b) - 178 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	50.9	49.3	100%	100%
On grouped activities				
Teaching	18.1	18.9	35.5%	38.4%
Lesson preparation, marking	14.0	14.6	27.6%	29.6%
Non-teaching contact	5.8	6.5	11.4%	13.1%
School/staff management	4.4	3.2	8.7%	6.4%
General admin tasks	5.2	3.3	10.2%	6.7%
Individual/professional	2.8	2.4	5.4%	4.9%
Other activities	0.7	0.5	1.3%	0.9%
MALES (a)				
Total	52.1	48.6	100%	100%
On grouped activities				
Teaching	18.4	19.5	35.3%	40.0%
Lesson preparation, marking	15.3	14.6	29.2%	30.0%
Non-teaching contact	6.2	6.2	11.8%	12.7%
School/staff management	5.8	2.7	11.1%	5.5%
General admin tasks	3.5	2.6	6.6%	5.3%
Individual/professional	2.2	2.7	4.2%	5.5%
Other activities	0.9	0.5	1.7%	1.0%
FEMALES (b)				
Total	50.8	49.8	100%	100%
On grouped activities				
Teaching	18.0	18.6	35.5%	37.3%
Lesson preparation, marking	13.9	14.6	27.3%	29.4%
Non-teaching contact	5.8	6.6	11.4%	13.3%
School/staff management	4.2	3.5	8.3%	7.0%
General admin tasks	5.4	3.7	10.7%	7.5%
Individual/professional	2.8	2.3	5.6%	4.6%
Other activities	0.6	0.4	1.3%	0.9%

(a) - 68 teachers in primary schools and 176 in secondary schools

(b) - 530 teachers in primary schools and 278 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	50.8	51.1	100%	100%
On grouped activities				
Teaching	16.9	18.7	33.3%	36.6%
Lesson preparation, marking	12.8	14.4	25.2%	28.2%
Non-teaching contact	5.9	7.4	11.6%	14.5%
School/staff management	6.3	4.0	12.5%	7.8%
General admin tasks	5.2	3.5	10.3%	6.9%
Individual/professional	3.0	2.7	5.8%	5.2%
Other activities	0.7	0.4	1.3%	0.8%
MALES (a)				
Total	(50.2)	49.3	100%	100%
On grouped activities				
Teaching		19.7		39.9%
Lesson preparation, marking		12.9		26.1%
Non-teaching contact		7.5		15.2%
School/staff management	(c)	3.1	(c)	6.2%
General admin tasks		2.8		5.7%
Individual/professional		3.0		6.1%
Other activities		0.4		0.7%
FEMALES (b)				
Total	50.9	52.1	100%	100%
On grouped activities				
Teaching	17.0	18.2	33.4%	34.8%
Lesson preparation, marking	12.8	15.3	25.1%	29.4%
Non-teaching contact	5.9	7.3	11.6%	14.1%
School/staff management	6.0	4.5	11.8%	8.6%
General admin tasks	5.4	3.9	10.6%	7.5%
Individual/professional	3.1	2.4	6.0%	4.7%
Other activities	0.7	0.4	1.3%	0.8%

(a) - 22 teachers in primary schools and 68 in secondary schools

(b) - 193 teachers in primary schools and 114 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	51.1	47.5	100%	100%
On grouped activities				
Teaching	18.9	19.3	37.0%	40.7%
Lesson preparation, marking	14.9	14.8	29.1%	31.1%
Non-teaching contact	5.8	5.9	11.3%	12.3%
School/staff management	3.2	2.2	6.2%	4.5%
General admin tasks	5.2	3.1	10.1%	6.5%
Individual/professional	2.6	1.8	5.1%	3.9%
Other activities	0.6	0.5	1.2%	1.0%
MALES (a)				
Total	(52.5)	47.5	100%	100%
On grouped activities				
Teaching		19.9		42.0%
Lesson preparation, marking		15.8		33.2%
Non-teaching contact		5.5		11.6%
School/staff management	(c)	2.0	(c)	4.1%
General admin tasks		2.3		4.9%
Individual/professional		1.4		2.9%
Other activities		0.6		1.2%
FEMALES (b)				
Total	50.8	47.5	100%	100%
On grouped activities				
Teaching	18.7	19.0	36.9%	39.9%
Lesson preparation, marking	14.6	14.2	28.8%	29.8%
Non-teaching contact	5.7	6.1	11.2%	12.7%
School/staff management	3.1	2.3	6.0%	4.8%
General admin tasks	5.5	3.5	10.8%	7.4%
Individual/professional	2.7	2.1	5.3%	4.5%
Other activities	0.6	0.4	1.1%	0.8%

(a) - 40 teachers in primary schools and 87 in secondary schools

(b) - 279 teachers in primary schools and 141 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		598	50.9
Age	under 25	62	51.0
	25-34	194	50.6
	35-44	116	51.1
	45-54	174	50.6
	55+	51	52.9
Sex	Male	68	52.1
	Female	530	50.8
Years in teaching	0-2	111	51.3
	3-9	193	51.7
	10-14	68	48.9
	15-19	58	49.5
	20+	162	51.2
Years in post	0	136	51.1
	1-2	132	51.7
	3-4	128	50.6
	5-9	101	51.7
	10+	90	49.4
Class size	< 25	161	49.7
	25-29	235	50.9
	30-34	132	51.9
	35+	38	(b)
Year group taught	Reception	69	49.3
	Y1	50	53.2
	Y2	54	49.0
	Y3	53	47.9
	Y4	39	(b)
	Y5	58	50.9
	Y6	52	52.4
Key stage taught	KS1	205	50.8
	KS2	258	51.1
	Other	77	51.5
Class type	Single yr	394	50.6
	Two yrs	118	51.8
% time classroom support	None/almost none	36	(b)
	10%	48	(b)
	20%	54	50.1
	30/40/50%	120	51.7
	60/70/80/90%	127	52.8
	All/almost all	100	51.1

(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		454	49.3
Age	under 25	23	(b)
	25-34	180	48.8
	35-44	94	48.4
	45-54	121	50.7
	55+	34	(b)
Sex	Male	176	48.6
	Female	278	49.8
Years in teaching	0-2	103	48.5
	3-9	144	49.4
	10-14	55	48.4
	15-19	29	(b)
	20+	113	50.4
Years in post	0	113	50.3
	1-2	119	49.5
	3-4	91	48.9
	5-9	62	49
	10+	61	47.9
Subject	Maths	74	46.5
	Science	73	49.9
	Foreign langs	38	(b)
	English	64	51.2
	<70% one subject	61	50.6
% yr 12/13 teaching	None/almost none	28	(b)
	10%-19%	62	51.0
	20%-29%	48	(b)
	30%-49%	38	(b)
	50%+	19	(b)

(a) Unweighted sample size given

(b) Data based on low sample numbers omitted

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
	No	Hrs	No	Hrs
ALL	598	50.9	454	49.3
Size of school				
Under 50	2	(c)	-	-
51-200	106	51.8	-	-
201-400	331	51.8	1	(c)
401-600	113	49.6	29	(c)
601-800	22	(c)	34	(c)
801-1000	-	-	117	49.6
1000+	-	-	263	49.6
Unknown	24	(c)	10	(c)
% statemented children				
Under 0.5	91	51.2	36	(c)
0.5 -	134	51.4	46	(c)
1.0 -	191	51.0	115	49.8
2.0 -	143	51.8	196	48.1
5.0 or over	15	(c)	51	54.5
% pupils receiving free meals				
Under 5.0	113	50.6	125	49.0
5.0 -	147	51.6	99	51.1
10.0 -	119	51.7	151	48.2
20.0 -	69	50.6	55	50.7
30.0 -	63	52.5	1	(c)
40.0 or over	63	50.2	13	(c)
Catchment area (a)				
Inner city	121	51.8	43	(c)
Urban/suburban	251	50.6	99	49.3
Rural	85	50.5	69	49.2
Inner city/urban	57	50.5	73	50.9
Urban/rural	75	51.2	161	49.1
Representativeness of week (a)				
More busy	81	51.1	76	51.4
About same	442	51.0	357	48.8
Less busy	69	50.3	20	(c)
Workload normal? (b)				
Greater	46	(c)	38	(c)
About same	375	52.2	259	51.0
Less	168	48.2	143	46.0

(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	7.7%	0.8%
Over 35 up to 40	2.2%	0.7%
Over 40 up to 45	6.9%	2.3%
Over 45 up to 50	17.4%	4.6%
Over 50 up to 55	17.7%	12.4%
Over 55 up to 60	18.8%	16.8%
Over 60 up to 65	20.8%	26.6%
Over 65 up to 70	3.9%	19.6%
Over 70	4.7%	16.2%
	Hrs	Hrs
Highest decile	65.0	77.5
Upper quartile	60.5	65.9
Median	54.5	61.0
Lower quartile	48.7	56.3
Lowest decile	40.5	51.1
Teachers in sample (No) (a)	87	73

(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	0.0%	0.0%
Over 35 up to 40	2.8%	3.2%
Over 40 up to 45	7.3%	2.2%
Over 45 up to 50	12.3%	9.3%
Over 50 up to 55	24.7%	22.1%
Over 55 up to 60	22.2%	19.2%
Over 60 up to 65	22.4%	28.1%
Over 65 up to 70	1.4%	11.0%
Over 70	7.0%	4.9%
Highest decile	64.47	67.42
Upper quartile	61.28	63.50
Median	55.42	58.42
Lower quartile	50.42	51.50
Lowest decile	44.67	48.17
Teachers in sample (No) (a)	77	71

(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	2.6%
Over 35 up to 40	5.6%
Over 40 up to 45	14.5%
Over 45 up to 50	19.1%
Over 50 up to 55	27.7%
Over 55 up to 60	15.8%
Over 60 up to 65	8.1%
Over 65 up to 70	3.3%
Over 70	3.3%
Highest decile	62.5
Upper quartile	56.4
Median	51.4
Lower quartile	45.3
Lowest decile	41.4
Teachers in sample (No) (a)	318

(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	3.2%	8.2%
Over 35 up to 40	4.1%	7.3%
Over 40 up to 45	11.5%	16.5%
Over 45 up to 50	27.6%	21.1%
Over 50 up to 55	23.7%	21.9%
Over 55 up to 60	18.3%	11.1%
Over 60 up to 65	6.0%	6.1%
Over 65 up to 70	3.3%	4.6%
Over 70	2.1%	3.2%
Highest decile	61.8	62.7
Upper quartile	56.1	55.0
Median	50.7	49.5
Lower quartile	46.3	43.6
Lowest decile	41.5	36.7
Teachers in sample (No) (a)	598	454

(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	3.3%	4.4%
Over 35 up to 40	3.3%	5.4%
Over 40 up to 45	10.3%	20.3%
Over 45 up to 50	27.8%	21.5%
Over 50 up to 55	24.9%	18.4%
Over 55 up to 60	20.5%	11.3%
Over 60 up to 65	5.1%	8.8%
Over 65 up to 70	3.7%	5.2%
Over 70	1.1%	4.7%
Teachers in sample (No) (a)	215	182

(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	3.2%	11.9%
Over 35 up to 40	4.0%	8.9%
Over 40 up to 45	11.9%	13.9%
Over 45 up to 50	26.9%	21.2%
Over 50 up to 55	24.5%	24.7%
Over 55 up to 60	18.0%	10.9%
Over 60 up to 65	5.9%	3.4%
Over 65 up to 70	3.1%	3.3%
Over 70	2.5%	1.8%
Teachers in sample (No) (a)	319	228

(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	11.1%	8.5%
Over 12.5 up to 15	10.4%	9.5%
Over 15 up to 17.5	15.4%	15.4%
Over 17.5 up to 20	24.8%	21.7%
Over 20 up to 22.5	25.8%	27.6%
Over 22.5 up to 25	11.5%	12.7%
Over 25	1.0%	4.5%
Highest decile	22.8	23.5
Upper quartile	21.3	22.1
Median	19.0	19.7
Lower quartile	16.1	16.8
Lowest decile	11.9	12.0
Teachers in sample (No) (b)	598	454

(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	16.2%	6.6%
Over 12.5 up to 15	13.0%	11.7%
Over 15 up to 17.5	17.5%	21.4%
Over 17.5 up to 20	23.7%	21.0%
Over 20 up to 22.5	20.0%	24.1%
Over 22.5 up to 25	8.7%	11.7%
Over 25	0.9%	3.6%
Teachers in sample (No) (b)	215	182

(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	7.2%	8.7%
Over 12.5 up to 15	8.7%	7.2%
Over 15 up to 17.5	13.7%	9.6%
Over 17.5 up to 20	27.0%	23.2%
Over 20 up to 22.5	28.2%	32.0%
Over 22.5 up to 25	13.8%	14.7%
Over 25	1.3%	4.6%
Teachers in sample (No) (b)	319	228

- (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	(25.6)	(21.8)	(100.0%)	(100.0%)
On grouped activities				
Teaching	(7.9)	(8.7)	(30.9%)	(40.1%)
Lesson preparation, marking	(7.8)	(8.3)	(30.4%)	(38.2%)
Non-teaching contact	(3.2)	(1.5)	(12.6%)	(6.7%)
School/staff management	(1.3)	(1.3)	(5.0%)	(5.9%)
General admin tasks	(3.8)	(1.3)	(14.8%)	(6.1%)
Individual/professional	(1.0)	(0.6)	(3.8%)	(2.6%)
Other activities	(0.6)	(0.1)	(2.5%)	(0.4%)
0.5 FTE (c)				
Total	(32.2)	(33.9)	100.0%	(100.0%)
On grouped activities				
Teaching	(10.9)	(11.3)	(33.8%)	(33.4%)
Lesson preparation, marking	(8.4)	(15.6)	(25.9%)	(46.0%)
Non-teaching contact	(2.6)	(2.3)	(8.1%)	(6.8%)
School/staff management	(2.9)	(1.2)	(8.9%)	(3.4%)
General admin tasks	(4.7)	(1.5)	(14.5%)	(4.5%)
Individual/professional	(1.8)	(1.2)	(5.5%)	(3.4%)
Other activities	(1.1)	(0.8)	(3.4%)	(2.4%)
0.6 FTE (d)				
Total	(33.7)	(39.8)	(100.0%)	(100.0%)
On grouped activities				
Teaching	(11.3)	(13.6)	(33.5%)	(34.2%)
Lesson preparation, marking	(10.6)	(14.4)	(31.6%)	(36.1%)
Non-teaching contact	(4.0)	(2.9)	(11.9%)	(7.2%)
School/staff management	(2.8)	(3.7)	(8.4%)	(9.4%)
General admin tasks	(2.9)	(3.1)	(8.7%)	(7.8%)
Individual/professional	(1.6)	(1.6)	(4.7%)	(4.1%)
Other activities	(0.4)	(0.5)	(1.2%)	(1.2%)

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

(b) 20 teachers in primary schools and 16 in secondary schools

(c) 35 teachers in primary schools and 14 in secondary schools

(d) 43 teachers in primary schools and 23 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		(2.3%)	(13.9%)	34.0%
Lesson preparation, marking		(1.0%)	(9.7%)	24.3%
Non-teaching contact		(16.3%)	(21.3%)	13.7%
School/staff management		(60.1%)	(37.8%)	9.9%
General admin tasks		(8.6%)	(7.6%)	9.0%
Individual/professional		(10.0%)	(7.9%)	6.9%
Other activities		(1.6%)	(1.8%)	2.2%
Average hours worked	Hrs	(49.9)	(48.3)	45.6
Teachers in sample (a)	No.	13	15	97

(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	11.9%
Over 35 up to 40	14.3%
Over 40 up to 45	23.1%
Over 45 up to 50	16.1%
Over 50 up to 55	18.1%
Over 55 up to 60	9.1%
Over 60 up to 65	2.5%
Over 65 up to 70	2.5%
Over 70	2.5%
Teaching hours	
Up to 12.5	30.4%
Over 12.5 up to 15	12.5%
Over 15 up to 17.5	15.6%
Over 17.5 up to 20	20.5%
Over 20 up to 22.5	15.7%
Over 22.5 up to 25	3.6%
Over 25	1.7%
Teachers in sample (No.) (a)	97

(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	3.8	14.6	18.1
Own lesson/teaching/tutorial within timetabled day	2.3	12.9	17.2
Covering absent teacher's lesson within timetabled day	0.8	0.3	0.1
Teaching/tutorial outside the timetabled day (e.g. homework classes)	0.1	0.2	0.2
Assisting pupils in another teacher's lesson	0.3	0.3	0.2
Educational visit	0.3	0.8	0.4
Non-teaching contact	7.9	6.6	5.8
Supervising pupils before/during/after pupil day (eg. during breaks, assembly or worship including taking assembly)	3.3	2.7	2.3
Registration/general classroom management/pastoral/counselling session	0.1	0.7	1.3
Administering external examinations (e.g. practical and oral examinations in your own subject)	0.0	0.0	0.0
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	0.0	*	*
Administering and/or invigilating other tests/exams	*	0.0	0.1
Coaching sport, rehearsing drama/music or organising pupil clubs/societies (not as part of timetabled teaching)	0.7	0.4	0.4
Disciplining/praising pupils (inc. detention)	0.7	0.5	0.1
Pastoral care with individual pupils	0.5	0.2	0.1
Any contact with parents/families (inc. PTA meetings and parents' evenings)	2.0	1.5	0.9
Other non-teaching activities relating to particular pupils or parents	0.7	0.7	0.6
Lesson planning/Marking	1.9	11.9	14.0
Planning/preparing lesson, practical test or assessment (inc. gathering materials)	1.1	6.5	8.1
Assessing/marking pupil work (including exam/test)	0.5	4.1	4.6
Writing reports on pupil progress (eg. end of term report)	0.1	0.6	0.6
Other non-contact activities relating to a lesson or class	0.2	0.7	0.7
School/Staff management	27.8	12.4	4.4
Any staff meeting (including preparation, writing agenda/minutes etc.)	2.0	1.9	1.4
Appraising teaching staff and monitoring lessons (excludes being appraised: code I70)	1.1	0.4	0.2
Coaching, mentoring and training teaching staff (including teachers and student teachers)	0.5	0.8	0.5
Other contact/interaction with teaching staff (e.g. teachers within school and at other schools)	3.1	2.3	0.9
Arranging teaching duties, timetables, pupil allocation or supply	1.1	0.9	0.1
Contact with support staff (including management/supervision)	1.3	0.5	0.3
School policy development (including planning, implementation)	4.0	1.4	0.3
Financial management and planning	2.6	0.3	0.0
Publicity/marketing activities	0.3	0.0	0.0
Contact with governors (eg. meetings, telephone calls)	1.6	0.7	0.1
Contact with educational body (eg. DfES, NafW, LEA, EWO, Inspectors, OFSTED, Estyn, School Medical Services)	3.1	0.7	0.2
Contact with community (eg. newspapers, police, employers)	0.8	0.1	0.0
Other management related activities	6.4	2.3	0.5
General Admin	5.0	5.3	5.2
Keeping records on pupil performance (eg. for National Curriculum, school records, examination boards etc.)	0.5	1.1	0.6
Keeping records or department records (excluding those on pupil performance)	0.3	0.2	0.1
Organising resources and premises (eg. buildings, equipment, books, computers)	0.6	0.8	0.9
Displaying/mounting pupils' work or information for pupils	0.0	0.4	0.6
Setting up/tidying classroom, lab or other teaching area	0.1	1.8	2.3
Simple clerical activity (eg. photocopying, filing, routine form filling/database entry)	1.0	0.5	0.5
Other kinds of administrative activities	2.5	0.6	0.3

	Headteacher Hrs	Deputy head Hrs	Classroom teacher Hrs
Individual/Professional activity	5.4	4.2	2.8
Being trained or appraised (eg. attending training course, INSET)	2.5	1.2	0.9
Studying/background reading (excluding preparing for particular classes code M30)	1.3	1.1	0.4
Keeping this diary	0.7	1.0	0.9
Other individual/professional activity (please describe in notes column)	1.0	0.9	0.5
All known working activity	51.9	55.0	50.3
Other working activities	1.0	0.7	0.7
Authorised absence during school hours	0.2	0.1	0.2
Other activities (Multiple, unknown)	0.9	0.7	0.5
All activities	52.9	55.7	50.9
Own time - non working break in school hours	2.1	3.7	3.5

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	2.8	10.2	17.9	18.9
Own lesson/teaching/tutorial within timetabled day	1.8	8.1	15.9	17.1
Covering absent teacher's lesson within timetabled day	0.6	0.7	0.7	0.7
Teaching/tutorial outside the timetabled day (e.g. homework classes)	0.1	0.4	0.6	0.7
Assisting pupils in another teacher's lesson	0.2	0.1	0.2	0.3
Educational visit	0.1	0.9	0.5	0.2
Non-teaching contact	9.5	10.5	7.8	6.5
Supervising pupils before/during/after pupil day (eg. during breaks, assembly or worship including taking assembly)	3.4	3.6	1.5	1.0
Registration/general classroom management/pastoral/counselling session	0.0	0.2	1.2	1.4
Administering external examinations (e.g. practical and oral examinations in your invigilating external examinations (e.g. National Curriculum tests, GCSE	0.0	0.2	0.2	0.1
Administering and/or invigilating other tests/exams	0.1	0.1	0.2	0.1
Coaching sport, rehearsing drama/music or organising pupil clubs/societies (not as part of timetabled teaching)	0.1	0.3	1.4	1.0
Disciplining/praising pupils (inc. detention)	1.4	1.7	0.6	0.5
Pastoral care with individual pupils	0.5	1.0	0.4	0.4
Any contact with parents/families (inc. PTA meetings and parents' evenings)	2.8	2.1	1.1	0.9
Other non-teaching activities relating to particular pupils or parents	1.1	1.2	1.1	0.9
Lesson planning/Marking	2.0	8.0	12.2	14.6
Planning/preparing lesson, practical test or assessment (inc. gathering materials)	0.9	3.7	5.2	6.6
Assessing/marking pupil work (including exam/test)	0.4	3.6	5.0	6.0
Writing reports on pupil progress (eg. end of term report)	0.7	0.5	1.5	1.4
Other non-contact activities relating to a lesson or class	0.1	0.2	0.5	0.5
School/Staff management	37.2	20.3	5.9	3.2
Any staff meeting (including preparation, writing agenda/minutes etc.)	5.3	4.4	1.6	1.2
Appraising teaching staff and monitoring lessons (excludes being appraised: code I70)	1.0	1.0	0.2	0.1
Coaching, mentoring and training teaching staff (including teachers and student teachers)	0.7	0.8	0.6	0.3
Other contact/interaction with teaching staff (e.g. teachers within school and at other schools)	5.5	3.1	1.0	0.7
Arranging teaching duties, timetables, pupil allocation or supply	0.7	1.6	0.4	0.1
Contact with support staff (including management/supervision)	1.7	0.8	0.3	0.1
School policy development (including planning, implementation)	3.9	2.7	0.3	0.1
Financial management and planning	2.0	0.5	0.1	0.0
Publicity/marketing activities	0.2	0.2	0.1	0.0
Contact with governors (eg. meetings, telephone calls)	2.1	0.4	0.0	0.0
Contact with educational body (eg. DfES, NafW, LEA, EWO, Inspectors, OFSTED, Estyn, School Medical Services)	4.4	0.5	0.2	0.1
Contact with community (eg. newspapers, police, employers)	1.0	0.3	0.1	0.1
Other management related activities	8.7	4.1	1.1	0.3
General Admin	4.1	3.3	4.2	3.3
Keeping records on pupil performance (eg. for National Curriculum, school records, examination boards etc.)	0.2	0.4	0.5	0.5
Keeping records or department records (excluding those on pupil performance)	0.0	0.1	0.3	0.2
Organising resources and premises (eg. buildings, equipment, books, computers)	0.2	0.5	0.8	0.7
Displaying/mounting pupils' work or information for pupils	0.0	0.0	0.2	0.1
Setting up/tidying classroom, lab or other teaching area	*	0.2	0.8	0.8
Simple clerical activity (eg. photocopying, filing, routine form filling/database entry)	0.2	0.8	0.7	0.6
Other kinds of administrative activities	3.5	1.3	0.8	0.5

	Head teacher Hrs	Deputy head Hrs	Head of department Hrs	Classroom teacher Hrs
Individual/Professional activity	4.8	5.1	2.6	2.4
Being trained or appraised (eg. attending training course, INSET)	2.3	1.3	0.6	0.6
Studying/background reading (excluding preparing for particular classes code M30)	0.8	1.0	0.5	0.4
Keeping this diary	0.6	1.0	0.8	0.8
Other individual/professional activity (please describe in notes column)	1.2	1.9	0.7	0.7
All known working activity	60.4	57.5	50.6	48.9
Other working activities	2.2	0.6	0.6	0.5
Authorised absence during school hours	0.4	0.2	0.2	0.2
Other activities (Multiple, unknown)	1.8	0.3	0.4	0.3
All activities	62.6	58.1	51.2	49.3
Own time - non working break in school hours	1.9	2.8	3.3	3.6

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

	Classroom teacher
	Hrs
Teaching	15.5
Own lesson/teaching/tutorial within timetabled day	14.2
Covering absent teacher's lesson within timetabled day	0.2
Teaching/tutorial outside the timetabled day (e.g. homework classes)	0.0
Assisting pupils in another teacher's lesson	0.4
Educational visit	0.7
Non-teaching contact	6.2
Supervising pupils before/during/after pupil day (eg. during breaks, assembly or worship including taking assembly)	3.5
Registration/general classroom management/pastoral/counselling session	1.0
Administering external examinations (e.g. practical and oral examinations in your own	0.0
Invigilating external examinations (e.g. National Curriculum tests, GCSE examinations)	0.0
Administering and/or invigilating other tests/exams	0.0
Coaching sport, rehearsing drama/music or organising pupil clubs/societies (not as part of timetabled teaching)	0.1
Disciplining/praising pupils (inc. detention)	0.2
Pastoral care with individual pupils	0.4
Any contact with parents/families (inc. PTA meetings and parents' evenings)	0.4
Other non-teaching activities relating to particular pupils or parents	0.6
Lesson planning/Marking	11.1
Planning/preparing lesson, practical test or assessment (inc. gathering materials)	7.9
Assessing/marking pupil work (including exam/test)	0.9
Writing reports on pupil progress (eg. end of term report)	1.6
Other non-contact activities relating to a lesson or class	0.7
School/Staff management	4.5
Any staff meeting (including preparation, writing agenda/minutes etc.)	1.5
Appraising teaching staff and monitoring lessons (excludes being appraised: code I70)	0.0
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)	0.8
Arranging teaching duties, timetables, pupil allocation or supply	0.2
Contact with support staff (including management/supervision)	0.5
School policy development (including planning, implementation)	0.5
Financial management and planning	0.1
Publicity/marketing activities	0.0
Contact with governors (eg. meetings, telephone calls)	0.1
Contact with educational body (eg. DfES, NafW, LEA, EWO, Inspectors, OFSTED, Estyn, School Medical Services)	0.1
Contact with community (eg. newspapers, police, employers)	0.1
Other management related activities	0.5
General Admin	4.1
Keeping records on pupil performance (eg. for National Curriculum, school records, examination boards etc.)	0.8
Keeping records or department records (excluding those on pupil performance)	0.2
Organising resources and premises (eg. buildings, equipment, books, computers)	0.9
Displaying/mounting pupils' work or information for pupils	0.3
Setting up/tidying classroom, lab or other teaching area	1.1
Simple clerical activity (eg. photocopying, filing, routine form filling/database entry)	0.4
Other kinds of administrative activities	0.3

	Classroom teacher
Individual/Professional activity	Hrs
Being trained or appraised (eg. attending training course, INSET)	3.1
Studying/background reading (excluding preparing for particular classes code M30)	0.8
Keeping this diary	0.9
Other individual/professional activity (please describe in notes column)	0.7
All known working activity	0.7
Other working activities	44.6
Authorised absence during school hours	1.0
Other activities (Multiple, unknown)	0.4
All activities	0.7
Own time - non working break in school hours	45.6
	2.9

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	6.7%	14.8%
Male	(7.6%)	(15.9%)
Female	6.0%	14.0%
Deputy head teachers	9.9%	16.1%
Male	(8.8%)	(14.8%)
Female	10.2%	16.4%
Classroom teachers	8.3%	13.7%
Male	8.4%	14.2%
Female	8.3%	13.6%
Classroom teachers with management allowance	8.1%	13.9%
Male	(7.3%)	(15.3%)
Female	8.2%	13.7%
Classroom teachers without management allowance	8.4%	13.5%
Male	(8.6%)	(13.3%)
Female	8.4%	13.6%
Secondary schools		
Headteachers	10.4%	16.8%
Male	9.3%	16.7%
Female	(12.9%)	(16.9%)
Deputy head teachers	8.9%	18.0%
Male	(9.2%)	(17.1%)
Female	(8.5%)	(19.0%)
Heads of department	8.7%	16.2%
Male	8.1%	15.8%
Female	9.3%	16.5%
Classroom teachers	9.3%	15.1%
Male	8.6%	14.4%
Female	9.7%	15.6%
Classroom teachers with management allowance	9.7%	15.9%
Male	9.3%	14.3%
Female	10.0%	16.8%
Classroom teachers without management allowance	8.8%	14.5%
Male	8.2%	14.6%
Female	9.2%	14.4%

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

	Primary	Secondary
Teaching	%	%
All lesson preparation, marking etc	*	0.2%
Planning	67.3%	71.1%
Assessing	38.9%	32.7%
Other lesson preparation, marking etc (a)	21.2%	29.5%
Non-teaching contact	7.2%	9.0%
School/staff management	2.0%	4.3%
General admin tasks	6.2%	4.5%
Individual/professional	12.7%	9.1%
Other activities	10.7%	10.5%
Total hours	1.3%	0.3%
Teachers in sample	11.2	12.1
	598	454

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

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

Weighted	Total hours worked										Total
	<35	35-	40-	45-	50-	55-	60-	65-	70+		
	No.	No.	No.	No.	No.	No.	No.	No.	No.		
Primary schools											
Up to 2.5	7	11	6	2	4	-	-	-	-	No.	
Over 2.5 up to 5	6	6	24	25	2	-	-	-	-	No.	
Over 5 up to 7.5	1	3	23	44	8	-	-	-	-	No.	
Over 7.5 up to 10	6	3	15	47	37	10	-	-	-	No.	
Over 10 up to 12.5	-	1	4	37	50	24	1	-	-	No.	
Over 12.5 up to 15	1	-	-	15	32	34	4	-	-	No.	
Over 15 up to 17.5	-	1	-	1	12	27	5	1	1	No.	
Over 17.5	-	-	-	2	5	21	28	20	12	No.	
Weighted Total	20	26	72	173	149	115	38	21	13	No.	
Unweighted base	18	24	73	157	148	109	37	20	12	No.	
Secondary schools											
Up to 2.5	15	4	4	-	-	-	-	-	-	No.	
Over 2.5 up to 5	15	14	19	3	-	-	-	-	-	No.	
Over 5 up to 7.5	3	12	25	14	3	-	-	-	-	No.	
Over 7.5 up to 10	4	5	21	36	24	3	-	-	-	No.	
Over 10 up to 12.5	2	1	6	28	34	5	-	-	-	No.	
Over 12.5 up to 15	1	-	6	18	12	8	-	-	-	No.	
Over 15 up to 17.5	2	-	-	2	24	13	3	-	-	No.	
Over 17.5	-	-	-	3	11	26	27	23	16	No.	
Weighted Total	40	36	81	104	108	55	30	23	16	No.	
Unweighted base	36	34	77	96	97	53	26	21	14	No.	

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

	Head teacher		Deputy head		Head of dept		Classroom teacher			
	Primary	Secondary	Primary	Secondary	Secondary	Secondary	Primary		Secondary	
	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time	Full-time	Part-time	Full-time	Part-time
Proportion of respondents who thought they: WERE EXPECTED TO DO THINGS WHICH SHOULD NOT BE PART OF THEIR JOB	%	%	%	%	%	%	%	%	%	%
All of the time	7.8%	1.3%	6.0%	4.6%	2.4%	1.4%	2.2%	1.5%	0.7%	
Most of the time	22.0%	7.6%	4.7%	7.5%	14.9%	11.8%	10.3%	5.6%	10.9%	
From time to time	34.1%	47.7%	42.9%	44.2%	40.6%	52.6%	42.7%	37.2%	42.2%	
Rarely	9.5%	12.7%	25.3%	15.9%	15.3%	21.1%	17.9%	12.0%	29.7%	
Never	2.2%	8.5%	7.6%	10.8%	0.9%	4.8%	2.8%	1.4%	4.7%	
WERE UNABLE TO DO THINGS WHICH SHOULD BE PART OF THEIR JOB										
All of the time	6.6%	1.9%	3.1%	4.9%	3.3%	4.0%	2.9%	2.2%	2.9%	
Most of the time	14.2%	14.9%	17.7%	20.3%	20.6%	21.3%	19.0%	13.3%	8.2%	
From time to time	34.6%	44.9%	42.6%	40.1%	37.2%	43.1%	33.6%	27.9%	52.8%	
Rarely	15.8%	13.2%	19.6%	15.1%	10.2%	19.6%	17.4%	13.4%	18.8%	
Never	5.2%	3.0%	3.3%	1.4%	2.8%	3.5%	2.3%	2.5%	5.6%	
WERE CONFIDENT IN THEIR ALLOCATION OF TIME										
All of the time	2.2%	0.9%	-	5.4%	2.9%	2.9%	1.5%	2.5%	5.4%	
Most of the time	46.5%	60.2%	58.0%	52.7%	46.0%	58.5%	52.4%	37.2%	55.2%	
From time to time	14.1%	8.1%	18.7%	18.4%	14.2%	17.9%	9.4%	13.0%	16.8%	
Rarely	10.1%	7.9%	8.6%	6.6%	10.0%	11.7%	3.6%	6.6%	9.0%	
Never	3.4%	0.8%	1.2%	-	1.0%	0.6%	0.6%	1.1%	1.8%	

	Head teacher		Deputy head		Head of dept		Classroom teacher					
	Primary Full-time	Secondary Full-time	Primary Full-time	Secondary Full-time	Primary Full-time	Secondary Full-time	Primary		Secondary		Special Full-time	
							Full-time	Part-time	Full-time	Part-time		
	%	%	%	%	%	%	%	%	%	%	%	
Proportion of respondents who thought they: BELIEVED THEY HAD THE TIME TO DO THE JOB AS IT SHOULD BE DONE	2.9%	-	1.3%	1.0%	0.3%	1.1%	0.5%	0.8%	3.2%	1.1%	1.1%	
	32.0%	35.8%	43.7%	30.0%	24.8%	46.5%	39.7%	34.4%	29.3%	29.3%	45.5%	
	23.6%	23.7%	23.8%	31.3%	21.1%	27.0%	17.3%	20.9%	13.9%	13.9%	29.7%	
	16.6%	14.4%	15.7%	16.1%	23.9%	13.6%	9.4%	17.7%	9.7%	9.7%	11.9%	
	1.1%	3.0%	1.9%	4.6%	3.5%	3.2%	0.8%	2.4%	3.1%	3.1%	-	
FELT THEIR DUTIES REPRESENTED A GOOD USE OF THEIR TIME	1.0%	3.8%	-	5.4%	0.8%	0.3%	1.1%	1.0%	3.1%	3.1%	-	
	44.5%	42.7%	51.2%	46.5%	27.0%	40.3%	37.8%	33.2%	23.3%	23.3%	47.1%	
	23.7%	21.6%	30.6%	27.7%	36.0%	37.8%	23.4%	30.7%	25.6%	25.6%	28.3%	
	7.1%	5.2%	2.3%	3.4%	9.4%	12.4%	4.6%	10.3%	7.3%	7.3%	11.5%	
	-	-	1.2%	-	0.9%	0.2%	-	0.8%	-	-	-	
FELT THEIR WORKLOAD ALLOWED THEM TO PURSUE PERSONAL INTERESTS OUTSIDE WORK	1.1%	2.7%	-	-	1.2%	1.1%	6.9%	1.9%	-	-	6.9%	
	12.7%	7.0%	22.1%	16.3%	13.1%	20.6%	24.1%	20.8%	20.0%	20.0%	24.0%	
	34.0%	24.8%	27.7%	27.4%	26.9%	31.1%	21.1%	28.3%	17.1%	17.1%	33.7%	
	22.6%	40.9%	30.6%	30.7%	27.8%	34.8%	15.6%	19.9%	17.9%	17.9%	21.6%	
	5.8%	1.4%	6.0%	8.6%	5.1%	4.1%	-	5.0%	4.2%	4.2%	2.0%	
NUMBER OF TEACHERS	87	73	77	71	318	598	146	454	96	97		

UB 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 6pm for full-time classroom teachers, by the teachers view of "how much of the time it was possible to do the job as it should be done"

Weighted

How much of the time is it possible to do your job as it should be done	Sample Number (a)	Hours		
		Total	Teaching	At weekends, before school & after 6pm
Primary schools	No	Hrs	Hrs	Hrs
All of the time	598	50.9	18.1	11.2
Most of the time	6	(b)	(b)	(b)
From time to time	278	50.5	18.2	11.0
Rarely	162	51.1	17.9	11.0
Never	85	52.4	18.7	12.4
	16	(b)	(b)	(b)
Secondary schools	454	49.3	18.9	12.1
All of the time	3	(b)	(b)	(b)
Most of the time	159	49.0	19.2	11.6
From time to time	95	49.2	18.5	12.9
Rarely	86	51.4	19.1	13.3
Never	12	(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

Methodology

1. As changes were made to the activity codes in 2005 some piloting of proposed new activity codes (not all of which were used in the final diary) took place. The piloting was carried out in 3 schools, two secondary and one primary. In each school the head teacher and two other teachers were asked to complete a pilot diary for Monday 10th January. Follow up interviews were conducted with each headteacher to explore their comprehension of the diary process, how easy they found it to allocate the appropriate codes, and problems with instructions. The interview also focused on the codes which were new or had been altered from the 2004 diary.
2. Once the sample of schools had been selected (as detailed in paragraphs 4 to 10 below), all sampled schools were sent an advance letter from BRMB informing them of the survey and asking for their co-operation. With the advance letter we enclosed 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.
3. 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.
4. The results from the survey form a large and complex database of records relating to schools, teachers and working days. As such, 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 (see also paragraphs 11 to 14 below). 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

5. A random sample of schools in England and Wales was drawn from the latest lists of schools provided by the DfES and the National Assembly for Wales. It was designed to be representative of different types of school. The survey results have been re-weighted to allow for the different sampling fractions used and variations in response rates, both for schools and for teachers returning useable questionnaires.
6. Primary schools with 15 or fewer teaching staff were selected by simple interval sampling after ordering by number of teachers and, for schools of the same size, by LEA type. Secondary schools and primary schools with 16 or more teaching staff were selected by interval sampling after ordering by number of teachers within LEA: in this case each school's probability of being selected was proportional to its size (based on the number of teachers and giving part-time teachers equal weight to full-time teachers). Nineteen special schools in England were selected by simple interval sampling, and one Welsh special school was selected randomly.
7. In primary and special schools with 15 or fewer teachers, all teachers were asked to complete a diary. In secondary schools (and in primary and special schools with 16 or more teachers), the headteacher and 14 other teachers were asked to complete a diary. These teachers were selected from a list of all teachers in the school by the BMRB interviewer, who used a strictly controlled random process.
8. The following sample numbers resulted from the process. A sample size of 420 schools was selected as manageable while satisfying the need for statistical precision.

Table B1.1 **Primary schools**

Area	No of schools
<i>15 or fewer teachers</i>	
London	8
Metropolitan	23
Unitary	55
County	14
Wales	9
<i>16 or more teachers</i>	
London	10
Metropolitan	21
Unitary	22
County	16
Wales	2

Table B1.2 Secondary schools

Area	No of schools
London	26
Metropolitan	53
Unitary	87
County	40
Wales	14

Table B1.3 Special schools

Area	No of schools
England	19
Wales	1

Response

8. 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
Primary	No.	No.	%	No.	No.	No.	%
Primary	180	104	58%	1162	946	912	78%
London	18	8	44%	114	76	70	61%
Metropolitan	44	22	50%	271	232	224	83%
Unitary	30	21	70%	260	197	185	71%
County	77	48	62%	470	405	397	84%
Wales	11	5	45%	47	36	36	77%
Secondary	No.	No.	%	No.	No.	No.	%
Secondary	220	90	41%	1350	1075	1024	76%
London	26	8	31%	120	78	72	60%
Metropolitan	53	16	30%	240	166	159	66%
Unitary	40	21	53%	315	271	251	80%
County	87	42	48%	630	523	505	80%
Wales	14	3	21%	45	37	37	82%
Special	No.	No.	%	No.	No.	No.	%
Special	20	15	75%	187	151	144	77%
England	19	14	74%	176	143	136	77%
Wales	1	1	100%	11	8	8	73%
TOTAL	420	209	50%	2699	2172	2080	77%

(a) In schools which co-operated.

9. The overall school response rate was lower in 2005 than in the 2004 survey, at 50 per cent compared with 58 per cent. This fall was largely accounted for by response in the primary sector, with the overall response rate for primaries down from 74 per cent to 58 per cent, down from 42 per cent to 41 per cent in secondaries and down from 85 per cent to 75 per cent in special schools. (This is most notable in Welsh

secondary schools in which the school response rate was 21 per cent. The most common reasons given by schools declining to take part related to heavy workload and OFSTED inspections.)

10. 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 2,080 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

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

12. 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".

13. 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 (eg. 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.

14. 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

15. For purposes of analysis, teachers have been grouped by a number of attributes: some of these relate to the school (eg. its size in terms of pupils, or its type of catchment area); others to the teachers as individuals (eg. their age or length of service); and others to their circumstances within the school (eg. 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.

Estimation error

16. The estimates provided in this report are subject to both sampling error and non-sampling error. Sampling error is that arising from the statistical design for the research based on a random sample of schools and teachers. It can be estimated using mathematical formulae, allowing for the way the random sample was drawn. Non-sampling error relates to the ability of respondents to provide precisely the information required and includes the effects of non-response, as well as the effects of misunderstanding or inaccurate recording of answers. The survey sought to minimise the likely impact of such errors, through well-designed survey documents.

17. Table B1.5 gives estimates of average hours worked in broadly-defined activity groups by full-time teachers and the estimated standard error of the mean (ESE) is also shown both in hours and as a percentage of the mean. Because the sample design was relatively complex, with a sample of schools first being selected and the teachers in the sample being restricted to those (or some of those) in each school, sampling errors will be greater than if the teachers had been selected totally at random from all teachers in England and Wales. The estimated sampling errors in Table B1.5 take account of the sample design.

Weighting

18. The results have been re-weighted, to account for the different sampling fractions and different response rates between types of school. 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).

Conventions used in tables

19. In all tables in this report, all figures have been rounded independently, percentages have been calculated from unrounded figures, and the following conventions have been used:

Table B1.5a - Estimated means, ranges and standard errors of means: Hours per activity by type of full time teacher

a. Primary schools

	Head	Deputy head	Classroom teacher
Sample size	87	77	598
TEACHING	Hours unless stated		
Mean	3.8	14.6	18.1
10 percentile	0.7	5.2	11.9
90 percentile	11.8	20.7	22.8
Estimated Standard Error	0.45	0.72	0.18
ESE/mean	11.6%	4.9%	1.0%
LESSON PREP, MARKING ETC			
Mean	1.9	11.9	14.0
10 percentile	0.3	5.3	6.8
90 percentile	6.2	21.3	22.3
Estimated Standard Error	0.28	0.73	0.26
ESE/mean	14.3%	6.2%	1.8%
NON-TEACHING CONTACT			
Mean	7.9	6.6	5.8
10 percentile	2.5	2.2	2.4
90 percentile	16.2	10.8	9.8
Estimated Standard Error	0.53	0.38	0.13
ESE/mean	6.6%	5.7%	2.2%
SCHOOL/STAFF MANAGEMENT			
Mean	27.8	12.4	4.4
10 percentile	12.7	2.7	1.0
90 percentile	42.0	24.3	10.7
Estimated Standard Error	1.14	0.96	0.18
ESE/mean	4.1%	7.8%	4.1%
GENERAL ADMIN			
Mean	5.0	5.3	5.2
10 percentile	0.8	2.2	1.2
90 percentile	10.8	10.3	10.3
Estimated Standard Error	0.43	0.40	0.16
ESE/mean	8.6%	7.4%	3.0%
INDIVIDUAL/PROFESSIONAL			
Mean	5.4	4.2	2.8
10 percentile	0.8	1.0	0.6
90 percentile	13.7	10.2	7.1
Estimated Standard Error	0.69	0.54	0.14
ESE/mean	12.8%	12.9%	4.9%
ALL ACTIVITIES (a)			
Mean	52.9	55.7	50.9
10 percentile	40.5	44.7	41.5
90 percentile	65.0	64.5	61.8
Estimated Standard Error	1.19	1.00	0.37
ESE/mean	2.3%	1.8%	0.7%

(a) includes "other activities"

Table B1.5b - Estimated means, ranges and standard errors of means: Hours per activity by type of full time teacher

b. Secondary schools

	Head	Deputy head	Head of faculty	Classroom teacher
Sample size	73	71	318	454
TEACHING	Hours unless stated			
Mean	2.8	10.2	17.9	18.9
10 percentile	1.0	4.4	13.0	12.9
90 percentile	7.6	15.0	22.5	23.5
Estimated Standard Error	0.31	0.82	0.26	0.21
ESE/mean	11.3%	8.0%	1.5%	1.1%
LESSON PREP, MARKING ETC				
Mean	2.0	8.0	12.2	14.6
10 percentile	0.5	4.0	4.7	6.6
90 percentile	6.4	13.5	21.1	24.1
Estimated Standard Error	0.35	0.50	0.35	0.32
ESE/mean	17.1%	6.2%	2.9%	2.2%
NON-TEACHING CONTACT				
Mean	9.5	10.5	7.8	6.5
10 percentile	4.2	4.6	2.8	2.6
90 percentile	15.3	18.7	14.9	11.5
Estimated Standard Error	0.58	0.57	0.30	0.22
ESE/mean	6.1%	5.5%	3.8%	3.5%
SCHOOL/STAFF MANAGEMENT				
Mean	37.2	20.3	5.9	3.2
10 percentile	24.1	9.5	1.5	0.6
90 percentile	50.2	33.7	12.3	7.1
Estimated Standard Error	1.47	1.04	0.28	0.17
ESE/mean	4.0%	5.1%	4.7%	5.3%
GENERAL ADMIN				
Mean	4.1	3.3	4.2	3.3
10 percentile	0.3	0.7	1.1	0.7
90 percentile	14.3	7.3	8.3	7.2
Estimated Standard Error	0.94	0.31	0.17	0.14
ESE/mean	23.2%	9.4%	3.9%	4.3%
INDIVIDUAL/PROFESSIONAL				
Mean	4.8	5.1	2.6	2.4
10 percentile	0.5	1.0	0.4	0.4
90 percentile	15.6	10.3	7.3	7.7
Estimated Standard Error	0.85	0.81	0.22	0.18
ESE/mean	17.6%	15.8%	8.3%	7.5%
ALL ACTIVITIES (a)				
Mean	62.6	58.1	51.2	49.3
10 percentile	51.1	48.2	41.4	36.7
90 percentile	77.5	67.4	62.5	62.7
Estimated Standard Error	1.43	1.07	0.56	0.51
ESE/mean	2.3%	1.8%	1.1%	1.0%

(a) includes "other activities"

Table B1.5c - Estimated means, ranges and standard errors of means: Hours per activity by type of full time teacher
c. Special schools

	Classroom teacher
Sample size	97
TEACHING	Hours unless stated
Mean	15.5
10 percentile	9
90 percentile	22.2
Estimated Standard Error	0.55
ESE/mean	3.5%
LESSON PREP, MARKING ETC	
Mean	11.1
10 percentile	3.8
90 percentile	21.5
Estimated Standard Error	0.68
ESE/mean	6.1%
NON-TEACHING CONTACT	
Mean	6.2
10 percentile	2.8
90 percentile	10.6
Estimated Standard Error	0.31
ESE/mean	5.0%
SCHOOL/STAFF MANAGEMENT	
Mean	4.5
10 percentile	0.8
90 percentile	11.3
Estimated Standard Error	0.44
ESE/mean	9.6%
GENERAL ADMIN	
Mean	4.1
10 percentile	1.0
90 percentile	10.6
Estimated Standard Error	0.38
ESE/mean	9.1%
INDIVIDUAL/PROFESSIONAL	
Mean	3.1
10 percentile	0.5
90 percentile	7.3
Estimated Standard Error	0.38
ESE/mean	12.0%
ALL ACTIVITIES (a)	
Mean	45.6
10 percentile	33.2
90 percentile	58.9
Estimated Standard Error	1.10
ESE/mean	2.4%

(a) includes "other activities"

-	nil
0.0	0.05 or less
()	less reliable because of low sample numbers
na	not applicable.

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

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

		Primary	Secondary	Special
		%	%	%
Area	London	7.7	8.9	(13.3)
	Metropolitan	21.2	17.8	(26.7)
	Unitary	20.2	23.3	(13.3)
	County	46.2	46.7	(40.0)
	Wales	4.8	3.3	(6.7)
Region	North East	3.8	5.6	(6.7)
	North West	10.6	15.6	(13.3)
	Yorkshire and the Humber	17.3	6.7	(6.7)
	East Midlands	5.8	7.8	(6.7)
	West Midlands	13.5	11.1	(6.7)
	South West	14.4	15.6	(6.7)
	Eastern	16.3	14.4	(13.3)
	Greater London	7.7	8.9	(13.3)
	South East	5.8	11.1	(20.0)
	Wales	4.8	3.3	(6.7)
Status	Foundation	6.7	26.7	-
	Voluntary	26.9	14.4	-
	Community	65.4	57.8	(86.7)
	Not known	1.0	1.1	(13.3)
Catchment	Inner City	16.3	11.1	(6.7)
	Urban/suburban	34.6	23.3	(13.3)
	Rural	22.1	14.4	(6.7)
	Inner city/urban	7.7	15.6	(20.0)
	Urban/rural	17.3	33.3	(46.7)
	None of these	1.0	1.1	-
	Not known	1.0	1.1	(6.7)
Schools	Schools in sample	104	90	15

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

Unweighted

		Primary	Secondary	Special
		%	%	%
FTE pupil numbers	Under 50	2.9	-	(20.0)
	51-	29.8	-	(66.7)
	201-	45.2	1.1	(6.7)
	401-	14.4	8.9	-
	601-	2.9	7.8	-
	801-	-	24.4	-
	1001-	-	47.8	-
	1501 or over	-	6.7	-
	Not known	4.8	3.3	(6.7)
Total FTE staff	Under 4	3.8	-	(6.7)
	4-	20.2	-	(6.7)
	7-	20.2	-	(20.0)
	10-	17.3	-	(33.3)
	13-	30.8	1.1	(33.3)
	21-	7.7	10.0	-
	41-	-	36.7	-
	61-	-	32.2	-
	81-	-	16.7	-
	101 or over	-	3.3	-
	Not known	-	-	-
Number of deputy heads	None	12.5	-	(6.7)
	1	71.2	1.1	(66.7)
	2	11.5	8.9	(13.3)
	3	1.0	12.2	(6.7)
	4 or more	1.9	75.6	-
	Not known	1.9	2.2	(6.7)
Schools	Schools in sample	104	90	15

Table B2.3 Distribution of schools by pupil related factors

Unweighted

		Primary	Secondary	Special
		%	%	%
Percentage of statemented pupils	Under 0.5	16.3	8.9	-
	0.5 -	21.2	8.9	-
	1.0 -	31.7	25.6	-
	2.0 -	23.1	43.3	-
	5.0 or over	2.9	10.0	(93.3)
		4.8	3.3	(6.7)
Percentage pupils free meals	Under 5.0	22.1	27.8	-
	5.0 -	24.0	20.0	-
	10.0 -	20.2	32.2	(6.7)
	20.0 -	10.6	12.2	(26.7)
	30.0 -	10.6	1.1	(20.0)
	40.0 or over	7.7	3.3	(40.0)
	Not known	4.8	3.3	(6.7)
Schools	Schools in sample	104	90	15

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

		Primary	Secondary	Special
		%	%	%
Representativeness of diary week	More busy	15.4	16.7	(6.7)
	About same	71.2	76.7	(86.7)
	Less busy	11.5	5.6	-
	Not known/stated	1.9	1.1	(6.7)
Special events in diary week	Yes	43.3	40.0	(13.3)
	No	53.8	53.3	(80.0)
	Not stated	2.9	6.7	(6.7)
Schools	Schools in sample	104	90	15

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	13.2	15.4	12.9	3.1	13.7	(14.1)
	Metropolitan	23.6	18.1	22.9	20.4	27.4	(22.7)
	Unitary	15.3	17.8	14.9	17.6	16.1	(17.8)
	County	40.5	43.4	43.0	52.7	37.9	(45.4)
	Wales	7.4	5.3	6.3	6.1	4.9	-
Status	Foundation	7.5	8.8	27.6	34.5	-	-
	Voluntary	24.5	24.0	13.6	17.7	-	-
	Community	67.5	67.2	58.6	47.8	89.9	(92.5)
	Not Known	0.6	-	0.2	-	10.1	(7.5)
Catchment	Inner City	20.7	14.1	12.0	5.4	7.7	-
	Urban/Suburban	41.6	41.1	21.6	23.7	14.7	(14.1)
	Rural	16.0	24.6	14.1	11.9	4.4	(4.1)
	Inner City/Urban	8.1	5.9	18.3	15.1	19.7	(22.7)
	Urban/rural	12.3	14.3	32.8	41.9	49.6	(59.1)
	None of above	0.7	-	1.0	2.2	-	-
	Not stated	0.6	-	0.2	-	3.9	-
Representativeness of diary week	More busy	15.9	16.0	18.3	20.4	4.9	-
	About same	70.2	66.9	76.6	72.4	91.3	(100.0)
	Less busy	13.0	17.1	4.9	7.2	-	-
	Not known/stated	0.9	-	0.2	-	3.9	-
Teachers in sample (a)		No.	762	150	916	108	125
							19

(a) Unweighted sample size

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

	Primary			Secondary			Special
	Male	Female	All	Male	Female	All	
Age	%	%	%	%	%	%	%
under 25	-	-	-	-	-	-	-
25-34	(1.9)	-	0.7	-	-	-	-
35-44	(10.4)	16.6	14.2	11.9	(6.0)	10.0	(15.2)
45-54	(61.1)	53.6	56.6	62.8	(69.7)	65.1	(68.3)
55+	(26.6)	29.8	28.5	25.3	(24.3)	25.0	(16.5)
Not stated	-	-	-	-	-	-	-
Years as qual teacher							
under 1	-	-	-	-	-	-	-
1 to 2	-	-	-	-	-	-	-
3 to 4	-	-	-	0.6	-	0.4	-
5 to 9	(1.9)	-	0.7	-	-	-	-
10 to 14	(5.5)	1.8	3.2	-	-	-	-
15 to 19	(7.7)	16.5	13.0	3.8	-	2.5	-
20 or over	(85.0)	81.8	83.0	95.6	(93.8)	95.0	(100.0)
Not stated	-	-	-	-	(6.2)	2.0	-
Years in current school							
under 1	(4.1)	1.4	2.5	12.5	(4.9)	10.0	-
1 to 2	(12.3)	14.1	13.4	14.8	(18.2)	15.9	(16.3)
3 to 4	(18.7)	19.8	19.4	10.6	(11.7)	10.9	(16.5)
5 to 9	(28.9)	24.9	26.5	17.4	(20.6)	18.5	(15.0)
10 to 14	(12.5)	14.1	13.5	10.1	(24.6)	14.9	(3.8)
15 to 19	(12.9)	9.8	11.0	15.9	(14.9)	15.6	(15.2)
20 or over	(10.6)	15.9	13.8	18.7	(2.0)	13.2	(33.2)
Not stated	-	-	-	-	(3.1)	1.0	-
Years in current post							
under 1	(6.0)	7.7	7.0	15.4	(4.9)	11.9	-
1 to 2	(6.6)	16.0	12.3	15.8	(21.1)	17.5	(16.3)
3 to 4	(16.0)	17.0	16.6	18.7	(21.4)	19.6	(25.0)
5 to 9	(26.5)	37.3	33.0	24.1	(31.6)	26.2	(30.2)
10 to 14	(20.3)	14.4	16.7	11.1	(7.0)	9.8	(3.8)
15 to 19	(13.4)	5.8	8.8	10.1	(14.0)	11.4	(16.7)
20 or over	(11.2)	1.8	5.5	4.9	-	3.3	(8.0)
Not stated	-	-	-	-	-	-	-
Teachers in sample (a)	35	52	87	52	25	77	13
No.							

(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	50.0	31.5	(51.6)
0.01-	15.6	32.1	(25.2)
0.1	13.4	17.3	(8.2)
0.2	4.8	14.5	(8.2)
0.3	6.3	-	-
0.5 or more	10.0	4.5	-
NS	-	-	-
Teachers in sample (a) No.	87	77	13

(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	(6.1)	-	1.3	-	-	-	-
	25-34	(26.1)	14.5	16.9	(9.9)	(8.1)	9.1	(15.2)
	35-44	(25.9)	25.9	25.9	(27.3)	(7.5)	18.6	(10.3)
	45-54	(36.0)	39.3	38.6	(41.2)	(59.3)	49.2	(33.4)
	55+	(5.9)	20.3	17.4	(21.6)	(25.1)	23.1	(41.1)
	Not stated	-	-	-	-	-	-	-
Years as qual teacher	under 1	-	-	-	-	-	-	-
	1 to 2	-	-	-	-	-	-	-
	3 to 4	-	-	-	-	-	-	-
	5 to 9	(28.6)	12.3	15.6	(5.8)	(2.3)	4.3	(10.2)
	10 to 14	(30.7)	17.4	20.1	(12.5)	(8.0)	10.5	(5.1)
	15 to 19	(4.8)	13.0	11.3	(14.6)	(14.1)	14.4	(15.1)
	20 or over	(36.0)	54.1	50.4	(64.9)	(75.6)	69.6	(69.7)
	Not stated	-	3.3	2.6	(2.1)	-	1.2	-
Years in current school	under 1	(12.0)	9.8	10.2	(14.4)	(2.5)	9.2	-
	1 to 2	(11.8)	14.2	13.7	(9.4)	(15.5)	12.1	(13.0)
	3 to 4	(31.8)	9.3	13.9	(7.8)	(2.2)	5.3	(15.3)
	5 to 9	(4.8)	27.2	22.6	(17.6)	(26.1)	21.4	(11.8)
	10 to 14	(20.9)	16.2	17.2	(14.4)	(5.5)	10.4	(20.3)
	15 to 19	(7.1)	10.1	9.5	(10.7)	(17.3)	13.6	(8.3)
	20 or over	(11.6)	13.2	12.9	(25.7)	(30.9)	28.0	(31.2)
	Not stated	-	-	-	-	-	-	-
Years in current post	under 1	(12.0)	22.2	20.1	(18.4)	(11.7)	15.5	-
	1 to 2	(23.3)	17.7	18.8	(15.9)	(35.1)	24.3	(23.2)
	3 to 4	(39.0)	15.0	19.9	(21.1)	(15.4)	18.6	(32.5)
	5 to 9	(14.2)	24.2	22.1	(22.9)	(22.5)	22.7	(4.7)
	10 to 14	(5.9)	13.2	11.7	(7.7)	-	4.3	-
	15 to 19	(5.7)	6.9	6.7	(11.6)	(15.3)	13.2	(13.4)
	20 or over	-	0.9	0.7	(2.5)	-	1.4	(4.7)
	Not stated	-	-	-	-	-	-	(21.5)
Teachers in sample (a) No.		16	61	77	42	29	71	15

(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	0.6	-	0.3
	25-34	20.0	29.2	25.1
	35-44	23.5	19.6	21.3
	45-54	45.5	38.6	41.7
	55+	10.3	12.7	11.6
	Not stated	-	-	-
Teachers in sample (a) No.		140	178	318

(a) Unweighted sample size

2.10 Distribution of full-time classroom teachers within gender by demographics

Weighted		Primary			Secondary (a)			Special
		Male	Female	All	Male	Female	All	
		%	%	%	%	%	%	%
Age	under 25	10.2	10.3	10.3	3.1	3.1	3.1	2.7
	25-34	36.7	32.6	33.1	29.2	37.2	33.9	19.2
	35-44	24.9	19.3	19.9	23.6	19.6	21.3	23.7
	45-54	26.6	28.3	28.1	35.5	30.2	32.4	40.7
	55+	1.5	9.4	8.5	8.4	9.8	9.2	13.7
	Not stated	-	0.1	0.1	0.3	0.2	0.2	-
Years as qual teacher	under 2	20.3	18.2	18.5	13.3	13.9	13.7	8.5
	3 to 9	37.5	31.1	31.9	30.2	32.5	31.5	24.3
	10 to 14	12.0	12.6	12.5	12.8	13.1	12.9	12.8
	15 to 19	9.8	10.2	10.2	8.0	7.4	7.7	11.9
	20 or over	20.3	26.7	26.0	34.1	31.5	32.5	37.8
	Not stated	-	1.1	0.9	1.6	1.6	1.6	1.9
Years in current school	under 1	20.3	16.0	16.5	15.8	12.0	13.6	17.8
	1 to 2	23.5	12.7	14.0	12.8	18.5	16.2	21.5
	3 to 4	23.9	19.7	20.2	18.4	22.6	20.9	19.8
	5 to 9	18.4	18.3	18.3	15.2	18.4	17.1	15.8
	10 to 14	8.2	11.2	10.8	10.3	8.9	9.5	10.0
	15 to 19	4.8	12.7	11.7	10.0	8.5	9.1	3.9
Years in current post	20 or over	0.9	8.7	7.8	16.0	10.2	12.6	10.1
	Not stated	-	0.8	0.7	1.4	0.9	1.1	1.0
Teachers in sample (b)	under 1	24.6	23.1	23.3	23.7	18.5	20.7	21.6
	1 to 2	27.3	20.6	21.4	19.8	26.8	23.9	34.2
	3 to 4	26.7	20.9	21.6	18.0	22.6	20.7	15.8
	5 to 9	10.9	17.5	16.7	13.3	16.8	15.3	15.5
	10 to 14	9.4	7.1	7.3	12.1	6.3	8.7	6.0
	15 to 19	1.2	5.5	5.0	8.2	3.1	5.2	3.3
Teachers in sample (b)	20 or over	-	3.3	2.9	4.3	2.9	3.5	0.8
	Not stated	-	1.9	1.6	0.6	3.1	2.0	2.7
Total		68	530	598	316	456	772	97

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	0.3	-	(10.3)
	51-	17.6	-	(74.7)
	201-	53.4	1.1	(9.8)
	401-	18.5	7.2	-
	601-	2.8	9.1	-
	801-	-	23.7	-
	1001-	-	46.8	-
	1501 or over	-	5.6	-
Teachers in sample (b)	No.	598	772	97

- (a) Including heads of department
(b) Unweighted sample size

2.12 Distribution of full-time classroom teachers within gender by demographics

		Primary			Secondary (a)			Special	
		Male		Female	Male		Female	All	All
		%	%	%	%	%	%	%	%
Level of special needs allowance	0	86.4	80.7	81.4	87.5	86.2	-	86.8	-
	1	1.5	2.1	2.1	0.7	2.3	(47.6)	1.6	(45.7)
	2	0.7	1.0	0.9	0.5	-	(2.1)	0.2	(2.1)
	Not stated	9.8	14.9	14.3	7.3	10.0	(4.7)	8.9	(4.7)
	Not applicable	1.5	1.3	1.3	4.1	1.5	(39.2)	2.5	(39.2)
Level of management allowance	0	58.0	53.1	53.7	26.9	32.0	-	29.9	-
	1	21.6	21.2	21.3	13.7	13.2	(9.4)	13.4	(9.4)
	2	5.5	11.7	11.0	14.5	17.5	(4.7)	16.3	(4.7)
	3	5.2	2.9	3.2	11.1	17.3	(85.5)	14.7	(85.5)
	4	-	-	-	23.1	12.4	(14.5)	16.8	(14.5)
	5	-	-	-	3.2	2.2	-	2.6	-
Contract	Not stated	8.2	9.8	9.6	3.5	3.9	(9.4)	3.7	(9.4)
	Not applicable	1.5	1.3	1.3	4.1	1.5	(4.7)	2.5	(4.7)
	Permanent	74.6	88.7	87.0	95.2	95.9	(85.5)	95.6	(85.5)
	Temporary	25.6	9.6	11.5	4.1	3.4	(14.5)	3.7	(14.5)
	Not stated	-	1.7	1.5	0.7	0.7	-	0.7	-
Workload during week (b)	More	11.1	7.4	7.8	7.8	7.1	(5.5)	7.4	(5.5)
	About same	65.3	61.1	61.6	61.4	58.3	(45.5)	59.6	(45.5)
	Less	22.0	30.0	29.0	24.8	30.7	(45.1)	28.3	(45.1)
	Not stated	1.6	1.5	1.5	6.0	3.9	(1.2)	4.8	(1.2)
Teachers in sample (c)		No.	68	530	598	316	456	772	97

(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	-	0.2	0.2	0.3	-	0.1	-
25-34	11.4	11.3	11.3	16.9	19.8	18.6	7.6
35-44	11.3	7.3	7.7	18.1	13.7	15.5	12.4
45-54	9.7	11.5	11.3	25.6	23.1	24.1	20.0
55+	-	5.5	4.8	4.7	6.1	5.5	6.8
Not stated	-	0.1	0.1	-	-	-	-
Teachers in sample (unweighted)	68	530	598	316	456	772	97
Age without management allowance							
under 25	10.2	8.9	9.0	2.8	3.1	2.9	2.7
25-34	18.6	16.6	16.9	10.9	15.7	13.7	10.9
35-44	13.7	9.6	10.1	4.2	4.8	4.6	5.8
45-54	13.9	14.8	14.7	6.4	5.5	5.8	15.7
55+	1.5	3.2	3.0	2.7	2.9	2.8	4.1
Not stated	-	-	-	-	-	-	-
Teachers in sample (unweighted)	68	530	598	316	456	772	97

a) Including heads of departments