

## **Annex B1**

### **TECHNICAL NOTES**

#### **Methodology**

1. As there were only very minor changes made from the 2003 survey, no pilot exercise was carried out.
2. Once the sample of schools had been selected (as detailed in paragraphs 4 to 10 below), 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.
3. 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**

4. 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 reweighted to allow for the different sampling fractions used and variations in response rates, both for schools and for teachers returning useable questionnaires.
5. 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.

6. 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.

7. 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	5
Metropolitan	24
Unitary	22
County	75
Wales	14
<i>16 or more teachers</i>	
London	8
Metropolitan	10
Unitary	7
County	14
Wales	1

Table B1.2 **Secondary schools**

Area	No of schools
London	13
Metropolitan	52
Unitary	34
County	107
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
	No.	No.	%	No.	No.	No.	%
<b>Primary</b>							
London	13	12	92	161	125	118	73
Metropolitan	34	25	74	286	228	220	77
Unitary	29	21	72	221	193	182	82
County	89	64	72	526	481	460	87
Wales	15	11	73	97	80	78	80
<b>Secondary</b>							
London	13	2	15	30	14	13	43
Metropolitan	52	25	48	375	282	266	71
Unitary	34	15	44	225	185	177	79
County	107	43	40	644	484	458	71
Wales	14	8	57	120	104	98	82
<b>Special</b>							
England	19	16	84	197	175	169	86
Wales	1	1	100	15	15	14	93
<b>TOTAL</b>	420	243	58	2897	2366	2253	78

(a) In schools which co-operated.

9. The overall school response rate was lower in 2004 than in the 2003 survey, at 58 per cent compared with 63 per cent. This fall was accounted for by response in the secondary sector, with the overall response rate for primaries up from 72 per cent to 74 per cent, that in secondaries dropping from 55 per cent to 42 per cent, and that in special schools up from 70 per cent to 85 per cent. This is most notable in London secondary schools in which the school response rate was 15 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 2,253 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:

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

**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	112	86	642
<b>TEACHING</b>	Hours unless stated		
Mean	5.8	14.8	18.5
10 percentile	1.0	5.8	13.7
90 percentile	14.5	21.8	22.7
Estimated Standard Error	0.93	0.86	0.17
ESE/mean	16.2%	5.8%	0.9%
<b>LESSON PREP, MARKING ETC</b>			
Mean	2.7	11.8	13.6
10 percentile	0.6	4.3	5.7
90 percentile	8.5	18.6	21.4
Estimated Standard Error	0.39	0.62	0.26
ESE/mean	14.7%	5.3%	1.9%
<b>NON-TEACHING CONTACT</b>			
Mean	8.5	7.9	6.0
10 percentile	3.3	3.0	2.6
90 percentile	13.8	17.6	10.3
Estimated Standard Error	0.51	0.70	0.13
ESE/mean	6.0%	8.8%	2.1%
<b>SCHOOL/STAFF MANAGEMENT</b>			
Mean	27.2	9.6	4.2
10 percentile	13.6	2.8	1.0
90 percentile	42.6	17.8	8.8
Estimated Standard Error	1.09	0.63	0.13
ESE/mean	4.0%	6.6%	3.1%
<b>GENERAL ADMIN</b>			
Mean	4.2	6.0	6.2
10 percentile	0.9	1.9	1.8
90 percentile	10.8	11.5	11.6
Estimated Standard Error	0.41	0.41	0.19
ESE/mean	9.7%	6.9%	3.0%
<b>INDIVIDUAL/PROFESSIONAL</b>			
Mean	6.3	4.8	3.2
10 percentile	0.9	0.6	0.5
90 percentile	15.8	10.3	8.2
Estimated Standard Error	0.60	0.47	0.14
ESE/mean	9.4%	9.6%	4.4%
<b>ALL ACTIVITIES (a)</b>			
Mean	55.6	55.7	52.5
10 percentile	44.6	47.8	42.4
90 percentile	68.5	64.4	64.2
Estimated Standard Error	1.27	0.95	0.38
ESE/mean	2.3%	1.7%	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

	<b>Head</b>	<b>Deputy head</b>	<b>Head of faculty</b>	<b>Classroom teacher</b>
Sample size	78	80	319	432
<b>TEACHING</b>	Hours unless stated			
Mean	2.9	9.6	18.3	19.4
10 percentile	1.0	4.6	13.1	13.4
90 percentile	8.0	17.2	22.8	23.9
Estimated Standard Error	0.56	0.56	0.25	0.27
ESE/mean	19.3%	5.8%	1.3%	1.4%
<b>LESSON PREP, MARKING ETC</b>				
Mean	1.7	8.0	12.8	14.0
10 percentile	0.6	2.7	5.3	5.8
90 percentile	6.1	15.0	21.8	24.1
Estimated Standard Error	0.28	0.53	0.36	0.34
ESE/mean	16.9%	6.6%	2.8%	2.4%
<b>NON-TEACHING CONTACT</b>				
Mean	10.1	9.7	7.3	6.1
10 percentile	4.3	4.3	3.0	1.7
90 percentile	18.1	14.4	13.4	10.8
Estimated Standard Error	0.56	0.48	0.27	0.20
ESE/mean	5.5%	4.9%	3.7%	3.3%
<b>SCHOOL/STAFF MANAGEMENT</b>				
Mean	37.2	18.6	5.8	3.8
10 percentile	23.8	7.3	1.7	0.8
90 percentile	48.0	29.6	11.8	7.8
Estimated Standard Error	1.26	0.97	0.24	0.20
ESE/mean	3.4%	5.2%	4.2%	5.2%
<b>GENERAL ADMIN</b>				
Mean	2.4	3.3	4.0	3.4
10 percentile	0.5	0.5	1.3	0.9
90 percentile	9.8	7.6	7.8	6.8
Estimated Standard Error	0.46	0.30	0.17	0.13
ESE/mean	19.2%	9.1%	4.2%	3.8%
<b>INDIVIDUAL/PROFESSIONAL</b>				
Mean	4.9	3.6	2.5	2.5
10 percentile	1.0	0.7	0.5	0.3
90 percentile	12.0	10.6	6.7	7.6
Estimated Standard Error	0.88	0.48	0.21	0.20
ESE/mean	17.9%	13.3%	8.3%	8.0%
<b>ALL ACTIVITIES (a)</b>				
Mean	60.8	54.1	51.6	49.9
10 percentile	50.1	42.0	39.8	39.8
90 percentile	71.3	64.1	63.6	61.9
Estimated Standard Error	1.22	1.09	0.57	0.48
ESE/mean	2.0%	2.0%	1.1%	1.0%

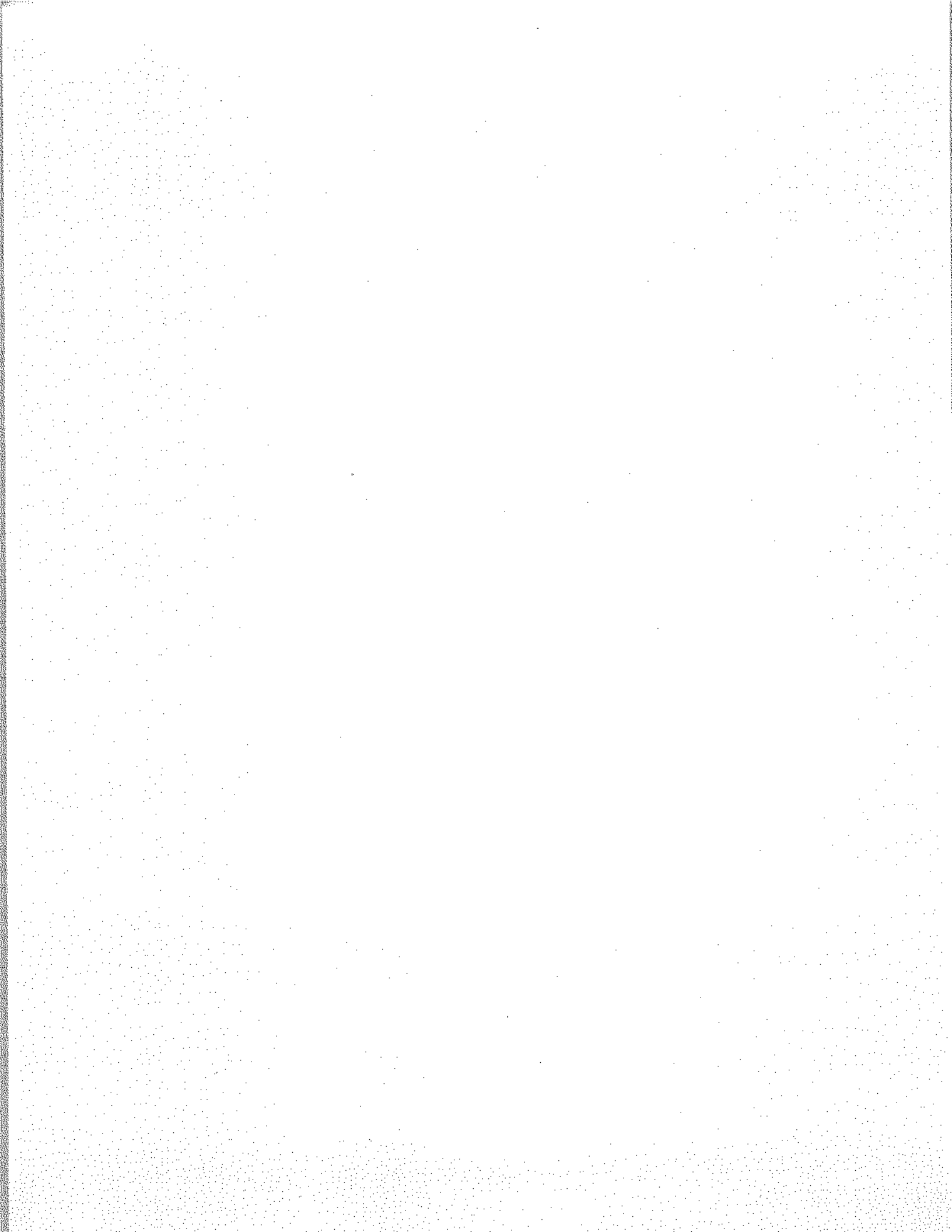
(a) includes "other activities"

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

	<b>Classroom teacher</b>
Sample size	116
<b>TEACHING</b>	Hours unless stated
Mean	16.7
10 percentile	8.83
90 percentile	23.3
Estimated Standard Error	0.54
ESE/mean	3.2%
<b>LESSON PREP, MARKING ETC</b>	
Mean	9.0
10 percentile	2.6
90 percentile	16.8
Estimated Standard Error	0.52
ESE/mean	5.8%
<b>NON-TEACHING CONTACT</b>	
Mean	6.0
10 percentile	1.5
90 percentile	11.0
Estimated Standard Error	0.36
ESE/mean	6.0%
<b>SCHOOL/STAFF MANAGEMENT</b>	
Mean	4.4
10 percentile	1.0
90 percentile	10.3
Estimated Standard Error	0.38
ESE/mean	8.6%
<b>GENERAL ADMIN</b>	
Mean	4.8
10 percentile	1.0
90 percentile	9.6
Estimated Standard Error	0.43
ESE/mean	9.1%
<b>INDIVIDUAL/PROFESSIONAL</b>	
Mean	4.0
10 percentile	0.6
90 percentile	11.4
Estimated Standard Error	0.47
ESE/mean	12.0%
<b>ALL ACTIVITIES (a)</b>	
Mean	46.3
10 percentile	35.5
90 percentile	59.3
Estimated Standard Error	1.16
ESE/mean	2.5%

(a) includes "other activities"



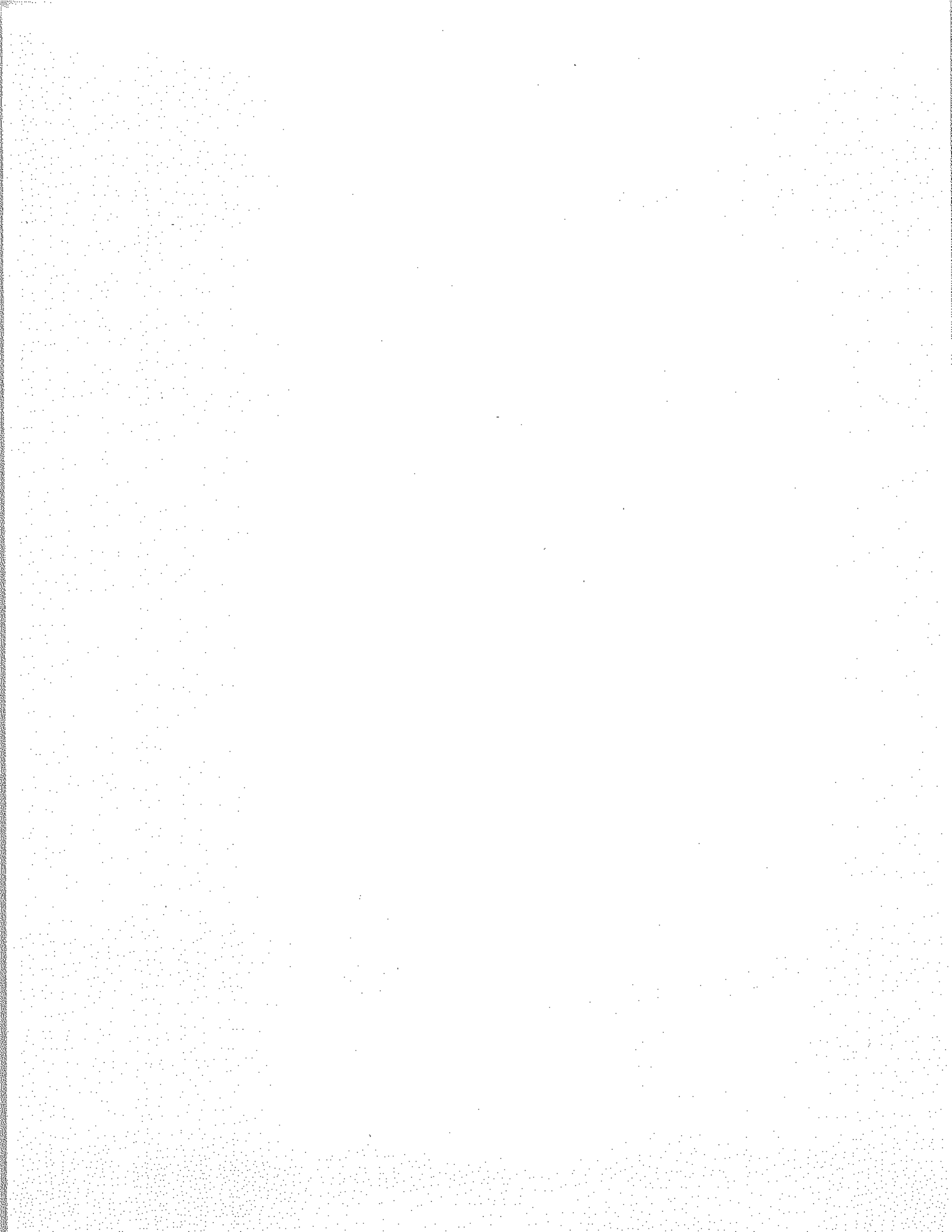


## **Annex B2**

### **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	9.0	2.2	(5.9)
	Metropolitan	18.8	26.9	(35.3)
	Unitary	15.8	16.1	(17.6)
	County	48.1	46.2	(35.3)
	Wales	8.3	8.6	(5.9)
Region	North East	8.3	3.2	-
	North West	14.3	15.1	(29.4)
	Yorkshire and the Humber	9.0	10.8	(5.9)
	East Midlands	4.5	6.5	(23.5)
	West Midlands	11.3	11.8	(17.6)
	South West	9.0	8.6	-
	Eastern	9.0	14.0	(5.9)
	Greater London	9.0	2.2	(5.9)
	South East	17.3	19.4	(5.9)
	Wales	8.3	8.6	(5.9)
Status	Foundation	7.5	16.1	(11.8)
	Voluntary	25.6	14.0	-
	Community	63.2	66.7	(82.4)
	Not known	3.8	3.2	(5.9)
Catchment	Inner City	12.8	10.8	(5.9)
	Urban/suburban	33.8	32.3	(23.5)
	Rural	30.1	14.0	(5.9)
	Inner city/urban	6.0	8.6	(11.8)
	Urban/rural	13.5	26.9	(35.3)
	None of these	1.5	4.3	(11.8)
	Not known	2.3	3.2	(5.9)
Schools	Schools in sample	133	93	17

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

Unweighted

		Primary	Secondary	Special
		%	%	%
FTE pupil numbers	Under 50	6.0	-	(29.4)
	51-	47.4	-	(64.7)
	201-	37.6	1.1	(5.9)
	401-	8.3	1.1	-
	601-	0.8	15.1	-
	801-	-	24.7	-
	1001-	-	39.8	-
	1501 or over	-	18.3	-
	Not known	-	-	-
Total FTE staff	Under 4	10.5	-	-
	4-	19.5	-	-
	7-	33.1	-	(23.5)
	10-	12.8	-	(23.5)
	13-	20.3	-	(41.2)
	21-	3.8	8.6	(11.8)
	41-	-	39.8	-
	61-	-	21.5	-
	81-	-	19.4	-
	101 or over	-	10.8	-
		Not known	-	-
Number of deputy heads	None	16.5	-	-
	1	70.7	4.3	(41.2)
	2	8.3	-	(35.3)
	3	1.5	17.2	(17.6)
	4 or more	0.8	74.2	(5.9)
	Not known	2.3	4.3	-
Schools	Schools in sample	133	93	17

**Table B2.3 Distribution of schools by pupil related factors**  
Unweighted

		Primary	Secondary	Special
		%	%	%
Percentage of statemented pupils	Under 0.5	25.6	6.5	-
	0.5 -	17.3	9.7	-
	1.0 -	22.6	34.4	-
	2.0 -	27.1	41.9	-
	5.0 or over	7.5	7.5	(100.0)
Percentage pupils free meals	Under 5.0	27.8	24.7	(11.8)
	5.0 -	16.5	26.9	-
	10.0 -	24.8	28.0	(23.5)
	20.0 -	12.8	11.8	(5.9)
	30.0 -	11.3	6.5	(11.8)
	40.0 or over	6.8	2.2	(47.1)
	Not known	-	-	-
Schools	Schools in sample	133	93	17

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

Unweighted

		<b>Primary</b>	<b>Secondary</b>	<b>Special</b>
		<b>%</b>	<b>%</b>	<b>%</b>
Representativeness of diary week	More busy	11.3	11.8	(11.8)
	About same	73.7	76.3	(58.8)
	Less busy	12.0	7.5	(29.4)
	Not known/stated	3.0	4.3	-
Special events in diary week	Yes	43.6	35.5	(41.2)
	No	51.9	55.9	(58.8)
	Not stated	4.5	8.6	-
Schools	Schools in sample	133	93	17

**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	13.1	13.7	9.8	25.2	11.7	(22.7)
	Metropolitan	22.8	19.4	22.1	22.3	26.1	(28.1)
	Unitary	16.7	12.7	15.6	12.8	18.1	(12.6)
	County	41.3	47.5	46.1	36.9	39.6	(36.6)
	Wales	6.1	6.7	6.4	2.7	4.6	-
Status	Foundation	6.2	8.3	13.8	10.3	6.9	(7.4)
	Voluntary	20.9	19.4	13.7	11.9	-	-
	Community	70.9	69.1	69.9	77.0	85.5	(92.6)
	Not Known	2.1	3.2	2.6	0.8	7.6	-
Catchment	Inner City	15.7	7.1	11.4	2.8	11.7	(22.7)
	Urban/Suburban	43.4	39.2	35.4	56.6	25.9	(21.9)
	Rural	17.1	23.1	12.9	13.1	4.4	(4.5)
	Inner City/Urban	9.9	10.5	7.3	5.4	9.4	(3.6)
	Urban/rural	12.2	16.5	25.6	18.1	22.6	(23.2)
	None of above	0.7	1.2	4.5	3.1	15.6	(10.6)
	Not stated	0.9	2.4	2.9	0.8	10.4	(13.5)
Representativeness of diary week	More busy	11.1	9.7	10.1	9.8	10.6	-
	About same	73.6	71.2	70.9	57.5	52.5	(66.3)
	Less busy	13.5	16.7	14.3	31.1	36.8	(33.7)
	Not known/stated	1.9	2.4	4.7	1.6	-	-
Teachers in sample (a)	No.	840	218	909	103	154	29

(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 %	
Age							
under 25	-	-	-	-	-	-	-
25-34	(2.1)	-	0.8	-	-	-	-
35-44	(17.9)	14.9	16.0	15.5	(6.3)	12.4	(10.6)
45-54	(60.6)	68.4	65.4	66.7	(81.0)	71.5	(73.7)
55+	(19.3)	16.7	17.7	17.9	(12.7)	16.1	(15.6)
Not stated	-	-	-	-	-	-	-
Years as qual. teacher							
under 1	-	-	-	-	-	-	-
1 to 2	-	-	-	-	-	-	-
3 to 4	-	-	-	-	-	-	-
5 to 9	-	-	-	-	-	-	-
10 to 14	(2.1)	5.3	4.1	3.7	-	2.5	(5.0)
15 to 19	(14.7)	11.2	12.5	5.0	(1.6)	3.9	(10.2)
20 or over	(81.0)	83.5	82.6	87.7	(98.4)	91.3	(84.7)
Not stated	(2.1)	-	0.8	3.6	-	2.4	-
Years in current school							
under 1	(8.3)	7.8	8.0	9.4	(3.2)	7.3	-
1 to 2	(9.4)	12.2	11.1	8.9	(15.2)	11.0	(10.2)
3 to 4	(13.1)	24.7	20.2	19.7	(22.5)	20.7	(10.6)
5 to 9	(23.4)	20.5	21.6	20.4	(2.7)	14.4	(46.3)
10 to 14	(21.8)	18.4	19.7	16.9	(42.7)	25.7	(9.4)
15 to 19	(8.5)	5.9	6.9	3.7	(7.3)	4.9	(18.3)
20 or over	(15.5)	9.2	11.6	16.8	(4.2)	12.5	(5.0)
Not stated	-	1.3	0.8	4.1	(2.2)	3.5	-
Years in current post							
under 1	(10.3)	7.9	8.8	9.4	(9.9)	9.6	(10.2)
1 to 2	(11.5)	13.5	12.7	22.6	(15.2)	20.1	(28.6)
3 to 4	(13.2)	30.2	23.7	23.2	(24.5)	23.7	(5.6)
5 to 9	(23.7)	25.8	25.0	18.0	(2.7)	12.9	(41.1)
10 to 14	(21.5)	17.4	19.0	19.4	(38.2)	25.7	(9.4)
15 to 19	(11.2)	1.4	5.2	5.6	(7.3)	6.2	-
20 or over	(8.6)	2.7	5.0	-	-	-	(5.0)
Not stated	-	1.2	0.7	1.7	(2.2)	1.9	-
Teachers in sample (a)	No.	70	112	53	25	78	14
		42					

(a) Unweighted sample size

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

	<b>Primary</b>	<b>Secondary</b>	<b>Special</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>FTE teaching commitment</b>			
0	43.0	39.8	(79.2)
0.01-	13.7	33.2	(5.0)
0.1	12.8	21.2	(10.2)
0.2	7.7	1.1	-
0.3	4.2	1.6	(5.6)
0.5 or more	16.0	-	-
NS	2.5	3.0	-
<b>Teachers in sample (a) No.</b>	<b>112</b>	<b>78</b>	<b>14</b>

(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	(15.2)	18.1	17.2	(3.1)	(3.5)	3.3	(22.1)
	35-44	(13.0)	25.7	21.6	(19.0)	(25.3)	22.8	(12.1)
	45-54	(69.5)	37.9	48.0	(57.3)	(59.2)	58.5	(63.6)
	55+	(2.3)	16.9	12.3	(20.6)	(12.0)	15.4	(2.2)
	Not stated	-	1.4	0.9	-	-	-	-
Years as qual teacher	under 1	-	-	-	-	-	-	-
	1 to 2	-	-	-	-	(2.3)	1.4	-
	3 to 4	-	-	-	-	-	-	-
	5 to 9	(12.3)	4.9	7.3	(2.2)	(3.8)	3.2	(8.5)
	10 to 14	(6.2)	31.1	23.2	(10.4)	(2.3)	5.5	(7.4)
	15 to 19	(24.5)	11.0	15.3	(11.7)	(40.2)	29.1	(13.6)
	20 or over	(57.0)	53.0	54.3	(75.7)	(51.4)	60.9	(63.9)
	Not stated	-	-	-	-	-	-	(6.6)
Years in current school	under 1	(6.7)	3.3	4.4	(5.6)	(1.4)	3.0	-
	1 to 2	(18.0)	15.1	16.0	(2.0)	(8.9)	6.2	(12.0)
	3 to 4	(22.5)	18.2	19.6	(6.4)	(9.9)	8.5	(1.8)
	5 to 9	(6.5)	15.5	12.6	(17.3)	(39.1)	30.6	(38.6)
	10 to 14	(6.8)	23.1	17.9	(7.3)	(8.3)	7.9	(15.7)
	15 to 19	(25.2)	9.6	14.6	(14.3)	(15.0)	14.8	(18.3)
	20 or over	(14.3)	15.2	14.9	(47.1)	(13.8)	26.8	(13.6)
	Not stated	-	-	-	-	(3.6)	2.2	-
Years in current post	under 1	(6.7)	17.0	13.7	(5.0)	(7.2)	6.3	(7.0)
	1 to 2	(18.0)	22.8	21.3	(20.0)	(47.0)	36.4	(35.0)
	3 to 4	(22.5)	25.3	24.5	(35.8)	(16.0)	23.8	(11.7)
	5 to 9	(38.5)	14.8	22.3	(21.0)	(19.4)	20.0	(31.3)
	10 to 14	-	11.6	7.9	(6.2)	(2.1)	3.8	(13.8)
	15 to 19	-	4.1	2.8	(8.2)	(6.0)	6.9	-
	20 or over	(14.3)	1.4	5.5	(1.9)	(2.2)	2.1	-
	Not stated	-	3.1	2.1	(1.9)	-	0.7	(1.8)
Teachers in sample (a)	No.	20	66	86	38	42	80	24

(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	-	-	-
	25-34	30.2	25.0	27.5
	35-44	23.1	18.6	20.8
	45-54	36.2	46.4	41.5
	55+	9.9	10.0	9.9
	Not stated	0.6	-	0.3
Teachers in sample (a) No.		151	168	319

(a) Unweighted sample size

22.10 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	7.2	9.8	9.5	1.5	8.6	5.6	1.6
25-34	35.5	34.3	34.4	29.9	32.7	31.5	20.2
35-44	17.6	15.3	15.6	26.2	15.2	19.8	26.5
45-54	31.0	31.1	31.1	33.8	36.4	35.3	37.7
55+	8.6	9.5	9.4	8.4	7.1	7.6	13.9
Not stated	-	0.1	0.1	0.3	-	0.1	-
Years as qual teacher							
under 2	20.8	20.4	20.5	12.9	20.1	17.1	8.9
3 to 9	35.5	33.8	34.0	28.2	27.9	28.0	29.6
10 to 14	13.6	12.4	12.5	14.8	6.9	10.2	13.4
15 to 19	-	5.7	5.0	8.7	6.9	7.7	9.0
20 or over	28.9	26.1	26.4	34.2	37.4	36.0	38.0
Not stated	1.2	1.7	1.7	1.2	0.8	1.0	1.1
Years in current school							
under 1	22.2	16.0	16.7	13.5	15.4	14.6	18.0
1 to 2	24.1	20.4	20.9	16.7	16.7	16.7	22.5
3 to 4	16.0	17.2	17.0	16.6	14.1	15.2	12.7
5 to 9	18.0	17.4	17.5	16.8	17.5	17.2	25.2
10 to 14	6.5	13.2	12.4	12.7	13.5	13.1	10.9
15 to 19	2.7	9.0	8.3	7.6	10.4	9.2	4.7
20 or over	10.5	6.2	6.7	15.9	11.6	13.4	6.0
Not stated	-	0.6	0.5	0.3	0.8	0.6	-
Years in current post							
under 1	29.7	25.3	25.8	22.6	24.2	23.5	22.9
1 to 2	25.1	26.7	26.5	27.3	26.5	26.8	35.2
3 to 4	16.9	14.8	15.1	17.0	18.3	17.8	12.9
5 to 9	15.4	16.3	16.2	13.9	10.3	11.8	19.8
10 to 14	1.9	8.9	8.1	11.0	11.3	11.2	4.7
15 to 19	-	3.9	3.5	3.3	2.2	2.7	4.0
20 or over	7.8	2.0	2.7	2.7	2.0	2.3	0.5
Not stated	3.3	2.1	2.2	2.0	5.3	3.9	-
Teachers in sample (b)	No.	568	642	318	433	751	116

a) Including heads of department

b) Unweighted sample size

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

		<b>Primary</b>	<b>Secondary(a)</b>	<b>Special</b>
		<b>%</b>	<b>%</b>	<b>%</b>
FTE pupil numbers	Under 50	1.1	-	12.3
	51-	27.7	-	74.0
	201-	48.8	0.7	13.7
	401-	20.7	0.9	-
	601-	1.7	14.7	-
	801-	-	28.3	-
	1001-	-	37.9	-
	1501 or over	-	17.4	-
Teachers in sample (b)	No.	642	751	116

(a) Including heads of department

(b) Unweighted sample size

32.12 Distribution of full-time classroom teachers within gender by demographics  
Weighted

	Primary			Secondary (a)			Special
	Male	Female	All	Male	Female	All	
	%	%	%	%	%	%	
Level of special needs allowance	0	76.2	81.3	80.7	85.9	83.6	84.6
	1	0.7	2.2	2.1	1.5	1.7	1.6
	2	5.1	1.0	1.5	0.7	1.1	0.9
	Not stated	16.7	14.6	14.8	10.2	12.3	11.4
	Not applicable	1.3	0.9	0.9	1.7	1.3	1.5
		48.1	51.5	51.1	22.2	26.2	24.5
Level of management allowance	0	19.2	20.2	20.1	12.1	16.6	14.7
	1	18.9	15.0	15.4	21.2	20.5	20.8
	2	1.8	2.3	2.3	15.9	17.2	16.7
	3	-	-	-	17.5	12.3	14.5
	4	-	-	-	4.5	2.0	3.1
	5	10.7	10.1	10.2	4.9	3.9	4.3
Contract	Not stated	1.3	0.9	0.9	1.7	1.3	1.5
	Permanent	84.4	91.5	90.7	94.2	94.3	94.3
	Temporary	11.7	7.6	8.1	4.1	4.5	4.3
Workload during week (b)	Not stated	3.9	0.9	1.2	1.7	1.1	1.4
	More	14.1	8.9	9.5	7.9	7.1	7.4
	About same	55.5	62.1	61.3	69.1	64.1	66.2
	Less	29.1	27.5	27.7	21.2	25.6	23.7
Teachers in sample (c)	Not stated	1.3	1.5	1.5	1.8	3.3	2.7
	No.	74	568	642	318	433	751

(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	(2.2)	1.4	1.5	-	3.8	2.1	-	
25-34	(35.2)	33.8	34.0	27.2	28.2	27.8	12.5	
35-44	(21.9)	14.2	15.1	28.2	16.6	21.6	28.6	
45-54	(33.1)	39.1	38.4	34.7	44.1	40.1	36.6	
55+	(7.5)	11.5	11.0	9.9	7.3	8.4	22.6	
Not stated	-	-	-	-	-	-	-	
Teachers in sample (unweighted)	30	209	239	226	283	509	45	
Age without management allowance								
under 25	(13.1)	15.5	15.2	6.8	19.4	14.6	3.2	
25-34	(35.5)	35.5	35.5	37.5	43.8	41.4	29.8	
35-44	(12.5)	17.7	17.1	20.3	12.1	15.2	22.3	
45-54	(29.8)	24.4	25.0	31.8	18.9	23.8	36.6	
55+	(9.3)	6.9	7.1	3.6	5.7	4.9	8.0	
Not stated	-	-	-	-	-	-	-	
Teachers in sample (unweighted)	35	294	329	69	125	194	58	

(a) Including heads of departments