



'A TEACHING PROFESSION FOR THE 21ST CENTURY' – AUDIT SCOTLAND

HEADTEACHERS/ DEPUTE HEADTEACHERS FINAL TOPLINE REPORT

The report provides the topline findings for Head/ Depute Head Teachers survey. Throughout the report this audience is referred to as heads unless otherwise indicated

Weighting has been applied. Base figures refer in all instances to the unweighted base (the number of people interviewed), although all the percentages shown are based on weighted data.

Summary of Method

The headteacher/ depute headteacher survey was conducted via a telephone methodology.

Each Local Authority participating in the survey provided sample detailing the names and addresses of heads at each school in their area. Letters were sent to each school letting them know that the survey would be commencing.

The telephone interviews amongst heads took place between 19th September and 15th November 2005.

A total of 507 interviews were achieved, and were split equally across each of the 14 local authority areas and across sectors (primary/ secondary). Within each area, quotas were placed on size of school based on the actual numbers present within each Local Authority

CLASSIFICATION

Base: Total sample	N=507 %	Base: Total sample	N=507 %
School size (from sample – write in)		What type of contract are you on? (circle one only)	
Small	32	Permanent full-time	97
Medium	29	Permanent part-time	3
Large	38	Temporary full-time	1
		Temporary part-time	0
Pupil roll (from sample – write in)		How long have you worked in the teaching profession? (circle one only)	
1-100	10	Less than one year	0
101-200	15	1 – 2 years	0
201-300	19	3 – 4 years	0
301-400	13	5 – 10 years	2
401-450	8	11 – 20 years	12
451-500	3	21+ years	87
501-750	8		
751-1000	11	How long have you worked in your current position? (circle one only)	
1000+	13	Less than one year	17
		1 – 2 years	16
Age (circle one only)		3 – 4 years	11
15 – 19	0	5 – 10 years	29
20 – 24	0	11 – 20 years	23
25 – 34	2	21+ years	4
35 – 44	10	What sector do you currently work in? (circle one only)	
45 – 54	57	Primary	69
55 – 59	25	Secondary	31
60 – 64	4		
65+	0		
Refused	1		
Gender (circle one only)			
Male	34		
Female	66		

CLASSIFICATION cont.

Base: Total sample	N=507 %	Base: Total sample	N=507 %
Which of the following categories best describes your job? (circle one only)		Local Authority	
Depute Headteacher – conserved salary	9	Aberdeenshire	11
Depute Headteacher – unconserved salary	9	Angus	4
Headteacher – conserved salary	28	East Lothian	2
Headteacher – unconserved salary	44	East Renfrewshire	4
Acting Head Teacher	6	Edinburgh	11
Acting Depute Head Teacher	2	Falkirk	5
Headteacher (salary type unknown)	1	Fife	13
Depute (salary type unknown)	0	Glasgow	18
		Renfrewshire	6
		Inverclyde	4
		Stirling	3
		West Dunbartonshire	4
		North Lanarkshire	13
		Western Isles	2

Good morning/afternoon, my name is and I am calling on behalf of George Street Research, an independent market research agency based in Edinburgh. We are conducting a survey on behalf of Audit Scotland with teachers across Scotland about the impact of the Teachers Agreement (you may know it as McCrone) on your own working life and the working life of your school.

Your Director of Education is fully supportive of the study and we would be very grateful if you were able to spare 15 minutes now or sometime in the next few weeks to take part in a telephone interview.

Please be assured that any answers that you give will be anonymous and confidential, and results will be reported in aggregate form only. We will not pass your details on to any third parties.

Q1 Do you think that teaching has become a more or less attractive profession since the introduction of the Teachers Agreement in 2001?

Base: Total sample	N=507
	%
Much more attractive (2)	16
Slightly more attractive (1)	36
Same as before (0)	22
Slightly less attractive (-1)	16
Much less attractive (-2)	8
Do not know	2
<i>Total more attractive</i>	<i>52</i>
<i>Total less attractive</i>	<i>24</i>
<i>Mean score</i>	<i>0.37</i>

ASK Q2a AND b ONLY IF CODED MORE (CODE 1 or 2) OR LESS (CODE 4 or 5) ATTRACTIVE AT Q1. OTHERS GO TO Q3.

Q2a What reasons, if any, would you give for why teaching has become a **(READ OUT OPTION DEPENDING ON CODE AT Q1)** more/ less attractive profession since the introduction of the Teachers Agreement in 2001?

Q2b And what about.....? **READ OUT THOSE NOT MENTIONED AT Q2a**

More Attractive

	Q2a Unprompted	Q2a/b TOTAL Unprompted/ Prompted
Base: Teaching more attractive	N=278	N=278
	%	%
Pay*	67	90
Training opportunities (CPD)*	15	75
Induction arrangements*	12	73
Support*	14	68
Working hours*	17	60
Quality of teaching*	5	60
Job security*	2	55
School leadership/management*	4	53
Flexible working conditions*	16	50
Resources*	1	49
Career progression*	12	45
Employment benefits (e.g. leave, pension etc)*	5	43
Balance of CCT and NCT	17	17
Professional recognition/status	8	8
Pupil discipline*	*	8
Teachers responsibilities	2	2
Chartered Teacher Scheme	2	2
Job satisfaction	1	1
Teacher induction scheme	1	1
Other	1	1

*Included in prompted list

Less Attractive

	Q2a Unprompted	Q2a/b TOTAL Unprompted/ Prompted
Base: Teaching less attractive	N=102	N=102
	%	%
Working hours*	38	63
Pupil discipline*	18	58
Career progression *	16	38
Support*	4	38
Flexible working conditions*	11	35
School leadership/management*	13	34
Other – workload	28	28
Resources*	9	24
Training opportunities (CPD)*	3	21
Pay*	6	20
Quality of teaching*	5	20
Paperwork/regulations/bureaucracy	17	17
Job security*	0	12
Induction arrangements*	2	9
Timetabling/time management	9	9
Employment benefits (e.g. leave, pension etc)*	0	8
CCT-NCT balance	6	6
Admin duties	6	6
Teacher's responsibility	5	5
Staff attitude	4	4
Professional recognition	3	3
Management – teacher relations	3	3
Job satisfaction/ morale	1	1
Pupil's learning experience	1	1
Introduction of collegiate/ faculty system	1	1
Teacher induction scheme	1	1
Other (not mentioned above)	15	0

*Included in prompted list

ASK ALL

Q3 The Teacher's Agreement set out a number of changes to the teaching profession. What do you see as the main points of the Agreement?

	1 st mention S.C.O.	All mentions
Base: Total sample	N=507	N=507
	%	%
Changes to working hours	26	47
Changes to CPD (continuing professional development)	13	37
Increased pay	13	33
Changes to career structure	9	28
CCT- NCT balance	14	23
Changes to working conditions	6	21
More support staff/less time on administration	2	13
Introduction of Teacher Induction scheme	2	9
Introduction of Chartered Teacher scheme	1	8
Introduction of collegiate/ faculty system	1	5
Increased responsibility for teachers	2	4
Greater professionalism	2	4
Changes in management structures	1	4
Changes in quality of teaching	1	3
Professional recognition/ status	1	2
Clearer definition of teachers role	1	2
Changes to workload	1	1
Better team working/ cooperation	1	1
More flexible working conditions	*	1
Decrease in class size	*	1
Better communication	0	1
Changes in pupils learning experiences	*	1
Changes in timetabling	*	1
Changes in other specified department/area	*	1
Modernisation	*	1
Other	*	3
Don't know	1	1

Q4 How satisfied or dissatisfied are you with the following?

RANKED	Base: Total sample		Very Satisfied	Fairly Satisfied	Neither Satisfied nor Dissatisfied	Fairly Dissatisfied	Very Dissatisfied	<i>Total Satisfied</i>	<i>Total Dissatisfied</i>	<i>Mean Score</i>
Job security	N=507	%	65	29	3	1	1	94	3	4.55
Your pay	N=507	%	32	46	10	8	4	78	12	3.94
Employment benefits (e.g. leave, pension)	N=507	%	27	51	13	5	3	78	8	3.94
Opportunities for career development/progressi on	N=507	%	22	52	15	8	3	74	11	3.82
The resources (equipment, computers) you have to do your job	N=507	%	16	42	15	20	6	58	27	3.42
Receiving adequate support and guidance at work to allow you to do your job	N=507	%	16	46	18	16	4	62	20	3.53
The amount of hours you work	N=507	%	3	20	16	28	32	23	60	2.34

Q5 I am going to read out a number of aspects relating to the Teacher's Agreement. Thinking about the teaching profession as a whole, I would like you to tell me the extent to which you feel they are working well or not working well.

RANKED	Base: Total sample		Working very well (4)	Working well (3)	Not working well (2)	Not working at all (1)	No opinion	Don't know	Total Working Well	Total Not working	Mean Score
Teacher Induction Scheme	N=507	%	45	43	4	1	5	2	88	5	3.42
Access to CPD	N=507	%	24	61	12	1	2	1	85	12	3.11
Reduced CCT (Class Contact Time)	N=507	%	13	44	21	11	8	3	57	32	2.66
Additional administration support	N=507	%	8	49	26	13	3	1	57	39	2.55
Changes to career structure	N=507	%	2	42	33	8	9	5	45	42	2.45
Chartered Teacher Programme	N=507	%	5	24	33	14	12	13	29	47	2.25
Reducing the amount of administration teachers undertake	N=507	%	3	31	40	24	1	1	34	64	2.13
Maximum 35hr week	N=507	%	5	19	34	40	2	1	24	74	1.88

Q6a The Agreement has given Headteachers responsibility for implementing a number of the changes. If you required support and guidance to implement the changes, which of the following, if any, would you approach for support?

Base: Total sample	N=507
	%
Local authority education department	95
TACT team	19
National CPD team	19
Professional bodies (e.g. GTC)	58
Unions	62
Peers and colleagues	100
None	0

Q6b Thinking generally about the times you approached (**INSERT EACH MENTION AT Q6a**) for support, how much support did you actually receive from them?

	Local authority education department	TACT team	National CPD team	Professional bodies (e.g. GTC)	Unions	Peers and colleagues
Base: would approach for support	N=476	N=104	N=106	N=294	N=311	N=506
	%	%	%	%	%	%
Lots	43	18	12	17	24	74
Some	36	15	20	35	25	18
A little	12	14	11	11	11	2
None	3	1	3	2	5	-
Don't know	0	0	1	-	1	0
Never contacted	7	51	53	35	33	5

35 HOUR WEEK

ASK QUESTIONS Q7a/b AND Q8 ONLY OF PRIMARY HEAD/DEPUTY HEADTEACHERS. ALL OTHERS GO TO Q9

Q7a I'm going to read out a list of ways in which schools and local authorities have approached reducing teachers' maximum class contact time to 23.5 hours. Can you tell me which ones you have used?

ASK Q7b ONLY IF CODED MORE THAN TWO AT Q7a

Q7b And which of these are the two key ways you have approached reducing teachers' maximum class contact time?

	Q7a M.C.P	Q7a/b TOTAL MENTIONS – KEY WAYS
Base: Primary sector	N=275	N=275
	%	%
Senior management conducting activities to release teachers from classes, e.g. assemblies	63	55
Recruitment of additional teaching posts	52	46
Use of supply staff	47	36
Recruitment of permanent peripatetic posts	32	27
None	4	4

Q8 To what extent have you achieved full implementation of the current reduction in class contact time to 23.5 hrs within your school?

Base: Primary sector	N=275
	%
All teachers	97
Most teachers	3
Some teachers	1
Few teachers	-
No teachers	-

ASK ALL

Q9 Have you, at any time, had to oversee pupils on a planned or unplanned basis in order to release teachers for their non-class contact time?

Base: Total sample	N=507
	%
Yes	61
No	39

ASK Q10 ONLY IF SAID YES (CODE 1) AT Q9. OTHERWISE CONTINUE TO Q12.

Q10 Which of these best describes how often you've had to do this?

Base: Overseen teachers	N=284
	%
Once a week or more	25
2 – 3 times a month	19
Once a month	11
Once every few months	20
A few times a year	26
Never	0
Don't know	0

ASK Q11 ONLY IF HAVE HAD TO OVERSEE PUPILS 2-3 TIMES A MONTH OR MORE (CODE 1 OR 2 AT Q10). OTHERWISE CONTINUE TO Q12.

Q11 Why have you had to do this?

Base: Overseen pupils 2-3 times a month or more	N=129
	%
Staff absences	64
Unavailability of supply teachers	24
To provide McCrone time/NCCT	16
Unfilled posts (vacancy factor)	12
Not enough staff/can't fund more teachers	11
Time-tabling/time allocated for this	8
Through choice	5
Through necessity	1
Teachers unwilling to cover	1

ASK QUESTIONS Q12 AND Q13 ONLY OF PRIMARY HEAD/DEPUTY HEAD TEACHERS (CODE 1 IN RELEVANT CLASSIFICATION QUESTION). ALL OTHERS GO TO Q14

Q12 Have you encountered any difficulties in achieving the targets for reduction of class contact time within your school?

Base: Primary sector	N=275
	%
Yes	51
No	49

ASK Q13 IF YES (CODE 1) AT Q12. OTHERWISE GO TO Q14.

Q13 What were the difficulties encountered?

Base: Primary sector, difficulties achieving reduction targets	N=133
	%
Timetabling difficulties	39
Availability of supply staff	32
Staff absence (through illness, attending training etc)/ providing cover for staff absence	21
Difficulties in recruitment of permanent new teachers	10
Interferes with managerial/administrative/other duties	10
Availability of specialist staff	6
Providing cover	5
Organising reduction of class contact time	3
In-service training	3
Inflexible attitude of teachers to NCCT/ won't give up NCCT to provide cover	3
Lack of funding to recruit new teachers	2
Negative impact on pupils' learning experience	2
Lack of staff/ staff not available	2
Problems with class size (for peripatetic teacher)/ composite classes	1
Difficulties in recruiting temporary staff	*
Maintaining quality of teaching	*
Other	4

ASK ALL

Q14 What impact, if any, has the introduction of the 35 hour week had on extra-curricular activities in your school?

Base: Total sample	N=507
	%
Reduction in after-school clubs (not sport) e.g. computing clubs	7
Better organisation and planning of extra-curricular activities	6
Reduction in extra-curricular sports	5
Teachers reluctant to undertake extra-curricular activities	4
Less extra curricular activities	3
Increase in extra-curricular activities	2
No extra-curricular activities/ had to stop them	1
Teachers don't have time to do them/ time for extra-curricular activities not included in 35 hour week/ teachers work to the clock	1
Reduction in school concerts/shows	1
Increase in after school clubs	1
Increase in extra-curricular sports	1
Employ external staff/ coaches to take extra curricular activities	1
Only remaining extra-curricular activities are the ones for which teachers are paid/ have to pay teachers to do it	1
No impact	73

NEW CAREER STRUCTURE

Q15 Have your current or previous posts been job-sized?

Q16a Was it your current or previous post?

Base: Total sample	N=507
	%
Yes – Current post	78
Yes – Previous post	25
No	4
Don't know	0

Q16b Now, thinking about the job sizing you underwent in your... (**READ OUT “PREVIOUS POST” IF CODED (2) AT Q16A. OTHERWISE READ OUT “CURRENT POST” (1)**) can you remember when this was

Base: job sized	N=483	N=483	N=483	N=483	N=483
	2001	2002	2003	2004	2005
January	*	1	1	1	*
February	0	1	2	*	*
March	*	1	1	1	*
April	*	2	3	2	0
May	*	4	2	1	*
June	*	1	8	*	0
July	0	*	0	*	0
August	*	1	3	1	*
September	0	1	1	1	*
October	*	2	3	1	*
November	0	3	2	*	N/A
December	0	1	*	0	N/A
Don't know (for year)	3	10	19	5	N/A
Don't know at all	9				

Q16c What was your job title before this job-sizing?

Base: Job sized	N=483
	%
Principal teacher	3
Assistant Head Teacher	11
Depute Head Teacher	21
Head teacher	61
Other (DO NOT READ OUT)	4

Q16d What was the outcome of the job-sizing?

Base: Job sized	N=483
	%
Increased salary	58
Conserved salary	33
Conserved salary – cash conservation*	1
Conserved salary – lifetime conservation*	6
Conserved salary – uncertain of which one*	2
Reduced salary	8
Don't know (DO NOT READ OUT)*	1

* Please note: Change to questionnaire 11/10 to include these extra codes

Q16e What was your job-title after job-sizing?

Base: Job sized	N=483
	%
Principal teacher	3
Depute Head Teacher	26
Head Teacher	69
Other (DO NOT READ OUT)	2

Q16f Has this post undergone a subsequent review/ re-sizing?

Base: Job sized	N=483
	%
Yes	12
No	84
Don't know	4

ASK ALL

Q17 I am going to read out some of the intended benefits of the new career structure for teachers. For each one I would like you to tell me if you feel this intended benefit has materialised. Firstly, does the new career structure...

RANKED	Base: Total sample		Yes	No	Don't Know	Can't say at moment
Reward teachers who wish to remain in the classroom	N=507	%	57	32	5	6
Reduce hierarchy and create a flatter / less complex structure	N=507	%	40	48	6	6
Provide better opportunities for career advancement	N=507	%	37	53	3	6
Address anomalies in pay versus management responsibilities	N=507	%	26	64	6	4

Q18 Thinking in general terms, does the new career structure adequately reward people for the staff and curriculum management responsibilities they have?

Base: Total sample	N=507
	%
Yes – definitely	6
Yes – probably	35
No – probably not	29
No – definitely not	26
Don't know	4

ASK QUESTIONS Q19 ONLY OF SECONDARY HEAD/ DEPUTE HEAD TEACHERS. ALL OTHERS GO TO Q20

Q19 To what extent have faculty models been implemented in your school?

Base: Secondary sector	N=232
	%
Fully	15
Partially	44
Just starting	22
Not started yet	18
Don't know	0

ASK ALL

Q20 Now, thinking about the Chartered Teacher Scheme, what do you think are the top three **positive** aspects of the Chartered Teacher Scheme?

Base: Total sample	N=507
	%
Additional salary	29
Makes people better teachers	27
Furthering of career opportunities	21
Rewards teachers who want to stay in classroom/ career advancement without having to go into management	20
Opportunity to gain a qualification	15
Skills derived from participation in scheme	10
Opportunity to share experiences with like-minded people	8
Professional recognition/higher status/ increased professionalism	7
Opportunity to study a topic in-depth	6
CPD/Training opportunity	6
Opportunities to share good practice/knowledge with staff/ act as a role model	6
Reward for good skills/ good practice/ being a good teacher	5
Quality of training/CPD	2
More self-evaluation/reflection	2
More structured professional development/progression	1
Academic opportunity/development	1
Keeps teachers/schools up-to-date with educational developments	1
Better quality learning experience for pupils	1
Benefits the school	1
Broadens experience/ provides a wider experience	1
Teachers more motivated/committed	1
Defines good practice	1
Don't know	11
None	17

Q21 And what do you think are the top 3 **negative** aspects of the Chartered Teacher Scheme?

Base: Total sample	N=507
*All other mentions less than 1%	%
Too expensive	54
Time commitment for teachers	39
Questions over the usefulness of the qualification	9
Courses are too academic	8
Selection not based on teaching ability/bad teachers can do it	7
Increased workload	6
No input from Head Teachers/ Deputy Head Teachers as to who goes on courses	5
Quality of course	5
Anomalies in salary equality/Chartered Teachers paid more	5
Not practical/classroom oriented	4
Teachers motivated by increase in pay/ enhanced financial benefits	3
Previous qualifications/ experience not taken into account	3
Negative publicity	2
School doesn't need to be informed a teacher is participating	2
No benefit to school	2
Not suitable for older teachers	2
Only available to experienced teachers	2
No benefits/rewards/ financial benefits not immediate	2
Creates bad feeling/division between staff	2
Lack of clear information about scheme/ lack of publicity	2
No sharing of knowledge/practice with others	2
Course is too long	1
Not available to all (non-promoted) staff/ inequality of opportunity	1
Too much university control/ other mention lack of school input	1
Lack of interest	1
Qualifications not recognised/lacks credibility	1
Problems with evidence gathering	1
No quality control	1
Not enough courses/hard to access	1
Lack of communication between school/ candidate and place of study	1
Chartered Teachers' role not clear	1
Creates problems/complications for the school (time management etc)	1
Less people going into promoted posts/ management	1
Selection process is not regulated	1
Problems in progressing career/ negative impact on career structure	1
Criteria for passing the course not clear/ anomalies in pass and fail grades	1
Scheme isn't monitored/ difficult to monitor	1
Too bureaucratic	1
Lack of support for teachers on scheme	1
Other	5
Don't know	7
None	9

SUPPORT STAFF

Q22 What types of support staff have been recruited within your school since the introduction of the Teacher's Agreement in 2001?

Base: Total sample	N=507
	%
Administration and clerical staff	56
Classroom assistant	56
Business/Support Managers	42
SEN auxiliaries – special education	33
SEN auxiliaries – behaviour support	28
ICT support	17
Other non-classroom support staff	9
Technicians	8
Other	2
None	10

Q23 Which tasks that were previously the responsibility of senior management are now undertaken by your school support staff?

Base: Total sample	N=507
*All other mentions less than 1%	%
Financial budgeting and accounting	26
Property management	13
High level administrative duties, e.g. organising school trips	12
SQA Admin	11
General administration/ clerical duties/ paperwork	9
Health and safety	8
Administration of after-school care	7
Personnel issues	7
Pupil supervision (lunchtime etc)	7
Transmission of recorded data to external bodies	4
Collating resources	4
ICT management/admin/help	4
Organising and obtaining supply cover	3
Management/appraisal of support staff	3
Filing/photocopying	2
Registration/attendance	2
Classroom support	2
Providing cover for absent staff	2
Administration of money	1
Time-tabling	1
Information gathering/processing/data entry/ statistical information	1
Preparation of materials	1
Meetings/ chairing meetings/ minutes	1
Contact with parents/ parents evenings/ PTA	1
Learning support	1
Press/ PR/ advertising	1
Supervision of out-of-school trips	1
Administration of school meals service	1
Other secretarial/ clerical duties	1
Other	3
Don't know	2
None	36

Q24a. Thinking about the money that has been spent on ICT in your school over the past 4/5 years, on which of the following areas has the money been spent?

Base: Total sample	N=507
	%
ICT equipment (PCs etc.)	91
ICT training	83
Recruiting ICT support staff	10
Additional ICT teaching staff	7
None of the above	3

Q24b. What has been the impact, if any of the ICT arrangements?

Base: Total sample	N=507
	%
More efficient means of communication and data transfer	81
Provide sources of information and analyses (e.g. information on pupil performance, attendance record)	74
Ease existing administrative burdens	54
None of the above	10

SUPPLY TEACHERS

Q25 Has the Agreement had an impact on the use of supply teachers in your school?

	N=507
	%
Yes	36
No	63

ASK Q26 IF SAID YES (CODE 1) AT Q25. OTHERWISE CONTINUE TO Q27

Q26 What has this impact been?

Base: Total sample	N=169
<i>*All other mentions less than 1%</i>	%
Lack of supply teachers/ harder to get supply teachers	56
Increased use of supply teachers	14
Need to supply more teachers to cover McCrone time/NCCT	10
We use less supply teachers than before	5
Have a permanent bank of supply teachers/ LEA has pool of supply teachers	4
Need them to cover for staff training/CPD	3
Supply teachers now entitled to CPD	3
More supply teachers have been given permanent positions so harder to get them	2
We have to provide cover for them	2
More use permanent staff for cover/0.7/0.3 split allows more use of internal cover	2
Quicker/easier to source supply teachers/ more available	2
Use other type of staff (retired teachers, invigilators) instead of supply teachers	2
Changes to supply teachers working hours/ they have to have their Non-Class Contact Time/ have to take 35hr week into account	1
New pay structure has made them more expensive	1
Other problems with payments to supply teachers (paid whether working or not; whether paid daily, weekly etc)	1
Other mention of changes to supply teachers working conditions	1
Supply teachers cover for absent specialist teachers	1
Negative impact on quality of teaching/ poor quality supply teachers	1
Other	4
Don't know	2

CPD AND TRAINING OPPORTUNITIES

ASK ALL

Q27 Thinking generally, has the Teacher's Agreement led to any additional training needs for Headteachers and Depute Headteachers?

Base: Total sample	N=507
	%
Yes	58
No	40
Don't know	3

ASK Q28 AND Q29 IF SAID YES (CODE 1) AT Q27. OTHERWISE CONTINUE TO Q30

Q28 Please tell me which of these additional training areas for Headteachers and Depute Headteachers are needed.

Base: had additional training needs	N=311
	%
Negotiating skills	86
Leadership skills	75
Operational management	70
Financial management	64
None of the above	2
Don't know	1

Q29 Do you feel your overall training needs are being met in relation to the Teachers Agreement?

Base: had additional training needs	N=311
	%
Yes – completely	14
Yes – mainly	55
No – not really	20
No – not at all	7
Don't know	3

PROBATION ARRANGEMENT

ASK ALL

Q30 I am going to read out a number of aspects relating to the Teacher Induction Scheme. For each one, thinking generally about the Scheme, can you tell me the extent to which you feel they have or would have worked well or not worked well?

RANKED	Base: Total sample		Working very well (4)	Working well (3)	Not working well (2)	Not working at all (1)	No opinion	Don't know	<i>Total Working well</i>	<i>Total Not working well</i>	<i>Mean Score</i>
Mentoring and support arrangements in your school	N=507	%	48	42	2	0	2	6	90	2	3.50
Training and development opportunities	N=507	%	42	50	3	0	2	3	92	3	3.41
Guaranteed one-year placement	N=507	%	44	46	5	1	1	3	90	5	3.39
Placement arrangements between your local authority and school	N=507	%	21	57	9	3	4	6	78	12	3.07
0.7/0.3 timetable split	N=507	%	17	54	17	5	2	5	71	22	2.89
Temporary nature of 1 yr placement	N=507	%	7	46	28	8	4	6	53	36	2.58

