

Deployment and Impact of Support Staff in Schools

Characteristics, Working Conditions and Job
Satisfaction of Support Staff in Schools
(Strand 1, Waves 1-3 in 2004, 2006 and 2008)

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1. Introduction

1.1 Summary of project

This study was designed to obtain up to date and reliable data on the deployment and characteristics of support staff and the impact of support staff on pupil outcomes and teacher workloads. The study covered schools in England and Wales. It involved large scale surveys (Strand 1), followed by a multi method and multi informant approach (Strand 2). It provided detailed baseline data by which to assess change and progress over time. It sought to understand the processes in schools which lead to the effective use of support staff. This report presents results from the three waves of Strand 1 which took place in 2004, 2006 and 2008. At each wave there were three questionnaires: the Main School Questionnaire (MSQ), the Support Staff Questionnaire (SSQ) and the Teacher Questionnaire (TQ). The DISS project was funded by the Department for Children, Schools and Families (DCSF) and Welsh Assembly Government.

1.2 Introduction to the project

In the reports for the Strand 1 Wave 1 and Wave 2 surveys (Blatchford, Bassett, Brown, Koutsoubou, Martin, Russell, Webster and Heywood, 2006; Blatchford, Bassett, Brown, Koutsoubou, Martin, Russell and Webster, 2007) we described the main reasons for the recent growth in the range and number of support staff in schools. In summary, these included the greater freedoms concerning school budgets for heads and governors, arising out of the 1988 Education Reform Act and Local Management of Schools (LMS); the delegation of funding for Special Educational Needs (SEN), accompanied by increased provision of learning support assistants for pupils with statements of special educational needs; the introduction of the national literacy and numeracy strategies; and recent Government commitments and increased school investment.

1.2.1 The National Agreement

A major context for policy and resourcing involving support staff in schools was the introduction in January 2003 by the Government, local Government employers and the majority of school workforce unions of the National Agreement: 'Raising Standards and Tackling Workload'¹. The National Agreement (NA) set out a number of measures designed to raise pupil standards, tackle teacher workload including a concerted attack on unnecessary paperwork and bureaucracy, and create new support staff roles (see Blatchford et al., 2006, for a fuller account).

In brief, the National Agreement set out three phases of reform tackling teacher workload through changes to the School Teachers Pay and Conditions Document (STPCD). These took place in September 2003, September 2004 and September 2005. In September 2003, amendments were made to the STPCD which meant that from that date teachers could no longer routinely be required to carry out administrative and clerical tasks²; all teachers and headteachers should enjoy a reasonable work/life balance; and those with leadership and management responsibilities must be given a reasonable allocation of time in which to carry out their duties. Since September 2004 there has been an annual limit of 38 hours on the time that

¹ Although the study was carried out during the period the National Agreement was introduced it was not within the study's remit to directly address the impact of these reforms, or to assess how far participating schools had completed NA contractual changes or remodelling changes; the focus was on the deployment and impact of support staff.

² Annex 5 to Section 2 of the STPCD sets out a list of 21 such tasks but this was not meant to be exhaustive.

teachers can be expected to spend covering for absent colleagues. Finally, with effect from September 2005, teachers were guaranteed at least 10% of their timetabled teaching time for planning, preparation and assessment (PPA); and no longer required to invigilate external examinations and tests. Headteachers, with effect from September 2005, were also now entitled to a reasonable amount of dedicated headship time.

The changes made to teachers' conditions of work set out in STPCD were statutory and schools have had to implement these. The Training and Development Agency for Schools (TDA) and the Workforce Agreement Monitoring Group (WAMG) have also provided a detailed range of advice and guidance on implementation strategies. It should be noted that specific arrangements exist for Wales.

1.2.2 Review of support staff roles

Detailed guidance on what might be expected of two new support staff roles - cover supervisors and higher level teaching assistants (HLTAs) - was also provided by WAMG. The NA also outlined a number of other roles and activities that schools might want to consider for support staff as part of the remodelling agenda. These included assigning the administrative and clerical tasks which teachers no longer carry out to support staff; engaging support staff to act as "personal assistants" to teachers; employing additional technical support staff - including information and communications technology (ICT); and developing enhanced roles for support staff in the guidance and supervision of pupils. In September 2005 the TDA's remit widened to include the training and development of the whole school workforce.

Although the three phases of compulsory statutory changes to the STPCD have now taken place and many schools have made changes to how they operate, remodelling can be seen as part of a much wider and ongoing process of modernisation in schools. For example, by the end of 2008 schools must have reviewed and implemented new staffing structures in response to the Education (Review of Staffing Structure) (England) Regulations 2005 (SI 2005 No. 1032).

The huge increase in the wider school workforce over recent years (see below), together with the expectations of them with regard to a string of policy initiatives (e.g. *Every Child Matters*, the 14-19 strategy and extended schools), prompted a strategic response from the School Workforce Development Board (SWDB). The SWDB set out a three-year strategy (2006-2009) to meet the training and development, and performance review needs of support staff. The TDA (2008) reviewed progress against the three-year strategy and it was decided that future work on professional development for support staff should be progressed through a single strategy for the professional development of the whole school workforce. The strategy will run from 2009 to 2012 and will cover both teachers and the wider school workforce.

The DISS Strand 1 survey has overlapped with the Support Staff Survey³, which aims to support and inform the implementation of the three-year strategy. The survey has two waves of data collection (2006 and 2008) and is collecting information from support staff on their qualifications, experiences of performance review and perceptions and experiences of training and development. In terms of pay and conditions of service, the DISS survey findings on support staff's employment (e.g. contracts, working hours) have so far revealed the type of detail that the newly-established School Support Staff Negotiating Body (SSSNB) in England will address in its

³ Teeman, D., Walker, M., Sharp, C., Smith, P., Scott, E., Johnson, F., Easton, C., Varnai, A. & Barnes, M. (2008) Exploring school support staff experiences of training and development and development: First year report, London: Training and Development Agency for Schools.

national framework for pay and conditions. The SSSNB does not currently operate in Wales, but the Welsh Assembly Government has a commitment through *One Wales* to develop a national structure for classroom assistants.

1.2.3 Increased numbers of support staff in schools

Information from the DCSF⁴ and the first two waves of the DISS Strand 1 survey show that these developments have been accompanied by a huge increase in numbers of support staff in schools. According to official Government figures, over the period January 1997 to January 2008, the total number of FTE support staff in English schools rose from 133,500 to 322,500. Over the same period, the number of TAs⁵ has almost trebled, and TAs now comprise 55% of the support staff workforce, and 23% of the overall school workforce (e.g. all teachers and support staff). Over 28,000 have now achieved HLTA status. In the last eleven years, administration staff have increased by 76%; technicians by 90%; and other support staff by 154%⁶. Overall support staff numbers increased by 99,200 since the National Agreement was signed in January 2003. This figure represents 54,500 more TAs; 18,200 more administrative staff; and 6,200 more technicians.

Between 2004 and 2008, the total number of FTE support staff in Wales increased by 21%⁷. FTE TAs⁸ and special needs support staff⁹ in all Welsh schools increased by 27%, to around 12,000. Over the same period there were increases in the number of administrative staff¹⁰ (from 3,088 to 3,416) and other support staff (from 388 to 453), and a slight increase in the number of technicians¹¹ (from 1,084 to 1,139).

The DISS Strand 1 Wave 1 and 2 surveys found similar significant increases, and have gone much further in finding large increases in the specific roles created by schools as they implemented the workforce reforms (e.g. HLTAs and cover supervisors). These classroom-based roles have widened over recent years and many staff in these roles were found to have a direct pedagogical role (for more information on this, see the DISS Strand 2 Wave 2 report, Blatchford, Bassett, Brown, Koutsoubou, Martin, Russell and Webster, with Rubie-Davies, 2009).

1.3 Aims of the research

Despite this large increase in support staff it was recognised that there were significant gaps in knowledge about many aspects of support staff employment. There is not space here to provide a review of previous research other than to say that it provided only limited information on the deployment and impact of support staff in schools, and on the processes in schools through

⁴ DCSF (Sept 2008), Statistical First Release (SFR 26/2008): School workforce in England (including local authority level figures) January 2008 (revised)

⁵ Includes HLTAs, nursery nurses and assistants, literacy and numeracy support staff and any other non-teaching staff regularly employed to support teachers in the classroom, plus special needs and minority ethnic pupil support staff

⁶ Includes librarians, welfare assistants, learning mentors employed at the school and any other support staff regularly employed at the school not covered in teaching assistants

⁷ Welsh Assembly Govt (2008) Schools in Wales: General Statistics 2008

⁸ Includes nursery assistants and foreign language assistants and other assistants or aides employed in the classroom.

⁹ Includes ancillary staff who assist in the classroom in special schools

¹⁰ Office and clerical staff, including library assistants

¹¹ Resource and laboratory technicians

which impact is maximised or inhibited. This study was designed to help fill these gaps. The two main aims of the project were:

1. To provide an accurate, systematic and representative description of the types of support staff in schools, and their characteristics and deployment in schools, and how these change over time; and
2. To analyse the impact of support staff on teaching and learning and management and administration in schools, and how this changes over time.

1.3.1 Specific research questions

a. Description of support staff in schools and changes over time

Specific research areas addressed by the first main research aim, are:

1. The characteristics of support staff in terms of, for example, their age, gender, ethnicity, pay, experience, hours worked, qualification levels and job specific training undertaken;
2. The deployment of support staff, including the tasks they undertake, how their work is organised, planned and managed and how they support teaching and learning;
3. The recruitment, retention, turnover and career progression of support staff - particularly whether there are difficulties in relation to certain geographical areas or certain types of staff, despite an apparently buoyant market in the country as a whole; and the reasons for any such difficulties;
4. Support staff perceptions of their work, including workload, job satisfaction and career progression opportunities;
5. Perceptions of the roles of support staff among the wider school workforce, whether these are changing and the extent to which this is reflected in the way support staff are deployed, managed and trained (including the extent to which line managers or teachers are involved in effective coaching); and
6. Analysis of any changes over time in the areas set out above - characteristics, deployment, impact, recruitment, retention and perceptions of the roles of support staff.

b. Impact or effect of support staff in schools

The second main aim goes further and seeks to establish the effect of support staff on pupil outcomes and teacher workloads, and ways that impact is connected to school organisation. Specifically it addresses:

7. Whether and how impact differs among different types of support staff and whether this is related to training, qualifications and experience, and the way they are managed and deployed;
8. The impact of support staff on teachers' work - including how teachers spend their time and their workload (including teachers' perception of their own workload and how stressful they find their jobs); and
9. The impact of support staff on pupil outcomes - both quantitative and qualitative, including behaviour, motivation to learn and key stage outcomes.

1.4 Strand 1: A three wave survey concerning support staff in schools in England and Wales

The first aim was addressed by Strand 1 and the second aim by Strand 2. This report covers results from Strand 1. It aims to provide comprehensive and reliable information on support staff in schools in England and Wales. It did this through three waves, each involving a large scale survey featuring three questionnaires: the Main School Questionnaire (MSQ); the Support Staff Questionnaire (SSQ) and Teacher Questionnaire (TQ). The first wave was carried out during the summer term 2003/04 and the autumn term 2004/05. Results are presented in Blatchford et al. (2006). The second wave was conducted during the final phase of implementation, over the spring and summer terms of 2005/06, and results are published in Blatchford et al. (2007). Wave 3 was carried out two years later in 2007/08. This report covers Wave 3 but also summarises results from all three waves of the Strand 1 surveys. Taken together, these three biennial survey points provide a systematic account of basic information on support staff in schools and changes over a key five year period (2003-08).

In this report we focus on:

- Numbers and estimated FTE of support staff in schools
- Vacancies and problems of turnover and recruitment
- Further characteristics of support staff: gender, age, experience, ethnicity and qualifications
- Qualifications and previous experience required
- Support staff working practices: number of hours of work per week, contract type and contracted weeks per year
- Working extra hours: are support staff required, or voluntarily wish, to work more hours than specified in their contracts?
- Job descriptions, appraisal, supervision and line management
- Wages of support staff
- Training and INSET
- Supporting pupils and teachers
- Planning and feedback time
- Support staff satisfaction with their jobs
- Headteacher views on changes in the deployment and employment of support staff
- Headteacher views on the effect of workforce remodelling on workloads of headteachers, the leadership team, teachers and support staff.

We focus on differences between:

1. Waves 1, 2 and 3
2. School type (primary, secondary and special),
3. Types of support staff.

Results on the deployment and impact of support staff come mostly from Strand 2. Results from Strand 2 Wave 1 are reported in Blatchford, Bassett, Brown, Martin, Russell, and Webster, with Babayigit and Haywood (2008) and involved an analysis of support in relation to teacher and pupil outcomes. It included teachers' assessments of impact on teaching and learning and pupil behaviour, and data from systematic observations. Some information from Strand 1 on the impact of support staff (for example, in terms of information from the TQ on the impact on teachers' workloads, job satisfaction and levels of stress) was also included. Strand 2 Wave 1 also involved detailed case studies of primary, secondary and special schools and these provided valuable information on processes in schools affecting the impact of support staff. Results from Strand Wave 2 will be reported in Blatchford et al. (2009) and will involve a further analysis of support in relation to teachers and teaching, a unique analysis of the effect of support on pupil academic and behavioural progress, along with detailed case studies of classroom based support staff.

2. Methodology for Strand 1 Waves 1 - 3

2.1 Main School Questionnaire (MSQ)

This collected basic information on support staff in schools, such as numbers of support staff, vacancies, ease of recruitment, problems with turnover and recruitment, changes in support staff numbers, and reasons for changes in numbers of support staff. There were also extra questions on perceptions of changes to the employment and deployment of support staff and for Wave 3 questions on the impact of workforce remodelling on workloads of headteachers, leadership teams, teachers and support staff. As with the other two questionnaires it comprised mostly closed questions, allowing quantitative analyses, with the addition of some open ended questions which were analysed in terms of carefully constructed coding frames, synthesised in terms of main themes and supported by illustrative quotes. It was addressed to the headteacher, though experience with previous surveys suggested that much of the questionnaire could be completed by senior teaching or administrative staff. The design of the questionnaire was fairly consistent across the three waves, and was originally based on schedules developed in previous studies.

2.1.1 Sample sizes

All waves involved a nationally representative survey of all primary, secondary and special schools in England and Wales.

In order to achieve a large enough sample for reliable estimates it was estimated that a 10% sample of all schools in England and Wales would be needed. Experience with previous research, suggested that in order to achieve this sample size questionnaires should be sent to approximately 40% of the total schools in England and Wales. The sample size varied slightly over the waves, but generally consisted of around 10,000 schools. As there are a smaller number of special and secondary school than primary schools, and a smaller number of schools in Wales than in England, a slightly higher proportion of these schools were included in the sample in order to obtain sufficient information on them. Within each phase of school, and each country, a random number generator was used to select a random sample of schools. Numbers of schools taking part in the MSQ for the three waves is shown in Table 1.

Table 1 - Numbers of schools taking part in the MSQ

Country	Wave 1		Wave 2		Wave 3	
	Returned	Response	Returned	Response	Returned	Response
All schools	2,318	23%	2,071	21%	1,687	12%
England	1,979	23%	1,824	21%	1,456	12%
Wales	338	27%	247	19%	231	13%
Primary	1,534	25%	1,356	22%	1,169	13%
Secondary	504	18%	482	18%	342	9%
Special	279	27%	233	22%	176	16%

The overall response rate was over 20% at Waves 1 and 2, but fell to 12% in Wave 3. The issue of response rates to postal questionnaires is a problem for educational research in general, largely because of concerns that results are in some way biased because of differences between responders and non responders. To address this issue, statistical analyses

were conducted to assess the representativeness of those who responded. Generally there were not found to be any significant differences with schools who did not respond in terms of number of full-time equivalent (FTE) pupils or the percentages of pupils:

- Eligible for free school meals (FSM)
- With special needs (SEN) and with statements
- With special needs (SEN), but without statements
- With English as an additional language (EAL)
- From ethnic minority groups (i.e., from any ethnic group other than that classified as white)
- From different school settings - rural or urban and area of the country.

For Waves 1 and 2 there was also no difference between responders and non-responders for school phase, but at Wave 3 secondary schools had a worse response than primary and special schools. It should be noted that although response rates were not high, over the three waves of the MSQ responses were still received from nearly 6000 schools.

2.2 Support Staff Questionnaire (SSQ)

The aim of the SSQ was to collect information from support staff about gender, age, ethnic background, whether a Welsh speaker, qualifications, hours contracted, wage, nature of contract, e.g., termly vs. yearly, employer, whether they had a job description, who was their line manager, whether supervised by a teacher, whether they had been appraised in the last 12 months, whether required to work more hours than contract specifies, and whether paid, the nature of tasks/activities done during extra hours, how they heard about their current post, whether qualifications were needed for the post, whether Welsh was needed, whether previous experience was needed, years experience in the role, whether they had attended school based in-service education, non school based in-service education, any other education/training, and education/training leading to qualification. They were also asked how much time they spent directly supporting pupils and how much time spent directly supporting teachers. Finally they were asked about their levels of satisfaction with their job, how much they felt the school appreciated their work and (for Waves 2 and 3) questions on satisfaction with pay, contract and conditions, working arrangements, training and development received and training opportunities available.

The questionnaire was broadly similar for all three waves, although some questions were revised, and additional questions in Wave 2 and 3 were added, including (as above) further questions on various aspects of support staff satisfaction.

This questionnaire aimed to get information from a wide range of support staff. One option would have been to send the questionnaire to schools and get them to pick the support staff to fill in the questionnaire. Experience had shown that such a strategy would have provided a lot of information on a small number of support staff post titles (e.g. TAs), but insufficient information on many other post titles. It would not therefore have provided information across the full range of support staff roles. The MSQ provided information on the exact type and number of support staff working in each school and this was therefore used to target specific post titles at each

school. In this way it was possible to obtain a spread of responses from different support staff types. It was possible for some schools in the MSQ not to be selected for the SSQ, as the sample was selected at random. Questionnaires were sent via the school’s designated contact person.

The number of questionnaires sent out was 5,000 in Wave 1, but this was increased to roughly 10,000 for subsequent waves in order to increase still further the number and representativeness of staff in the seven categories of support staff (see below for more information on how support staff were classified).

The sampling strategy for the SSQ varied slightly over the waves. Waves 1 and 3 sought to categorise individual post titles on the tasks they performed, and thus the questionnaires were distributed to a roughly equal number of support staff for each post, where possible. In Wave 2, there was no categorisation of individual support staff posts, and so the questionnaires were distributed evenly amongst the seven main support staff categories.

To avoid overburdening schools, a restriction on the sampling was that no school received an excessive number of questionnaires (no more than eight per school). This sampling strategy resulted in over-sampling some groups of support staff relative to their prevalence in schools. However, this imbalance was accounted for when summarising the results by weighting the results for all staff combined (and those broken down by country and phase of school) by the prevalence of each group of support staff in schools.

A summary of the schools in the SSQ sample is shown in Table 2.

Table 2 - Numbers of schools in the SSQ sample

Country	Wave 1		Wave 2		Wave 3	
	Returned	Response	Returned	Response	Returned	Response
England	882	42%	957	54%	815	57%
Wales	109	54%	116	48%	101	43%

The proportion of schools responding was broadly the same over the three waves, with a slight increase over time for England and a slight decrease in Wales.

A full summary of the number of questionnaires returned and response rates, by country, phase of school, and support staff category is shown in Table 3.

Table 3 - Numbers of support staff in SSQ sample

Country	Wave 1		Wave 2		Wave 3	
	Returned	Response	Returned	Response	Returned	Response
All schools	2,127	41%	2,693	27%	2,847	28%
England	1,919	42%	2,419	28%	2,560	29%
Wales	203	34%	271	24%	284	23%
Primary	791	37%	1,485	25%	1,738	27%
Secondary	1,031	45%	892	31%	798	30%
Special	300	38%	311	31%	308	28%
TA Equivalent	578	58%	550	39%	736	43%
Pupil Welfare	234	26%	284	20%	159	15%
Technicians	260	33%	306	23%	203	20%
Other Pupil Support	195	23%	398	28%	330	22%
Facilities	86	23%	275	19%	175	17%
Administrative	513	47%	517	36%	695	34%
Site	60	30%	260	19%	152	21%

The overall response rate was 28% in Wave 3, which was similar to that for Wave 2 (27%), but was somewhat lower than that in Wave 1 (41%). However, the higher number of questionnaires sent out in Wave 2 and 3 meant that responses were obtained from more support staff in these waves than in Wave 1.

2.3 Teacher Questionnaire (TQ)

A third questionnaire was sent to a sample of teachers. This questionnaire included information on whether teachers and support staff have allocated planning time, feedback time, other time together, whether they were paid for this time, whether this time was within school session, other time before or after school sessions when the support staff were paid, how decisions about activities when working with SEN pupils in class were made, whether teachers had training to help them work with support staff, whether involved in training support staff and, if so, the type of training, and whether they were line manager for any members of support staff.

They were also asked about the impact of support staff on pupils and themselves in terms of administrative and routine tasks they still carried out and tasks now carried out by support staff. They were asked for the post title of those staff now performing each task previously carried out by the teacher. Finally, they were asked open questions about how support staff had affected pupil learning and behaviour, and their teaching, and closed questions asking how support staff had affected the teacher's level of job satisfaction, stress and workload (reported in Blatchford et al., 2009).

In order to be clear how answers related to specific categories of support staff, and to also ensure that we had information on as wide a range of support staff as possible (not just TA equivalent support staff), teachers were first asked to indicate which of a list of support staff post titles they had worked with in the last week, and then asked questions about how many of each staff they worked with and for how much time. Teachers were then requested to answer further questions about support staff by referring to two different categories of support staff who supported them in the last week.

The TQ was fairly similar over the three waves. The Wave 1 questionnaire was carefully piloted in the same way as the other two questionnaires, and the TQ in the subsequent waves was based on the Wave 1 TQ, with some additional questions added.

Questionnaires were sent to four teachers in each school. For primary schools, two questionnaires were sent to teachers from each key stage. For secondary schools, questionnaires were sent to two core subject teachers (English (or Welsh for schools in Wales) mathematics or science) and two non-core subject teachers (all other subjects). For special schools, questionnaires were sent to any four teachers. Information on specific teachers working within each school were unknown, so the decision as to exactly which teachers received the questionnaires was made by each individual school.

For Waves 1 and 2, the TQ was sent to schools who responded to the MSQ (via the contact person appointed by the school). In Wave 3, there was a worry about overburdening schools, as the TQ was sent out at a similar time to requests for the SSQ and information used for Strand 2 of the research project. Therefore, the TQ was sent to a random selection of schools omitting those who responded to the MSQ.

The exact sample size varied between the three waves, but for each wave the initial sample consisted of around 8,000 questionnaires distributed to approximately 2,000 schools.

A summary of the questionnaires received and response rates is shown in Table 4. It can be seen that the response rate decreased over the course of the study from 20% in Wave 1, down to 12% in Wave 3. The poorer response in Wave 3 could be partly attributable to the questionnaires not being sent to schools that responded to the MSQ, and so unlike the previous waves, were sent to schools that were less familiar with the research project.

Generally over the three waves, the response rate of the TQ was less than the MSQ and the SSQ. It is difficult to compare response rates exactly (e.g., because we cannot be sure that all teachers in a school received the questionnaire) but it does seem that for all waves support staff were more willing to complete the questionnaire than teachers.

Part of the TQ was designed so that teachers chose support staff from two different categories. However, teachers tended to give information about TA equivalent staff in preference to other support staff categories, and so this group was over-represented in the sample compared to other groups. To counter this imbalance, the results of these questions for all staff combined (and those broken down by country and phase of school) were weighted by the prevalence of each group of support staff in schools.

Table 4 - Numbers of teachers in TQ sample

Country	Wave 1		Wave 2		Wave 3	
	Returned	Response	Returned	Response	Returned	Response
All schools	1,824	20%	1,297	16%	970	12%
England	1,578	20%	1,129	16%	837	12%
Wales	226	17%	165	17%	133	12%
Primary	1,158	19%	820	15%	614	12%
Secondary	434	22%	277	15%	206	12%
Special	212	19%	197	22%	150	16%

3. Results

Key Findings

Numbers and estimated FTEs of support staff in schools

- There was a significant increase in the number and FTE of support staff over the three waves, especially in the TA equivalent category.
- The main reasons for change in support staff numbers given by schools was the number of SEN pupils, new initiatives in school, change in overall school budget and implementation of PPA time.

Vacancies and problems of turnover and recruitment

- There was an increase in vacancies, recruitment problems and turnover across the three waves.
- Problems with vacancies, recruitment and turnover were most likely for other pupil support staff. This category of support staff has consistently presented the most challenging problems.

Further characteristics of Support Staff: Support staff gender, age, experience, ethnicity, qualifications

- Most support staff were female, aged 36 and over, and almost all classified themselves as being of white ethnic background.
- Only 9% of support staff had no qualifications and over a third (35%) had qualifications above GCSE level. Site staff, other pupil support and especially facilities staff, had the lowest qualifications, while pupil welfare staff and technicians had the highest qualifications.

Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year

- Almost 1 in 5 staff at Wave 3 worked full time (35 hours or more) and there were signs this figure decreased over the three waves. The overall decline in full time work seems to be attributable to a decline in full time work secondary schools.
- At Waves 2 and 3, a third of all support staff said that they would like to work more hours, more in primary schools than in special schools and secondary schools.

Working extra hours: Were support staff required, or voluntarily wish, to work more hours than specified in their contract?

- Over two thirds of staff worked extra hours.
- There was a significant decrease over the three waves in being paid for extra work.

Job descriptions, appraisal, supervision and line management

- The great majority of support staff were provided with a job description. There was a significant increase in appraisals over the three waves.
- About a third of were supervised by teachers, a third supervised by someone else and a third were not supervised by anyone.
- Staff in secondary schools were less likely to be supervised and line managed by a teacher, and more likely to be supervised by someone else or not supervised by anyone.

Wages of support staff

- At all three waves, staff in primary schools received the lowest wages.
- There was a significant increase in salaries across the three waves for all support staff groups, except 'other pupil support' staff.
- Factors influencing support staff wages were: characteristics of support staff such as qualifications, gender and age; a 'disadvantage' effect, reflected in higher wages more likely with a higher percentage of SEN and FSM pupils; area (London tending to have the highest wages) and school size.

Training and INSET

- The majority of support staff experienced training of some kind over the three waves, with TA equivalent, pupil welfare and administrative staff most likely to have attended training, and technicians, other pupil support and facilities staff least likely.
- The majority of teachers had not had training to help them work with support staff in classrooms, even though the number of teachers involved in training support staff themselves had increased at each wave.
- Most of the training and development provided by teachers for support staff was informal support on the job.
- Only a third of the teachers who were line managers of support staff had received training or development to help them with this role and only half at both waves rated this training and development as useful.

Planning and feedback time between teachers and support staff

- At all three waves most teachers did not have allocated planning, feedback or other allocated time with support staff they worked with in the classroom.
- Special schools had most planning and feedback time at all three waves but secondary schools stood out as having very little scheduled planning and feedback time.

Supporting pupils and teachers

- TA equivalent, other pupil support and pupil welfare staff spent more time than other groups directly supporting pupils all or most of the time. Conversely, facilities, administrative and site staff spent very little time directly supporting pupils.
- Overall, teachers had experienced much more contact with support staff in Wave 3 compared to Wave 1.

Support staff satisfaction with their jobs

- Support staff were generally positive about their level of job satisfaction, how much they felt appreciated by their school, their contracts and conditions of employment, working arrangements, and training and development they had received in their role. There was less satisfaction with training and development opportunities available to them and still less with their pay. Nearly half of staff were dissatisfied with their pay at Wave 3.
- Staff in secondary schools were relatively less satisfied across most factors than those in primary and special schools.

Impact of the National Agreement: Headteacher views on changes to the employment and deployment of support staff, and how workforce remodelling has affected the workload of staff in schools

- Headteachers felt that remodelling had resulted in increases in the workloads of headteachers themselves, the leadership team, and support staff workloads.
- In contrast, headteachers felt that remodelling had resulted in a reduction in the workload for teachers in their schools, particularly in secondary schools.

3.1 Classification of support staff post titles

In the Strand 1 Wave 1 Report (Blatchford et al., 2006) an analysis was performed to classify support staff post titles into groups based on the tasks that they performed. This is shown in Table 5 and was the basis of the results presented in the Strand 1 Waves 1 report (Blatchford et al., 2006) and the Strand 1 Wave 2 report (Blatchford et al., 2007). In this section we report on a re-analysis with data from Wave 3 to see whether the changes in numbers of support staff and increases in new job titles and responsibilities had affected the classification.

Table 5 - Classification of support staff used in Waves 1-3

Groups of support staff post titles

<u>TA Equivalent</u>	<u>Pupil Welfare</u>	<u>Technicians</u>	<u>Other Pupil Support</u>
Higher level TA LSA (SEN pupils) Nursery Nurse Therapist TA - primary TA - secondary TA - special	Connexions Advisor Education welfare Home liaison Learning Mentor Nurse Welfare Assistant	ICT manager ICT technician Librarian Science Technician Technology Tech.	Bilingual Support Cover Supervisor Escort Exam Invigilator Lang Assistant Midday Assistant Midday Supervisor
<u>Facilities</u>	<u>Administrative</u>	<u>Site</u>	
Cleaner Cook Other catering	Administrator Bursar Finance Officer Office Manager Secretary Attendance Officer Data Manager Examinations Officer PA to Head	Caretaker Premises Manager	

3.1.1 Statistical Methods

The SSQ was sent to 45 post titles, although a number of additional post titles responded to the questionnaire. Some of these additional posts were similar to posts from the main list, and were grouped together with the main posts where appropriate. All other posts were omitted from the analysis due to small numbers, with the exception of resources staff, who were more numerous.

For each post title, the percentage of staff performing each task was calculated, and these percentages were used in the analysis of the data. All analyses were performed using the statistical method of cluster analysis. The aim of this method is to classify observations with similar responses into the same groups. There are a number of cluster analysis methods, but here hierarchical cluster analysis was used. This seeks to identify relatively homogeneous post titles based on the percentage of each post title performing each task.

A difficulty in interpreting the results is that there is no “correct” choice of the most appropriate number of support staff groups. Several solutions were examined from 4 to 10 support staff clusters.

3.1.2 Results

There were a number of new posts that were not previously classified in the Wave 1 analysis. The newly classified posts and the group they were attached to are as follows:

- Art and design technician - Technicians
- Receptionist - Administrative
- Business Manager - In a group on their own
- ICT other - Pupil Welfare
- Extended school staff - Pupil Welfare
- Music specialist - Pupil Welfare
- Reprographics - Technician
- Resources staff - Technician.

By and large the support staff groupings were similar to those seen from Wave 1. However, there were some differences for some post titles. A summary of the most visible differences are as follows:

- Cover supervisor - These are now classed as TA equivalent staff rather than other pupil support. This could reflect a changing role for these staff.
- Bilingual support and language assistants - These are now down as TA equivalent rather than other pupil support.
- Therapists - Now classed as pupil welfare staff rather than TA equivalent staff.
- Connexions personal advisors and education welfare officers - These have split from the remaining pupil welfare staff to form their own category. This could reflect a differing role, or the fact that they may be more likely to not be employed by the school.
- Librarians - Now classified as pupil welfare staff rather than technicians. This could reflect a differing role for librarians. Case study visits showed that librarians were now likely to have a more direct role with pupils.
- Administrative - Two groups of administrative staff have been created. Broadly it appears that the 'senior' admin roles (e.g. bursar, finance officer, office manager) have split from the remaining admin staff to form a separate group.

An initial inspection of the cluster analysis results showed 10 different categories of support staff. However, some of these groups can be combined because differences between the groups was not marked. This is consistent with the approach taken in Wave 1, where the 8 group solution was used initially, but two groups of administrative staff were grouped together to give a 7 group solution. Business managers could be joined with the senior administrative group because these posts appeared together in solutions with fewer number of groups (7 groups or less), and only split for 8 or more groups. The senior administrative and administrative groups were grouped together because there were some similar posts in these groups (e.g. PA to head in one group, secretary in another). These all appeared together in the 6 group solution, but were separate in the 7 or more group solutions. The 'external welfare' group could be reasonably combined with the main pupil welfare group. These appeared together in the 4 group solution, but were separate in solutions with more than 5 groups. If all these combinations are made, then the 10 group solution is reduced to one with 7 groups, the same number as seen in Wave 1. If this solution were used, the posts in each group would be as seen in Table 6.

Table 6 - Classification of support staff job titles. Wave 3

Groups of support staff post titles

<u>TA Equivalent</u>	<u>Pupil Welfare</u>	<u>Technicians</u>	<u>Other Pupil Support</u>
Bilingual Support Classroom Asst. Cover Supervisor Higher level TA Language Asst. LSA (SEN pupils) Nursery Nurse Teaching Assistant	Connexions Advisor Education welfare Extended schools Home liaison ICT - other Learning Mentor Librarian Music Specialist Nurse Therapist Welfare Assistant	Art / design tech. ICT manager ICT technician Reprographics Resources staff Science Technician Technology Tech.	Escort Exam Invigilator Midday Assistant Midday Supervisor
<u>Facilities</u>	<u>Administrative</u>	<u>Site</u>	
Cleaner Cook Other catering	Administrator Attendance Officer Bursar Business Manager Data Manager Examinations Officer Finance Officer Office Manager PA to Head Receptionist Secretary	Caretaker Premises Manager	

The classification of support staff into categories was therefore similar at Wave 3, compared to that used at Wave 1 and 2, though there were some differences and additional post titles. In order to allow meaningful comparisons over time between waves, in the results below we use the same categorisation of support staff as that used in previous waves (i.e. as in Table 5), though readers should note the categorisation in Table 6 is most representative of the current situation.

3.2 Numbers and estimated FTEs of support staff in schools

This section examines results from the MSQ. All three waves were relatively similar in respect of the number of schools from different school phases and areas of the country. However, there were slight differences between waves in terms of the proportions of urban/rural schools, proportion of pupils eligible for free school meals and the ethnic makeup of the schools. The proportion of urban schools increased slightly over the course of the study. There were slightly more pupils eligible for free school meals and more white pupils in schools in Wave 1 compared to Waves 2 and 3. In order to ensure that these changes did not influence the results the statistical analyses compared the waves while taking into account these differences in the characteristics of the schools. We also analysed differences controlling for school background factors, such as number of pupils and eligibility for free schools.

3.2.1 Total number of support staff

Table 7 and Figure 1 give information on the number of support staff in the three waves (excluding some additional posts not classified into the seven categories of support staff categories - representing only a very small minority of 1-2% of responses). The figures are number of schools (and percentage of total) in each category.

Table 7 - Total number of support staff

Category	≤ 10 Staff N (%)	11-20 Staff N (%)	21-40 Staff N (%)	41-60 Staff N (%)	61+ Staff N (%)
All - w1	360 (16%)	731 (32%)	844 (36%)	255 (11%)	128 (6%)
- w2	233 (11%)	518 (25%)	726 (35%)	314 (15%)	280 (14%)
- w3	172 (10%)	399 (24%)	616 (37%)	242 (14%)	258 (15%)
England - w1	251 (13%)	604 (31%)	764 (39%)	238 (12%)	122 (6%)
- w2	185 (10%)	436 (24%)	646 (35%)	294 (16%)	263 (14%)
- w3	123 (8%)	300 (21%)	563 (39%)	220 (15%)	248 (17%)
Wales - w1	109 (32%)	127 (38%)	80 (24%)	16 (5%)	6 (2%)
- w2	48 (19%)	82 (33%)	80 (32%)	20 (8%)	17 (7%)
- w3	49 (21%)	99 (43%)	51 (21%)	22 (10%)	10 (4%)
Primary - w1	320 (21%)	637 (42%)	525 (34%)	46 (3%)	6 (<1%)
- w2	194 (14%)	466 (34%)	567 (42%)	112 (8%)	17 (1%)
- w3	161 (14%)	377 (32%)	502 (43%)	111 (10%)	18 (2%)
Secondary- w1	6 (1%)	38 (8%)	204 (40%)	163 (32%)	93 (18%)
- w2	4 (<1%)	6 (1%)	90 (19%)	153 (32%)	229 (48%)
- w3	5 (2%)	4 (1%)	51 (15%)	98 (29%)	184 (54%)
Special - w1	34 (12%)	56 (20%)	115 (41%)	45 (16%)	29 (10%)
- w2	35 (15%)	46 (20%)	69 (30%)	49 (21%)	34 (15%)
- w3	6 (3%)	18 (10%)	63 (36%)	33 (19%)	56 (32%)

Key: w1 = Wave 1, w2 = Wave 2, w3 = Wave 3

Data from MSQ 1, 2 and 3

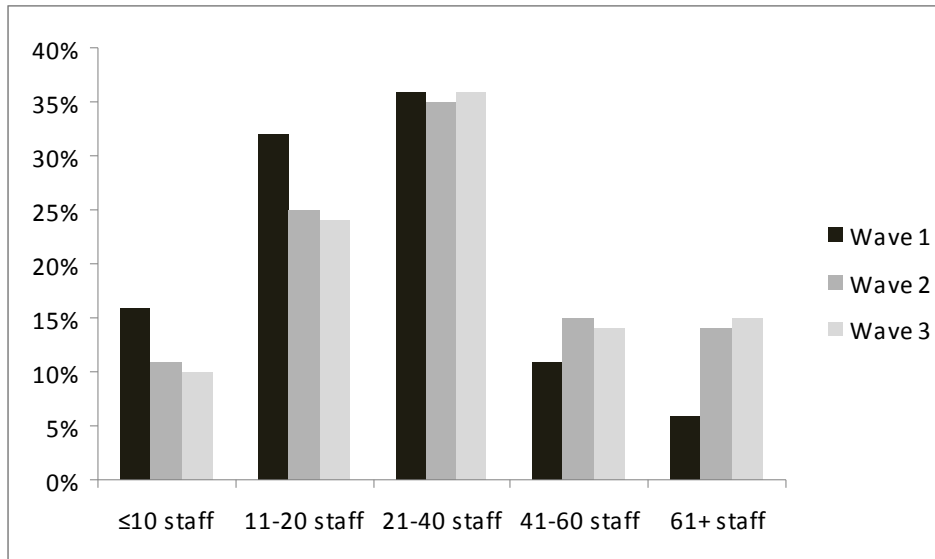
Base figures Wave1 = 2318, Wave 2 = 2071, Wave 3 = 1687

At Wave 3, 10% of all schools responding had 10 or less support staff, 24% had 11-20 support staff, 37% had 21-40, 14% had 41-60, and 15% had 61 or more staff. Statistical analysis of the data showed that there was an overall significant increase in the numbers of support staff from Wave 1 to Wave 2 (analyses of trends over time was based on the actual numbers of staff not the banded data). There was a slight overall increase in the number of support staff between Wave 2 and 3 though this was not statistically significant. A measure of these changes can be gauged by comparing the number of schools with 41-60 and 61 or more staff (see Table 7 and Figure 1). At Wave 1, 2 and 3 there were 17%, 29% and 29% respectively with 41 or more staff. Conversely there were 48%, 36% and 34% of schools with 20 or less staff at Waves 1, 2 and 3 respectively. Overall, across the three waves there was a significant increase in support staff numbers.

There was a significant increase between Wave 1 and 2 in support staff numbers for England and Wales separately, and for each phase of school. At all waves, numbers of support staff were higher in schools in England compared to Wales, no doubt reflecting the larger size of schools.

At all waves, there were far more secondary schools with 41 or more staff, reflecting their larger size. The number of secondary schools with 41 or more support staff had dramatically increased from 50% at Wave 1 to 80% by Wave 2 and then increased slightly to 83% by Wave 3. Special schools saw the largest increase in staff numbers.

Figure 1 - Number of support staff in schools



Base figures Wave1 = 2318, Wave 2 = 2071, Wave 3 = 1687

Results for the seven support staff categories (see Table 8) showed that at each of the three waves TA equivalent staff were the most frequently found (51%, 73% and 76% of schools had 6 or more TA equivalent staff at Waves 1, 2 and 3 respectively), followed by other support staff (47%, 52% and 52% respectively). Site staff were the least numerous category of support staff at each wave (with very few schools with 6 or more site staff). Schools were most likely not to have any pupil welfare staff and technicians, and this is largely explained by the lack of these staff in primary schools.

As for changes over time in support staff categories, TA equivalent staff showed the most marked statistically significant increase over the three waves. There were also statistically significant increases for the other support staff categories, but trends were less clear cut (e.g., the increase was mainly between just two waves).

As might be expected, given their larger size, for the majority of support staff categories, the numbers of support staff in individual secondary schools were found to be higher than for primary schools (though note the analyses later in this section where numbers of pupils in schools are taken into account).

Table 8 - Numbers of staff for support staff categories: England and Wales combined

Category		No Staff N (%)	1-5 Staff N (%)	6-10 Staff N (%)	11-20 Staff N (%)	21+ Staff N (%)
TA equivalent	- w1	260 (11%)	856 (37%)	613 (26%)	444 (19%)	145 (6%)
	- w2	73 (4%)	497 (24%)	653 (32%)	595 (29%)	253 (12%)
	- w3	50 (3%)	365 (22%)	490 (29%)	533 (32%)	249 (15%)
Pupil Welfare	- w1	1444 (62%)	795 (34%)	71 (3%)	8 (<1%)	0 (0%)
	- w2	1358 (66%)	679 (33%)	25 (1%)	8 (<1%)	1 (<1%)
	- w3	941 (56%)	667 (40%)	65 (4%)	13 (<1%)	1 (<1%)
Technicians	- w1	1135 (49%)	867 (37%)	259 (11%)	56 (2%)	1 (<1%)
	- w2	862 (42%)	837 (40%)	289 (14%)	82 (4%)	1 (<1%)
	- w3	717 (43%)	714 (42%)	193 (11%)	63 (4%)	0 (0%)
Other Pupil Support	- w1	323 (14%)	894 (39%)	736 (32%)	290 (12%)	75 (3%)
	- w2	239 (12%)	745 (36%)	645 (31%)	338 (16%)	104 (5%)
	- w3	202 (12%)	616 (37%)	524 (31%)	246 (15%)	99 (6%)
Facilities	- w1	998 (43%)	1061 (46%)	166 (7%)	76 (3%)	17 (<1%)
	- w2	452 (22%)	980 (47%)	329 (16%)	195 (9%)	115 (6%)
	- w3	349 (21%)	833 (49%)	289 (17%)	143 (9%)	73 (4%)
Administrative	- w1	64 (3%)	1847 (80%)	283 (12%)	120 (5%)	4 (<1%)
	- w2	29 (1%)	1622 (78%)	274 (13%)	128 (6%)	18 (1%)
	- w3	38 (2%)	1340 (79%)	203 (12%)	100 (6%)	6 (<1%)
Site	- w1	314 (14%)	1991 (86%)	12 (<1%)	1 (<1%)	0 (0%)
	- w2	288 (14%)	1748 (84%)	32 (2%)	32 (2%)	3 (<1%)
	- w3	205 (12%)	1459 (87%)	22 (1%)	1 (<1%)	0 (0%)

Key: w1 = Wave 1, w2 = Wave 2, w3 = Wave 3

Figures are the number (%) of schools employing staff in each support staff category

Data from MSQ 1, 2 and 3

Base figures Wave1 = 2318, Wave 2 = 2071, Wave 3 = 1687

3.2.2 Factors influencing the number of staff in schools

The aim of the analyses so far has been to examine differences between the seven support staff categories and comparisons between the three types of schools (primary, secondary and special schools), and countries (England and Wales). The next step was to examine whether these and other factors influenced numbers of support staff in a systematic way, taking account of all other factors at the same time. School characteristics were obtained from national data sets (School Census, formally the Pupil Level Annual School Census (PLASC), and Edubase). Comparable national data were not available for schools in Wales for the Wave 1 analyses. However, data were available for Wave 2 and 3 on all background measures listed below, with the exception of the percentage of pupils for whom English was an additional language (EAL) and the percentage of pupils with SEN without statements, which are not collected in Wales.

The school characteristics examined were as follows:

- School type - primary, secondary or special
- Number full-time equivalent (FTE) pupils
- Percentage of pupils
 - eligible for free school meals (FSM)
 - with special needs (SEN) and with statements
 - with special needs (SEN), but without statements
 - with English as an additional language (EAL)
 - from ethnic minority groups (i.e., from any ethnic group other than that classified as white)
- School setting - rural or urban
- Area of the country.

The effects of these school characteristics on the number of support staff were examined separately for each support staff category. The advantage of the sophisticated statistical analyses conducted here is that the statistical analysis considers the effect of each explanatory variable, having taken into account, or having controlled for, the effect of other variables.

Statistical analysis for Wave 2 data showed that there were four key sets of factors independently related to the number of support staff in schools. This was to a large extent replicated in the analysis of Wave 3.

The first factor is school type: at Wave 2 and 3, special schools had more support staff (applied to all support staff categories other than technicians at Wave 2 and 3 and other pupil support staff at Wave 3). This result concerning special schools is important because it shows a different picture to that emerging from the tabulation of the simple number of support staff in different types of schools as presented above. It means that once one has controlled for the number of pupils in schools (secondary schools have many more), there are actually proportionately more support staff in special schools.

The second factor is the size of the school: at Wave 2 and 3, for all support staff categories, schools with a larger number of pupils had more support staff. This is understandable and means that recruitment of support staff and pupil numbers are linked.

The third main set of factors might be seen as reflecting pupil need: this is seen in results concerning percentage of pupils with SEN (both stated and not stated), the percentage of pupils with EAL, and the percentage of pupils eligible for FSM. At Wave 2, in schools with a higher percentage of SEN there were more TA equivalent, welfare staff and technicians; in schools with more pupils with EAL there were more technicians and administrative staff; and in schools with a higher percentage of FSM there were more other pupil support staff. At Wave 3, in schools with higher percentage of pupils eligible for FSM there were

more TA equivalent, pupil welfare, and site staff; in schools with more pupils with SEN there were more TA equivalent, and administrative staff; and for schools with a higher percentage of EAL pupils there were more pupil welfare and other pupil support staff. There were also more administrative staff in schools with a higher percentage of pupils other than white.

3.2.3 Estimates of the number of FTE staff and change from Wave 2

In order to get an indication of the situation nationally, we present in Table 9 estimates of the number of FTE staff in England and Wales for each of the post titles in the MSQ survey, organised under the seven support staff categories. The estimates were calculated by multiplying the average FTE for each type of school by the latest figures on the numbers of schools in each type. We show figures for Waves 1, 2, and 3.

Table 9 - Estimates of the number of FTE staff and change from Wave 2 to Wave 3. England and Wales combined

Support Staff Category	Post Title	Number FTE - Wave 1	Number FTE - Wave 2	Number FTE - Wave 3	% Change Wave 1 to 3
TA Equivalent	Classroom Assistant	57,790	49,490	54,644	-5%
	Higher Level TA	2,208	7,413	12,064	+446%
	Learning Support Assistant			44,206	
	(for SEN pupils)	43,958	41,376		+1%
	Nursery Nurse	16,637	11,531	11,134	-33%
	Therapist	1,176	710	1,508	+28%
	Teaching Assistant	33,948	63,441	77,614	+129%
	All posts combined (95% Confidence Interval)	155,717 (150544, 160889)	173,961 (168237, 179686)	201,170 (194773, 207566)	+29%
Pupil Welfare	Connexions Adviser			1,496	
		1,383	1,193		+8%
	Educ. Welfare Officer	1,787	2,160	2,262	+27%
	Home-School Liaison	990	1,089	2,337	+136%
	Learning Mentor	5,185	6,329	7,187	+39%
	Nurse	1,606	1,347	1,658	+3%
	Welfare Assistant	2,296	2,385	2,860	+25%
	All posts combined (95% Confidence Interval)	13,247 (12161, 14332)	14,503 (13346, 15661)	17,800 (16305, 19294)	+34%
Technicians	ICT Network Manager	2,713	3,472	3,388	+25%
	ICT Technician	6,918	7,216	7,613	+10%
	ICT Staff - Other	624	2,048	2,711	+334%
	Librarian	3,784	4,328	4,525	+20%
	Science Technician	7,539	8,677	7,671	+2%
	Technology Technician			3,482	
		2,931	3,680		+19%
	All posts combined (95% Confidence Interval)	24,509 (23547, 25470)	29,421 (28311, 30532)	29,390 (28286, 30542)	+20%

Table 9 continued - Estimates of the number of FTE staff and change from Wave 2 to Wave 3. England and Wales combined

Support Staff Category	Post Title	Number FTE - Wave 1	Number FTE - Wave 2	Number FTE - Wave 3	% Change Wave 1 to 3
Other Pupil Support	Bilingual Support Asst.	2,235	2,319	1,983	-11%
	Cover Supervisor	1,566	6,625	7,592	385%
	Escort	1,425	1,102	1,835	+29%
	Exam Invigilator	3,752	9,535	5,072	+35%
	Language Assistant	978	1,005	1,324	+35%
	Midday Assistant	16,218	21,106	15,169	-6%
	Midday Supervisor	17,772	20,226	18,208	+2%
	All posts combined (95% Confidence Interval)	43,946 (41634, 46258)	61,918 (58450, 65385)	51,183 (48588, 53777)	16%
Facilities	Catering Staff – Other Cleaner (*)	11,041	21,074	18,941	+72%
	Cook	3,402	29,280	27,086	+696%
	All posts combined (*) (95% Confidence Interval)	11,716 (26,159, 27739)	9,667 (60,021, 62910)	10,173 (56,200, 58876)	-13%
					+115%
Administrative	Administrator / Clerk	27,575	27,890	29,116	+6%
	Attendance Officer	1,997	2,558	2,636	+32%
	Bursar	4,367	5,370	5,411	+24%
	Data Manager / Analyst			2,015	
		1,036	1,605		+94%
	Examinations Officer	1,554	2,280	2,554	+64%
	Finance Officer	4,671	5,129	5,677	+22%
	Office Manager	3,123	3,445	3,823	+22%
	Personal Assist. to Head			3,130	
		2,543	3,060		+23%
	School Secretary	8,532	7,865	7,288	-15%
	All posts combined (95% Confidence Interval)	55,398 (54052, 56744)	59,205 (57642, 60760)	61,650 (60035, 63265)	+11%
Site	Caretaker	21,063	21,936	22,226	+6%
	Premises Manager	3,113	3,696	4,400	+41%
	All posts combined (95% Confidence Interval)	24,176 (23512, 24840)	25,632 (24962, 26303)	26,626 (25872, 27379)	+10%
Other Posts (not categorised)	Art/Design Technician	1,797	2,241	2,870	+60%
	Business Manager	1,219	2,165	3,273	+168%
	Creative Arts Specialist			418	
		289	435		+45%
	Extended schools staff			5,648	
		-	-		-
	Learning Manager	300	442	749	+150%

Table 9 continued - Estimates of the number of FTE staff and change from Wave 2 to Wave 3. England and Wales combined

Support Staff Category	Post Title	Number FTE - Wave 1	Number FTE - Wave 2	Number FTE - Wave 3	% Change Wave 1 to 3
	Literacy Worker	431	338	852	+98%
	Music Specialist	1,568	2,034	2,498	+59%
	Receptionist ^(*)	648	4,120	4,314	+566%
	Reprographics Tech. ^(*)	447	3,173	3,153	+605%

(*) Numbers under-estimated at Wave 1, as posts not included in main list given to schools

Note: These figures were recalculated to deal with missing values and may therefore vary slightly from previous reports. The differences are minor but data will be more reliable.

Data from MSQ 1, 2 and 3

Over the three waves there were significant differences between waves for all support staff categories. The last column of Table 9 gives the percentage increase from Wave 1 to 3. TA equivalent staff increased by 29%, pupil welfare staff by 34%, technicians by 20%, other pupil support staff by 16%, facilities staff by 115%, administrative staff by 11% and site staff by 10%, though these figures are general and do not describe differences between Wave 1 and 2 and Wave 2 and 3. It can be seen that there were relatively large increases from Wave 1 to Wave 2 for TA equivalent staff, when numbers doubled. There were also increases across the three waves in pupil welfare staff, with numbers increasing 23% between Wave 2 and 3. Other pupil support and facilities staff increased in numbers between Wave 1 and 2 but then decreased from Wave 2 and 3 (in the case of other pupil support by 17%).

As for individual post titles, it can also be seen that post titles in the TA equivalent category are the most prevalent – in order of frequency at Waves 2 and 3: teaching assistants, classroom assistants and learning support assistants. There was a significant increase in TAs over the three waves (they increased 129% from Wave 1 to 3). There was a noticeable increase in TAs between Wave 1 and 2, when they doubled in number, and this increase continued by 22% between Wave 2 and 3. At Wave 1, classroom assistants were more frequent than TAs, which probably indicates the term TA had over time become the popular term and replaced the term Classroom Assistant. There was a huge increase in FTE for Higher Level Teaching Assistants (HLTAs) between Wave 1 and 3 (446%). There was an increase from Wave 1 to 2 of 112% and then Wave 2 to 3 of 63%. This trend was statistically significant and reflects the growing importance of this post in the NA. Some of these HLTAs would have been TAs at Wave 1 who became HLTAs by Wave 2¹². For both Wave 2 and 3, these post titles were followed in frequency by ‘administrators/clerks’, ‘cleaners’ and ‘caretakers’.

¹² The use of the term ‘HLTA’ to describe a post title is strictly speaking incorrect. The NA introduced a set of standards for HLTAs, not posts. There is added complexity in that there are there are support staff called HLTAs and in HLTA posts without HLTA status, as well as individuals with status who may or may not be in HLTA posts or called an HLTA.

The other post titles that showed large increases in FTE (60% or more) over the three waves, apart from those in the TA equivalent group, were:

- Home school liaison officers (136%) (Pupil Welfare)
- Other ICT staff (334%) (Technicians)
- Cover supervisors (385%) (Other pupil support)
- Other catering staff (72%) and cleaners (696%) (Facilities)
- Administrative assistants, data managers/analysts (94%) and examination officers (64%) (Administrative)
- Art design technicians (60%), business managers (168%), learning managers (150%), literacy workers (98%), receptionists (566%) and reprographic technicians (605%) (Other posts).

The figures for cleaners, reprographics technicians and receptionists need to be treated cautiously because they were not included in the main list of post titles given to schools at Wave 1. Extended schools staff were included for the first time in Wave 3 by which time they were the most numerous of the 'other' post titles outside the main categories. Music specialists (uncategorised posts) also increased by 59%. On the other hand, FTEs for nursery nurses (33% and secretaries (15%) decreased. Nursery nurses have a higher level of training than TAs and the drop in FTE perhaps reflects an increased trend to recruit TAs rather than nursery nurses.

Looking at changes between Waves 2 and 3, apart from HLTAs, the biggest increases in support staff post titles were home school liaison officers (115% increase Wave 2 to 3), therapists (112% increase Wave 2 to 3) and escorts (67% increase Wave 2 to 3), although these posts were not frequent overall. Interestingly these last two posts had first decreased in number from Wave 1 to Wave 2. Other increases were for language assistants (32% Wave 2 to 3) and literacy workers (152% Wave 2 to 3), which no doubt reflects the instigation in schools of literacy support and 'catch up' programmes and ICT staff (other) (big increase from Wave 1 to 2 and then 32% Wave 2 to 3). Business managers increased throughout the waves, e.g., by 51% from Wave 2 to 3. The most notable decline in post title FTE between Wave 2 and 3 was in exam invigilators, down by 47% between Wave 2 and 3 after a steep increase between Wave 1 and 2.

3.2.4 Change in the number of support staff

In Waves 2 and 3, schools were asked to indicate if there was a decrease, no change, or an increase in support staff numbers since the previous wave (about 18 months). In the case of Wave 1, respondents were asked to indicate if there had been a change in numbers between January 2003 and the time of the survey (summer term 2004). Information on whether this was an increase or decrease in numbers was not collected at Wave 1. Table 10 shows that over half of schools had experienced an increase in support staff numbers between Wave 1 and Wave 2 (62%) and between Wave 2 and Wave 3 (57%), whilst a much smaller number reported a decrease in numbers (6% and 11% for Wave 1 to 2 and Wave 2 to 3 respectively). The perceived increase across waves was particularly marked in secondary schools (87% and 74% of schools for Waves 2 and 3), though numbers in special schools were also perceived to increase between Waves 2 and 3 in special schools (68%). In a third of schools (32% for Waves 2 and 3) there was no reported change in numbers of support staff.

Table 10 - Changes in the perception of increase of support staff numbers since the previous survey. Number (%) of schools

School type	Wave	Overall Increase N (%)	No change N (%)	Overall Decrease N (%)
All schools	Wave 1 to 2	1268 (62%)	653 (32%)	129 (6%)
	Wave 2 to 3	945 (57%)	537 (32%)	178 (11%)
Primary	Wave 1 to 2	717 (53%)	517 (39%)	110 (8%)
	Wave 2 to 3	582 (50%)	424 (37%)	149 (13%)
Secondary	Wave 1 to 2	417 (87%)	51 (11%)	9 (2%)
	Wave 2 to 3	247 (74%)	67 (20%)	20 (6%)
Special	Wave 1 to 2	134 (59%)	85 (37%)	10 (4%)
	Wave 2 to 3	116 (68%)	46 (27%)	9 (5%)

Note: Combines England and Wales
Data from MSQ 1, 2 and 3

3.2.5 Factors influencing change in numbers

The results for both Wave 2 and 3 indicated that after adjusting for the effects of other variables, there was a significant effect of school type and number of pupils on the perceived change in support staff numbers. Schools with a larger number of pupils were significantly more likely to have experienced an increase in support staff numbers. After allowing for the number of pupils in the school, special schools at both Wave 2 and 3 were found to have a much greater likelihood of an increase in support staff numbers than primary and secondary schools. As explained above with regard to factors influencing numbers of support staff, this result is explained by taking into account the greater number of pupils in secondary schools. Secondary schools only appear to have more change because they are larger. After allowing for the number of pupils, special schools were in fact more likely to have a change.

Over the three waves the clearest trend was for special schools to have a continued increase in support staff numbers and change was most likely in schools with a larger number of pupils.

3.2.6 Reasons given by schools for a change in support staff numbers

In the MSQ, staff were asked, if there had been a change in support staff numbers, to tick all the reasons from a list (drawn up on the basis of pilot work and Wave 1), and to note if it was an increase or decrease. Schools that indicated a change in support staff numbers were asked to give the reasons for the changes.

For schools with a change in numbers, the number that gave reasons at the three waves are shown in Table 11 (ordered by most popular at Wave 3). The table also indicates the extent to which each reason was seen to lead to an increase or decrease in staff at Wave 3.

Table 11 - Reasons given by schools for changes in support staff numbers

Reason	Reported - Wave 1 N (%)	Reported - Wave 2 N (%)	Reported - Wave 3 N (%)	Increase - Wave 3 N (%)	Decrease - Wave 3 N (%)
Change in number SEN pupils (statements)	746 (46%)	616 (46%)	643 (51%)	520 (81%)	123 (19%)
New initiatives in school (school led)	603 (37%)	619 (46%)	552 (44%)	541 (98%)	11 (2%)
Change in overall school budget	532 (33%)	376 (28%)	479 (38%)	277 (58%)	202 (42%)
Implementation of PPA time	-	667 (49%)	468 (37%)	444 (95%)	24 (5%)
Change in number of pupils with SEN (no statements)	321 (20%)	410 (30%)	410 (33%)	373 (91%)	37 (9%)
Change school budget for support staff	389 (24%)	310 (23%)	286 (23%)	207 (72%)	79 (28%)
New initiatives in school (National)	437 (27%)	513 (38%)	254 (20%)	250 (98%)	4 (2%)
Priorities for budget have changed	187 (12%)	183 (14%)	213 (17%)	188 (88%)	25 (12%)
Introduction of extended services	-	177 (13%)	213 (17%)	211 (99%)	2 (1%)
New initiatives in school (LA led)	183 (11%)	214 (16%)	185 (15%)	174 (94%)	11 (6%)
Personal reasons of individual staff	242 (15%)	110 (8%)	160 (13%)	85 (53%)	75 (47%)
Changes in teaching staff costs	114 (7%)	94 (7%)	139 (11%)	99 (71%)	40 (29%)
Changes to existing staff terms/conditions	213 (13%)	243 (18%)	138 (11%)	123 (89%)	15 (11%)
Changes in support staff costs	128 (8%)	126 (9%)	136 (11%)	102 (75%)	34 (25%)
Change in school status	-	101 (8%)	92 (8%)	82 (89%)	10 (11%)
Changes in support services contracts	63 (4%)	54 (4%)	50 (4%)	42 (84%)	8 (16%)

Note: Some options for reasons for change not given in Wave 1
Data from MSQ 1, 2 and 3
Base figures Wave 1 = 1632, Wave 2 = 1462, Wave 3 = 1259

The results showed that the change in number of SEN pupils is the most common reason for change in support staff across the three waves (46%, 46% and 51% for Waves 1, 2 and 3). New initiatives in school (school led) (37%, 46% and 44%) and change in overall school budget (33%, 28% and 38%) were also consistently cited as reasons for changes in numbers. Change in the overall school budget is a more popular reason for change in support staff numbers in Wave 3.

Implementation of PPA time (which took effect from September 2005) had become the most frequent reason for change at Wave 2 (49%) and this almost always led to an increase (96%). This was not a reason given at Wave 1 and indicates that by Wave 2 the statutory requirement for PPA had resulted in many more support staff being brought in to allow PPA time for teachers. By Wave 3 this had declined as a reason (37%).

At Wave 1, when citing changes in budget as a reason for change in numbers of support staff, about the same number (53%) indicated that this had led to an increase in the numbers of support staff, as led to a decrease in support staff number (47%). However by Wave 2 a change in the school budget was much more likely to bring about an increase in support staff numbers (75%) rather than a decrease (25%) suggesting there were more funds available to schools for increasing numbers of support staff. By Wave 3 the effect was again more mixed with 58% citing an increase and 42% a decrease in numbers.

For Wave 2 the introduction of extended services for pupils was added as a possible reason for a change in support staff numbers. This increased from Wave 2 to 3 (13% to 17%), which is line with figures for FTE give above, though was still cited by a relatively small number of respondents. Almost all indicated that this led to an increase in support staff numbers.

3.3 Vacancies and problems of turnover and recruitment

Schools were asked to note if they had any vacancies and these were recorded by post titles. Results are shown in Table 12. Just over a quarter of all schools at both Wave 1 and 2 (29% at each) said that they had vacancies for support staff post titles and there was a marked trend for these to have increased by Wave 3 (to 37%). There was a statistically significant increase in vacancies over the three waves (based on one plus vacancy per school). At Wave 1 and 2 secondary schools were most likely to have a vacancy (49% and 50% at Wave 1 and Wave 2 respectively), and primary schools least likely (22% and 21%). By Wave 3 vacancies had increased in special and primary schools - but not secondary schools - so that special schools now had the same amount of vacancies as secondary schools (50%). At each wave there was more likelihood of a vacancy in England than Wales though this difference had decreased since Wave 1.

Table 12 - Number of schools with at least one support staff vacancy for all schools and by country, type of school and support staff category

Group	Support Staff Vacancy - Wave 1 Number (%)	Support staff Vacancy - Wave 2 Number (%)	Support staff Vacancy - Wave 3 Number (%)
All	680 (29%)	603 (29%)	630 (37%)
England	615 (31%)	546 (30%)	549 (38%)
Wales	64 (19%)	57 (23%)	81 (35%)
Primary	334 (22%)	283 (21%)	372 (32%)
Secondary	247 (49%)	242 (50%)	170 (50%)
Special	98 (35%)	78 (34%)	88 (50%)
TA Equivalent	251 (12%)	145 (7%)	148 (9%)
Pupil Welfare	46 (5%)	16 (2%)	26 (4%)
Technicians	73 (6%)	70 (6%)	72 (7%)
Other Pupil Support	296 (15%)	328 (18%)	248 (17%)
Facilities	62 (5%)	160 (10%)	259 (19%)
Administrative	121 (5%)	79 (4%)	76 (5%)
Site	47 (2%)	56 (3%)	49 (3%)

Note: The total staff in the 'All' row exceeds the total of staff in the seven support staff categories because it includes post titles not included in the seven categories.

Data from MSQ 1, 2 and 3

When individual support staff categories were examined, the results showed that most vacancies overall were in the other pupil support category (15%, 18% and 17% for Waves 1, 2 and 3 respectively). The next support staff category most likely to have vacancies was facilities staff and this had significantly increased across waves (5%, 10% and 19% for Waves 1, 2 and 3). Over the three waves there was no change in vacancies for pupil welfare staff, technicians, other pupil support, administrative and site staff. There was a decrease in TA equivalent staff vacancies.

3.3.1 Factors influencing vacancies

A similar analysis to that conducted for factors affecting support staff numbers was also undertaken to find factors affecting support staff vacancies. The clearest effects at Wave 2 were related to school type. In general there were more vacancies in secondary and special schools and fewer in primary schools. More specifically, there were more support staff vacancies in secondary schools than in primary schools for TA equivalent, other pupil support, facilities and site staff, and more vacancies in special schools than in primary schools for TA equivalent, facilities, site and administrative staff. These results are consistent with the simple comparisons of school types shown above, even after controlling for all other factors.

At Wave 3, analyses indicated little evidence of any consistent factors influencing vacancies. The most common factor was again differences between school phases. There was no consistent picture as to which school phase had the most vacancies, but, as in Wave 2, primary schools consistently had the lowest level of vacancies. They had the fewest vacancies for TA equivalent, other pupil support, facilities, administrative and site staff

The number of pupils had a significant impact on the occurrence of a vacancy for technicians, other pupils support, and facilities staff where the effect varied by school phase. For technicians and other pupil support, there was a higher number of vacancies in schools with a higher number of pupils.

By Wave 3 there were signs of a 'disadvantage' effect, as with numbers of support staff. Schools with a higher percentage of students with FSM had more vacancies for facilities and administrative staff and schools with a higher percentage of SEN had more vacancies for technicians.

Comparing the results of Wave 2 and Wave 3, the difference between school phases was consistent with previous results. At Wave 2 there were found to be differences between Welsh and English schools, which were not evident at Wave 3.

3.3.2 Problems with recruitment

Table 13 shows the number (and percentage) of schools who said they had particular recruitment problems. Analyses comparing the waves indicated that there was a statistically significant increase in the likelihood of recruitment problems over the three waves (32%, 36% and 39% for Waves 1, 2 and 3).

At Waves 1 and 2, problems of recruitment were less prevalent in secondary schools but by Wave 3 problems of recruitment were most marked in primary schools (40%). Throughout the three waves, problems with recruitment were more prevalent in Wales than in England.

Table 13 also shows results for support staff categories. At all three waves, recruitment problems were far more likely for other pupil support staff (15%, 18% and 15%), followed by facilities staff (4%, 8% and 9%) and TA equivalent staff (6%, 7% and 7%).

Table 13 - Number of schools with particular recruitment problems, for all schools and by country, type of school and support staff category

Group	Recruitment problems - Wave 1 Number (%)	Recruitment Problems - Wave 2 Number (%)	Recruitment problems - Wave 3 Number (%)
All	731 (32%)	718 (36%)	622 (39%)
England	597 (31%)	602 (34%)	509 (37%)
Wales	134 (40%)	116 (49%)	113 (50%)
Primary	490 (33%)	489 (37%)	446 (40%)
Secondary	146 (30%)	142 (30%)	120 (37%)
Special	95 (35%)	87 (39%)	56 (33%)
TA Equivalent	132 (6%)	145 (7%)	110 (7%)
Pupil Welfare	8 (1%)	16 (<1%)	7 (<1%)
Technicians	40 (3%)	70 (6%)	29 (3%)
Other Pupil Support	302 (15%)	328 (18%)	255 (15%)
Facilities	54 (4%)	160 (8%)	122 (9%)
Administrative	38 (2%)	79 (4%)	35 (2%)
Site	64 (3%)	56 (3%)	66 (5%)

Data from MSQ 1, 2 and 3

3.3.3 Factors influencing recruitment problems

At Wave 2, and in line with the results above, recruitment problems were less likely in secondary schools than in both primary and special schools. This result however was not evident at Wave 3. The most consistent result across Wave 2 and 3 was the finding that Wales was found to have a greater occurrence of recruitment problems compared to all areas of England. At Wave 3, recruitment problems were also greatest in rural schools.

3.3.4 Problems with recruitment: Open ended responses

In the MSQ, after the question concerning whether schools had any particular problems with recruitment, they were then asked, if they had problems, to comment on them. There were responses from 732 schools at Wave 1 and 454 schools at Wave 3. A coding frame was designed to describe the comments and these highlighted concerns regarding recruitment difficulties for particular posts or recruitment difficulties in general for all support staff. In the interests of space the full coding frame and results are not presented here. Instead we highlight the most frequent codes.

Most respondents were concerned about the poor quality of applicants, either in terms of qualifications required for a post or relevant experience of the kind of work they were applying for (30% overall for Wave 3, 15% and 22% for Wave 1). For example,

Recruitment of TAs with GCSE mathematics / English. Lunchtime supervisors able to deal with children.

Nursery Nurse and TAs - many people apply for these posts without having the qualifications that are requested.

Staff with experience of working in the special sector and catering for students with a wide range of needs.

For Wave 3, there had been an increase in the number of schools who felt that low pay, or difficult terms and conditions, were affecting the quality of the applicants for jobs, particularly in areas of particular skill or expertise like IT or other technical work (31% Wave 3, 12% Wave 1), or where the requirements of the job demanded un-social hours.

Very difficult to appoint caretakers, cleaners and midday meals supervisors. Reasons - pay, number of hours, times of working e.g. each lunch time or before/after school, loss of benefits etc.

We struggle at times to recruit SMSAs¹³, cleaners and catering staff. We usually find this is the result in the case of SMSAs the short number of hours per day and the cleaning teams the anti-social hours.

Catering Manager - wages not high enough to attract well qualified staff.

Lack of appropriate experience, skills and inability to pay commercial rates for staff due to 'single status' rules.

For Wave 3 there had been a reduction in the number of schools with recruitment problems due to the part-time or temporary contracts they were able to offer support staff, from 15% for Wave 1 to 7% for Wave 3. A small minority of rural schools continued to find recruitment difficult for all support staff posts (10% Wave 1, 7% Wave 3).

3.3.5 Turnover problems

As seen in Table 14, there was a statistically significant increase in turnover differences across the three waves (11%, 12% and 15%). Secondary schools had more turnover problems at each wave (but see section 3.3.6 for school type differences when other factors were controlled for). Differences between England and Wales were not marked.

Problems with turnover of the seven support staff categories are also shown in Table 14. As with recruitment problems, turnover problems were most frequently reported for other pupil support staff.

¹³ Senior Midday Supervisory Assistants

Table 14 - Number of schools with particular turnover problems, for all schools and by country, type of school and support staff category

Group	Turnover problems - Wave 1 Number (%)	Turnover Problems - Wave 2 Number (%)	Turnover problems - Wave 3 Number (%)
All	255 (11%)	239 (12%)	242 (15%)
England	219 (11%)	206 (11%)	205 (14%)
Wales	36 (11%)	33 (14%)	37 (16%)
Primary	142 (10%)	144 (11%)	144 (13%)
Secondary	74 (15%)	82 (17%)	71 (21%)
Special	39 (14%)	13 (6%)	27 (16%)
TA Equivalent	53 (3%)	62 (3%)	40 (3%)
Pupil Welfare	3 (<1%)	2 (<1%)	4 (<1%)
Technicians	11 (1%)	6 (<1%)	8 (<1%)
Other Pupil Support	91 (5%)	114 (6%)	73 (5%)
Facilities	24 (2%)	51 (3%)	39 (3%)
Administrative	7 (<1%)	14 (<1%)	9 (<1%)
Site	24 (1%)	10 (<1%)	6 (<1%)

Data from MSQ 1, 2 and 3

3.3.6 Factors influencing turnover

At Wave 2 and 3, turnover problems were more likely for schools with a larger number of pupils, but this result was not found for Wave 1. Differences between phases were not consistent over the waves: for special schools there was a difference between the three waves in that there were fewer turnover problems at Wave 2, but there were fewer differences between primary and secondary schools over the three waves. A simple comparison of phases over time indicates that secondary schools had higher turnover problems but after adjusting for number of pupils and other factors there was no significant difference between the three waves. It seems that the increased size of secondary schools is therefore accounting for the higher turnover problems. There were more problems of recruitment in Wales compared to England at Wave 3.

For both problems of recruitment and turnover, the 'disadvantage' effect found at Wave 1, had disappeared by Wave 2. By Wave 2 there was no longer a tendency for schools with a higher percentage of pupils eligible for free school meals to report more problems of recruitment and turnover. However, by Wave 3 schools with a higher percentage of SEN pupils had more problems with turnover. There was no disadvantage effect for recruitment at Wave 3, though as we have seen there was for vacancies.

3.3.7 Problems of turnover: open ended responses

The data for this question from the MSQ were analysed in a similar way to those for problems of recruitment. There were 307 responses at Wave 1 and 199 at Wave 3. Here we highlight most frequent issues regarding turnover difficulties for particular posts or turnover difficulties in general for all support staff.

The most common turnover problem across Waves 1 and 3, was that jobs outside of school offered better pay, more hours or better working conditions, and that schools were not in a position to compete with other employers for these staff. At Wave 1 31% and at Wave 3 34% of responses cited poor pay. At Wave 1 this was broken down further and showed that pay (14%), hours (10%) or other conditions of service (7%) were seen as being a cause of support staff turnover. For example,

Midday supervisors often leave to take up posts with more hours.

SEN teaching assistants - rapid turnover. Budget problems - unable to pay attractive salaries (ICT tech & finance officer). Midday supervisors - child behaviour at lunchtime.

For both Waves 1 and 3, schools also commented that staff looked for promotion or career progression outside of the school (17% Wave 1, 16% Wave 3), with TA staff in particular moving on to teacher training or higher education.

Classroom assistants move on to better paid jobs and jobs with more hours or to further their education.

LSA (SEN) low pay makes it difficult to recruit, hard work in a special school, low pay. Graduates come for 1 or 2 years then go onto a PGCE course, all skilled up and trained, then leave. Gives constant year on year recruitment issues.

A range of staff at all levels - movement largely for promotion. To an extent, the school provides an extensive training and development programme which, staff working through these opportunities, makes them attractive to other establishments.

A small minority of schools in both Waves 1 and 3 found that the unattractive or stressful nature of a job lead to regular turnover of support staff (7% Wave 1 and Wave 3).

Cover supervisors: difficult role, demanding, challenging.

Premises officer. When we do appoint people with the appropriate management skills, they become quickly disillusioned by the every day cleaning and maintenance issues. The role of study supervisor also has a high turnover - a tough job, particularly for the salary paid.

3.4 Further characteristics of support staff: gender, age, experience, ethnicity, qualifications

In this section results are presented from the Support Staff Questionnaire (SSQ). As described above, as some support staff categories were over-sampled relative to their prevalence in schools, the results were weighted for all staff combined (and those broken down by country and phase of school) by the prevalence of each group of support staff in schools.

In terms of analyses of differences between waves, a simple comparison would assume that they were equally balanced in terms of the characteristics of the support staff. However, there may be slight differences between waves in some characteristics, such as the number of staff in each support staff category and post title, phase of school, age, gender and qualification level. Therefore, regression methods were used to compare the differences between waves taking into account differences in the characteristics of the support staff in the three waves. This provides a more accurate comparison.

3.4.1 Gender

As in the two previous waves, at Wave 3 the vast majority of respondents (89%) were female and there were no differences between waves in the gender composition of the samples. There were more female support staff in primary (92%) than in special schools (86%) and secondary schools (83%). Site staff were the only group to be more likely to comprise males (76%), though a relatively high number (41%) of technicians were male.

3.4.2 Age, ethnicity and experience

Results on age, ethnicity and experience were very similar across the three waves.

As in previous waves, most respondents were aged 36 and over (91% at Wave 3). Results showed there was a significant increase in age over the three waves (this is not explained by respondents just getting older because for the most part they are different in each wave; also staff will have left, retired or started over the three waves). This increase is mostly caused by support staff in Wave 2 being significantly older than in Wave 1, with an average age difference of just less than 2 years between waves.

As in previous waves, almost all respondents classified themselves as of white ethnic background (96%) and there was again an even spread of experience in their support staff role with 27% of them fairly new to the post - 3 or less years, 30% 4-8 years, 23% 9-15 years, and 20% with 16 or more years experience.

3.4.3 Academic qualifications of support staff

A more detailed survey of staff qualifications was conducted at Waves 2 and 3 in comparison to that in Wave 1. To be as clear as possible about qualifications, staff were asked to tick from a list all academic qualifications they held, and to also note pass grades in GCSE equivalent mathematics, English and science, Level 2 skills and certificates in number and adult literacy, and also vocational awards, e.g., NVQ, along with the level. Full results for Wave 3 are given in Appendix 1. As in the previous waves it was found that only a minority (9% for Wave 3) had no qualifications. Eleven percent of support staff said they had GCSE grades D-G, 25% GCSE grades A*-C, 25% had CSE qualifications, 52% held 'O' level passes, 25% A or AS level, 9% Certificate of Education, 4% Foundation degree, 13% a degree, and 3% a higher degree or post graduate qualification.

It can be seen that these total more than 100% showing that respondents did list more than one qualification, as intended, and not just their highest qualification. However, it was also likely that not everyone ticked all their qualifications; those with a degree, for example, did not always note that they had A levels, though this is likely to be the case. For this reason, and for the purposes of future analyses reported in this report, qualifications were subsequently grouped into two categories: those equivalent to grades up to GCSE, and those equivalent to grades above GCSE level.

Using this criterion, further analysis showed that a third (35%) had qualifications above GCSE level and 65% had qualifications at GCSE level or lower. There were some differences between support staff groups: other pupil support, site and especially facilities staff had the lowest level of qualifications (33%, 17%, 13% respectively had qualifications above GCSE), while technicians and pupil welfare staff had the highest level of qualifications (58% and 51% respectively had qualifications above GCSE). TA equivalent and administrative staff had 41% and 39% respectively with qualifications above GCSE. These results are similar to Wave 2.

As reported in the Strand 1 Wave 2 report (Blatchford et al., 2007), differences between Wave 1 and 2 in the way data on qualifications were collected make exact comparisons difficult but there were indications that support staff in Wave 2 were significantly less qualified overall than staff in Wave 1, though further analyses showed that there was only a statistically significant difference between waves for pupil welfare staff, who were less qualified than in Wave 1. Further analyses on the three waves together showed that there was a statistically significant tendency for staff to be less qualified over time. There was also a significant decline over the three waves in the qualifications of the pupil welfare group.

3.4.4 Qualifications and previous experience required

The next set of analyses examined the qualifications and experience needed by support staff. Almost two thirds of respondents (60%) at Wave 3 reported that they did not need specific qualifications in order to be appointed to their post.

Though not large, there was a statistically significant increase over the three waves in qualifications being required. However, the difference between waves varied between support staff categories. TA equivalent, pupil welfare, technicians and administrative staff were more likely to require qualifications in Wave 2 than in Wave 1. Conversely, other pupil support were less likely to require qualifications. There was no difference between waves for facilities and administrative staff. As at Wave 1, pupil welfare support staff at Wave 2 were most likely to need specific qualifications for the post (67%) while only 12% of other pupil support staff needed specific qualifications. Staff in special schools were now much more likely to need a qualification for their post (56%) than those in primary and secondary schools (36% in both cases).

A little under a half of support staff (45%) were required to have previous experience for their post.

There was no overall significant difference between the three waves in terms of whether experience was required for the job. In addition, there was no change over time for the majority of individual support staff categories. The exception was for administrative staff, where experience was less likely to be required over time, dropping from 67% in Wave 1 to 61% in Wave 3.

As with qualifications, special schools were in Wave 3 were also more likely to require previous experience from their staff (54%) when compared to secondary and in particular primary schools (51% and 42%). As with qualifications, pupil welfare staff were again most likely to need previous experience (70% for Wave 3). Other pupil support and facilities staff were least likely to need previous experience for the post (18% and 38% in Wave 3).

3.5 Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year

3.5.1 Hours worked per week

Support staff were asked to say how many hours a week they were contracted to work (if they held more than one post each was answered separately). Table 15 shows that the average number of hours was very similar across the three waves (23, 22 and 22 for Waves 1, 2 and 3 respectively).

Table 15 - Number of contracted hours of work per week: support staff

	Wave 1 Mean	Wave 2 Mean	Wave 3 Mean
All staff (*)	23.0	21.8	21.7
England (*)	22.9	21.3	21.8
Wales (*)	24.4	23.2	20.9
Primary (*)	18.7	18.5	19.3
Secondary (*)	26.6	27.4	27.2
Special (*)	26.0	26.2	24.6
TA equivalent	25.8	24.3	23.6
Pupil Welfare	29.8	30.4	28.9
Technicians	28.3	28.3	28.1
Other Pupil Support	12.2	9.2	10.7
Facilities	19.6	19.7	20.8
Administrative	30.7	29.9	29.4
Site	31.9	31.5	31.1

(*) % values weighted by prevalence of each support staff category in schools

Data from SSQ 1, 2 and 3

Base figures Wave 1 = 1980, Wave 2 = 2519, Wave 3 = 2662

Table 16 presents the same data in terms of wage bands and gives more detail on the range of hours worked per week for Wave 3. If we take the category 35 or more hours to mean full time work then we see that almost 1 in 5 staff at Wave 3 worked full time (17%). Though the average number of contracted hours did not change over the three waves, there were signs that the number working 35 or more hours decreased over the three waves (23%, 20% and 17% for Waves 1, 2 and 3 respectively).

Table 16 - How many hours support staff are contracted to work (hours per week categorised)? (Wave 3)

	< 15 hrs/wk Number (%)	15-24 hrs/wk Number (%)	25-34 hrs/wk Number (%)	≥35 hrs/wk Number (%)
All staff (*)	544 (30%)	524 (21%)	791 (32%)	803 (17%)
England (*)	464 (29%)	481 (21%)	710 (33%)	739 (17%)
Wales (*)	80 (35%)	43 (18%)	80 (29%)	63 (18%)
Primary (*)	464 (36%)	389 (24%)	538 (31%)	249 (9%)
Secondary (*)	50 (15%)	85 (13%)	153 (39%)	437 (32%)
Special (*)	30 (22%)	50 (19%)	99 (35%)	116 (23%)
TA equivalent	103 (15%)	207 (30%)	333 (48%)	53 (8%)
Pupil Welfare	16 (10%)	29 (19%)	36 (23%)	76 (48%)
Technicians	35 (18%)	28 (14%)	40 (20%)	96 (48%)
Other Pupil Support	203 (79%)	16 (6%)	28 (11%)	11 (4%)
Facilities	44 (26%)	52 (31%)	64 (38%)	8 (5%)
Administrative	56 (9%)	112 (17%)	190 (29%)	303 (46%)
Site	13 (9%)	20 (14%)	23 (16%)	89 (61%)

(*) % values weighted by prevalence of each support staff category in schools
Data from SSQ 1, 2 and 3

There were marked differences between school types and support staff category in hours worked (see Table 15). As at Waves 1 and 2, contracted hours at Wave 3 were lower in primary schools (19.3 hours on average) than in secondary (27.2 hours) and special schools (24.6 hours). Table 16 shows that staff in secondary schools were much more likely to work full time (35 hours and over - 32%) compared to special schools (23%) and primary schools (9%). Conversely, staff in primary schools were more likely to work the fewest hours (less than 15 hours) - 36% vs.15% for secondary schools and 22% for special schools.

The overall decline in full time work seems to be attributable to a decline in the number working full time in secondary schools (a drop of 44% to 32% in those working 35 hours or more from Wave 2 to 3).

As at Wave 1 and 2, pupil welfare, technicians, administrative and site staff worked the longest hours at Wave 3 and this was shown in both the average hours worked (29, 28, 29 and 31 hours respectively - see Table 15), as well as the categorical data (for example, pupil welfare, technicians, administrative and site staff were far more likely to work full time - 48%, 48%, 46% and 61% respectively - than other support staff - see Table 16).

3.5.2 Support staff have more than one role in the school?

Support staff were asked to give information for up to two posts that they held in the school. It was therefore possible to obtain a measure of the number of support staff with more than one post. It was found that 14% of support staff held more than one post at Wave 3. This was much the same as in Wave 1 and 2 (14% and 13% respectively).

3.5.3 Like to work extra hours?

Support staff at Wave 2 and 3, if they worked part time hours, were asked whether they would like to work more hours. A third of all support staff at Wave 3 (36%) said that they would, more in primary schools (38%) than in special schools (32%) and secondary schools (25%). Pupil welfare, administrative and site staff were the least likely to say they would like more hours (21%, 27% and 26% respectively), though as we have seen they already work relatively long hours. TA equivalent staff were most keen on extra hours (42%). Results for Wave 3 were similar to Wave 2.

3.5.4 Permanent contracts?

Most support staff at Wave 3 said that they were on permanent contracts (88% vs. 12%), and this had not changed from Waves 1 and 2 (see Table 17). Staff in the TA equivalent and pupil welfare categories were least likely to have a permanent contract (82% and 86%). However, there was a significant increase in permanent contracts for pupil welfare staff over the three waves (77%, 77% and 86% at Waves 1, 2 to 3). Staff in categories associated with less pupil contact appeared to be most likely to have a permanent contract, that is, facilities staff, administrative staff and site staff (98%, 97% and 98%).

Table 17 - Support staff contract type

	Permanent - Wave 1 Number (%)	Permanent - Wave 2 Number (%)	Permanent - Wave 3 Number (%)
All staff (*)	1809 (87%)	2284 (88%)	2496 (88%)
England (*)	1647 (87%)	2069 (89%)	2266 (89%)
Wales (*)	162 (80%)	212 (77%)	229 (82%)
Primary (*)	654 (87%)	1241 (86%)	1498 (88%)
Secondary (*)	885 (84%)	764 (90%)	711 (88%)
Special (*)	270 (95%)	276 (91%)	286 (95%)
TA equivalent	460 (81%)	415 (79%)	586 (82%)
Pupil Welfare	177 (77%)	208 (77%)	133 (86%)
Technicians	240 (94%)	273 (93%)	185 (92%)
Other Pupil Support	149 (81%)	317 (87%)	255 (86%)
Facilities	81 (96%)	257 (96%)	171 (98%)
Administrative	494 (97%)	484 (97%)	666 (97%)
Site	57 (95%)	245 (96%)	147 (98%)

(*) % values weighted by prevalence of each support staff category in schools
Data from SSQ 1, 2 and 3

3.5.5 Contracted to work 52 weeks?

Table 18 shows results for the percentage of support staff who were contracted to work all year (52 weeks). There were some changes over the three waves but these were not consistent: there was an increase from Wave 1 to 2, but a decrease from Wave 2 to 3. Some caution is required in interpreting these results because some difficulties were experienced in arriving at a form of question wording which avoided misunderstandings in the way it was answered. Following discussion, the question was altered at Wave 2 and again at Wave 3 to be as clear as

possible about what was required (respondents at Wave 3 were asked to choose between all year round or term only, with an option to record the number of weeks a year if they preferred). The results for Wave 3 are therefore likely to be more reliable, but the change may have served to change the number at each wave who worked all 52 weeks.

Table 18 - Support staff contracted weeks per year

	52 weeks - Wave 1 Number (%)	52 weeks - Wave 2 Number (%)	52 weeks - Wave 3 Number (%)
All staff (*)	379 (22%)	769 (28%)	535 (16%)
England (*)	344 (22%)	674 (27%)	485 (16%)
Wales (*)	35 (22%)	94 (38%)	50 (16%)
Primary (*)	119 (19%)	374 (25%)	227 (13%)
Secondary (*)	201 (24%)	287 (29%)	238 (16%)
Special (*)	59 (24%)	105 (28%)	70 (16%)
TA equivalent	59 (15%)	73 (16%)	34 (5%)
Pupil Welfare	63 (40%)	89 (38%)	28 (19%)
Technicians	44 (23%)	83 (32%)	49 (28%)
Other Pupil Support	12 (11%)	66 (23%)	11 (4%)
Facilities	20 (33%)	96 (44%)	38 (24%)
Administrative	107 (25%)	133 (30%)	143 (26%)
Site	36 (78%)	207 (88%)	127 (95%)

(*) % values weighted by prevalence of each support staff category in schools
Data from SSQ 1, 2 and 3

The analysis of differences between school types and support staff categories will be more meaningful (because all groups should be affected equally by any change in question wording). This showed (see Table 18) that support staff in primary schools were significantly less likely to be contracted and work 52 weeks. Most site staff by Wave 3 were contracted to work 52 weeks per year but TA equivalent and other pupil support staff were much less likely to work 52 weeks.

3.6 Working extra hours: Were support staff required, or voluntarily wished, to work more hours than specified in their contract?

In Wave 1, support staff were asked if they worked more hours than their contract specified. Results were helpful about the overall amount of time worked but it was felt that the general question asked could be ambiguous in that it could be interpreted to mean either that staff *were asked to work extra hours* or that *staff felt obliged to work extra hours*. In Waves 2 and 3 we therefore asked several extra questions in order to build up a systematic description of the extent and kind of work extra to that contracted. The main question was split into two: whether support staff were *required* by a member of staff to work extra hours (so this was more specific than the Wave 1 question), or whether staff *voluntarily* found themselves working more hours than their contract specified (a new question). Table 19 presents results on these two questions along with the total number of those who worked extra hours, whether required or voluntarily (respondents could tick more than one option) for Waves 2 and 3.

Table 19 - Are support staff required to or voluntarily work more hours than their contract specifies?

	Required to work extra hours		Voluntarily work extra hours		Required or voluntarily work extra hours**	
	Wave 2 N (%)	Wave 3 N (%)	Wave 2 N (%)	Wave 3 N (%)	Wave 2 N (%)	Wave 3 N (%)
All staff (*)	599 (20%)	553 (20%)	1830 (66%)	2032 (67%)	1936 (69%)	2141 (71%)
England (*)	495 (19%)	506 (20%)	1653 (66%)	1846 (67%)	1748 (70%)	1943 (72%)
Wales (*)	64 (23%)	46 (18%)	174 (63%)	183 (64%)	185 (67%)	195 (68%)
Primary (*)	316 (20%)	333 (19%)	997 (67%)	1244 (67%)	1047 (70%)	1312 (72%)
Secondary (*)	175 (22%)	168 (22%)	614 (59%)	564 (67%)	655 (66%)	589 (73%)
Special (*)	67 (18%)	51 (17%)	214 (71%)	221 (66%)	229 (75%)	237 (71%)
TA equivalent	108 (20%)	136 (19%)	446 (82%)	594 (82%)	457 (84%)	614 (84%)
Pupil Welfare	51 (19%)	29 (19%)	210 (75%)	125 (79%)	214 (77%)	129 (81%)
Technicians	42 (14%)	35 (18%)	224 (74%)	144 (72%)	234 (78%)	148 (74%)
Other Pupil Support	48 (13%)	35 (11%)	142 (38%)	111 (37%)	158 (42%)	128 (42%)
Facilities	62 (23%)	45 (27%)	129 (48%)	94 (55%)	148 (55%)	112 (65%)
Administrative	99 (20%)	137 (20%)	434 (86%)	565 (83%)	443 (88%)	583 (85%)
Site	123 (48%)	65 (45%)	178 (70%)	114 (77%)	206 (81%)	129 (87%)

(*) % values weighted by prevalence of each support staff category in schools

(**) i.e., staff who reported either being required to work extra hours or voluntarily working extra hours (or both)

Data from SSQ 1, 2 and 3

The overall percentage of staff working extra hours, whether required or voluntarily, was very similar for Wave 2 and 3 (69% and 71%). Comparisons with Wave 1 are not straightforward, because the extended wording of the question in Waves 2 and 3 might have inflated the number of responses, but there appears to be an increase from a half (51%) at Wave 1 to two thirds at Wave 2 and 3 of staff who work more hours than specified in their contract.

It is noticeable that at Wave 2 and 3 far more staff voluntarily worked extra hours (66% and 67%) than were required by a member of staff to work extra hours (20% at Wave 2 and 3).

In Wave 3 there was little difference between the three school phases in terms of voluntarily work extra hours, while at Wave 2 staff in special schools were most likely and staff in secondary schools were least likely to voluntarily work extra hours. At both Wave 2 and 3 TA equivalent, administrative and site staff were the most likely to work extra hours, whether required or voluntarily (84%, 85% and 87% at Wave 3), whilst other pupil support and facilities staff the least likely to work extra hours (42% and 65% at Wave 3).

It is informative to compare figures for each support staff category in terms of the balance between being required to and voluntarily working extra hours. It can be seen in Table 19 that site staff were much more likely than other support staff to be required to work extra hours (45%) vs. voluntarily working extra hours (77%), while the balance shifts more to working voluntarily in the case of TA equivalent, pupil welfare, technicians, and administrative staff. These trends were observed in both Waves 2 and 3.

3.6.1 Frequency of extra hours worked

Staff were asked how often they were required to work extra hours in terms of five categories: daily, at least once a week, less than once a month, at least once a term and never. By way of summary, at Wave 2 just over half (58%) and Wave 3 just less than half (46%) of those who were *required* to work more hours than specified in their contract worked more hours at least once a week, while at both Wave 2 and 3 three quarters (78% and 76%) of those who worked extra hours *voluntarily* worked at least once a week.

At Wave 2 staff in primary schools worked extra hours more often in comparison to secondary or special schools (63% vs. 51% and 52% once a week or more) but by Wave 3 it was staff in special schools who worked extra hours more often (primary 45%, secondary 39%, special 60%). As at Wave 2, at Wave 3 staff in secondary schools who voluntarily worked extra hours did so less frequently (64% vs. 77% primary schools and 83% special schools).

At Wave 2, staff in Wales were far more likely than those in England to be required work extra hours at least once a week (74% vs. 56%), but by Wave 3 there had been a huge increase in staff in England being required to work extra hours at least once a week (England 76%, Wales 73%).

3.6.2 Duration extra hours worked

Support staff were also asked about the amount of extra hours per week or per month they were required to work, or voluntarily worked. Of those who were required to work extra hours, most (81% and 86% for Waves 2 and 3) were required to work 3 or less hours per week, with 15% and 18% (Waves 2 and 3) working more than 3 hours per week. More staff voluntarily worked extra hours, and of those that did, they voluntarily worked slightly longer hours; 76% and 78% (Waves 2 and 3) worked 3 hours or less and a quarter - 24% and 23% (Waves 2 and 3) - worked over 3 hours.

Facilities, administrative and site staff were required to work more hours than other support staff groups (23%, 22% and 25% respectively working more than 3 hours per week). As at Wave 2, administrative and site staff at Wave 3 were the support staff groups who voluntarily worked most extra hours (at Wave 3, 27% and 33% respectively working more than 3 hours per week).

3.6.3 Paid for extra work?

Of those staff who said they were required to work extra hours, only one half (49%) at both Wave 2 and 3 were always or sometimes paid. This is a slight drop from Wave 1 (53%). Results concerning whether they were always paid showed a pronounced decrease over the three waves (Wave 1 38%, Wave 2 27% and Wave 3 24%). There was a significant decrease over the three waves in being paid for extra work.

At all waves, staff in Wales who worked extra hours are less likely to be paid for them than staff in England (Wales vs. England. Wave 1: 41% vs. 57%; Wave 2: 35% vs. 50%; Wave 3: 33% vs. 52%).

At Wave 2 there were few differences between school types in terms of being paid for extra time. At Wave 3 staff at secondary schools were less likely to be paid (46%) compared to primary and special schools (50% and 53%).

Staff most likely to be paid for extra time were facilities and site staff (72% and 69%). Staff least likely to be paid were pupil welfare staff, technicians and TA equivalent staff (30%, 42% and 40%). This is a similar situation to Waves 1 and 2.

3.6.4 What tasks / activities do you do when you work extra hours?

The final question in this section on working extra hours concerned what tasks and activities staff did when they worked extra hours. Specifically, we asked if tasks were part of their usual jobs or not part of their usual jobs (more than one answer could be given). For the most part they worked on their usual tasks (90%), though over a quarter (26%) worked on tasks that were not a part of their usual jobs. These figures are almost identical to Wave 2. Also consistent with Wave 2, TA equivalent and site staff were more likely than other groups to work on tasks not part of their usual job (both 31%).

3.7 Job descriptions, appraisal, supervision and line management

Support staff were asked if they had a job description (see Table 20). Most respondents at all three waves said that they had (88%, 90% and 90%) and there was not a significant change over the three waves. At Wave 1 and 2, more support staff in special schools had a job description (93% and 95%) than in primary schools (90% and 90%) and secondary school (84% and 88%). By Wave 3 there had been a drop at special schools in the provision of job descriptions (95% down to 86%), and it was now staff in primary schools who were more likely to have job descriptions.

There was a statistically significant increase in appraisals over the three waves. At Wave 1, just under half (47%) of all staff had been appraised in the last 12 months (see Table 21). This had increased significantly to 52% by Wave 2, and stayed much the same at Wave 3 (53%).

At all waves, appraisals were more common in special schools (53%, 65% 57%) than primary schools (46%, 50% and 51%) and secondary schools (48%, 51% and 53%). This trend was particularly marked at Wave 2; by Wave 3 results were more similar between school types.

At all three waves, far fewer staff in Wales had been appraised in the last 12 months (40% vs. 55% at Wave 3). At all three waves, staff most likely to have had an appraisal in the last 12 months were pupil welfare and TA equivalent staff (69% for both at Wave 3). Staff least likely to have been appraised at all three waves were other pupil support staff (36%, 34% and 28% for Waves 1, 2 and 3).

Table 20 - Job descriptions: support staff

	Job Description - Wave 1 Number (%)	Job Description - Wave 2 Number (%)	Job Description - Wave 3 Number (%)
All staff (*)	1777 (88%)	2318 (90%)	2449 (90%)
England (*)	1621 (88%)	2087 (90%)	2212 (90%)
Wales (*)	156 (81%)	228 (89%)	235 (89%)
Primary (*)	671 (90%)	1266 (90%)	1500 (91%)
Secondary (*)	847 (84%)	766 (88%)	681 (89%)
Special (*)	259 (93%)	283 (95%)	266 (86%)
TA equivalent	487 (89%)	478 (91%)	625 (88%)
Pupil Welfare	216 (94%)	256 (94%)	142 (89%)
Technicians	215 (85%)	261 (88%)	170 (88%)
Other Pupil Support	148 (84%)	322 (87%)	267 (87%)
Facilities	67 (88%)	217 (90%)	154 (94%)
Administrative	446 (90%)	462 (92%)	622 (93%)
Site	54 (95%)	247 (98%)	140 (98%)

(*) % values weighted by prevalence of each support staff category in schools
Data from SSQ 1, 2 and 3

Table 21 - Appraisal in the last year: support staff

	Appraisal - Wave 1 Number (%)	Appraisal - Wave 2 Number (%)	Appraisal - Wave 3 Number (%)
All staff (*)	984 (47%)	1354 (52%)	1527 (53%)
England (*)	905 (48%)	1256 (54%)	1414 (55%)
Wales (*)	79 (36%)	95 (36%)	111 (40%)
Primary (*)	335 (46%)	673 (50%)	885 (51%)
Secondary (*)	489 (48%)	491 (51%)	443 (53%)
Special (*)	160 (53%)	187 (65%)	197 (57%)
TA equivalent	321 (60%)	338 (65%)	491 (69%)
Pupil Welfare	138 (63%)	190 (69%)	107 (69%)
Technicians	107 (44%)	157 (54%)	105 (54%)
Other Pupil Support	62 (36%)	123 (34%)	87 (28%)
Facilities	23 (32%)	111 (45%)	78 (48%)
Administrative	231 (48%)	272 (54%)	362 (53%)
Site	21 (41%)	116 (48%)	73 (52%)

(*) % values weighted by prevalence of each support staff category in schools
Data from SSQ 1, 2 and 3

3.7.1 Supervision of support staff

At each wave we asked support staff about another facet of management practices in schools - whether their work was supervised by a teacher. Overall, there was a significant decline in supervision over the three waves. There was a decline from Wave 1 to Wave 2 in the percentage of support staff who were supervised by a teacher, from 43% to 33% (see Table 22). By Wave 3, the figure had risen slightly to 38%.

TA equivalent staff were far more likely to be supervised by a teacher (77%, 67% and 76% at Waves 1, 2 and 3), indicating that teachers supervise support staff more likely to be based in classrooms. Staff in secondary schools were less likely to be supervised by teachers (34%, 20%, 30%) compared to staff in special schools (49%, 48% and 38%) and primary schools (48%, 39% and 38%).

In the Wave 2 and 3 questionnaires the question was extended in order to obtain a more complete picture of staff supervision. If their work was not supervised by a teacher, we asked them to say whether they were supervised by somebody else. Results are shown in Table 23, along with the number of support staff who were not supervised by anyone. In Wave 3 it can be seen that 32% of all staff were not supervised by anyone (though this does not necessarily mean that these staff were not managed by other staff), a similar figure to Wave 2 (31%). In contrast to staff in primary and special schools, staff in secondary schools were more likely to be supervised by someone other than a teacher (36%). At Wave 2, staff in secondary schools were also more likely not to be supervised by anyone (37% vs. 27% for primary schools and 23% for special schools), but the school phases were more similar in Wave 3.

Across both Waves 2 and 3, pupil welfare staff were most likely to be supervised by someone other than teachers. TA equivalent staff were more likely than other support staff to be supervised overall (only 11% and 13% at Waves 2 and 3 were not supervised), while technicians, facilities, administrative and site staff were more likely not to be supervised by anyone (56%, 52%, 45% and 50% at Wave 3).

Table 22 - Extent to which the work of support staff is supervised by a teacher

	Wave 1 Number (%)	Wave 2 Number (%)	Wave 3 Number (%)
All staff (*)	770 (43%)	696 (33%)	843 (38%)
England (*)	68 (43%)	617 (33%)	750 (38%)
Wales (*)	83 (44%)	77 (35%)	92 (35%)
Primary (*)	343 (48%)	438 (39%)	576 (38%)
Secondary (*)	279 (34%)	174 (20%)	170 (30%)
Special (*)	148 (49%)	80 (48%)	96 (38%)
TA equivalent	424 (77%)	355 (67%)	538 (76%)
Pupil Welfare	51 (22%)	50 (18%)	31 (20%)
Technicians	63 (25%)	96 (32%)	60 (31%)
Other Pupil Support	73 (40%)	93 (25%)	66 (22%)
Facilities	7 (8%)	7 (3%)	5 (3%)
Administrative	92 (19%)	48 (10%)	47 (7%)
Site	9 (16%)	27 (11%)	16 (11%)

(*) % values weighted by prevalence of each support staff category in schools
Data from SSQ 1, 2 and 3

Table 23 - Extent to which work of support staff is supervised by a teacher, supervised by somebody else, and not supervised by anybody

	Supervised by a teacher		Supervised by somebody else		Not Supervised	
	Wave 2 N (%)	Wave 3 N (%)	Wave 2 N (%)	Wave 3 N (%)	Wave 2 N (%)	Wave 3 N (%)
All staff (*)	696 (33%)	843 (38%)	994 (36%)	884 (30%)	897 (31%)	988 (32%)
England (*)	617 (33%)	750 (38%)	910 (36%)	875 (30%)	796 (30%)	874 (32%)
Wales (*)	77 (35%)	92 (35%)	84 (31%)	69 (27%)	100 (34%)	112 (38%)
Primary (*)	438 (39%)	576 (38%)	532 (34%)	528 (29%)	455 (27%)	545 (33%)
Secondary (*)	174 (20%)	170 (30%)	342 (43%)	245 (36%)	340 (37%)	349 (34%)
Special (*)	80 (48%)	96 (38%)	120 (29%)	111 (32%)	101 (23%)	92 (31%)
TA equivalent	355 (67%)	538 (76%)	116 (22%)	80 (11%)	59 (11%)	88 (13%)
Pupil Welfare	50 (18%)	31 (20%)	144 (53%)	83 (54%)	79 (29%)	39 (26%)
Technicians	96 (32%)	60 (31%)	61 (21%)	26 (13%)	141 (47%)	108 (56%)
Other Pupil Support	93 (25%)	66 (22%)	143 (38%)	124 (41%)	142 (38%)	116 (38%)
Facilities	7 (3%)	5 (3%)	149 (56%)	74 (45%)	110 (41%)	87 (52%)
Administrative	48 (10%)	47 (7%)	234 (47%)	321 (48%)	214 (43%)	295 (45%)
Site	27 (11%)	16 (11%)	101 (40%)	56 (39%)	110 (49%)	72 (50%)

(*) % values weighted by prevalence of each support staff category in schools
Data from SSQ 2 and 3

3.7.2 Who else supervised support staff?

If staff were supervised by someone other than the teacher they were asked to enter the job title of this supervisor (e.g., Special Educational Needs Coordinator [SENCO]). These responses were then grouped into the following categories: another member of support staff (by category), head/deputy head, SENCO, somebody external to the school or other supervisor (see Table 24).

If supervised by someone other than the teacher, most staff were supervised by the head or deputy headteacher (39% and 48% at Waves 2 and 3). Headteachers and deputy headteachers were particularly likely to supervise administrative and site staff (64% and 68% at Wave 3). At Wave 3 heads or deputy headteachers were also most likely to supervise pupil welfare staff (43%). TA equivalent staff were particularly likely to be supervised by SENCOs (51%) followed by heads or deputy headteachers (31%).

Table 24 - If not supervised by the teacher, who else supervises support staff? (Wave 3)

Supervisor	Support Staff Category							Total N (%)
	TA Equivalent N (%)	Pupil Welfare N (%)	Technicians N (%)	Other Pupil Support N (%)	Facilities N (%)	Administrative N (%)	Site N (%)	
TA Equivalent	5 (7%)	1 (1%)	0 (0%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	7 (1%)
Pupil Welfare	0 (0%)	13 (17%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	13 (2%)
Technicians	0 (0%)	0 (0%)	9 (35%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	9 (1%)
Other Pupil Support	0 (0%)	0 (0%)	0 (0%)	39 (32%)	1 (1%)	0 (0%)	0 (0%)	40 (5%)
Facilities	0 (0%)	0 (0%)	0 (0%)	1 (1%)	26 (38%)	0 (0%)	0 (0%)	27 (4%)
Administration	0 (0%)	0 (0%)	1 (4%)	32 (26%)	1 (1%)	73 (23%)	15 (17%)	111 (15%)
Site	0 (0%)	0 (0%)	0 (0%)	0 (0%)	23 (33%)	1 (<1%)	1 (<1%)	27 (4%)
Head / dep head	23 (31%)	32 (43%)	12 (46%)	38 (31%)	6 (9%)	205 (64%)	38 (68%)	354 (48%)
SENCO	38 (51%)	6 (8%)	0 (0%)	2 (2%)	0 (0%)	0 (0%)	0 (0%)	46 (6%)
Governors	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	12 (4%)	0 (0%)	12 (2%)
External	0 (0%)	8 (11%)	1 (4%)	3 (2%)	8 (12%)	0 (0%)	2 (4%)	22 (3%)
Other	9 (12%)	15 (20%)	3 (12%)	8 (7%)	4 (6%)	28 (9%)	9 (16%)	76 (10%)
Total	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

[Note that the percentage values apply to the percentage of staff who are supervised by somebody other than a teacher, not the percentage of all support staff.]

Data from SSQ 3

Base figure Wave 3 = 744

3.7.3 Line management

Another key facet of school management concerns line management. Staff were asked to give the post title of their line manager. Responses were categorised into similar categories to those used for supervision (see Table 25).

Table 25 - Line management of support staff (Wave 3)

Supervisor	Support Staff Category							Total (*) N (%)
	TA Equival N (%)	Pupil Welfare N (%)	Technicians N (%)	Other Pupil Support N (%)	Facilities N (%)	Administrative N (%)	Site N (%)	
TA Equivalent	19 (3%)	0 (0%)	0 (0%)	3 (1%)	0 (0%)	0 (0%)	0 (0%)	22 (1%)
Pupil Welfare	1 (<1%)	18 (13%)	0 (0%)	1 (<1%)	0 (0%)	1 (<1%)	0 (0%)	21 (1%)
Technicians	3 (<1%)	0 (0%)	37 (20%)	0 (0%)	0 (0%)	2 (<1%)	0 (0%)	42 (1%)
Other Pupil Support	0 (0%)	0 (0%)	0 (0%)	32 (12%)	0 (0%)	0 (0%)	1 (1%)	33 (3%)
Facilities	0 (0%)	0 (0%)	0 (0%)	2 (1%)	37 (19%)	1 (<1%)	0 (0%)	32 (4%)
Administration	6 (1%)	4 (3%)	14 (8%)	49 (18%)	2 (2%)	123 (19%)	11 (18%)	209 (8%)
Site	0 (0%)	1 (1%)	0 (0%)	1 (<1%)	23 (8%)	1 (<1%)	3 (2%)	29 (3%)
Head / dep head	251 (38%)	64 (44%)	52 (28%)	156 (57%)	27 (21%)	435 (67%)	106 (80%)	1091 (44%)
Teacher	272 (41%)	11 (8%)	71 (38%)	21 (8%)	0 (0%)	8 (1%)	1 (1%)	384 (20%)
SENCO	88 (13%)	11 (8%)	0 (0%)	1 (<1%)	0 (0%)	0 (0%)	0 (0%)	100 (5%)
External	0 (0%)	12 (8%)	0 (0%)	1 (<1%)	32 (25%)	0 (0%)	0 (0%)	45 (4%)
Other	20 (3%)	23 (16%)	13 (7%)	7 (3%)	13 (10%)	79 (12%)	10 (8%)	165 (6%)
Total	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)	(100%)

(*) % values weighted by prevalence of each support staff category in schools

Data from SSQ 3

Base figure Wave 3 = 2173

There was a wide variety of line managers both between support staff categories, but also within the same category. In a similar way to supervision, most staff were line managed by head and deputy head teachers (44%), followed by teachers (20%), administrative staff (8%) and SENCOs (5%). Head and deputy headteachers were particularly likely to line manage pupil welfare, other pupil support, administrative and site staff (44%, 57%, 67%, 80% respectively). Line management of TA equivalent staff was shared between head/deputy headteachers, teachers and SENCOs (38%, 41% and 13%), technicians were line managed by teachers, head/deputy headteachers, and other technicians (28%, 38% and 20%), and line management for facilities staff was shared between facilities staff, head/deputy headteachers, and staff external to the school (19%, 21% and 25%).

In the TQ we asked teachers if they were line manager for any members of support staff, and 41% (in Wave 3) said that they were. Teachers in special schools (61%) were far more than teachers in primary schools (40%) and especially secondary schools (28%) to line manage staff. These results are very similar to those at Wave 2.

3.8 Wages of support staff

Support staff were asked how much they were paid (before tax). They were given the option of recording this in terms of wage per hour, per month, or the annual salary. All wages were then converted to an hourly rate, and all figures in the subsequent sections are reported on this scale. This calculation was based on the number of weeks contracted to work, and the hours worked per week. Figures were manually checked to ensure that all wages were as accurate as possible. Results on average wages are presented in Tables 26 and 27 are broken down in terms of each category of support staff.

Table 26 - How much support staff are paid (before tax) (average pounds per hour)

	Mean Wage - Wave1	Mean Wage - Wave2	Mean Wage - Wave3
All staff (*)	£8.80	£8.69	£9.71
England (*)	£8.89	£8.77	£9.87
Wales (*)	£7.77	£7.88	£8.47
Primary (*)	£7.90	£8.27	£9.53
Secondary (*)	£9.55	£9.35	£9.90
Special (*)	£9.06	£9.06	£10.63
TA equivalent	£8.66	£9.26	£10.28
Pupil Welfare	£10.83	£11.34	£12.04
Technicians	£10.20	£9.95	£11.61
Other Pupil Support	£8.13	£7.49	£8.56
Facilities	£6.19	£6.64	£7.67
Administrative	£11.01	£11.18	£11.44
Site	£7.64	£8.26	£8.99

(*) % values weighted by prevalence of each support staff category in schools

Data from SSQ 1, 2 and 3

Base figures Wave 1 = 1382, Wave 2 = 2019, Wave 3 = 2275

The average wage at Wave 3 was £9.71 per hour (£8.69 per hour at Wave 2 and £8.80 per hour at Wave 1)

After allowing for any potential differences in the characteristics of support staff, there was a statistically significant increase in wages over the three waves for all support staff groups., except other pupil support staff which experienced no change in wages.

It can also be seen in Table 26 that higher average wages were paid in England compared to Wales at all three waves.

By Wave 3, staff in special schools received the highest wage, whereas in previous waves it was staff in secondary schools who received the highest wages. However, as with previous waves, staff in primary schools received the lowest wages. The highest average salaries were paid at Wave 2 to pupil welfare and administrative staff and at Wave 3 to technicians and administrative staff (over £11 per hour on average), while the lowest salaries at all three waves were paid to other pupil support staff, facilities and site staff (£8.56, £7.67 and £8.99 per hour on average respectively at Wave 3).

There is some variation within support staff categories that mean that some post titles will earn somewhat higher or lower salaries than the average for their category. Results on each post title wage showed that the highest wage (over £18 on average) was paid to therapists (from the TA equivalent group), followed by Connexions advisors (from the pupil welfare group), ICT network managers and other ICT support staff (from the technicians group), and bursars and office managers (from the administrative group). On the other hand, escorts, midday assistants and midday supervisors (from the other pupil support group), cleaners and cooks (from the facilities group), and caretakers (from site staff), had relatively low wages (£8 per hour or less).

Table 27 shows wages organised in terms of bands. It can be seen that at Wave 3 higher salaries (in the over £15 per hour category) were paid to pupil welfare staff, technicians and administrative staff (20%, 12% and 10%). It is noticeable that at Wave 3 a large proportion of facilities staff (60%) were paid less than £7.50 per hour. Other pupil support staff and site staff were also likely to be paid less than £7.50 (45% and 35%). A full list of wages by post titles can be found in Appendix 2.

Table 27 - How much support staff are paid (before tax) (pounds per hour)

Group	Wave	<£7.50 / hr	£7.50-£10.00 / hr	£10.01-£15.00 / hr	>£15.00 / hr
All staff ^(*)	Wave 1	399 (42%)	441 (30%)	444 (24%)	98 (5%)
	Wave 2	615 (39%)	736 (36%)	553 (22%)	115 (3%)
	Wave 3	397 (26%)	825 (36%)	836 (32%)	217 (5%)
England ^(*)	Wave 1	344 (40%)	404 (31%)	417 (25%)	95 (5%)
	Wave 2	519 (37%)	683 (37%)	516 (23%)	111 (3%)
	Wave 3	304 (23%)	758 (38%)	782 (33%)	208 (5%)
Wales ^(*)	Wave 1	54 (56%)	36 (27%)	27 (16%)	3 (1%)
	Wave 2	96 (56%)	52 (28%)	35 (15%)	4 (1%)
	Wave 3	93 (49%)	67 (25%)	53 (24%)	9 (2%)
Primary ^(*)	Wave 1	226 (54%)	164 (28%)	110 (16%)	16 (2%)
	Wave 2	451 (42%)	423 (38%)	221 (18%)	22 (1%)
	Wave 3	299 (29%)	517 (38%)	451 (29%)	72 (4%)
Secondary ^(*)	Wave 1	128 (32%)	219 (32%)	264 (30%)	61 (8%)
	Wave 2	111 (32%)	239 (35%)	250 (27%)	72 (6%)
	Wave 3	66 (21%)	252 (39%)	266 (33%)	102 (7%)
Special ^(*)	Wave 1	44 (37%)	57 (28%)	70 (30%)	21 (5%)
	Wave 2	52 (25%)	72 (30%)	80 (38%)	21 (7%)
	Wave 3	32 (28%)	56 (25%)	118 (39%)	43 (8%)

Table 27 continued - How much support staff are paid (before tax) (pounds per hour)

Group	Wave	<£7.50 / hour	£7.50-£10.00 / hour	£10.01- £15.00 / hour	>£15.00 per hour
TA Equivalent	Wave 1	130 (35%)	146 (40%)	88 (24%)	4 (1%)
	Wave 2	78 (19%)	206 (50%)	120 (29%)	8 (2%)
	Wave 3	73 (13%)	252 (43%)	234 (40%)	24 (4%)
Pupil Welfare	Wave 1	20 (14%)	37 (27%)	71 (51%)	11 (8%)
	Wave 2	17 (8%)	59 (28%)	110 (53%)	23 (11%)
	Wave 3	6 (5%)	36 (28%)	62 (48%)	26 (20%)
Technicians	Wave 1	34 (20%)	58 (35%)	64 (38%)	12 (7%)
	Wave 2	35 (15%)	112 (47%)	76 (32%)	15 (6%)
	Wave 3	11 (6%)	73 (42%)	68 (40%)	20 (12%)
Other Pupil Support	Wave 1	78 (61%)	25 (19%)	16 (12%)	10 (8%)
	Wave 2	183 (61%)	87 (29%)	28 (9%)	1 (0%)
	Wave 3	115 (45%)	83 (33%)	47 (19%)	9 (4%)
Facilities	Wave 1	56 (90%)	5 (8%)	1 (2%)	0 (0%)
	Wave 2	161 (83%)	26 (13%)	7 (4%)	1 (1%)
	Wave 3	81 (60%)	38 (28%)	14 (10%)	2 (2%)
Administrative	Wave 1	31 (9%)	120 (33%)	175 (48%)	39 (11%)
	Wave 2	36 (9%)	134 (34%)	172 (44%)	49 (13%)
	Wave 3	27 (5%)	171 (31%)	306 (55%)	56 (10%)
Site	Wave 1	20 (47%)	20 (47%)	3 (7%)	0 (0%)
	Wave 2	85 (42%)	88 (43%)	27 (13%)	4 (2%)
	Wave 3	42 (35%)	47 (39%)	27 (22%)	5 (4%)

(*) % values weighted by prevalence of each support staff category in schools

Data from SSQ 1, 2 and 3

Base figures Wave 1 = 1382, Wave 2 = 2019, Wave 3 = 2275

3.8.1 Factors influencing support staff wages

The following background factors were examined to see if they had an influence on the wages of each of the seven support staff categories:

- School type – primary, secondary or special
- Number full-time equivalent (FTE) pupils
- Percentage of pupils
 - eligible for free school meals (FSM)
 - with special needs (SEN) and with statements
 - with special needs (SEN) but without statements
 - with English as an additional language (EAL)
 - from minority ethnic groups
- School setting - rural or urban
- Area of the country
- Country (England, Wales).

The following support staff characteristics were also examined:

- Gender
- Age
- Ethnic group
- Qualification level
- Post title group.

As we have seen, support staff wages were found to vary between support staff categories, and it was therefore decided to perform a separate analysis for each category of support staff for the factors influencing wages.

The nature of the statistical analysis conducted means that each of these variables is examined in relation to wages having taken into account all the other variables. The advantage of this approach is that it means that any relationships found are not accounted for by relationships between other variables and wages.

Wages were originally recorded as either the wage per hour, or a monthly or annual salary. All wages were converted to an hourly rate, and all figures in the subsequent sections are reported on this scale.

Results are presented for Wave 3, but differences and similarities with previous waves are also presented. This section ends with a summary of the main factors influencing wages for each support staff category and then over all types of support staff.

3.8.1.1 Results

i) TA Equivalent

The results indicated that after adjusting the effects of other variables, there was a significant effect of school type, area and staff qualification level upon the wages of TA equivalent staff. The results for school phase indicated that there was little difference in pay between staff in primary and secondary schools. However, staff in special schools received a higher salary than the other two phases. On average, staff in special schools were paid £2.79 per hour more than staff in primary schools.

There were significant differences in salary between areas of the country. The highest salaries were observed in the North East, London and the East Midlands, whilst the lowest salaries were in Wales and the South-West.

Staff qualified above GCSE earned more than their counterparts educated to GCSE level or below. There was a difference of £0.61 per hour between these two groups of staff.

These results are not entirely consistent with those seen in previous waves. The results for school phase were similar to those observed at Wave 1, but there were no school phase differences at Wave 2. There were also similar area differences at Wave 2, but none observed at Wave 1. Staff qualification level had not previously been found to influence the wages of TA equivalent staff.

ii) Pupil Welfare

The analysis showed that school type, percentage of pupils eligible for free school meals and area all had a significant effect on the wages of pupil welfare staff. After adjustments for the other variables, pupil welfare staff working in secondary schools were paid more than those in primary and special schools. Staff in secondary schools received an average of £2.73 per hour more than staff in primary schools.

Staff working in schools with a high proportion of pupils eligible for free school meals (over 15% of pupils) had wages that were, on average, £1.65 per hour higher than staff at schools with a lower proportion of FSM pupils.

The difference between areas showed that staff working in London had the highest wages, with staff in the South West and South East of England also having high wages. Staff working in the North-East and Wales had the lowest wages.

Staff whose ethnic group was other than white had higher wages than white staff, with an average difference of £2.81 per hour between groups.

The finding for school type was similar to that observed at Wave 1 (in that primary schools had the lowest wages; however it was special schools that had the highest wages at Wave 1), but no difference between waves was observed at Wave 2. There were area differences at all three waves. The finding on percentage of FSM pupils was not observed at previous waves although a higher percentage of SEN statements was a factor at Wave 2. The two previous waves had indicated that staff with a higher qualification level received a higher salary, but this result was not observed at Wave 3.

iii) Technicians

The analysis showed that only staff gender had a significant association with the wages of technicians. Female technicians earned less than male technicians, with an average difference of £2.37 between genders.

An additional analysis adjusting for post title (within the technician group) indicated a similar sized difference between genders. Therefore, this difference is not attributable to males holding better paid post titles.

The significant result for gender was also observed at both waves 1 and 2, where again females were paid less than males. Both previous waves indicated that staff qualification level was a significant factor in technician wages, but this factor was not found to be important at Wave 3.

iv) Other Pupil Support

The results showed that the number of pupils and area were both found to significantly influence the wages of other pupil support staff.

Staff working in larger schools (with a larger number of pupils) were found to have higher wages. An increase in school size of 100 pupils was associated with an increase in salary of £0.11 per hour.

Area differences indicated that other pupil support staff in the North-West and London had the highest wages, with staff in the West-Midlands and Wales having the lowest wages.

The result for number of pupils is consistent with findings from previous waves, which also indicated that in larger schools other pupil support staff were paid more. There were also found to be area differences at Wave 2, but not at Wave 1. The two previous waves indicated that staff with a higher level of qualification earned a higher salary, but this result was again not found at Wave 3.

v) Facilities

The analysis showed that there were no school or staff characteristics that were strongly related to the wages of facilities. There was slight evidence that staff in Wales were paid less than those in England, but this result was only of borderline statistical significance.

The results from previous results found some factors to influence the wages of facilities staff, but there were not factors that occurred for more than one wave.

iv) Administrative

There was a significant effect of the percentage of SEN pupils with statements, area, staff gender and staff age on the wages of administrative staff.

Staff working in schools with a large number of SEN pupils with statements had higher wages than those working in schools with a lower proportion of statemented pupils. There was a mean difference of £0.84 between these two groups of staff.

There were large regional variations in the pay of administrative staff. Staff in London had the highest wages, followed by those in the North-East. Staff working in Wales and East England had the lowest wages.

Older support staff were found to earn more than their younger counterparts. Wages were found to increase, on average, by £0.79 per hour for every 10 year increase in age.

Females obtained a lower salary than their male equivalents, with a mean difference of £2.06 per hour between genders. This gender difference was marginally reduced after accounting for post title, but there was still a statistically significant difference between genders. So the gender difference is not attributable to differences in post titles between genders.

The gender difference found at Wave 3 was consistent with results found from both previous waves, where females were again found to have a lower salary than males. The age results were also consistent with previous waves, with all waves indicating higher wages for older staff. Area differences were observed at Wave 1, but no difference between areas was found for Wave 2. The finding that percentage SEN pupils with statements was associated with wages had not been found with previous waves.

vii) Site

The analysis indicated that the number of FTE pupils, percentage SEN pupils with statements, percentage of pupils other than white and staff qualification level all had a significant impact upon the wages of site staff.

Staff working in larger schools had higher rates of pay, with an increase in school size of 100 pupils associated with an increase in pay of £0.49 per hour.

Site staff working in schools with a high percentage of pupils with statements and a high percentage of pupils other than white had higher wages. Staff in schools with a high percentage of statements earned £2.83 more than staff with a lower percentage, whilst staff in schools with a high percentage of pupils other than white earned £1.54 more than staff in schools with a lower percentage.

Higher qualified site staff, above GCSE level, earned more than their less qualified counterparts. There was a difference in wages of £1.17 per hour between the two groups.

Some of the findings were consistent with previous results. The Wave 2 results also suggested that staff in schools with a high percentage of SEN pupils with statements and a high percentage of pupils other than white were associated with higher wages for site staff. However, the results for number of pupils and qualification level were not observed at either previous wave. Both previous waves indicated area differences, but these were not observed at Wave 3.

3.8.1.2 Waves 1-3 Summary of main factors influencing wages:

Results presented in the last section are summarised in Table 28.

Table 28 - Waves 1-3 Summary of main factors influencing wages

Support Staff Category	Wave 1	Wave 2	Wave 3
TA Equivalent	School type % EAL pupils	% SEN (statements) Area Gender	School type Area Qualification level
Pupil Welfare	School type Area Gender Age Qualification level	% SEN (statements) Area Staff ethnicity Qualification level	% FSM pupils Area
Technicians	School type % pupils other than white School setting Gender Qualification level	Number school pupils Gender Age Qualification level	Gender
Other Pupil Support	Number school pupils % SEN (statements) Qualification level	Number school pupils Area Qualification level	Number school pupils Area
Facilities	% SEN (no statement) Setting Age	Number school pupils % pupils other than white	Country
Administrative	% SEN (no statement) Area Gender Age Qualification level	Number school pupils % FSM pupils % pupils other than white Gender Age	% SEN (statements) Area Gender Age
Site	School setting Area	% FSM pupils % SEN (statements) % pupils other than white Area Age	Number school pupils % SEN (statements) % pupils other than white Qualification level

Key: EAL = English as an additional language
 FSM = Free school meals
 School setting = rural or urban school
 School type = primary, secondary or special school

Summary of main factors influencing wages

The DISS project therefore examined in a systematic way factors that influence wages. Not all effects were consistent across all seven categories of support staff across all three waves, but looking for main overall trends confirms the suggestions in the Strand 2 Wave 1 report that four sets of factors affected staff wages. The first set are personal biographical characteristics of support staff - qualifications, gender and age. The second main factor affecting support staff wages was what might be seen as a 'disadvantage' effect, reflected in higher wages being more likely with a higher percentage of SEN pupils (whether statemented or not), and percentage of pupils eligible for free school meals. A third main group of factors affecting wages might be seen as an area effect. We also found that school size was a factor in that staff in schools with more pupils had higher wages.

3.9 Training and INSET

3.9.1 School based INSET

As with previous waves, around two thirds (69%) of staff had attended school based INSET in the last 2 years (see Table 29). There was a small though statistically significant increase over the three waves in attendance at school based INSET (64%, 65% 69% at Waves 1, 2 and 3). Contrary to Wave 1, and especially Wave 2, there was now at Wave 3 little difference between staff in England and Wales (68% vs. 70%), or between primary, secondary and special schools (69%, 67% and 69% respectively).

Table 29 - Attendance of support staff at school based INSET

	Wave 1 Number (%)	Wave 2 Number (%)	Wave 3 Number (%)
All Staff (*)	1397 (64%)	1593 (65%)	1899 (69%)
England (*)	1269 (65%)	1448 (66%)	1713 (68%)
Wales (*)	128 (60%)	143 (54%)	184 (70%)
Primary (*)	560 (67%)	856 (66%)	1198 (69%)
Secondary (*)	614 (57%)	526 (61%)	476 (67%)
Special (*)	223 (73%)	208 (82%)	223 (69%)
TA Equivalent	524 (92%)	482 (92%)	641 (90%)
Pupil Welfare	147 (64%)	175 (67%)	105 (68%)
Technicians	130 (50%)	168 (57%)	112 (57%)
Other Pupil Support	93 (49%)	184 (54%)	183 (61%)
Facilities	26 (32%)	65 (28%)	54 (35%)
Administrative	342 (68%)	341 (69%)	476 (71%)
Site	21 (37%)	115 (48%)	81 (60%)

(*) Percentage values weighted by the prevalence of each category of support staff
Data from SSQ 1, 2 and 3

It is noticeable that TA equivalent staff at Wave 3, as at Waves 1 and 2, were by far the most likely of the support staff categories to have attended school based INSET (90%). This was followed by administrative staff (68%, 69% and 71% for Waves 1, 2 and 3) and pupil welfare staff (64%, 67% and 68%). Facilities staff (35%) were the least likely to attend school based INSET. There was a clear and statistically significant increase over the three waves in attendance at school based INSET for other pupil support staff and site staff (49%, 54% and 61% for other pupil support staff and 37%, 48% and 60% for site staff) indicating that schools were adopting a more inclusive approach to school based training.

3.9.2 Non-school based INSET

At each wave just under half of respondents had attended non-school based INSET in the previous two years (49%, 46% and 47% for Waves 1, 2 and 3 - see Table 30). This was a slight though statistically significant decrease over the three waves. As with school based INSET, by Wave 3 there was little difference between support staff in England and Wales (47% vs. 45%) and different school types (47%, 44% and 47% for primary, secondary and special schools).

Table 30 - Attendance at non-school based INSET

	Wave 1 Number (%)	Wave 2 Number (%)	Wave 3 Number (%)
All Staff (*)	1202 (49%)	1302 (46%)	1408 (47%)
England (*)	1107 (50%)	1198 (46%)	1290 (47%)
Wales (*)	95 (46%)	103 (40%)	117 (45%)
Primary (*)	405 (47%)	637 (44%)	862 (47%)
Secondary (*)	613 (50%)	483 (46%)	384 (44%)
Special (*)	184 (53%)	180 (55%)	161 (47%)
TA Equivalent	378 (67%)	342 (64%)	427 (60%)
Pupil Welfare	182 (80%)	209 (75%)	109 (70%)
Technicians	147 (57%)	151 (50%)	98 (49%)
Other Pupil Support	46 (25%)	90 (24%)	74 (24%)
Facilities	14 (18%)	63 (24%)	55 (36%)
Administrative	319 (63%)	301 (59%)	383 (56%)
Site	17 (30%)	92 (37%)	60 (42%)

(*) Percentage values weighted by the prevalence of each category of support staff
Data from SSQ 1, 2 and 3

In contrast to school based INSET, it was pupil welfare staff who were most likely at each wave to experience non-school based INSET (80%, 75% and 70%), followed by TA equivalent staff (67%, 64% and 60%). Least likely to have attended non-school based INSET were other pupil support, facilities and site staff (24%, 36% and 42%). However, against the general trend, facilities staff had a statistically significant increased attendance at non school based INSET over the three waves (18%, 24% and 36%); site staff also showed an increase (30%, 37% and 42%), though this was not statistically significant.

3.9.3 Other education and training relevant to post

Around half of staff at each wave said they had received other education or training relevant to their post, (50%, 51% and 54% - see Table 31). At each wave, those in special schools attended more than those in secondary and primary school. There were no differences between waves.

Table 31 - Attendance at other education and training relevant to post

	Wave 1 Number (%)	Wave 2 Number (%)	Wave 3 Number (%)
All Staff (*)	1125 (50%)	1389 (51%)	1506 (54%)
England (*)	1028 (50%)	1274 (52%)	1368 (53%)
Wales (*)	97 (45%)	114 (44%)	135 (53%)
Primary (*)	429 (49%)	720 (52%)	920 (53%)
Secondary (*)	517 (48%)	479 (47%)	400 (50%)
Special (*)	179 (56%)	188 (69%)	183 (59%)
TA Equivalent	393 (71%)	369 (68%)	469 (65%)
Pupil Welfare	183 (80%)	225 (80%)	122 (78%)
Technicians	115 (45%)	140 (46%)	93 (47%)
Other Pupil Support	59 (31%)	130 (35%)	106 (34%)
Facilities	24 (30%)	93 (36%)	84 (53%)
Administrative	245 (50%)	286 (57%)	355 (52%)
Site	14 (25%)	98 (39%)	65 (45%)

(*) Percentage values weighted by the prevalence of each category of support staff
Data from SSQ 1, 2 and 3

As with school and non-school based INSET, by Wave 3 there was no difference in results between staff in England and Wales. Pupil welfare and TA equivalent staff were the most likely and other pupil support staff were the least likely to have attended other education and training. As with non-school based INSET, there were significant increases in attendance over the three waves in other education and training for facilities staff (30%, 36% and 53%) and site staff (25%, 39% and 45%).

3.9.4 Taken part in any education and training?

By way of summary, the number of staff who had INSET or training of any sort over the past two years was calculated, i.e., the sum of school based INSET, non-school based INSET, and other education and training relevant to the post (see Table 32). The majority had experienced training of some kind (80%, 80% and 84% at Waves 1, 2 and 3), with just 1 in 5 or less at each year having had no training (20%, 20% and 16%). By Wave 3, numbers taking part in any education or training was slightly higher than at previous waves but there were no significant differences between waves. As with previous waves, other pupil support, facilities and site staff were the least likely to have had any training (72%, 70% and 79% receiving training at Wave 3).

Table 32 - Attendance at any education and training

	Wave 1 Number (%)	Wave 2 Number (%)	Wave 3 Number (%)
All Staff (*)	1794 (80%)	2136 (80%)	2380 (84%)
England (*)	1622 (80%)	1945 (81%)	2151 (84%)
Wales (*)	167 (79%)	189 (78%)	226 (85%)
Primary (*)	665 (79%)	1122 (81%)	1469 (84%)
Secondary (*)	864 (79%)	738 (78%)	636 (83%)
Special (*)	260 (83%)	273 (90%)	272 (86%)
TA Equivalent	550 (97%)	523 (97%)	701 (95%)
Pupil Welfare	222 (97%)	270 (96%)	149 (95%)
Technicians	213 (82%)	240 (80%)	153 (77%)
Other Pupil Support	120 (63%)	251 (70%)	219 (72%)
Facilities	43 (52%)	135 (54%)	112 (70%)
Administrative	464 (92%)	475 (93%)	616 (90%)
Site	34 (59%)	164 (68%)	113 (79%)

(*) Percentage values weighted by the prevalence of each category of support staff
Data from SSQ 1, 2 and 3

3.9.5 Education and training leading to a qualification

Just under a third of respondents at each wave had attended education or training leading to a qualification relevant to their current post, in the previous two years (30%, 28% and 30% for Waves 1, 2 and 3 - see Table 33). Pupil welfare and TA equivalent staff were most likely to have attended training leading to a qualification (48% and 42% at Wave 3). By Wave 3, technicians and other pupil support staff were the least likely to have attended training leading to a qualification (17% and 14%), while facilities staff had again increased attendance over the three waves (18%, 19% and 33%).

Table 33 - Education and training leading to a qualification

	Wave 1 Number (%)	Wave 2 Number (%)	Wave 3 Number (%)
All Staff ^(*)	686 (30%)	722 (28%)	796 (30%)
England ^(*)	624 (30%)	664 (28%)	716 (29%)
Wales ^(*)	62 (31%)	58 (25%)	78 (33%)
Primary ^(*)	260 (28%)	381 (29%)	519 (30%)
Secondary ^(*)	304 (29%)	253 (25%)	180 (26%)
Special ^(*)	122 (38%)	87 (33%)	95 (31%)
TA Equivalent	279 (49%)	248 (45%)	301 (42%)
Pupil Welfare	132 (58%)	137 (49%)	76 (48%)
Technicians	70 (27%)	64 (21%)	34 (17%)
Other Pupil Support	33 (18%)	43 (12%)	42 (14%)
Facilities	14 (18%)	48 (19%)	52 (33%)
Administrative	97 (19%)	113 (22%)	149 (22%)
Site	4 (7%)	43 (17%)	31 (22%)

(*) Percentage values weighted by the prevalence of each category of support staff
Data from SSQ 1, 2 and 3

3.9.6 Training and development for teachers to help them work with support staff

As for previous waves, teachers were asked several questions about training and development in relation to support staff. Throughout the three waves, the majority (72%) had never had any training or development to help them work with support staff (73%, 75% and 72% at Waves 1, 2 and 3). At Wave 2 slightly more staff in special schools had taken part in training (32% vs. 25% in secondary and primary schools) but by Wave 3 there was no significant difference between school phases.

At Wave 1 an open question was asked about how useful they had found the training, but at Waves 2 and 3 teachers were given a closed question asking them to say how useful they found the training or development on a scale from 1 (not at all useful) to 5 (very useful). At Wave 3, 44% were positive about training (i.e., a score of 4 or 5), 11% were negative (i.e. a score of 1 or 2), with 45% neutral. This proportion who found it useful was reduced at Wave 3 compared to Wave 2 (44% vs. 50%).

The Wave 2 results indicated that teachers in special schools were most positive (73%) about the training they had received. This figure had reduced to 50% for Wave 3, and there was no longer any significant difference between phases in terms of the usefulness of training.

Teachers were asked an open ended question regarding details of the training or development they had received. In total, 265 Wave 3 teachers made comments on the training and development they had received, compared to 316 for Wave 2. Not all teachers mentioned how much time they had spent training or were specific about the nature of the training they had received. There were 108 teachers at Wave 2 and 80 at Wave 3 who commented on the time spent training. Of these teachers, most stated that this had been a short course of one day or less (85% at Wave 2, 75% at Wave 3), compared to 15% at Wave 2 and 25% at Wave 3 who said the course had been for more than one day.

Teachers also commented on the type of training they had received (82 - 26% - comments at Wave 2 and 165 - 62% - at Wave 3). Of these teachers, the biggest group at both waves (26% at Wave 2 and 34% of Wave 3) mentioned that their only training had been as part of their initial teacher training (ITT) course or part of their NQT training. The next most frequently mentioned types of training were training during INSET provision (23% at Wave 2 and 13% at Wave 3); some form of management or team building training which included management of support staff (17% at Wave 2 and 18% at Wave 3), curriculum-specific training, such as literacy and numeracy (11% at Wave 2 and 16% at Wave 3), informal training, such as staff meetings or mentoring by other staff within their school (8% at Wave 2 and 10% at Wave 3), and training as part of an accredited or external training programme (6% at Wave 2 and 5% at Wave 3).

A total of 55 teachers at Wave 2 and 42 teachers at Wave 3 indicated the provider of the training they had received. The most frequently cited was courses provided in-house by the school or by school staff (58% at Wave 2 and 42% at Wave 3) followed by courses provided by their Local Authority (LA) (32% at Wave 2 and 28% at Wave 3).

The teachers were again asked an open question concerning what they had gained from the training or development they had received. There were 213 responses at Wave 2 and 182 at Wave 3 (18% and 19% respectively of the total responses to the TQ). At Wave 3, as at Wave 2, there were three main responses. The majority of teachers who commented felt that the training/development had increased their understanding of the support staff role and how to make the most effective use of their support staff (55% in Wave 3 compared to 77% in Wave 2). Secondly, 34% of Wave 3 (18% of Wave 2) teachers commented on the effect training had had on themselves, e.g., providing them with the opportunity to improve or change their practice, increase confidence or help them manage staff. Thirdly, 11% of staff (13% in Wave 2) commented that the training/development they had received had had little or no positive effect on them or their practice.

Teachers were also asked at Waves 2 and 3 to what extent they were satisfied or dissatisfied with the training and/or development opportunities available to help them work with support staff in the classroom. This question is therefore about the opportunities available to them rather than views on the training they had received. At Wave 2 2375 responded and at Wave 3 2593 responded. Overall, they were far less satisfied, with only 14% positive and 42% negative (compared to 19% positive and 38% negative at Wave 2). However the high number of neutral responses for both waves suggests that many teachers did not have a strong view about this question. At both waves 2 and 3 special school teachers were more positive (25% at Wave 3) than teachers in secondary and primary schools (both 12% at Wave 3).

Of the 279 teachers who gave reasons for their level of satisfaction/dissatisfaction with the training and/or development opportunities available to them, 43% said that they were unaware of any opportunities for training and development in this area, 14% felt that they had no need for it, 12% felt more of it should be available, and 6% thought that sufficient opportunities were available. There are no comparable data for Waves 1 and 2.

3.9.7 Teachers involved in training and development and line management of support staff?

As for previous waves, teachers were asked if they had been involved in training or developing support staff. This figure had gradually increased over the three waves (40%, 50% and 55% for Waves 1, 2 and 3 respectively). There were inconsistencies across waves in differences between primary, secondary and special schools but by Wave 3 teachers in special schools were most likely to be involved with training or development (72%), compared to primary (56%) and particularly secondary schools (38%).

Teachers who had provided some training or development were also asked whether it had been in the form of a formalised setting, e.g., INSET days, coaching or mentoring schemes, or informal support on the job. At both Waves 2 and 3, just over half (57% and 55%) of those responding said it had been formal. At Wave 2 formalised training was most common for special school teachers, but at Wave 3 there was no difference between school phases. Over half of teachers at Wave 3 (53%) said training and development took the form of coaching schemes, whilst 82% reported informal arrangements, and 11% mentioned that the training took some other form (more than one response could be given).

Teachers were asked an open question concerning which types of support staff the training or development was designed for, and 470 teachers at Wave 2 and 423 teachers at Wave 3 responded. The vast majority of teachers had trained teaching assistant or equivalent staff (84% Wave 3, 94% for Wave 2), with the remaining staff being mostly from the other pupil support category, including midday supervisors and cover supervisors.

For teachers who had not been involved in the training or development of support staff, they were asked to comment on whether or not they would have found it useful. For Wave 2, 70% of teachers said they would have, and for Wave 3, this was 74%. Teachers were also asked for Wave 3, to give the reasons for their answer, and, of the 63 responding, 29% felt that being involved with training support staff would clarify the respective roles and responsibilities of teachers and teaching assistants; 29% thought it would help improve classroom practice to the benefit of all; 18% felt it important to have the chance to share their knowledge with support staff, particularly those teachers with specific curriculum responsibilities where they felt support staff lacked curriculum based knowledge e.g. science; 8% of teachers felt involvement with training support staff was a good way of building strong teams, and 6% felt they needed more knowledge about support staff and their skills, in order to improve their own practice in the classroom.

Training for line management

It was found that just over a third of teachers who were line managers of support staff (34% at Wave 2, 37% at Wave 3) had received training or development to help with this role. Those that had received training or development were asked to rate the usefulness of this to help them manage support staff, and just over half (53% at Wave 3, 56% at Wave 2) said it was useful and a minority (11% Wave 3, 4% Wave 2) not useful. A relatively large group (36% Wave 3, 40% Wave 2) did not have a positive or negative opinion.

In Wave 2, teachers were asked to give details of any training or development to help with being a line manager. Fewer teachers responded to these open ended questions but their responses are helpful in giving more detail about their experiences. Of the 46 teachers who commented on the amount of training they had received, the largest proportion said that they had had one day (52%), and a further 26%, two days. In Wave 3, 39 teachers provided comments, and again just over half (51%) had had one day, but only 2% had had two days.

In Wave 2, 89 teachers wrote about when they received the support and many responded by giving details of the content of the courses they had attended. Forty percent of these teachers had received training to help them in their role as line managers through attending courses on areas such as school management, managing other adults in the school and performance review. The Wave 3 questionnaire produced 104 comments, with nearly half of these teachers (48%) reporting that they had received training to help them in their role as line manager; more than for Wave 2. In Wave 2, 17% said the training had been part of the courses attended leading

to professional accreditation or qualifications, and for Wave 3 the proportion was similar (18%). Sixteen percent of respondents in Wave 2 had not received the training in such a formal way; instead it had occurred during courses attended as part of staff development. For Wave 3, this figure was much smaller (8%).

Of the 27 teachers in Wave 2 who gave information about who had provided the training, the majority (44%) cited training from other members of staff within the school and an almost equal number of staff (41%) had received training from external bodies. Local authorities were cited by an additional 15%. In Wave 3, again 27 teachers provided comments, but this time more teachers (63%) said that their training had been provided by external agencies, with many mentioning the National College for School Leadership's *'Leading from the Middle'* professional development course. A smaller proportion of teachers had received such training in-house (26%), with training provided by local authorities mentioned by 11%.

Following the open ended questions teachers were also asked to rate on a five-point scale the extent to which they were satisfied with their training and development opportunities with regard to their role as a line manager of support staff. Only 20% at Wave 3 said they were satisfied (compared to 25% at Wave 2) and more (30% at Wave 2 and 35% at Wave 3) said they were dissatisfied, indicating that this is an area that could benefit from attention. The other 45% gave the mid point rating at both waves, indicating that they were neither satisfied nor dissatisfied.

3.10 Planning and feedback time between teachers and support staff

Teachers were asked if they had feedback and planning time together with support staff working in their classroom. If so, teachers were asked to indicate if the support staff were paid for this time.

3.10.1 Planning time

The results (Table 34) showed that only 27% of teachers said they had planning time with the support staff working in their classroom in Wave 3, which is lower than in Wave 2 (34%), and more like the figure at Wave 1 (25%). This figure varied by school phase, with planning time far more common in special schools at all waves (50%, 64% and 55% at Waves 1, 2 and 3) and much less likely in secondary schools (9%, 6% and 6%). The majority of support staff with allocated planning time were paid for this time, and this increased between Waves 2 and 3 (85%, 84% and 91% at Waves 1, 2 and 3).

Table 34 - Do teachers and the support staff they work with in the classroom have allocated planning time together? If so, do these support staff get paid for this planning time?

	Allocated Planning Time			Paid for Planning Time*		
	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
All staff	435 (25%)	397 (34%)	239 (27%)	324 (85%)	286 (84%)	194 (91%)
England	392 (26%)	354 (34%)	218 (28%)	294 (86%)	267 (86%)	178 (90%)
Wales	43 (20%)	42 (30%)	21 (17%)	30 (81%)	18 (62%)	16 (100%)
Primary	293 (26%)	261 (34%)	151 (26%)	209 (82%)	176 (80%)	121 (89%)
Secondary	38 (9%)	13 (6%)	11 (6%)	32 (94%)	9 (90%)	7 (78%)
Special	104 (50%)	122 (64%)	77 (55%)	83 (92%)	100 (92%)	66 (97%)

(*) i.e., the % of staff with allocated planning time who were paid for this time.

Data from TQ 1, 2 and 3

For all waves, planning time was divided between allocated time during non-contact time within the timetabled teaching time (34% at Wave 3, secondary more than primary and special schools), time within school sessions (25%), and other time before or after school when the support staff were paid (53%, secondary schools least often).

At Waves 2 and 3, the teachers were asked - if they did not have allocated planning time - how and when they planned with support staff. This was an open question and 600 teachers at Wave 3 gave codeable responses. A minority of teachers who worked with support staff either rarely or never discussed planning with them (14% of primary teachers, 17% of secondary school and 14% special school teachers). The teachers in secondary schools were also twice as likely as those in primary and special schools to use the time immediately before and after lessons or sessions to inform support staff of their planning (16% secondary, 8% primary, 8% special). In addition, they were even more likely to use the time during lessons for that purpose (29% secondary, 16% special, 8% primary). These results reflect the way in which teachers in secondary schools often work with support staff. Secondary school teachers also resort to discussing planning on an ad hoc basis, as and when it is needed at snatched moments throughout the day (14% primary, 19% secondary, 14% special). Despite this however, there is less reliance on written notes in secondary schools than there is in primary schools (18% primary, 10% secondary and 10% special). Primary school teachers were more likely to use time before and after school to share planning (30% primary, 14% secondary and 25% special) and to use breaks during the day including lunch hour (28% primary, 25% secondary and 16% special).

This open question concerning how and when they planned with support staff was also asked at Wave 2 (there were 728 responses). Results showed an increase between Wave 2 and 3 (from 8% to 15%) in the number of teachers who either rarely or never planned with support staff. Other figures were broadly similar, though with some signs of a decrease from Wave 2 to 3, e.g., the proportion of those working after school and during breaks (after school; Wave 2 29%, Wave 3 26%; during breaks; Wave 2 28%, Wave 3 26%). The figures for using time immediately before or after lessons were unchanged at 10% in both waves, as was time during the lesson (14% in Wave 2, 13% in Wave 3), using ad hoc methods of planning, (16% at Wave 2, 15% in Wave 3), and reliance on written notes (17% to 15% at Waves 2 and 3 respectively).

3.10.2 Feedback time

The Wave 3 results (see Table 35) indicated that only a minority (22%) of teachers had allocated time for feedback with support staff. As with allocated planning time, this had increased between Waves 1 and 2 (19% to 29%) but had fallen back again by Wave 3. As with planning time, the majority of support staff were paid for this time if it did take place, with this figure fairly constant over the three waves (84%, 84% and 86%). As with planning time, feedback time was far more prevalent in special schools (47%, 61% and 46% at Waves 1, 2 and 3), and far less in secondary schools at Waves 1, 2 and 3 (7%, 6%, and 4%)

Table 35 - Do teachers and the support staff they work with in the classroom have allocated feedback time together? If so, do these support staff get paid for this feedback time?

	Allocated Feedback Time			Paid for Feedback Time*		
	Wave 1	Wave 2	Wave 3	Wave 1	Wave 2	Wave 3
All staff	330 (19%)	338 (29%)	197 (22%)	232 (84%)	208 (84%)	133 (86%)
England	287 (17%)	296 (28%)	172 (22%)	207 (87%)	190 (85%)	117 (85%)
Wales	43 (21%)	42 (30%)	25 (21%)	25 (67%)	18 (72%)	21 (94%)
Primary	204 (18%)	207 (27%)	126 (22%)	135 (80%)	112 (77%)	74 (80%)
Secondary	28 (7%)	14 (6%)	7 (4%)	18 (78%)	7 (88%)	5 (83%)
Special	98 (47%)	117 (61%)	64 (46%)	79 (94%)	89 (94%)	54 (95%)

(*) i.e. the % of staff with allocated feedback time who were paid for this time.

Data from TQ 1, 2 and 3

As with planning time, feedback was conducted during non contact time within the timetable (23%, secondary schools most), other time in school sessions (38%), and before or after school (54%, secondary schools least).

As with the question on planning time, teachers were asked at Waves 2 and 3 - if they did not have allocated feedback time together - how and when they and support staff feedback to each other? At Wave 2 789, and at Wave 3 593, teachers provided responses. At Wave 3, feedback seemed more likely to happen than planning despite there being less allocated time allowed. In contrast to planning, only 4% of teachers said they either rarely or never discussed feedback with support staff (15% gave this answer for planning). Breaks and lessons were more likely to be used for feedback than planning (breaks: 39% feedback vs. 26% planning; lessons: 21% feedback vs. 13% planning). There was less reliance on using notes for feedback (8%) rather than planning (15%). As with planning, there was little change between Waves 2 and 3.

Again there are differences between primary, special and secondary schools although the picture is not as clear cut as planning. Primary schools teachers were more likely to discuss feedback during breaks (47% primary, 24% secondary and 21% special) again reflecting their close working relationship throughout the day. They also relied more on written notes (11%, primary, 2% secondary and 4% special). This type of feedback often takes the form of the support staff's comments written on the planning sheets. In the case of secondary schools, most of their feedback was carried out during the lesson (15% primary 40% secondary and 18% special). Special school staff again seemed to have different working arrangements as they were more likely to discuss feedback after school, probably reflecting the more formal working arrangements of many special school support staff (27% primary, 10% secondary and 37% special).

3.10.3 Other allocated time together?

As with feedback and planning time, the majority of teachers did not have any other allocated time with the support staff they worked with (13%, 18% and 16% at Waves 1, 2 and 3). However, there was again far more other allocated time in special schools (37% at Wave 3) and least in secondary schools (9% at Wave 3). The results were fairly consistent across the three waves of the project. Most support staff were paid for this time, again consistent with allocated planning and feedback time.

There was a much lower response rate to an open question concerning how they used other allocated time (49 at Wave 2 and 41 at Wave 3). Although care should be taken when interpreting such small numbers, the greatest changes since Wave 2 were the increase in the proportions working with support staff on areas to benefit them, such as training and performance review (up from 14% in Wave 2 to 24% in Wave 3) and the decrease in time spent discussing pupils in terms of their progress, behaviour strategies and social and emotional needs (Wave 2 65%, Wave 3 32%). More time was spent working on pupil data such as reports, individual education plans (IEPs) and assessments (Wave 2 12%, Wave 3 22%) and on time in meetings discussing areas including curriculum, year and faculty issues (Wave 2 22%, Wave 3 27%).

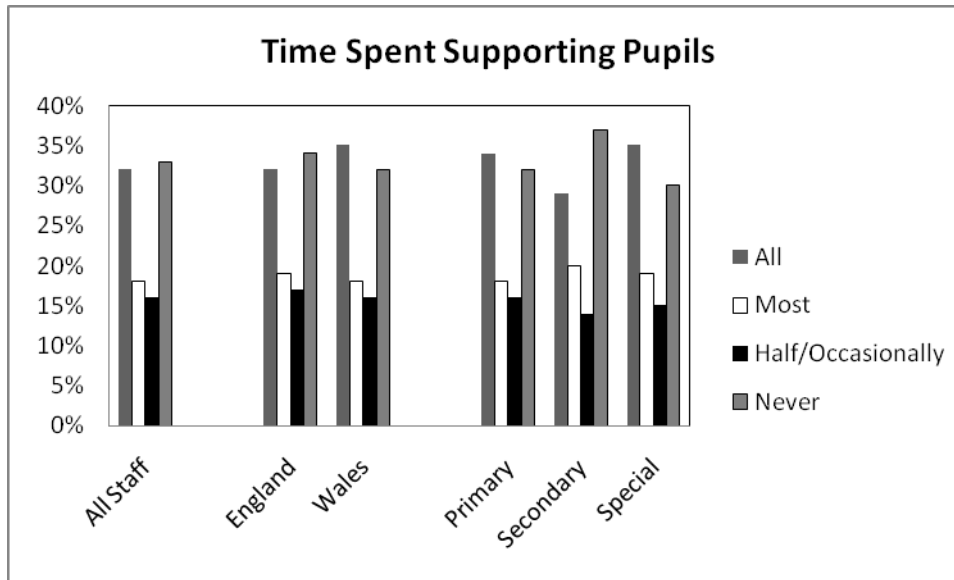
3.11 Supporting pupils and teachers

3.11.1 Nature of support staff roles: supporting pupils and teachers

In the SSQ, two questions were asked concerning the amount of time spent supporting pupils and supporting teachers, i.e., direct support for and interaction with pupil vs. support provided for teachers, as when taking on administrative tasks. This is a distinction found important in previous research (Blatchford, Bassett and Brown, 2005). As in previous waves, both of these were assessed on a five point scale, with support 'all the time' at one extreme and no support at the other extreme. Figures 2 to 5 give results for Wave 3 for all staff and also differences between England and Wales, school type, support staff categories. Full results for the three waves in tabular form are provided in Appendices 3 and 4.

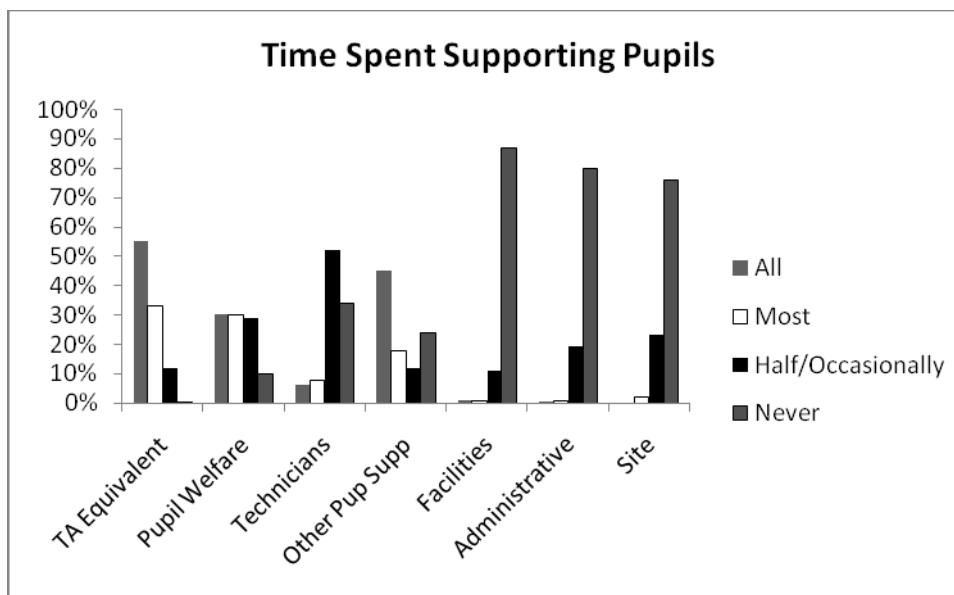
At each wave around a third of support spent all their working time directly supporting pupils (38%, 32% and 32%), and this increased to about a half of staff when the more inclusive category - working all or most of the time with pupils - was used (56%, 49% and 50% at Waves 1, 2 and 3) (see Figure 2 for Wave 3). By contrast, as seen in Figure 4, just 15% of staff spent all or most of their time directly supporting teachers in Wave 3 (19% at Wave 1 and 13% at Wave 2). At all three waves, a third (32%, 36% and 33%) of respondents spent no working time supporting pupils, and slightly more (40%, 44% and 41%) no time supporting teachers (see Figures 2 and 4 for Wave 3). Overall, there was a significant decline in supporting pupils but no change in supporting teachers.

Figure 2 - How much of your time do you spend directly supporting pupils [Wave 3]



Data from SSQ 3
Base figure Wave 3 = 2623

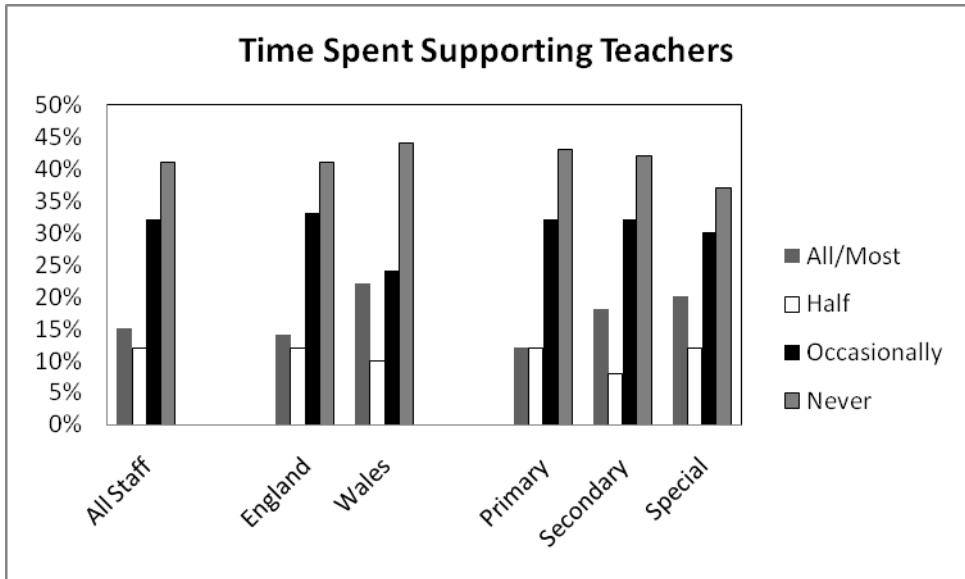
Figure 3 - How much of your time do you spend directly supporting pupils (by support staff category) [Wave 3]



Data from SSQ 3
Base figure Wave 3 = 2253

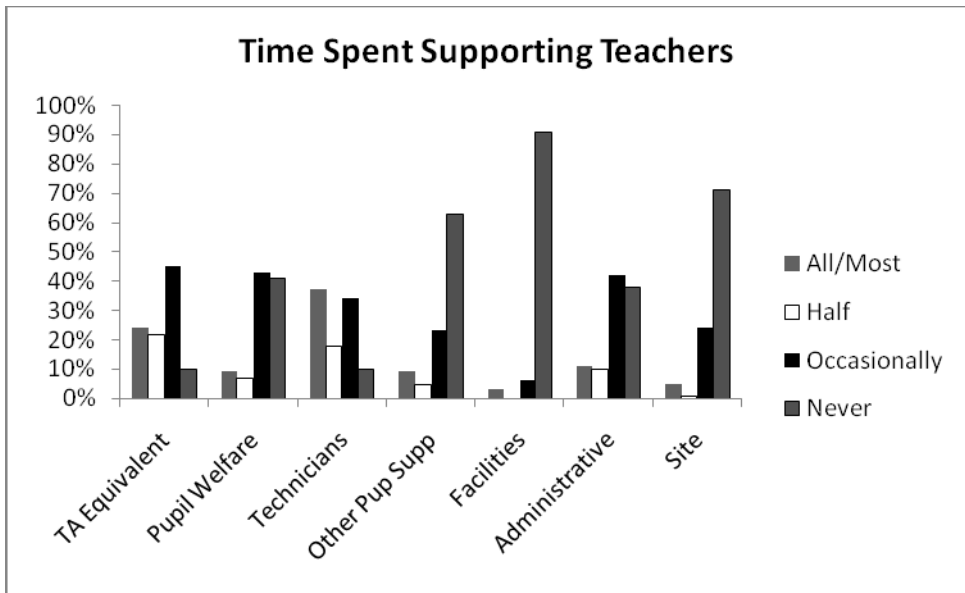
As expected, this picture varied between categories of support staff. Figure 3 shows that at Wave 3 other TA equivalent, other pupil support and pupil welfare staff spent much more time than other support staff groups directly supporting pupils all or most of the time (88%, 63% and 60% at Wave 3). Conversely, facilities, administrative and site staff spent very little time directly supporting pupils. Technicians spent significantly less time over the three waves directly supporting pupils (20%, 18% and 14% at Waves 1, 2 and 3).

Figure 4 - How much of your time do you spend directly supporting teachers (all staff, and by country and school phase) [Wave 3]



Data from SSQ 3
Base figure Wave 3 = 2566

Figure 5 - How much of your time do you spend directly supporting teachers (by support staff category) [Wave 3]



Data from SSQ 3
Base figure Wave 3 = 2206

Figure 5 shows results for time spent supporting teachers at Wave 3, separately for each support staff category. TA equivalent support staff were also more likely than most other support staff to directly support teachers (29%, 23% and 24% at Waves 1, 2 and 3: all or most of the time), but technicians spent the most time supporting teachers (26%, 34% and 37% at Waves

1,2 and 3: all or most of the time). Technicians along with administrative staff were the only categories of support staff that spent noticeably more time supporting teachers than pupils.

At Waves 1 and 2, far more support staff in special schools and primary schools spend all or most of their time supporting pupils. This difference was far less noticeable by Wave 3 (54% and 52% for special and primary schools respectively) compared to secondary schools (49%). Waves 1 and 2 also indicated that support staff in special schools were also more likely to support teachers. For Wave 3 staff in secondary schools were still most likely to support teachers (20% all and most of the time), but the difference with secondary and primary schools was less (18% and 12% respectively).

3.11.2 Amount of contact between teachers and support staff

Support provided for teachers can also be examined in a different way. A basic question in the TQ asked teachers to tick the post titles of support staff who had worked with them, or for them, during the previous week. Looking first at all categories of support staff together, almost every teacher worked with some support staff, and this did not change over the three waves. We also analysed this in terms of the number of different categories of support staff with whom teachers worked, broken down in terms of 0 or 1, 2 or 3, 4 or 5, or 6 or 7 different categories. It was striking that the number of teachers who worked with 6 or 7 categories increased over the three waves (11%, 29% and 32% for Wave 1, 2 and 3 respectively), while the number who worked with between 0 and 3 categories of support staff decreased over time, especially between Waves 1 and 2 (60%, 34% and 33% for Waves 1, 2 and 3 respectively). This therefore shows that teachers worked with a wider range of support staff over the three waves.

We also analysed the results by category of support staff. Results in Table 36 show the percentage of each support staff category which had worked with teachers during the last week for Waves 1, 2 and 3.

Table 36 - Members of support staff who have worked with teachers or for teachers during the last week

		Primary Number (%)	Secondary Number (%)	Special Number (%)	All schools Number (%)
TA equivalent	- w1	1122 (97%)	339 (78%)	204 (96%)	1681 (92%)
	- w2	810 (99%)	238 (86%)	196 (99%)	1247 (96%)
	- w3	598 (97%)	184 (89%)	147 (98%)	929 (96%)
Pupil welfare	- w1	108 (9%)	110 (25%)	75 (35%)	296 (16%)
	- w2	144 (18%)	97 (35%)	110 (56%)	351 (27%)
	- w3	132 (22%)	83 (40%)	105 (70%)	320 (33%)
Technicians	- w1	320 (28%)	263 (61%)	91 (43%)	680 (37%)
	- w2	289 (35%)	208 (75%)	115 (58%)	615 (47%)
	- w3	255 (42%)	165 (80%)	93 (62%)	513 (53%)
Other Pupil Support	- w1	445 (38%)	142 (33%)	95 (45%)	693 (38%)
	-w2	504 (62%)	149 (54%)	119 (60%)	774 (60%)
	-w3	372 (61%)	111 (54%)	103 (69%)	586 (60%)
Facilities	- w1	409 (35%)	154 (35%)	87 (41%)	657 (36%)
	- w2	462 (56%)	117 (42%)	129 (66%)	710 (55%)
	- w3	344 (56%)	108 (52%)	105 (70%)	557 (57%)
Administrative	- w1	577 (50%)	300 (69%)	124 (58%)	1013 (55%)
	- w2	555 (68%)	210 (76%)	150 (76%)	917 (71%)
	- w3	393 (64%)	167 (81%)	117 (78%)	677 (70%)
Site	- w1	361 (31%)	152 (35%)	94 (44%)	613 (34%)
	- w2	520 (63%)	144 (52%)	139 (71%)	804 (62%)
	- w3	351 (57%)	116 (56%)	99 (66%)	566 (58%)

Responses from individual post titles were combined. Figures represent the number (and percentage) of teachers working with one or more members of each support staff category.

Key: w1 = Wave 1, w2 = Wave 2, w3 = Wave 3

Data from TQ 1, 2 and 3

Base figures Wave 1 = 1827, Wave 2 = 1297, Wave 3 = 950

Overall, teachers have experienced much more contact with support staff in Wave 3 compared to Wave 1. The biggest increase was between Wave 1 and 2 though this varied between support staff categories. TA equivalent staff already had at Wave 1 by far the most contact with teachers (92%) and so there was little room for increase in subsequent waves (96% and 96% at Wave 2 and 3). This means that by Wave 3 virtually all teachers worked with TAs at some point during the last week. The biggest increase in contact between TA equivalent staff and teachers was in secondary schools which had increased from a relatively low figure of 78% at Wave 1 to 89% by Wave 3. Contact with other staff groups had greatly increased from Wave 1 to Wave 3. There were increases for pupil welfare staff (16% to 33%), technicians (37% to 53%), other pupil support staff (38% to 60%), facilities staff (36% to 57%), administrative staff (55% to 70%) and site staff (34% to 58%) These results give a general but clear indication of the huge increase in day to day contact between teachers and all types of support staff, which has accompanied the increase in support staff numbers shown above. Perhaps of most note is the increase between Waves 1 and 3 in contact between teachers and staff who were not based in the classroom; contact with site and facilities staff, for example, had almost doubled in number.

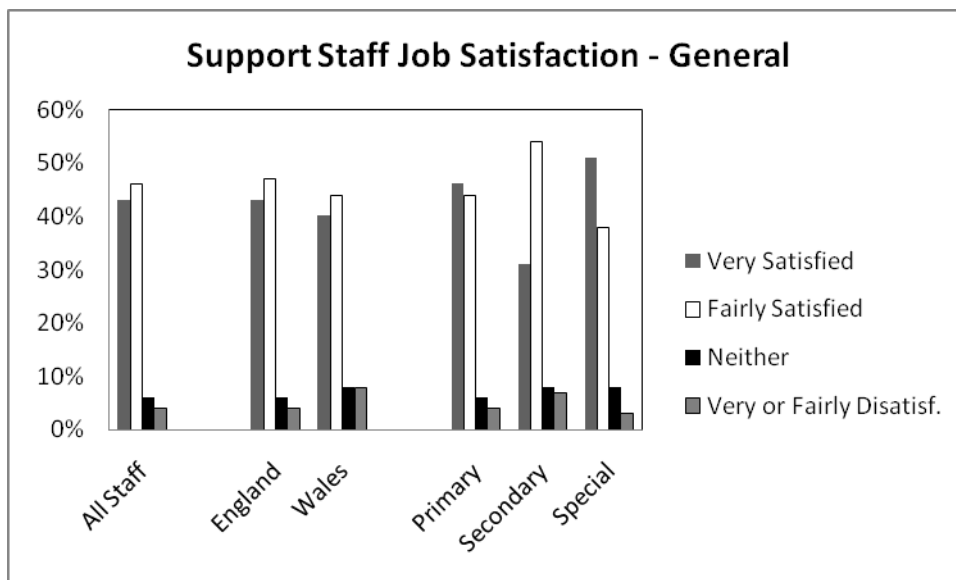
3.12 Support staff satisfaction with their jobs

At all three waves we asked support staff two general questions, one about their satisfaction with their posts, and one about how much they felt the school appreciated their work. In addition, at Waves 2 and 3, we also asked further questions in order to obtain a more detailed account of their satisfaction with different facets of their post. Results are presented below in graphical form for Wave 3, though in the text below we give results across the three waves. Full results in tabular form can be found in Appendices 5 to 11.

3.12.1 Job satisfaction

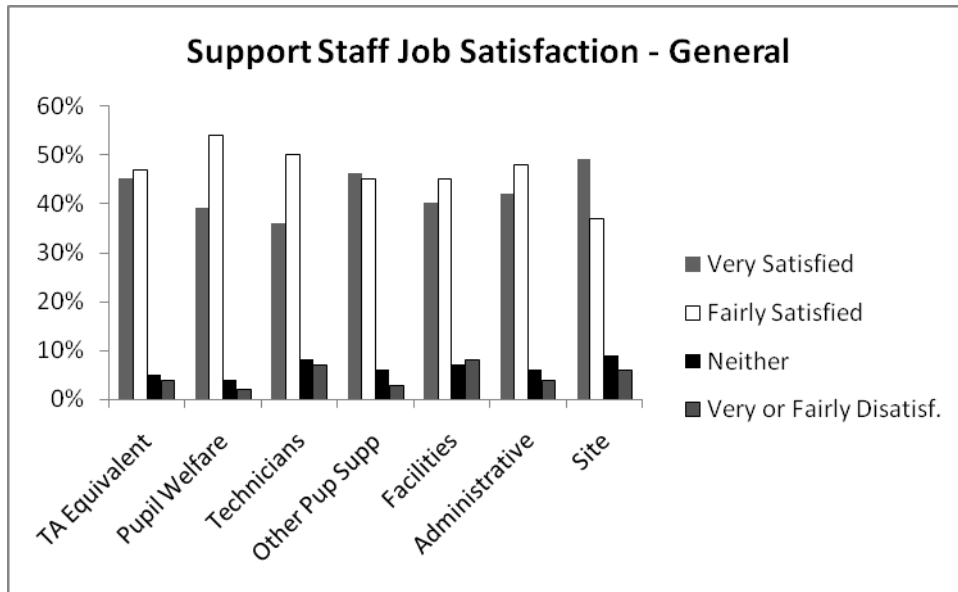
Staff in the SSQ at each wave were asked to give their level of satisfaction on a 5 point scale from very satisfied to very dissatisfied (see Figures 6 and 7).

Figure 6 - In general, how satisfied or dissatisfied are you with your job (all staff, and by country and school phase)? [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2774

Figure 7 - In general, how satisfied or dissatisfied are you with your job (by support staff category)? [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2383

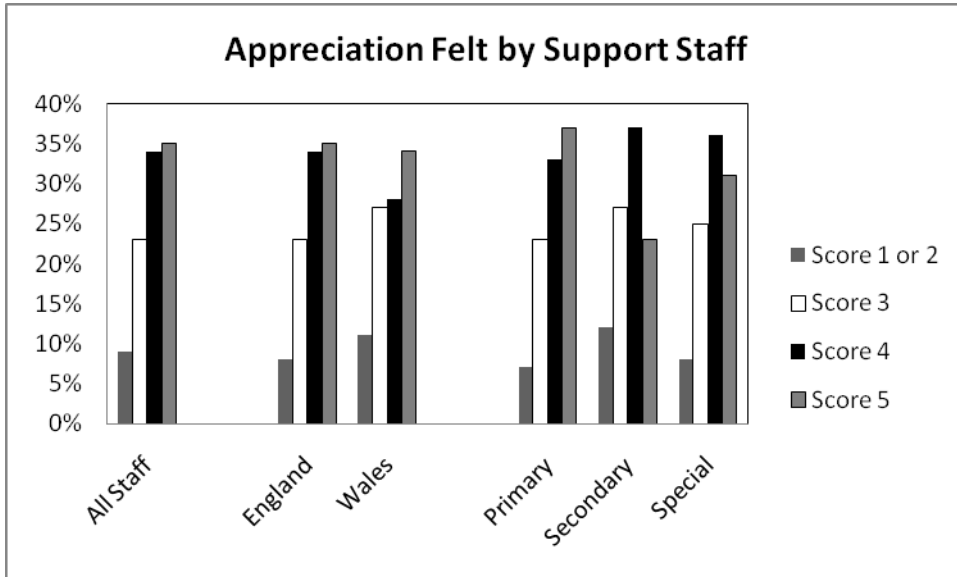
Overall, staff were positive about their posts. As seen in Figure 6, at Wave 3 a large majority were either very or fairly satisfied with their posts, a similar picture to Waves 1 and 2 (86%, 89% and 89% for Waves 1, 2 and 3 respectively). Few staff were dissatisfied with their job, and for the purposes of presentation, the fairly dissatisfied and very dissatisfied categories were combined. Statistical analyses indicated little clear sign of a significant difference between the three waves.

At all waves, staff in secondary schools were relatively less likely to be satisfied (85% vs. 90% for primary schools and 89% in special schools, at Wave 3) and relatively more dissatisfied (7% vs. 4% for primary and 3% for special schools at Wave 3). At each wave technicians were the least likely to give the most positive rating (33%, 34% and 36% very satisfied). For the most part all support staff types gave consistent ratings over the three waves; however, there was a noticeable increase between Wave 1 and 2 in the number of TA equivalent staff who had become satisfied (83%, 93% and 92%). There was a decline over the three waves in the number of staff in Wales who were very satisfied (56%, 41% and 40% for Waves 1, 2 and 3).

3.12.2 School appreciation of their work

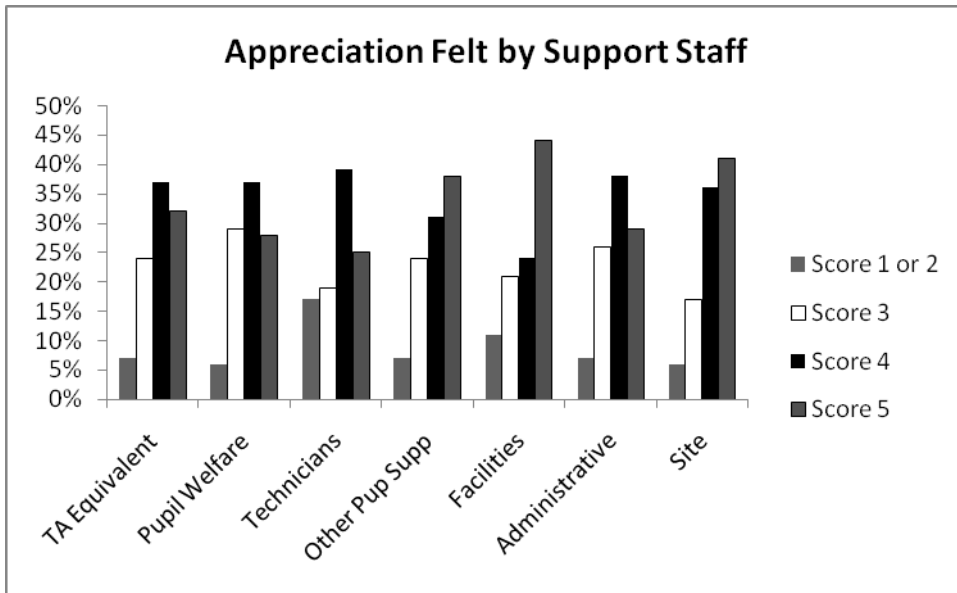
The second general question asked how much support staff felt the school appreciated their work. Level of appreciation was measured on a 5-point scale, from a score of 1 (not at all) to a score of 5 (very much). There were few low appreciation scores (i.e. ratings of 1 and 2) and so these were combined.

Figure 8 - How much school appreciates support staff work (all staff, and by country and school phase) [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2795

Figure 9 - How much school appreciates support staff work (by support staff category) [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2407

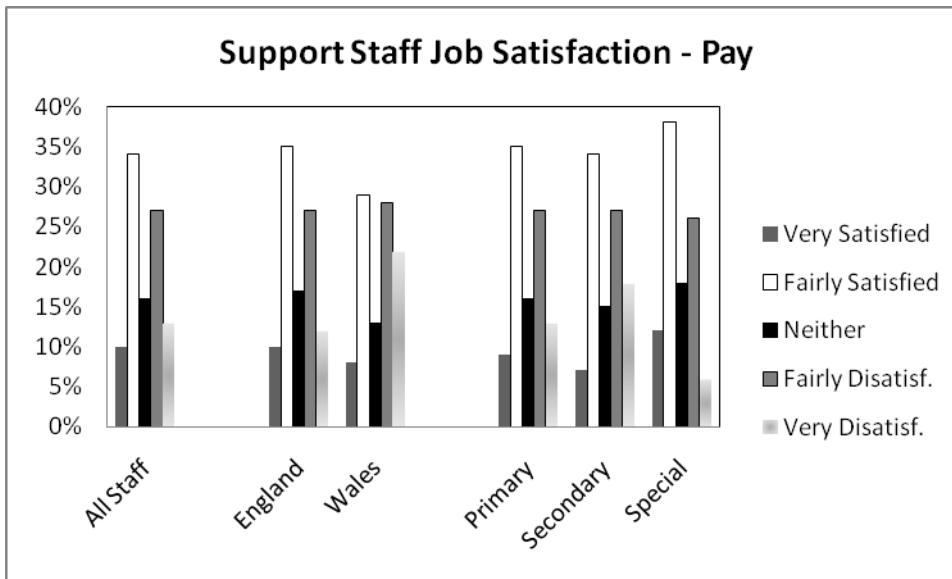
The results (see Figures 8 and 9) showed that at each wave staff were positive about how much schools appreciated their work, with 72%, 69%, and 69% choosing the two most positive ratings (4 and 5) at Waves 1, 2 and 3 respectively. However, at Wave 3 this still leaves nearly a quarter (23%) who gave a neutral rating and 9% who felt that the school did not appreciate their work (ratings of 1 or 2). There was a significant decrease over the three waves in how much staff felt appreciated by schools.

At each wave, secondary school support staff felt less appreciated than staff in primary schools and special schools (60% vs. 70% and 67% giving ratings of 4 or 5 at Wave 3), although the gap between school types was less than that observed at Wave 2, mainly because there were signs that staff in special schools were becoming relatively less positive about how much schools appreciated their work (78%, 76% and 67% at Waves 1, 2 and 3). By Waves 2 and 3 staff in Wales felt much less appreciated than did staff in England (80%, 62% and 62% in Wales and 71%, 71% and 69% in England).

Over the three waves, technicians felt relatively less appreciated than the other support staff categories (64% at each wave). By Wave 3 site staff had become the most appreciated by schools (77%). By Wave 3 there were signs that pupil welfare, TA equivalent and other pupil support staff felt relatively less appreciated in comparison to previous waves (75%, 72% and 65% for pupil welfare; 73%, 73% and 69% for TA equivalent and 76%, 71% and 69% for other pupil support staff). But, overall, by Wave 3 there were fewer differences between support staff categories in how much they felt schools appreciated them.

3.12.3 Satisfaction with their pay

Figure 10 - How satisfied or dissatisfied are you with your pay (all staff, and by country and school phase)? [Wave 3]

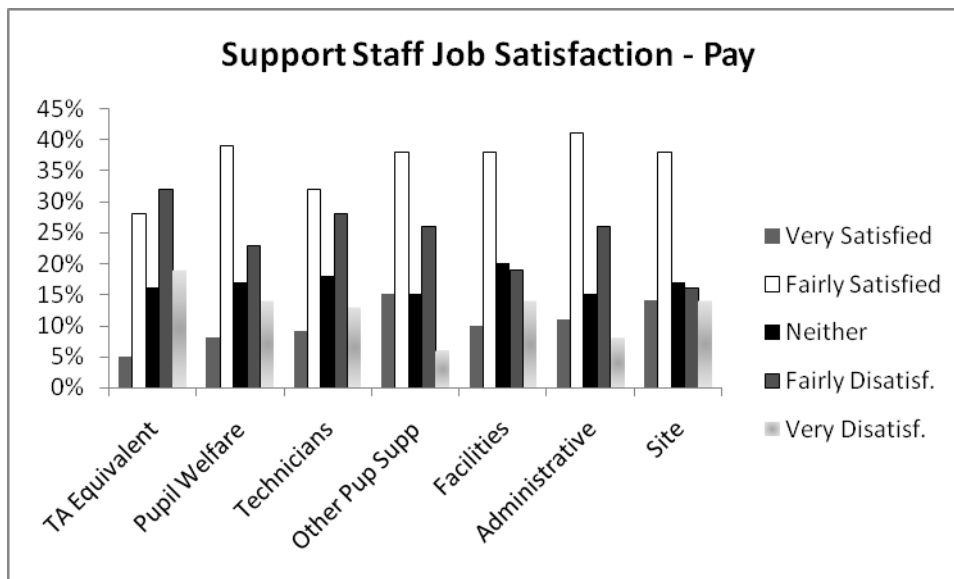


Data from SSQ 3
Base figures Wave 3 = 2772

The next set of satisfaction ratings were only asked at Waves 2 and 3. In comparison with ratings of satisfaction with other facets of their posts, it is clear that staff were much less satisfied with their rates of pay, and if anything this had declined since Wave 2. Results are shown in Figures 10 and 11. Less than half of support staff (44%) were satisfied with their pay and a similar number (40%) were fairly or very dissatisfied. The equivalent figures at Wave 2 were 51% and 32%).

TA equivalent staff and technicians were the least satisfied (33% and 41% respectively at Wave 3) and the most dissatisfied with their pay (51% and 41% at Wave 3). These two groups stood out at Wave 2 as well but there are signs that the dissatisfaction of TA equivalent staff with their wages has increased by Wave 3; by the most recent survey they were the only group with more than half their number dissatisfied with their pay. Other pupil support staff and administrative staff were the most satisfied with their pay (53% and 52% satisfied respectively at Wave 3) though again overall satisfaction ratings had declined from Wave 2 (62% and 58%).

Figure 11 - How satisfied or dissatisfied are you with your pay (by support staff category)? [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2383

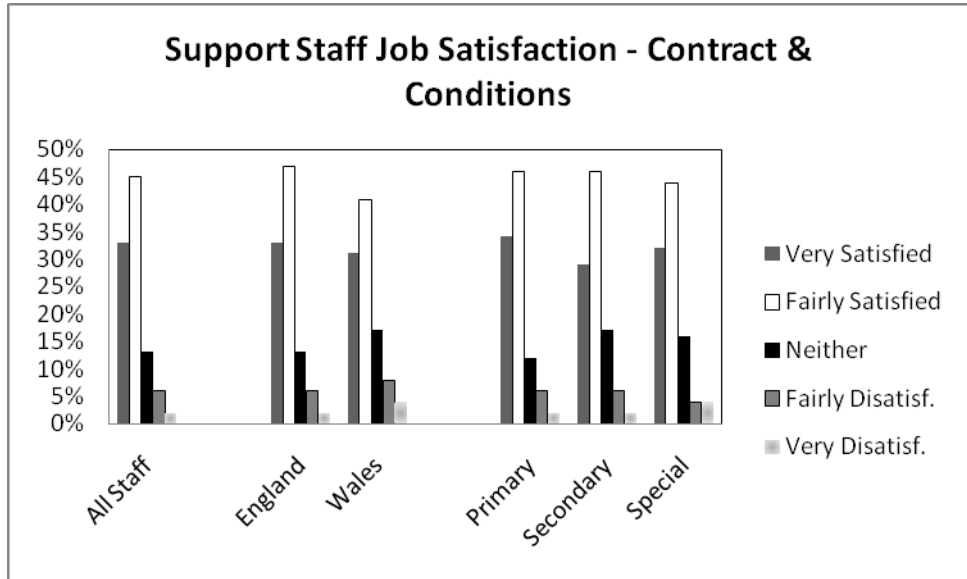
3.12.4 Satisfaction with their contract and conditions of employment

Overall, a high number of staff (78%) were satisfied with their contract and conditions of employment, and only 8% were dissatisfied (see Figures 12 and 13). These figures are almost identical to those from Wave 2.

In comparison to other support staff groups, TA equivalent were the least likely to say they were very satisfied at Wave 3 (29%) though as we have seen there were still a lot of staff in this category who were satisfied. Other pupil support staff were the most likely at Wave 3 to say they were very satisfied (40%); and only 4% were dissatisfied. This was similar to Wave 2. Facilities staff had the highest overall satisfaction ratings (86%).

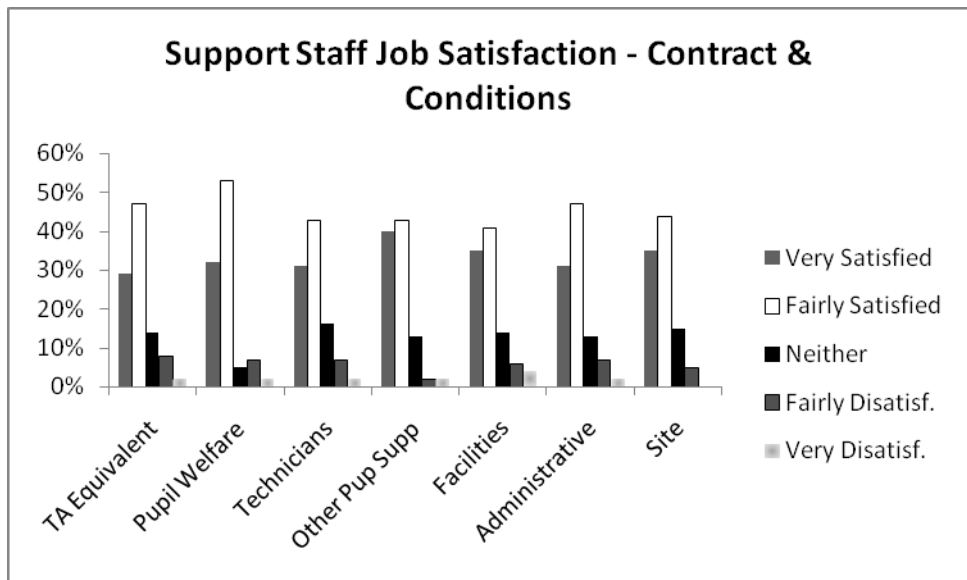
Staff in Wales were, at both Wave 2 and 3, less satisfied with their contract and conditions of employment, in comparison to staff in England (71% vs. 80%).

Figure 12 - How satisfied or dissatisfied are you with your contract and conditions of employment (all staff, and by country and school phase)? [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2752

Figure 13 - How satisfied or dissatisfied are you with your contract and conditions of employment (by support staff category)? [Wave 3]

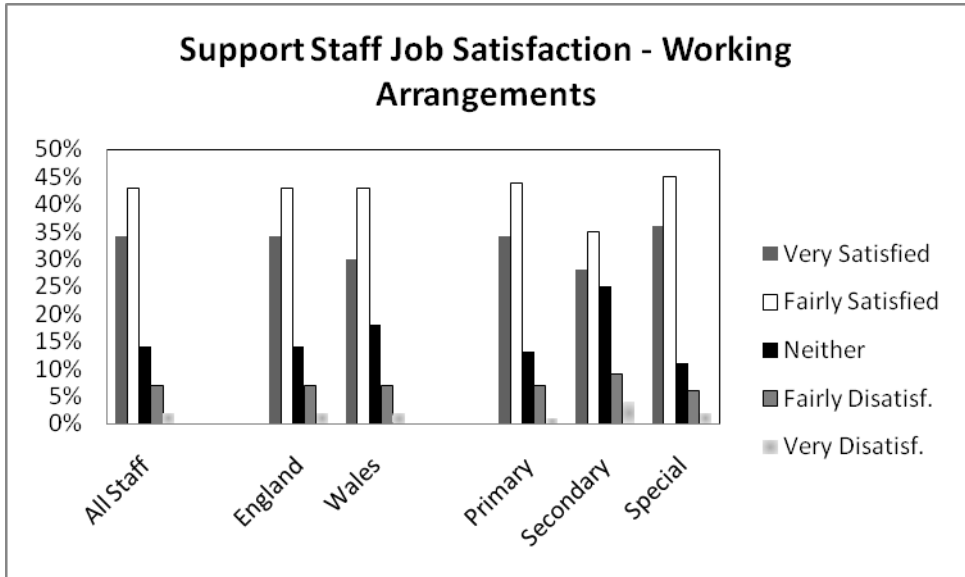


Data from SSQ 3
Base figures Wave 3 = 2365

3.12.5 Satisfaction with the working arrangements for their post

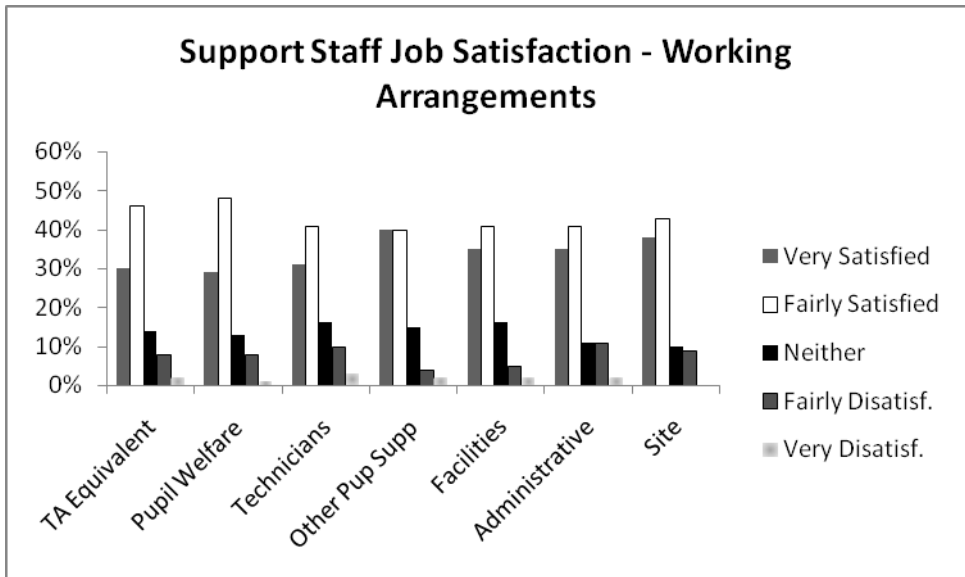
This question addressed staff satisfaction with aspects such as line management, job descriptions, and appraisal arrangements.

Figure 14 - How satisfied or dissatisfied are you with the working arrangements for your post (all staff, and by country and school phase)? [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2764

Figure 15 - How satisfied or dissatisfied are you with the working arrangements for your post (by support staff category)? [Wave 3]



Data from SSQ3
Base figures Wave 3 = 2374

It can be seen in Figures 14 and 15 that 77% were either very or fairly satisfied with working arrangements for their post, and only 9% were dissatisfied. This is similar to the Wave 2 results, where 78% were satisfied and 8% dissatisfied.

Far fewer staff in secondary schools were satisfied than in primary schools and especially special schools (63% vs. 78% in primary and 81% in special schools). This difference was also observed in Wave 2.

Other pupil support staff were again the most likely to say they were very satisfied (40%) and pupil welfare, TA equivalent and technicians less like to say they were very satisfied (29%, 30% and 31%) but overall there were comparatively few differences between support staff categories.

3.12.6 Satisfaction with training and development that they have received for their role

Overall, 76% of staff said they were satisfied with training and development received for their role (see Figures 16 and 17), the same figure as at Wave 2. Staff in secondary schools were the least satisfied with the training received (72% and 68% at Waves 2 and 3). Satisfaction with training for staff in special schools had remained at a high level for Waves 2 and 3 (85% and 85%) but it was noticeable that satisfaction ratings for primary school staff had dropped between Wave 2 to 3 (87% to 78%).

TA equivalent and pupil welfare staff were most satisfied at Wave 3 with the training they received (83% and 80% respectively) while technicians were noticeably less likely to say they were satisfied at both Wave 2 and 3 (61% for Wave 2, 60% for Wave 3). Satisfaction ratings of administrative staff had also dropped from the highest ratings at Wave 2 (89%) to 77% at Wave 3. Staff in Wales were again less satisfied with training received than staff in England (71% vs. 76% at Wave 3, 67% vs. 76% at Wave 2).

Figure 16 - To what extent are you satisfied or dissatisfied with any training and development that you may have received for your role (all staff and by country and school phase)? [Wave 3]



Note: For the purposes of analysis, respondents not receiving any training or development were omitted from the analysis

Data from SSQ 3

Base figures Wave 3 = 2504

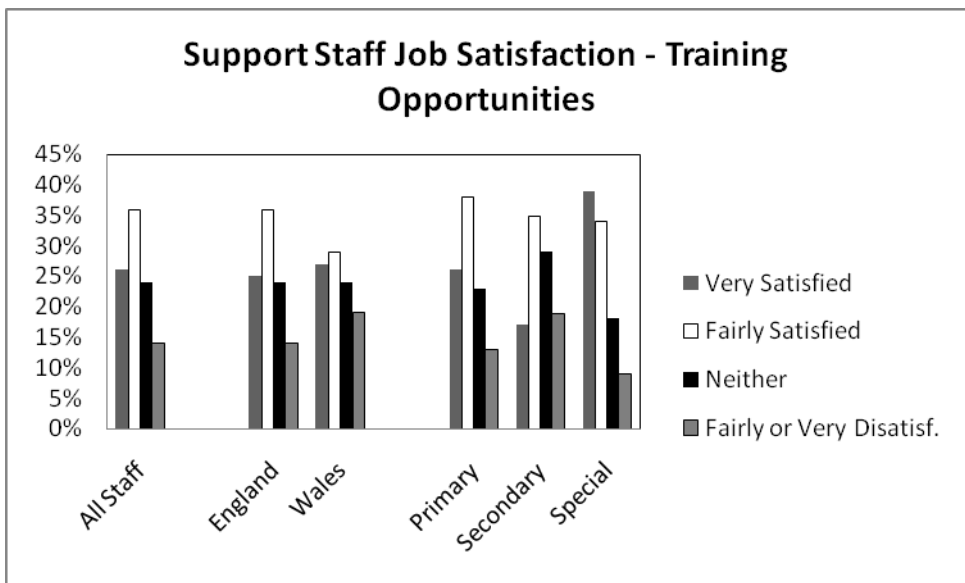
Figure 17 - To what extent are you satisfied or dissatisfied with any training and development that you may have received for your role (by support staff category)? [Wave 3]



Note: For the purposes of analysis, respondents not receiving any training or development were omitted from the analysis
 Data from SSQ 3
 Base figures Wave 3 = 2164

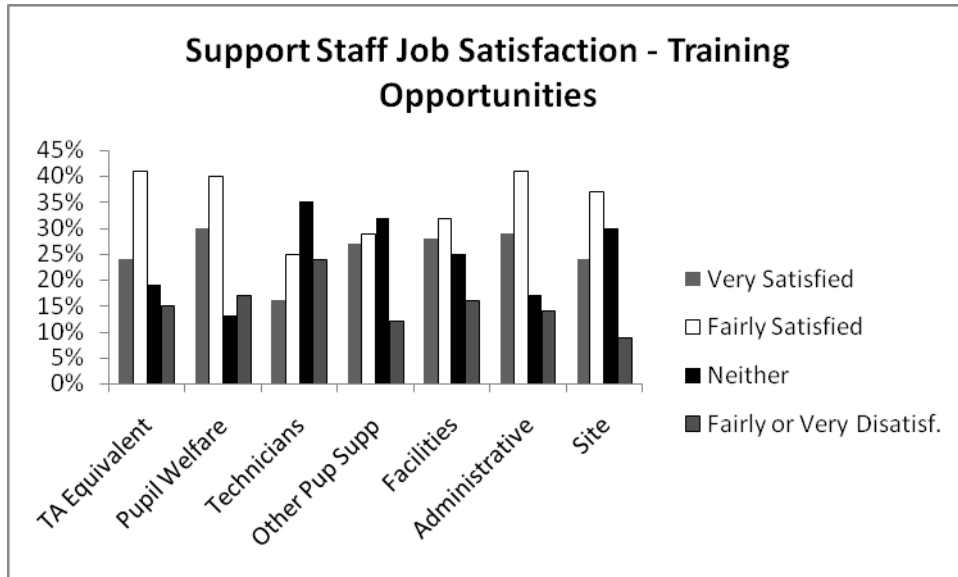
3.12.7 Satisfaction with any training and development opportunities available to them

Figure 18 - To what extent are you satisfied or dissatisfied with any training and development opportunities available to you (all staff, and by country and school phase)? [Wave 3]



Data from SSQ 3
 Base figures Wave 3 = 2593

Figure 19 - To what extent are you satisfied or dissatisfied with any training and development opportunities available to you (by support staff category)? [Wave 3]



Data from SSQ 3
Base figures Wave 3 = 2228

An allied but different question concerned training and development opportunities available to staff (rather than that received). About two thirds (62%) were satisfied with training and development opportunities available while 14% were not (see Figures 18 and 19). Figures for Wave 2 were very similar (64% satisfied, 15% dissatisfied).

A relatively high number were neither satisfied or dissatisfied (24%) perhaps indicating that they had not given this question much thought before, or were not aware of the situation in their school. However, it was very noticeable that staff in secondary schools were far less satisfied (52% satisfied) than staff in primary schools (62%) and especially staff in special schools (73%) who therefore again seemed much happier with opportunities available to them. This difference between school phases also found at Wave 2. Staff in Wales were also far less satisfied with training opportunities available to them, in comparison to staff in England (54% vs. 65% at Wave 2 and 56% vs. 71% at Wave 3).

Pupil welfare and administrative staff were the most satisfied (both 70%) while technicians were the least satisfied (41%). There was a similar picture at Wave 2.

3.13 Headteacher views on changes to the employment and deployment of support staff, and how workforce remodelling has affected the workload of staff in schools.

At each wave there was an open question at the end of the MSQ inviting headteachers to provide any information on changes to the employment and deployment of their support staff. For Wave 2 and 3 we asked headteachers to discuss changes since the previous questionnaire, so for Wave 3 the time frame was spring term 2006 to January 2008 and for Wave 2 the time frame was summer term 2004 to spring term 2006. At Wave 1 headteachers were asked to comment on changes over the previous 12 months (i.e., 12 months prior to the summer term 2004). The aim of this question was to obtain schools' perspectives at strategic points in the

introduction and development of workforce remodelling and the National Agreement. The Wave 1 survey was conducted at a relatively early stage in the remodelling process and provided a sound baseline for subsequent analysis. The Wave 2 data gave the opportunity to assess how schools had adapted to and managed workforce remodelling at a point at which the National Agreement began the second of three phases of implementation. Wave 3 allows a longer term perspective, taken from a time when the NA could be expected have settled in, but when other challenges might be expected to arise.¹⁴

In this report we will not seek to replicate the material presented earlier but will examine the data from Wave 3 and draw out some overarching themes across the three waves. It gives the valuable opportunity to identify, from the headteachers' perspectives, the main ways in which the employment and deployment of support staff has changed. We encouraged headteachers to comment on whether support staff had taken on a wider range of tasks, and whether new roles were created in the school, including work that was previously handled by teachers.

The data for the general headteacher question were compiled and coded using a similar coding frame as that used in the Wave 1 and 2 analyses, although several new codes were added in order to accurately reflect the degree of change in schools.

In Wave 1, just over half of schools responded to this question and so the possibility that the views and experiences of these headteachers might have differed from non-respondents could not be ruled out. It is possible, for example, that headteachers who felt more critical of the NA might be more inclined to respond. A similar caveat must apply to the Wave 2 and 3 analyses, indeed perhaps more so, because the overall response rates were lower (57%, 42% and 36% for Waves 1, 2 and 3 respectively, see Table 37). However, as described in the methodology section, there were no obvious differences between responders and non-responders, and there was a wide range of responses to the question, so no indication that the results were biased in any way.

To maintain consistency with the previous reports, results have been expressed in terms of the number and percentage of primary, secondary and special schools which gave a response that was allocated to a particular code. The respondents' answers could be coded in terms of more than one code; for example, they may have mentioned several different ways that tasks had been reallocated to support staff. This meant that the main and sub-categories were not mutually exclusive, and that subtotals of responses and percentages could therefore exceed the number of schools. This is why totalling percentages within a subset could exceed 100%. However, in order to give an account of the relative prevalence of the main categories, the percentage of all responses were also calculated (this too exceeded the number of schools). A full table of the results from Wave 3, including where appropriate data from earlier waves for comparison, is presented in Appendix 12. In this section we highlight main results.

¹⁴ Full reports on the Wave 1 and Wave 2 analysis can be found in the Strand 1 Wave 1 report (Blatchford et al., 2006) and in the Strand 2 Wave 1 report (Blatchford et al., 2008). (In this last report it was linked with the data from the Strand 2 Wave 1 case studies.)

3.13.1 Changes to the employment and deployment of support staff

Table 37 - Number of respondents general headteacher question MSQ

	Schools Making Comments (Q6)			Total Comments Made (Q6)			All MSQ respondents (response rates overall)		
	W1	W2	W3	W1	W2	W3	W1	W2	W3
All Schools	1331	868	604	4282	2940	1582	2318 (57%)	2071(42%)	1687 (36%)
Primary	818	558	394	2587	1515	1023	1534 (25%)	1356(22%)	1169 (13%)
Secondary	344	201	123	1311	1061	365	504 (18%)	482(18%)	342 (9%)
Special	169	109	87	384	364	194	279 (27%)	233(22%)	176 (16%)

By Wave 3 these views and experiences seem more disparate, and, together with the reduced response rate, it is harder to draw firm conclusions for Wave 3. The addition of the four new questions to the Wave 3 MSQ (see below) may also have drawn more responses away from the general question (Question 6), and the analysis of these responses should be seen together with answers to the general question.

The two main sets of responses to the open ended question for Wave 1 were evenly divided between references at a general level to the degree to which the National Agreement had produced changes, and to details of tasks and roles which had changed (both 42%). For Wave 2, responses of these two descriptive types comprised 85% of the total, but there was greater emphasis on the detail (57%) rather than the degree of the changes (28%). For Wave 3, responses of these two descriptive types comprised 85% of the total comments made, but there was even greater emphasis on the detail (61% of comments) rather than the degree of the changes (24%). The remaining 15% of comments, as with Waves 1 and 2, were mainly related to management changes within the school, the role of support staff and the National Agreement in more general terms.

The degree of change

As would have been expected, by the time of the Wave 3 questionnaire, no school had remained untouched by the National Agreement and remodelling processes. Schools appeared to be continuing to reflect on the effectiveness of their remodelling, and on the introduction of PPA and cover, and this was evidenced by the most frequently coded response in this section - the continued appointment of new staff (28% of schools in Wave 3, 31% Wave 2 and 20% Wave 1), particularly in secondary schools, where 47% of responding schools had appointed new support staff for Wave 3.

The second main code was the reallocation of the 25¹⁵ tasks (14% of schools in Wave 3, 19% Wave 2 and 57% for Wave 1). This had inevitably declined over the three phases, but also continued to be important at Wave 3. It was noted that some schools were still working to find the most effective arrangements, and had re-evaluated existing arrangements to take account of the introduction of PPA and cover:

¹⁵ Sometimes school staff referred to 24 routine tasks and their original words are retained in the quotes.

A member of staff was appointed to take on the 24 tasks as previous attempts to share this between support staff were not effective. The small number of pupils with severe challenging behaviour has impacted on the school in terms of the need to employ staff as 1:1s - to support these learners and ensure the health and safety of others. The re-modelling prompted a review of job descriptions and resulted in a greater clarity of roles and responsibilities.

Our changes have been long established since 1999 but new post of a senior TA as well as a TA and HLTA (Senior Practitioner) since 2005/6 to support PPA. Also new appointments tweaked to support extended schools.

Schools were, by Wave 3, less likely to be making changes to the job descriptions/status of existing support staff, a fact mentioned by only 6% of Wave 3 respondents, compared to 22% for Wave 2 and 19% for Wave 1.

Nature of reallocation of tasks and activities

Over the course of the three waves there was an increase in responses indicating the nature of the reallocation of tasks and roles undertaken by support staff. For Wave 1, this was 42%, for Wave 2, 57%, and for Wave 3, 61%. By Wave 3, the responses relating to administrative roles/tasks had fallen from 27% in Wave 1 to 13% for Wave 3 (25% at Wave 2). However, there was an increase in responses relating to 'Pedagogical Roles / Tasks' (From 14% for Wave 1, to 26% for Wave 3) and in responses relating to 'Other Roles / Tasks' (from 2% for Wave 1, to 22% for Wave 3). This clearly reflects the point in the re-modelling process at which the Wave 3 survey was carried out, when schools had clearly still been focusing on the use of support staff to provide cover and PPA. 24% of schools responded that support staff were covering/taking classes/covering PPA, a fall compared to Wave 2 (39%), but still high compared to Wave 1 (15%).

Administrative roles and tasks

There were a number of administrative roles and tasks mentioned by headteachers, when considering changes to support staff role. These included photocopying, displays, money collection, filing pupils' work and general filing, inputting data and data management, attendance follow up, timetables/managing cover, easing teacher workloads, records/reports, ordering stock/resources management, examination administration and finance administration. There was a tendency for most of these to have declined by Wave 3, which indicates that at this stage in the implementation process most schools had already reallocated the 25 tasks prior to the Wave 3 survey. However, there was some evidence of the re-evaluation of previous administrative arrangements taking place as support staff were deployed to take on new pedagogical roles and tasks.

Pedagogical roles and tasks

At Wave 2 and 3 there had been a marked increase in the mention of pedagogical roles and tasks. The most common change in pedagogical role was mention of cover and taking classes (including PPA). This increased greatly from Wave 1 to 2 (15% to 39%) and then declined somewhat (24%) by Wave 3.

TAs have also taken on the role of cover supervisors in some circumstances. (Primary)¹⁶

For our PPA cover we use support staff who get an enhanced rate of pay for planning and delivering curriculum enhanced activities to the pupils. (Special)

Two pastoral support roles created to provide assistance to senior pastoral teaching staff. Increased cover supervision - reducing amount of cover undertaken. (Secondary)

The second most common change in pedagogical role was the use of support staff to provide support for SEN, other individual pupil learning needs, including intervention programmes. This had increased by Wave 3 to 14%, compared to 6% for Wave 1 and 11% for Wave 2. This increase was more marked in primary schools (19% of primary school responses compared to 5% secondary and 7% special for Wave 3).

Deployed, after training, as reading specialists on a 1:1 basis. Used as cover for teachers - often in pairs, for PPA / initial stages of emergency sickness. (Primary)

Have appointed 3 HLTAs since spring 2006 to support intervention groups across the school and some PPA. (Primary)

We do employ an HLTA who does some PPA cover and takes pupils swimming. Large group work, especially phonics, is now being planned for delivery by support staff. (Primary)

TAs more focused on supporting vulnerable groups within each classroom. Our cover supervisors cover PPA time and short staff absences. (Primary)

The third main pedagogical change was mentoring/inclusion and work experience (7%, 12% and 2% for Waves 3, 2 and 1). By Wave 3, secondary schools continued to report an increasing use of support staff taking on mentoring/pastoral roles and tasks.

We now require more multi-tasking of a number of roles, for example, transferring data, dealing directly with parental enquiries/concerns, pastoral support, collecting money, photocopying, technical setting up of lessons, doing minutes of meetings, intervention with learning problems. (Secondary)

Our support staff are more focused onto specific classes and have responsibility for teaching the wave 2&3 intervention programmes. 2 are trained mentors. The welfare assistant also supports in classes and is responsible for a speech and language training programme. The HLTA, as mentioned above, covers PPA all across the school, both taking music lessons and also working in the foundation stage. All of our support staff are offered PM interviews at which CPD is offered as necessary. My biggest concern is that budget restraints may impact on the numbers of support staff we will be able to employ in the future. (Primary)

¹⁶ The type of school, primary, secondary or special has been added for the rest of this section to show the reader which school type headteachers were referring to in their quotes.

Mentioned for the first time at Wave 3 were subject specialisms offered by support staff or developed through training (e.g., sports coaching, MFL) (5%). Other pedagogical roles and tasks mentioned at Wave 3 were: preparing resources (3%), setting and marking work (1%), hearing readers (1%), assessing and testing pupils (3%), behaviour management (3%). There was a small fall in the mention of support staff to work with groups of pupils (13% Wave 1, 7% Wave 2, 6% Wave 3), although this is still, as in previous waves, higher for primary and special schools than for secondary schools.

Other roles / tasks

As shown above these had increased by Wave 3 (22%). The most prevalent comment by Wave 3 concerned PPA; 17% of schools commented that PPA was being delivered by a TA or equivalent support staff, and 14% commented that it was being delivered by an HLTA, more commonly in primary schools. No equivalent data are available for Waves 1 and 2. The number of responses referring to the extended schools initiative remained fairly constant across all 3 waves, still at 5% of schools for Wave 3, although this is slightly higher at 7% for Wave 3 secondary school responses. Other roles and tasks mentioned at Wave 3 were playground duties (5%), home liaison/outreach (2%), pupils' physical care needs (1%), management of other support staff (2%), technical/site support (4%).

Management changes

Responses detailed a wide range of support roles in this area. For example, for Wave 3 secondary schools, 14% had created non-teacher management roles focused on pastoral/behaviour support, such as Assistant Heads of Year; 17% of secondary schools created senior leadership team (SLT) level or other management level posts, such as Business Managers, and 18% created Exams Officer posts.

The following support staff roles have been created in school to undertake tasks previously carried out by teaching colleagues: cover manager, cover supervisor, examination officer, student supervisor, admin assistants (languages), admin assistant (mathematics and English), inclusion co-ordinators, inclusions teaching assistants, attendance officers, sports assistant. Certain other tasks previously carried out by teaching colleagues have now been transferred to the support staff team. For example, monitoring staff absence and conducting return to work interviews is now undertaken by the Director of Human Resources. Previously this was undertaken by Deputy Head. (Secondary)

New roles - Assistants to Heads of Year. Additional cover supervisors. There have been internal changes, such as: An LSA has taken on the role of learning mentor, leading to recruitment of a new LSA. 2 LSAs have become cover supervisors, leading to the recruitment of 2 new LSAs. We have appointed 3 behaviour support workers who deal with referrals. This has released heads of year, now renamed as 'Learning and Achievement Leaders', who focus increasingly on target groups with a view to raising attainment which is having a really positive impact on students and their results. (Secondary)

Section 3.2.3 of the report looks in more detail at the changes over Waves 1 to 3 in the types of support staff employed by schools in the survey. Specifically, this includes increases in management level staff, such as bursars, business managers, learning managers, and other non-teaching roles such as attendance officers, data managers / analysts and literacy workers.

These changes were reflected in the comments made by schools in Wave 3 about changes to the way in which support staff were deployed and the new posts to which non-teaching staff were appointed.

Views on support staff's pedagogical and learning support roles

For Wave 3, only 10 (1% of respondents) headteachers offered a view on the pedagogical role of support staff, positive, negative or reservations, a similarly small number to the 3% at Wave 2 and 2% at Wave 1. No conclusions can be drawn from these responses, although it is a matter touched on by a greater number of Wave 3 respondents when answering the specific impact questions, covered below.

Financial and budgetary issues

The nature of headteachers' financial concerns seemed more acute at Wave 1, but they have not generally been common (4% Wave 1, 3% Wave 2 and 2% for Wave 3). Comments related mainly to being unable to appoint sufficient support staff, or indirectly as responses to the specific impact questions discussed below.

Problems of, and resistance to, the National Agreement and workforce remodelling

About the same proportion of headteachers for Waves 1, 2 and 3 encountered problems in attempting to introduce changes in support staff deployment (2% of schools for all waves).

Support staff training issues

For Wave 3, only 2 schools (less than 1%) felt that more training was needed for support staff, with 6% of schools specifically mentioning the provision of training for support staff overall. These were mostly primary schools.

Views on the National Agreement and its impact on schools

Only 2% of responding headteachers in Wave 3 indicated their view on the National Agreement and its' impact on their school (3% for Wave 2 and 5% for Wave 1). Whilst it was clear for Wave 1 that some headteachers were reserving judgement, by Wave 2 a higher proportion of responding headteachers had a negative response, perhaps reflecting the challenge presented by the change process for many schools. However, by Wave 3, views were more polarised but equally likely to be positive as negative.

3.13.2 Headteacher views on how workforce remodelling has affected the workload for the headteacher, leadership team, teachers and support staff

At Wave 3, four extra closed questions with accompanying open worded questions were added in order to address more directly specific aspects of how workforce remodelling had affected the workload of staff in schools. Headteachers were asked separate questions about how workforce remodelling had affected:

- Headteachers
- The Leadership group
- Teachers
- Support staff

The answers to these questions supplemented the general question asked of headteachers and, taken together, provide a valuable perspective to set alongside the more hard edged, numerical data reported elsewhere in this report.

3.13.2.1 Headteacher views on how workforce remodelling has affected the workload for the headteacher ¹⁷

We look first at results from the closed question. For the total sample, 60% reported an increase in workload for the headteacher, while 19% said there was no change and 5% reported a decrease. This perception of increased workload was even clearer for those 754 headteachers who then commented (to the accompanying open question) - 76% of schools (see Table 38). Primary school headteachers were most likely to report an increase in workload (81%), compared to secondary (60%) and special (59%) schools. The percentage of schools reporting an increase in workload was higher for those schools choosing to comment on their response but it is clear that most headteachers felt that remodelling had led to an increase in their workloads.

Table 38 - Impact of workforce remodelling on headteacher workload (closed question responses of commenting schools only)

Workload Impact	All Schools (% of schools)	Primary (% of schools)	Secondary (% of schools)	Special (% of schools)
Increase	572 (76%)	457 (81%)	74 (60%)	41 (59%)
No Change	147 (19%)	88 (16%)	34 (28%)	25 (36%)
Decrease	35 (5%)	16 (3%)	15 (12%)	4 (5%)
Total Schools	754 (100%)	561 (100%)	123 (100%)	70 (100%)

Analysis of answers to the open question (see Appendix 13 for full results) showed that for primary (including infant/junior/first schools) schools, the biggest cause of increased headteacher workload was the on-going organisation of PPA and cover arrangements (26% of primary schools), increase in teaching time of the headteacher to cover PPA (24% of primary schools), and managing more personnel (15% of primary schools). In effect, this means that almost 25% of the commenting primary schools had increased the teaching time of their headteacher to cover some or all of their school's PPA, and 26% of headteachers were responsible for organising on-going PPA and cover arrangements.

Additional time spent on timetabling, particularly PPA time, reviewing of support staff, arranging training. (Special)

PPA time has meant that the HT has to take YR and Y1 children to cover, in addition to teaching commitments. (Primary)

Covering PPA. Sorting cover and budgeting for PPA. (Primary)

Increase in hours HT teaches to cover PPA and management time. (Primary)

¹⁷ As stated previously, the National Agreement and workforce remodelling are two different things. The question if the MSQ asked about workforce remodelling but some answers tended to combine the two.

For secondary and special schools, the biggest cause of increased headteacher workload was preparing for and organising PPA (35% of secondary schools, 22% of special schools) such as preparing job descriptions, recruitment etc., and the impact of managing a larger workforce (27% of secondary and special schools). Twenty percent of special schools also commented on the need for the headteacher to pick up tasks no longer carried out by teachers, such as subject management.

Impact on overall support staffing - more appointments, impact on already stretched budget - requirement to find additional work spaces - all contribute to increased workload for headteacher. (Secondary)

More appointments, re-negotiation of job descriptions; staffing and pay procedures increased etc. (Secondary)

More staff to support and supervise. (Special)

The head and senior leaders have no choice but to cover all aspects of the school while other colleagues' rights are safeguarded. (Special)

In contrast, a quarter (24%) of commenting schools reported either no change or a decrease in workload for the headteacher arising from re-modelling. However, this masked differences between school types: 40% of secondary school headteachers and 41% of special school headteachers reported either no change or a reduction in their workload, compared to only 19% of primary schools, suggesting that the negative impact of re-modelling on headteacher workload was more pronounced in primary schools.

For both secondary and special school headteachers, the main reasons given for this were the delegation of management tasks to other managers within the school (31% of secondary schools and 28% of special schools) and the delegation of administrative tasks to other staff within the school (29% of secondary schools and 28% of special schools).

Appointment of Business Manager to cover aspects previously dealt with by HT. (Secondary)

Admin tasks gone to support staff, thus enabling more time for SLT to share workload of HT. (Secondary)

Work delegated to other members of staff and SLT. (Special)

Most tasks that are no longer teacher's duties now come under the responsibility of support staff, who are managed by the deputy head. (Secondary)

The new structure allows for more leadership hours from a greater number of individuals. (Secondary).

For the 18% of primary school headteachers who reported either no change or a reduction in workload, 11% cited the delegation of management tasks to other managers within the school as a cause. Seven percent of primary school headteachers cited the delegation of administrative tasks to support staff, and 4% considered that the re-modelling agenda had produced a better trained and more organised workforce, but had not added to the headteacher workload.

Increased overall responsibility but staff restructuring has re-allocated daily workload. (Primary)

Appointment of Bursar/Business Manager has reduced aspects of workload connected with finance and premises. (Primary)

The school, in line with workforce remodelling, now has a Business Manager who has taken responsibility for matters previously dealt with by the Head teacher, enabling him to spend more time on teaching and learning. (Primary)

Some change in responsibility, but no reduction in workload. (Primary)

In conclusion, remodelling had resulted in headteachers feeling that their own workload had increased significantly. The impact of remodelling on the workload of the headteacher was affected mainly by their ability to delegate tasks to other staff within the school. Those schools where there were other managers or administrative staff (either new posts or existing posts) were more likely to see a reduction or no change in headteacher workload arising from remodelling. However, in those schools where this work was not delegated, particularly small schools with a small or non-existent leadership team, or schools where there were insufficient funds to employ additional staff, it seems that the headteacher had taken on additional administrative or management work, and in a significant number of primary schools, additional teaching duties.

3.13.2.2 Headteacher views on how workforce remodelling has affected the workload for the leadership team

The overall response rate for this question was lower, due to the fact that not all schools had a leadership team. As seen in Table 39, the majority of commenting schools reported an increase in the workload of the leadership team of the school (60%). This was marginally higher for primary schools (62%) than for secondary (56%) and special schools (54%). The percentage of schools reporting an increase in workload was again higher for those schools choosing to comment on their response to the closed question.

Table 39 - Impact of workforce remodelling on leadership team workload (closed question responses of commenting schools only)

Workload Impact	All Schools (% of schools)	Primary (% of schools)	Secondary (% of schools)	Special (% of schools)
Increase	328 (60%)	236 (62%)	62 (56%)	30 (54%)
No Change	146 (27%)	99 (26%)	26 (24%)	21 (38%)
Decrease	72 (13%)	45 (12%)	22 (20%)	5 (9%)
Total Schools	546 (100%)	380 (100%)	110 (100%)	56 (100%)

Analysis of answers to the open question (see Appendix 14) showed that the most common reason given for an increase in workload was making PPA arrangements - including monitoring and dealing with matters arising from PPA within the school (30% of all schools, but 35% for primary schools). To this could be added covering PPA (a further 7% of comments). This was followed in popularity by an increase in line management responsibilities (23% of schools, but 44% in secondary schools) and picking up any tasks not now done by teachers that were not being done elsewhere (13% of schools, 16% in secondary schools and 17% in special schools).

Has increased workload for certain individual members, for example, Bursar. Additional line management responsibilities. (Secondary)

Need to provide PPA cover. Not easy in a special school to have assistants covering for a teacher although cheaper than supply teachers. Work related curriculum and other DCSF initiatives put more work on the leadership group. (Special)

The particular impact on the leadership teams in secondary schools would be expected, given the increased likelihood of the headteacher delegating responsibilities to other managers within the school (see responses to headteacher workload in the last section), especially line management of support staff and associated tasks such as 'performance management'.¹⁸

Other reasons for an increase in workload for leadership teams included performance management (9%), more mentoring/training (7%), more meetings (6%), non specific increases in workload (4%), the SLT being reduced in size (2%), and the SLT increased in size (2%).

The most common reason given for either no change or a decrease in workload was either that the SLT took leadership time or PPA (26% of schools), or that there had been an increase in the amount of administrative support provided to the SLT (16% of schools).

Do not feel there has been any significant changes for the Leadership Group apart from the need to timetable PPA. (Primary)

They are teachers too, so have to pass any admin to office staff or LSAs with non-teaching time, which isn't much. (Primary)

They have guaranteed PPA time and management time, which helps. (Primary)

The remodelling exercise, once completed, has not really affected the workload. New tasks possibly replaced the ones delegated to support staff! However, the creation of new roles - Bursar and IT technician has helped enormously in defining area of responsibility. (Secondary)

We have expanded (by 1 member of staff x 0.4) the Leadership Group. (Secondary)

Of the 72 schools citing an actual reduction in workload, 7% had increased the size of their leadership group, thereby sharing tasks between a greater number of staff, and 36% cited the delegation of administrative tasks to support staff as bringing about a reduction in workload. 54% also cited the fact that the leadership group were taking either leadership time or PPA. It is interesting to note that reducing and increasing the SLT in size had led to both an increase and decrease in workloads.

As with the workload of the headteacher, remodelling was therefore perceived by headteachers to have led to an increase in workload for the leadership team. The impact of remodelling on the workload of the leadership team was dependent on their ability to delegate tasks, but also on the school's ability to maintain (and fund) leadership time and/or PPA for staff with a teaching commitment. In many schools, management of additional support staff fell to members of the school leadership team, and as such, lack of management time or other dedicated time for management tasks, increased the workload of these staff.

¹⁸ Although the term 'performance management' was sometimes used in schools to refer to support staff, it should be noted that the term only applies to teachers; the preferred term for support staff is 'performance review'.

3.13.2.3 Headteacher views on how workforce remodelling has affected the workload for teachers

In contrast to effects on headteacher and leadership workloads, by far the majority of schools reported that remodelling had resulted in a reduction in the workload for teachers in their school (67%), particularly in secondary schools (75%) - see Table 40. A quarter of respondents (25%) said there had been no change and 8% said there had been an increase in teacher workloads). The percentage of schools reporting a decrease in workload was again higher for those schools choosing to comment on their response, though the results were substantially in the same direction (for all those who answered the closed question: increase 6%, no change 36% and decrease 58%).

Table 40 - Impact of workforce remodelling on teacher workload (closed question responses of commenting schools only)

Workload Impact	All Schools (% of schools)	Primary (% of schools)	Secondary (% of schools)	Special (% of schools)
Increase	58 (8%)	49 (10%)	4 (3%)	5 (7%)
No Change	175 (25%)	122 (24%)	30 (22%)	23 (31%)
Decrease	475 (67%)	327 (66%)	101 (75%)	47 (63%)
Total Schools	708 (100%)	498 (100%)	135 (100%)	75 (100%)

Analysis of answers to the open question (see Appendix 15 for full results) showed that the two most common reasons for the effect of remodelling on teacher workloads were the delegation of the 25 tasks to support staff (33%) and the impact of PPA time reducing workloads (48%). These were therefore the main reasons for a reduction in teacher workload, from the headteacher's point of view.

Appointment of photocopy assistant, Display technician, data manager, have enabled teachers to focus on teaching rather than admin tasks. Cover supervisors have ensured NIL cover for teaching staff. Invigilators - no teaching staff invigilated exams last year. (Secondary)

Staff now plan and assess in PPA time during school hours. This would have been completed at home prior to introduction of PPA arrangements. Slight increase in learning support assistant time to help with admin tasks. (Primary)

PPA time - well deserved, well used and much appreciated. (Primary)

For primary schools, the introduction of PPA appears to have had more of an impact on teacher workload (60% of primary schools vs. 15% for secondary and 32% for special), whereas for secondary schools, the delegation of the 25 tasks appears to have had more of an impact (65% of secondary schools, compared to 23% for primary and 41% for special). For special schools, the comments were more evenly spread.

Also mentioned as factors reducing workload of teachers were more teaching and learning time (3%), more TA support has meant reduced workload (5%), exam invigilation has been delegated to others (2%), and use of ICT has reduced workload (7%).

The vast majority of schools who commented had a positive response to the impact on teachers' workload. The minority of schools reporting an increase in workload (8%) varied in their comments, from teachers who had a change in focus of their workload, but no actual reduction (6%); to the extra work of mentoring and supervising support staff (2%); as well as schools where either the number, quality or deployment of support staff meant that teachers were not receiving sufficient support to reduce their workload (1%).

Despite PPA the increased demand in paperwork - data analysis, planning for wide variety of children's needs - every lesson differentiated, need to plan thoroughly for people taking the class in their absence, expertise and monitoring of own subject - lesson / peer observations - has negated benefits of time - staff still working extremely long hours. (Secondary)

3.13.2.4 Headteacher views on how workforce remodelling has affected the workload for support staff

In answer to the closed question, as seen in Table 41 the majority of schools reported an increase in the workload of support staff arising from remodelling (72% of commenting schools). The percentage of schools reporting an increase in workload was generally higher for those schools choosing to comment on their closed question response, with the exception of secondary schools.

Table 41 - Impact of workforce remodelling on support staff workload (closed question responses of commenting schools only)

Workload Impact	All Schools (% of schools)	Primary (% of schools)	Secondary (% of schools)	Special (% of schools)
Increase	524 (72%)	374 (73%)	105 (73%)	45 (63%)
No Change	194 (27%)	136 (26%)	34 (24%)	24 (34%)
Decrease	11 (1%)	5 (1%)	4 (3%)	2 (3%)
Total Schools	729 (100%)	515 (100%)	143 (100%)	71 (100%)

Analysis of answers to the open question (see Appendix 16 for full results) showed that most schools reporting an increase in the workload of support staff commented on the same factors which had resulted in a decrease in teachers' workloads, namely, delegation of the 25 tasks to support staff (31%), and the use of support staff for cover supervision or the delivery of PPA (19%). Secondary schools commented in particular on the impact of the delegation of the 25 tasks to support staff (43% of secondary schools); and primary schools commented in particular on the impact of the use of support staff for cover supervision or the delivery of PPA (24% of commenting primary schools).

They have taken on more work and responsibilities shed by teaching staff. They are now better paid and there are now more staff/hours, but they work harder (Primary)

Again has affected some staff- who now manage bigger teams. Need to organise performance management, professional development, some "in house" training. Attendance at work etc, for example Office Manager, Exam Officer, Business Manager. (Secondary)

Due to undertaking 24 duties, no longer on teachers' duties. Particularly for clerks and business manager. (Special)

Eleven percent of primary schools commented specifically on an increase in pupil / classroom responsibilities for support staff.

Support staff now take a more active role; delivering lessons, arranging displays, marking work etc. (Primary)

More is expected from LSAs. They are now expected to work with children as well as completing the 24 tasks. They have more responsibility and are actively involved in the class target setting. (Primary)

Other reasons for an increase in support staff workloads were not enough support staff means increased workload (4%), planning and preparation time needed (4%), support staff given extra hours work (7%), increase in time on training (3%), extra duties (12%), more classroom/pupil responsibilities (8%), support staff given extra pay or regarded for extra work (6%), and higher expectations for what support staff can deliver (3%).

Just over a quarter of schools (28%) reported either no change or a reduction in workload for support staff. This was mostly no change, as schools had simply changed the way support staff were used (18% of schools), or given support staff a wider variety of tasks, rather than increasing their workload specifically.

Workload remained the same, but many more staff now than 2 or 3 years ago. Much better. (Secondary)

Workforce remodelling identified changes and additions to support staff responsibilities particularly in administration/secretarial duties One additional post was created and filled and other staff have had changes in duties and additional contracted hours / weeks. This has meant that overall there has been no change to the workload for support staff. (Secondary)

Staff have more specific tasks and responsibilities which they prefer. (Special)

The workload has changed its content, but has not decreased or increased. (Primary)

In summary, most schools reported an increase in the workload of support staff arising from remodelling and the reasons given for this increase were for the most part the same factors which had resulted in a decrease in teachers' workloads, namely, delegation of the 25 tasks to support staff, and the use of support staff for cover supervision or the delivery of PPA.

4. Discussion and Conclusions

4.1 Classification of support staff

In the Strand 1 Wave 1 Report (Blatchford et al., 2006) it was argued that the classification of support staff into groups should be based on similarities in the activities actually undertaken by support staff rather than on a priori notions of which post titles should be grouped together. The initial classification conducted on Wave 1 data was therefore based on statistical analyses of tasks that support staff performed. This classification was used in the presentation of results at Wave 1 and then, in order to allow comparisons of changes over time, was also used in Wave 2 and 3. But, as we have seen, there have been large changes in support staff numbers between Wave 1 and 3, as well as new responsibilities and new post titles, and so at Wave 3 the data were analysed to see whether the original classification was still the best way of grouping staff.

The results showed that there were a number of new posts that were not found with any frequency and therefore not previously classified in the Wave 1 analysis. There were also some differences in support staff groupings from those seen at Wave 1, and these reflect changes in the kinds of activities now undertaken by these support staff. Cover supervisors, for example, were now classed as TA equivalent staff rather than other pupil support, reflecting their changing role. Bilingual support and language assistants were also now grouped as TA equivalent rather than other pupil support. On the other hand, therapists were now classed as pupil welfare staff rather than TA equivalent staff.

Librarians were now classified as pupil welfare staff rather than technicians, again reflecting a change in role since Wave 1. It seemed that the librarian role had been expanded with the introduction of ICT and individual librarians had responded very positively and creatively to this new situation, seeing the library (renamed the 'learning resource centre' in some schools), as central to the work of the school.

As the analysis of open ended questions from the MSQ showed, the remodelling of support staff roles and numbers was not a one step process, so it is no surprise that tasks were reassigned and some roles ended up being significantly different over the three waves. There was a general trend towards more direct interactions between pupils and support staff, many of them pedagogical in nature.

Overall, however, the classification at Wave 3 was similar to that at Wave 1, and both arrived at a seven group solution to support staff classification. There were minor differences in the post titles allocated to these seven groups. In order to assess changes over time between Waves 1, 2 and 3, the original Wave 1 grouping was used but the 'new' classification can be considered the most robust one that we have at present, and it might be used by others seeking to classify the current profile of support staff in England and Wales.

4.2 Numbers and estimated FTE of support staff in schools

As would be expected from official figures and other recent surveys (see Introduction), the DISS findings showed a significant increase across the three waves in support staff numbers and FTE. At all waves, there were far more secondary schools with 41 or more staff, reflecting their larger size. Overall, though, special schools saw the largest increase in staff numbers. As for changes over time for support staff categories, the clearest result was the increase in numbers and FTE from wave to wave in TA equivalent staff. There were increases for the other six categories, but trends were less clear cut (e.g., the increase was mainly between just two waves).

As for individual post titles, there was a significant increase in categories within the TA equivalent group. At Wave 1, classroom assistants were more numerous than TAs, but over time the term 'TA' had replaced 'Classroom Assistant'. There was a huge increase in FTE for HLTAs between Wave 1 and 3. Some of these HLTAs would have been TAs at Wave 1 who became HLTAs by Wave 2. But there are also likely to be a proportion of TAs with HLTA status who were not employed as HLTAs full-time, but were used in HLTA-type duties (e.g. lesson cover). So the total number of HLTAs employed as such may be less than the total of TAs with HLTA status. There may also have been staff in HLTA posts without the status which may also affect numbers.

The other post titles that showed large increases in FTE (60% or more) over the three waves, apart from those in the TA equivalent group, included home school liaison officers, other ICT staff, cover supervisors, other catering staff, cleaners, data managers / analysts, examination officers, and art design technicians, business managers, learning managers, literacy workers, receptionists and reprographic technicians. Some figures (e.g., for cleaners and reprographics technicians) need to be treated cautiously because they were not included in the main list of post titles given to schools. However, increases in these and other post titles can be seen as evidence that schools have extensively remodelled, taking responsibilities away from teachers and creating support roles that focus on: i) one or more of the 25 tasks (e.g. administrative, exam officers); ii) lesson cover; and iii) creating PPA time for teachers (e.g. employing music and arts specialists). There have been other drives to increase bursars and data managers, as these, in the context of high stakes school accountability, are seen as full-time jobs in themselves, and have provided many schools with the opportunity to re-allocate management tasks such as human resources to new management level posts, and to re-allocate non-teaching tasks to non-teaching staff, such as data managers. Other increases between Waves 2 and 3 were for language assistants and literacy workers, which probably reflects the instigation in schools of literacy support and 'catch up' programmes. '*Every Child a Reader*' and '*Reading Recovery*' are two interventions that have bloomed in last few years.

The steep decrease in FTE for exam invigilators between Wave 2 and 3 after a steep increase between Wave 1 and 2 is puzzling. Though there is no evidence from the study, it may be explained by some consolidation of part time roles, with midday staff, TAs and others adding exam invigilation to their contracts, rather than hiring separate people. It may also be explained to some extent by the observation in case study visits that secondary schools could employ casual staff for this purpose and they might not therefore show up as part of the school staff team.

A feature of the study was an analysis at each wave of factors considered by schools to be the most influential in changes in numbers of support staff. This showed that the change in number of SEN pupils was the most common reason for change in support staff across the three waves. New initiatives in school (school led) and change in overall school budget were also consistently cited as reasons for changes in numbers. Change in the overall school budget was a more popular reason for change in support staff numbers in Wave 3.

Implementation of PPA time (which took effect from September 2005) had become the most frequent reason for change at Wave 2 and this almost always led to an increase. This was not a reason given at Wave 1 and indicates that by Wave 2 the statutory requirement for PPA had resulted in many more support staff being brought in to allow PPA time for teachers. By Wave 3 this had declined as a reason. It is likely that by Wave 3 schools had addressed the requirements of PPA by using extra support staff and/or adding the task to staff already employed in support roles, e.g. TAs. Fewer additional staff were therefore required in relation to PPA by Wave 3.

Extended schools staff were included for the first time in the Wave 3 analysis of FTEs, by which time they were the most numerous of the 'other' post titles outside the main categories. For Wave 2 the introduction of extended services for pupils was also added as a possible reason for a change in support staff numbers. This increased from Wave 2 to 3. These results show the growing importance of staffing this new facet of activities within schools. It no doubt owes much to the '*Every Child Matters*' agenda which was a main driver of extended schools and widening the workforce.

Support staff numbers and FTE were lower in primary schools, reflecting their smaller size. However, in the DISS study we controlled for other variables, including the number of pupils in schools, and we found that there were actually proportionately more support staff in special schools. This result was found at each wave. This is very likely related to the greater levels of special need in these schools, and higher levels of funding that will be provided for pupils with special needs.

A second factor affecting numbers of support staff at each wave, extra to school type, was pupil need, as reflected in results concerning the percentage of pupils with SEN (statemented or non-statemented), the percentage of pupils with EAL, and the percentage of pupils eligible for FSM. However, the relationships between indicators of need and numbers of support staff in different categories were complex and differed between waves. These indicators of need were independent from those described in the previous factor, related to special schools.

4.3 Vacancies, and Problems of Turnover and Recruitment

There is little available data on support staff vacancies, problems of recruitment and turnover and so the DISS results help fill this knowledge gap. The most marked result was for a statistically significant increase over the three waves in vacancies, problems of recruitment and turnover.

These developments need to be seen in a broad context. A larger number of support staff overall across the three waves means that there were inevitably more posts to fill, so there is likely to be more chance of vacancies and problems of recruitment. Added to that, the demand for particular qualifications may have worsened this situation. Several of the increased post numbers have been for people with specific knowledge and skills, e.g. IT technicians, business managers, and therapists. We cannot be sure on the basis of the DISS results but it may be that these individuals are likely to be harder to find and the pay and conditions in schools may not attract such qualified people away from other employers.

As for types of support staff, in contrast to the overall trend, there was a decrease in vacancies for TA equivalent staff. As said in the Strand 2 report, this may mean that schools are filling more TA equivalent posts now and this might be connected to suggestions from the case studies in Strand 2 Wave 1, and from a survey conducted by UNISON in 2007, of a more obviously developed career structure for TA equivalent staff, including graded levels of pay. Some headteachers in case study schools reported dozens of applications for TA vacancies when advertised.

But the most consistent trend, in the case of problems of vacancies, recruitment and turnover for support staff categories, concerned other pupil support staff. This category of support staff presented the most challenging problems. It includes midday supervisors and seems to reflect recruitment difficulties attached to this role, connected to hours and pay. We have seen that this group stands out in terms of other indicators as well, e.g., being less likely to be involved in

appraisal schemes and having lower wages (see 3.7 and 3.8). The Strand 2 case studies revealed the practical difficulties affecting the often part time nature of the midday supervisor role.

Answers to the open ended questions gave more detail on the main problems of recruitment experienced in schools. At each wave the main comment was the poor quality of applicants in terms of qualifications or relevant experience for the kind of work they were applying for. By Wave 3 there was increased reference to the quality of applicants being affected by low pay or difficult terms and conditions.

The most common turnover problem, from the schools' perspective, was that some jobs outside school offered better pay, more hours or better working conditions, and schools were not able to compete. Schools also commented that staff looked for promotion or career progression outside the school. Answers to the Wave 1 MSQ questions were similar: the most frequent response to the question about turnover referred to the tendency of staff to look for promotion, career development and salary progression elsewhere. For TAs with HLTA status, the route could be blocked because some headteachers would not create roles in their school. TAs could then leave to get a full-time HLTA post at another school. A minority of these TAs and cover supervisors were going on to teacher training.

A systematic account of factors influencing vacancies, problems of recruitment and turnover, controlling for other possibly confounding factors, showed that for both problems of recruitment and turnover, the 'disadvantage' effect found at Wave 1, was no longer evident by Wave 2. By Wave 2 there was no longer a tendency for schools with a higher percentage of pupils eligible for free school meals to report more problems of recruitment and turnover. While difficult to be sure, it may be that improved salaries and career structures were countering the negative effect of working in more disadvantaged areas. However, by Wave 3 there were signs of a 'disadvantage' effect on numbers of vacancies, as with numbers of support staff. Schools with a higher percentage of students with FSM tended to have had more vacancies for facilities and administrative staff and schools with a higher percentage of SEN had more vacancies for technicians. Though hard to be sure, it may be that, if FSM and SEN are taken as indicators of schools serving deprived areas, these schools find it hard to recruit more skilled/qualified people (e.g., administrative and technical staff) from the local area.

The other main factor influencing vacancies, problems of recruitment and turnover was related to school type. Although effects varied somewhat across years, the clearest trend was for primary schools to have fewer vacancies and problems of turnover but more problems of recruitment. There are number of possible explanations for this trend. Staff in primary schools tend to stay in post longer and the organisation of TA support in primary schools is more likely to result in more personal attachment to the teacher, the class, or the individual pupil. TA deployment in secondary schools is less likely to lead to the same level of personal involvement with individual pupils and staff. However, a general observation, based on case study visits, was that it may be harder for primary schools to recruit to TA posts as the posts are attractive primarily to returners to work or parents with children of primary school age.

4.4 Further characteristics of support staff: gender, age, experience, ethnicity, qualifications

The findings from Strand 1 Waves 1-3 support but extend and update results from other studies which have mostly focused on teaching assistants and equivalent classroom-based learning support roles. In line with other studies (e.g., Beeson, Kerry and Kerry, 2003; Smith, Whitby and Sharp, 2004; Teeman, Walker, Sharp, Scott, Johnson, Easton, Varnai and Barnes, 2008), we found at each wave that most support staff were female, and we also found more female support staff in primary than special and secondary schools. Most respondents were aged 36 and over, and almost all classified themselves as being of white ethnic background. The DISS study examined the gender make up of all types of support staff and found that only site staff comprised more males than females, though there were relatively high numbers of male technicians, at all three waves. Men and black and minority ethnic groups therefore remained under-represented in the support staff population, particularly in classroom based roles.

A more detailed survey of staff qualifications was conducted at Waves 2 and 3 in comparison to that in Wave 1. At Wave 3, a third (35%) had qualifications above GCSE level and 65% had qualifications at GCSE level or lower. Differences between support staff categories in terms of qualifications were examined. At both Wave 2 and 3, site staff, along with other pupil support and especially facilities staff, had the lowest academic qualifications, while pupil welfare staff and technicians had the highest level of qualifications. These results are expected given that the pupil welfare category includes qualified professionals such as therapists, librarians, music specialists, and nurses.

The absence of required qualifications and experience might be considered to be a significant factor in hindering the career structure of support staff. It is therefore encouraging to see signs that there was a statistically significant increase over the three waves in qualifications being required. Nevertheless almost two thirds of respondents at Wave 3 reported that they did not need specific qualifications in order to be appointed to their post. The case study interviews with headteachers in Strand 2 Wave 1 showed that there was not overall an expectation that new staff should be qualified or experienced - it depended on the particular post, and the importance of personal qualities of applicants felt to be essential for some posts. In comparison to qualifications, slightly more staff (a little under a half) were required to have previous experience for their post. This did not change across the three waves. Pupil welfare support staff again stand out: they were most likely to need specific qualifications and experience for their post. Staff in special schools were more likely to need a qualification and experience for their post than those in primary and secondary schools.

4.5 Support staff working practices: Number of hours of work per week, contract type and contracted weeks per year

It was found that the average number of hours was very similar across the three waves. If we take the category 35 or more hours to mean full time work then almost one in five staff at Wave 3 worked full time. There were signs that this figure had decreased over the three waves. Interestingly the overall decline in full time work seems to be entirely attributable to a decline in secondary schools in numbers who work full time (i.e., 35 hours or more). It may be that some of the new posts created over the three waves, e.g., to help cover tasks taken from teachers, will justify only a part-time post - exams officer, data manager, admin support for subject departments etc.

There were marked differences between school types and support staff category in hours worked. At all three waves, contracted hours were lower in primary schools than in secondary and special schools. At each wave, pupil welfare, technicians, administrative and site staff worked the longest hours. However, some staff would have liked the opportunity to work longer hours. A third of all part time support staff at Waves 2 and 3 said that they would like to work more hours and TA equivalent staff were the group most keen on extra hours.

Most support staff said that they were on permanent contracts and this had not changed over the three waves. We consistently found that staff in categories associated with less pupil contact, and therefore less connected to pupil related needs, appeared to be most likely to have a permanent contract, that is, facilities staff, administrative staff and site staff.

4.6 Working extra hours: Were support staff required, or voluntarily wish, to work more hours than specified in their contract?

The DISS Strand 1 data provide systematic information on the frequency of additional hours worked by all types of support staff across the three waves. It was found that the overall percentage of staff working more hours than specified in their contract increased from a half (51%) at Wave 1 to over two thirds at Wave 2 and 3 (69% and 71%). This is therefore a substantial and growing issue.

With workforce reform, there has been a transfer to support staff of work that used to be carried out by teachers and it may be that the increase of support jobs and hours has not kept pace with the amount of work they have been given. This would seem to follow from the answers to questions in the MSQ in which schools reported an increase in the workload of support staff arising from remodelling, mainly as a result of the delegation of the 25 tasks to support staff, and the use of support staff for cover supervision or the delivery of PPA. In addition to this, although there has been a huge increase in support staff, many of the roles consist of new tasks or were those which were not previously done frequently by teachers, e.g., home school liaison. This may mean that when the tasks are being moved from teachers to support staff, they are added to an already existing workload. There was some suggestion in the Wave 3 MSQ open-ended responses that expectations placed on support staff had increased, regardless of the extent to which staff were re-graded or paid for additional hours worked.

This general increase may mask two different kinds of extra work: extra work that is *required of* support staff and extra work that staff *undertake voluntarily*. It is appreciated that it may be difficult sometimes to distinguish between the two, for example, because obligation may feel like requirement for some staff under some circumstances. But in order to better understand the general finding, at Waves 2 and 3 we distinguished between the two. The results revealed the extent to which staff can feel obliged to work extra hours to their contracts. At both Wave 2 and 3, staff worked extra hours on a voluntary basis three times as often as extra time that was required by a member of staff. Though ostensibly done on a voluntary basis, the case studies indicated that this extra time can reflect workload pressures and commitment to the job as much as a straight forward preference to work more hours. For the most part staff worked on their usual tasks but over a quarter of them found themselves working on tasks that were not a part of their usual job.

The Strand 2 Wave 1 and 2 case studies revealed that unpaid time, drawing on the goodwill of support staff, is widespread. Class-based support staff were found to work in excess of their paid time, as they became more drawn into lesson planning, preparation and feedback. Some TA equivalent staff had such a strong sense of duty towards the pupils that they felt it necessary to

complete tasks in their own time. It was shown in the Strand 2 Wave 1 report that administrative staff had taken on most of the tasks removed from teachers, and their hours or number of staff had not always been increased to cope with the greater workload.

At both Wave 2 and 3, TA equivalent, administrative and site staff were the most likely to work extra hours, whether required or voluntarily (84%, 85% and 87% at Wave 3), whilst other pupil support and facilities staff the least likely to work extra hours (42% and 65% at Wave 3). Site staff were more likely than other support staff to feel both required to, and voluntarily, work more hours than other support staff groups. It is likely that the high incidences of site staff and administrative staff working more hours is a result of the distinctive nature of their duties; for example, caretakers may have to oversee building work during school holidays, and deal with out of school lettings of premises. As we saw in the Strand 2 Wave 1 report (Blatchford et al., 2008), administrative staff have absorbed many of the 25 tasks removed from teachers, but their contracted hours and number of staff have not always kept pace with the increased workload. It is possible to see why other pupil support staff - in particular midday supervisors - were less likely to work additional hours, as they were required for only a fixed part of the school day. We comment on TA equivalent staff below.

Comparison between the balance of required and voluntary working of extra hours showed that at both Wave 2 and 3 site staff were most likely to be required to work extra hours, while the balance shifted more to working extra hours voluntarily in the case of TA equivalent, pupil welfare, technicians, and administrative staff. Case studies in Strand 2 indicated that one reason for this difference is that site staff were more likely to be paid for extra hours worked. Some staff, e.g., administrative staff, said they felt they had to come in during school holidays in order to catch up on work. The case studies suggested that TAs were often keen to do their best for their pupils and wished to feel secure themselves in their understanding of tasks being given to them by teachers. They could prepare before and after lessons in their own time, take work home and use INSET days for preparation.

Concerns were expressed in the Wave 1 report, consistent with comments by Lee (2002), about the importance of payment for this extra time. At Waves 2 and 3 it was found that only one half of staff were always or sometimes paid for this extra work. In addition, there was a significant drop across the three waves, especially in those always paid for extra work. A GMB¹⁹ survey (2004) found that a similar situation in the case of administrative staff. In the Strand 2 Wave 2 case studies very few support staff reported being paid or taking time off in lieu for the extra hours worked. However, many more seemed satisfied that in an emergency (if their child was unwell, for example) their schools would be sympathetic and allow them the time off.

At all three waves, staff most likely to be paid for extra time were facilities and site staff. Facilities staff may be more likely to be paid because they were often on contracts and not directly employed by the school. The explanation for site staff may be connected to the more established and to a degree more anti-social hours they work. Staff least likely to be paid for extra time were pupil welfare staff, technicians and TA equivalent staff.

So the situation concerning working extra hours to those specified in the contract is clear. This has increased from half to over two thirds of staff by Wave 3 while the number of staff being paid for this work has decreased. The results reported here show a worsening situation and suggest that school leadership teams need to address the reality of unpaid extra hours. In the past concern has been expressed that support staff working extra hours outside their contract is

¹⁹ Britain's General Union (formerly General, Municipal, Boilermakers and Allied Trade Union)

dependent on their 'goodwill' (Tilley, 2003, p36). This was also a theme that emerged in the Strand 2 Wave 1 and 2 case studies. It is unfortunate that some headteachers in case study schools took it for granted that such 'goodwill' would be forthcoming.

4.7 Job descriptions, appraisal, supervision and line management

As shown in the Wave 1 report, previous studies have shown the problems arising from a lack of clarity over support staff roles, and problems arising when few have job descriptions and were part of appraisal systems²⁰. Ofsted (2002) called for schools to develop appraisal systems for staff.

Looking at trends across the three waves shows that virtually all support staff had a job description, though this does not address their quality. Strand 2 case studies confirmed that virtually all staff had a job description, but also indicated that some were out of date.

The number of staff being appraised had increased significantly between Waves 1 and 2 but then stayed much the same at Wave 3 (53%). One possible explanation for the apparent stalling in appraisals after Wave 2 is the logistical burden which appraisals produce. This was proving a challenge, even during the Strand 2 Wave 1 case studies. Suitable senior staff had to be given time to meet with support staff and for some school the whole task was new and unfamiliar. Initial arrangements in some schools were already being reviewed as they were proving unmanageable. Perhaps the 'stalling' reflects practical difficulties experienced rather than a reluctance to appraise.

Appraisals tended to be more common in special schools than primary schools and secondary schools. At all three waves, staff most likely to have had an appraisal in the last 12 months were pupil welfare and TA equivalent staff (69% for both at Wave 3). Staff least likely to have been appraised at all three waves were other pupil support staff (36%, 34% and 28% for Waves 1, 2 and 3). It was shown above that this category comprises posts titles like midday supervisors and it may be harder to arrange appraisals for these part time posts, and in the face of an increase in appraisals overall, they may be given less priority.

In the SSQ we asked whether staff were supervised by teachers, by somebody else, or alternatively not supervised by anyone. Just over two thirds were supervised overall, with a third supervised by teachers and just under a third by someone other than a teacher. Another third at Wave 2 and 3 reported that they were not being supervised by anyone (though this does not necessarily mean they were not being line managed by someone).

Most staff not supervised by the teacher were supervised by the head or deputy headteacher. Headteachers and deputy headteachers were particularly likely to supervise administrative and site staff. At Wave 3, heads or deputy headteachers were also most likely to supervise pupil welfare staff. TA equivalent staff were particularly likely to be supervised by SENCOs (51%) followed by heads or deputy headteachers (31%).

²⁰ Beeson et al., 2003; Farrell, Balshaw and Polat, 1999; Mistry, Burton and Brundrett, 2004; Moran and Abbott, 2002; Mortimore, Mortimore, with Thomas, Cairns and Taggart, 1992; Schlapp, Davidson and Wilson, 2003).

TA equivalent staff were more likely than other support staff to be supervised overall (only 11% and 13% at Waves 2 and 3 were not supervised), while technicians, facilities, administrative and site staff were more likely not to be supervised by anyone (56%, 52%, 45% and 50% at Wave 3). TA equivalent staff were far more likely to be supervised by a teacher, indicating that teachers supervise support staff who were more likely to be based in classrooms.

Results from the TQ showed that 41% of teachers were line managers of support staff with teachers in special schools far more likely than teachers in primary and especially secondary schools to take on this role. These results are very similar to those at Wave 2. This is not surprising because special school teachers and their support staff work so much more closely than those in mainstream schools. Secondary teachers generally do not have an exclusive working relationship with any one member of support staff, whereas primary teachers often do.

We also asked staff to give the post titles of their line managers. This showed that from the support staff perspective there was a wide variety of staff who were line managers. Most staff were line managed by head and deputy head teachers, followed by teachers, administrative staff and SENCOs. Line managers were identified by all staff interviewed in the Strand 2 case studies and there was plenty of evidence that schools were, or had already begun, developing performance review procedures across more and more categories of support staff. However, the Strand 2 Wave 2 case studies found that TAs were more likely to be involved in informal line management and performance review processes than formal ones.

Head and deputy headteachers were particularly likely to line manage pupil welfare, other pupil support, administrative and site staff. Line management of TA equivalent staff was shared between head/deputy headteachers, teachers and SENCOs, technicians were line managed by teachers, head/deputy headteachers, and other technicians and line management for facilities staff was shared between facilities staff, head / deputy headteachers, and staff external to the school.

At Wave 2 and 3 there were several overall differences between school types in the case of management practices. At both Wave 2 and 3, support staff in special schools were more likely to have their work supervised by a teacher, and more likely to have been appraised in the last 12 months. This suggests that special schools have been consistently more advanced in terms of these aspects of staff management. On the other hand, at both Wave 2 and 3, staff in secondary schools were less likely to be supervised by a teacher, more likely to be supervised by someone else, and also not supervised by anyone. There are likely to be several reasons for these findings. Case study visits showed that staff in secondary schools appeared to work less in tandem with individual teachers, but more to an overall plan directed from outside the individual classrooms. Secondary schools are larger and able to devise line management and appraisal systems which do not include teachers, heads or deputy heads, as there are often senior posts within each of the support staff categories, e.g., school business managers, who can be given responsibility. Smaller schools, i.e., many primary and special schools, have fewer staff in total and teachers, heads and deputies are therefore more likely to bear some of the line management and appraisal duties.

4.8 Wages of support staff

There is little existing data on pay for all support staff, and this is why the breakdown of wages in terms of each support staff category, across all three waves, is helpful, along with the systematic analyses of factors influencing wages.

The average wage increased across the three waves from £8.80 at Wave 1, £8.69 at Wave 2 and £9.71 per hour at Wave 3. At all three waves, staff in primary schools received the lowest wages. The highest average salaries were paid at Wave 2 to pupil welfare and administrative staff and at Wave 3 to technicians and administrative staff, while the lowest salaries at all three waves were paid to other pupil support staff, facilities and site staff. Some of the post titles within the higher paid support staff categories require high levels of training and qualifications, e.g., accountancy, counselling, and nursing and may be paid accordingly. All categories of support staff increased their wages over the three waves except other support staff. This is another way in which this group stand out as being the most problematic group in some respects.

The most obvious reason for the increase in salaries is due to inflation. Over the time of the three waves (2004-2008) there was a 9% increase in inflation, which is almost exactly the percentage increase in salaries found in the study. One possible reason for increases in salary for some posts is that they had gone through a salary review process and the development of career structures, as mentioned earlier. A survey conducted for UNISON (2004) found that progress on career structures of TAs was at a more advanced stage than administrative and technical staff. This might account for why we found that TA equivalent staff wages had more obviously increased since Wave 1 but administrative staff wages had not.

The DISS project also examined in a systematic way factors that influenced wages, through statistical modelling. Not all effects were consistent across all seven categories of support staff across all three waves, but looking for main overall trends confirms the suggestions regarding the Wave 2 data that four sets of factors affected staff wages. The first set are personal biographical characteristics of support staff - qualifications, gender and age. The second main factor affecting support staff wages was what might be seen as a 'disadvantage' effect, reflected in higher wages being more likely with a higher percentage of SEN pupils (whether statemented or not), and percentage of pupils eligible for free school meals. A third main group of factors affecting wages might be seen as an area effect. We also find that school size is a factor in that staff in schools with more pupils had higher wages.

4.9 Training and INSET

Beeson et al (2003) suggest that the majority of support staff in schools lack initial training, and that this is a major barrier to professional development. They argue that some staff may receive incidental training applicable to their role in school. Ofsted in 2002 were concerned about take up of the (then) DfES induction training (2002).

In this survey we asked questions about attendance at school based INSET, non-school based INSET, and other education and training leading to a qualification in the last two years. Putting these three sets of results together showed that the majority of support staff had experienced training of some kind over the three waves (80%, 80% and 84% at Waves 1, 2 and 3), with just 1 in 5 or less having had no training. There was little sign that overall attendance at training and INSET had increased over the three waves. Examination of results for each type of training in turn showed that attendance was most likely at school-based INSET (two thirds), while less (just half of support staff) had attended non-school based INSET or other education and training relevant to their post, and just under a third had attended education or training leading to a qualification in the previous two years.

In the Wave 1 report we gave some possible reasons why staff may have difficulties attending training and INSET, and Strand 2 case studies suggest these may well still apply. Schools may have difficulty releasing staff, they may not be invited to attend, schools may have difficulty funding their attendance, support staff may face practical barriers, such as family commitments, and times at which courses run may make them inaccessible to support staff (Ofsted, 2002; Smith, Whitby and Sharp, 2004)

Drawing these analyses on development and training together, we found a number of overall differences by school phase. At Wave 2, support staff in special schools were more likely to have attended school based INSET, more likely to have attended other education or training relevant to their posts, and more likely to have attended education and training leading to a qualification in the previous two years. Special school teachers were also most likely to have had training and development to help them work with support staff, and were more positive about training they had received and training and / or development opportunities available to help them work with support staff in the classroom. Secondary school support staff were least likely to have attended school based INSET. Case study interviews revealed that many special school posts require regular updating of particular skills, e.g., tube feeding, safe handling of pupils with severe physical disabilities, so schools have a systematic approach to running a schedule of INSET courses for teachers and support staff, and have the funds to support these.

Looking at the attendance of each category of support staff at all three forms of development and training, it was noticeable that TA equivalent staff and pupil welfare staff were the most likely overall to have attended overall while other support staff were the least likely to have attended. Facilities and site staff were also less likely to attend than other support staff groups but there were signs that by Wave 3 they had begun to increase attendance at development and training, indicating that schools were adopting a more inclusive approach to training.

4.10 Training and development for teachers to help them work with support staff

At each wave, teachers were asked several questions about training and development in relation to support staff. A clear finding was that at each wave about three quarters (73%, 75% and 72% at Waves 1, 2 and 3) had never had any training or development to help them work with support staff. These results are of concern when set alongside other results from the study which showed that the involvement of teachers themselves in training or developing support staff had increased over the three waves (from 40%, 50% and 55% at Waves 1, 2 and 3).

Most of the training and development provided by teachers for support staff at Waves 2 and 3 was actually informal support on the job (82% at Wave 3). Just over half at both waves took part in formal sessions, e.g., INSET days. About the same number of teachers at Wave 3 (53%) were involved in coaching and mentoring schemes.

The teachers were also asked an open question regarding details of the training or development they had received (for example, the extent and duration of the training). Of the teachers responding at Waves 2 and 3, most stated that this had been a short course of one day or less. Teachers also commented on the type of training they had received. The biggest group at both Wave 2 and 3 mentioned that their only training had been as part of their ITT course or part of their NQT training. This was followed by training during INSET provision and then, less frequently, by some form of management or team building training which included management of support staff, curriculum-specific training, such as literacy and numeracy, informal training, such as staff meetings or mentoring by other staff within their school, and training as part of an accredited or external training programme. The most frequently cited provider of training was in-house by the school or by school staff, followed by courses provided by their LA.

At Waves 2 and 3 teachers were asked to say how useful they found the training or development. At Wave 3, just under half were positive about training, a slight reduction from Wave 2, while 11% were negative. An additional question asked teachers who had not been involved in training or developing support staff, whether they would have found it useful. The majority said they would have, reflecting the interest there would be in this kind of preparation. In answers to open questions about what teachers had gained from the training or development they received, they cited an increased understanding of what support staff could be asked to do, learning how to make the most effective use of the support staff and what both parties might expect out of the working relationship.

Only a third of the teachers at Waves 2 and 3 who were line managers of support staff had received training or development to help them with this role and only half at both waves rated this training and development as useful. There had been a drop from Wave 2 to Wave 3 in the number of teachers satisfied with training and / or development opportunities with regard to their role as a line manager of support staff, and a rise in the number of teachers who were dissatisfied. Answers to open ended questions showed that the largest proportion - over a half - said training and development in this role had been for only one day or less. There was clear dissatisfaction with this situation: only one in five at Wave 3 said they were satisfied (compared to one in four at Wave 2) and more - over a third at Wave 3 - said they were dissatisfied, indicating that this is an area that could benefit from attention.

To sum up these results on training and development, the majority of teachers had not had any training or development to help them work with support staff, even though the involvement of teachers themselves in training or developing support staff had increased over the three waves to over a half by Wave 3. Moreover, most of the training and development provided by teachers for support staff was informal support on the job. Under half of teachers were positive about training and teachers were even less positive about the training and / or development opportunities available to help them work with support staff in the classroom. The majority of teachers not involved in training or developing support staff, would have found it useful, showing that there was interest in this kind of preparation. Moreover, only a third of the teachers who were line managers of support staff had received training or development to help them with this role and only half rated this training and development as useful. Only one in ten teachers by Wave 3 were satisfied with training and / or development opportunities with regard to their role as a line manager of support staff.

It is only in recent years with the sudden increase in support staff that has resulted in teachers having professional help in the classroom. Whilst for some newer teachers it was being included in their initial teacher training (ITT) or during their NQT year, many teachers were obviously learning on the job and receiving guidance from others who found themselves in similar situations. However, this does not necessarily lead to best practice. It also seems likely that the rise in numbers of people taking on-the-job training routes would be in a similar if not worse position, in the sense that they will be receiving context-specific induction at the training school, as opposed to more general preparation on working with support staff.

Along with findings on the lack of planning and feedback time (see below), results suggest that much still needs to be done in terms of preparing teachers for working with support staff.

Though most primary teachers in the Strand 2 Wave 2 case studies had had training to work with support staff, they were often very sketchy in their answers about when / how they received this: either as part of ITT or as part of an induction session. This suggests that many teachers had not really been made aware of the new increased significance of working with and managing support staff in their classrooms.

4.11 Planning and feedback time between teachers and support staff

A main finding from this study, consistent across all three waves, is that most teachers do not have allocated planning or feedback time with support staff they work with in the classroom. By Wave 3 only a quarter of teachers said they had allocated time for planning and only 22% had allocated time for feedback with the support staff working in their classroom. It is encouraging, however, that most teachers say that the majority of support staff were paid for planning and feedback time if it took place.

The Strand 2 case studies confirm that special schools were the most likely to have set aside time for planning and feedback, which support staff were paid for, and secondary schools were least likely to provide it. In line with this, results from the DISS questionnaire surveys, showed that special schools have most planning and feedback time at all three waves but the result that stands out is the fact that secondary schools have very little scheduled planning and feedback time - less than one in ten secondary school teachers. One factor revealed by the Strand 2 case studies which presents a practical problem in secondary schools is the deployment of in-class support, with several different teachers across a week; it is difficult and time consuming for them to meet with these teachers for planning and feedback. Special school support staff were generally allocated to work with the same teacher each day.

In the Strand 2 Wave 1 report (Blatchford et al., 2008) we saw the difficulties some support staff, including TAs, had in meeting with teachers to discuss planning and feedback, and in the Strand 2 case studies many TAs complained that there was not enough time to meet with teachers and yet they wanted more planning and feedback time with the teachers they supported. The open ended answers at Strand 1 Wave 2 showed that teachers themselves were very aware that the lack of time to meet with support staff was a problem, with over half who responded describing how the lack of time available for planning was a constant issue, and that planning had to be done before or after school, or during breaks and at lunch times. Teachers were also aware that this meant that this was done in the support staff (and teachers') own time. Inevitably this meant that some planning opportunities were shared in brief sessions before or after lessons or even during lessons. Some teachers admitted that the planning was done on an 'ad hoc' basis such as in corridors, in 'snatched moments' or in passing. A small minority said that they did not plan with the support staff at all. This picture was confirmed in the Strand 2 Wave 2 case studies.

This general picture is in line with but extends most other studies (e.g., Butt and Lance, 2005; Howes, Farrell, Kaplan and Moss, 2003; Lee, 2002). The questions from the TQ about planning and feedback raise important issues about how support staff were deployed within schools. A consistent theme, as reported in previous reports, concerns difficulties in finding enough time for planning and feedback, especially in secondary schools, and that this is a factor undermining good practice. As remarked after the Strand 1 Wave 2 survey, while there has been investment in providing support staff in schools, the impact of teachers and support staff on pupils may well be compromised by the lack of time they have to plan together. Classroom based support staff can work extremely closely with individual pupils and gain extensive knowledge of them, but in order to make the most of the lessons, support staff need to be fully aware of what is being asked of them, and the tasks and concepts being taught. The issue of feedback is also important because it can benefit planning and teachers' understanding of their pupils and their capabilities. The lack of allocated planning and feedback is affected by support staff often being paid only for work during allotted school hours, and many therefore work in their own time after school finishes or during their breaks. The willingness of support staff to work in their own time in order to be involved in planning or feedback is commendable but questionable if it has become an

essential part of the success of their work. A similar picture emerged from the Strand 2 Wave 2 case studies²¹.

4.12 Supporting pupils and teachers

There is little existing quantitative data on the amount of time support staff spend supporting pupils and teachers. The data that does exist is found largely in qualitative case studies focusing on a small sample of TAs (e.g. Schlapp et al., 2003). The DISS project is the first to provide substantial data relating to this issue across all categories of support staff. In the DISS SSQ survey we obtained a numerical estimate of the amount of time support staff directly supported teachers and amount of time they directly supported pupils. This was then examined in terms of differences between support staff categories and school types.

At each wave about a half of staff worked all or most of the time with pupils compared to just 15% of staff at Wave 3 who spent all or most of their time directly supporting teachers. At all three waves, a third spent no working time supporting pupils, and slightly more spent no time supporting teachers. This is consistent with the Strand 2 case studies in which we found that headteachers, support staff, and the teachers they worked with, all stressed that the TAs' main purpose was supporting pupils, not the teacher (e.g. by doing their admin).

As expected, this picture varied between categories of support staff. TA equivalent, other pupil support and pupil welfare staff spent much more time than other support staff groups directly supporting pupils all or most of the time. Conversely, facilities, administrative and site staff spent very little time directly supporting pupils.

Over the three waves, TA equivalent staff were more likely than other support staff to directly support teachers, but by Wave 3 it was technicians who spent the most time supporting teachers. Technicians along with administrative staff were the only categories of support staff that spent noticeably more time supporting teachers than pupils.

As with other indicators, there were signs that differences between the three school types, described in the Strand 1 and Strand 2 reports, were becoming less marked by Wave 3. Staff in secondary schools at Wave 3 were still most likely to support teachers, but the difference with special and primary schools was less obvious. At Waves 1 and 2, far more support staff in special schools and primary schools spent all or most of their time supporting pupils, though this difference was again less noticeable by Wave 3.

Support provided for teachers was also examined in a different way. In the TQ, teachers were asked to identify the post titles of support staff who had worked with them, or for them, during the previous week. The results were conclusive in showing that from a teacher's perspective they had experienced much more contact with support staff in Wave 3 compared to Wave 1, and they had experienced contact with a wider range of support staff categories. There were large increases in contact with pupil welfare staff, technicians, other pupil support staff, facilities staff, administrative staff and site staff. TA equivalent staff already had at Wave 1 by far the most contact with teachers and so there was little room for increase in subsequent waves. However contact between TA equivalent staff and teachers in secondary schools had increased from a relatively low figure of 78% at Wave 1 to 91% by Wave 3.

²¹ Results concerning the training and development of support staff, the training and development of teachers to work with and manage support staff and be their line managers, and also results of allocated time for planning feedback and other forms of communication between teachers and support staff all point to a general lack of what we call 'preparedness' for both support staff and also the teachers who work with them. This is discussed in the Strand 2 Wave 2 report (Blatchford et al., 2009).

These results give a general but clear indication of the huge increase in day to day contact between teachers and all types of support staff, which has accompanied the NA and the resulting increase in support staff numbers. Perhaps of most note is the increase between Waves 1 and 3 in contact between teachers and staff who were not based in the classroom; contact with site and facilities staff, for example, had almost doubled. It is difficult to account for this but there may be some kind of knock-on effect from the transfer of admin tasks, e.g., teachers may be passing on other routine/low level tasks that previously they would have done themselves (and they therefore have more contact with these staff).

4.13 Support staff satisfaction with their jobs

Most research on perceptions of support staff roles relates to TAs and their equivalent. The DISS project is among the first to seek the views of all support staff, about whom little is often known; for example, the growing number of administrative staff and pupil welfare / pastoral support workers, and new roles such as cover supervisors, attendance officers and HLTAs.

A consistent finding over the three waves has been the generally positive view of support staff about their level of job satisfaction and how much they felt appreciated by their school. At each wave a large majority were either very or fairly satisfied with their posts. The results also showed that at each wave staff were positive about how much schools appreciated their work. Case study interviews, conducted for Strand 2, suggest that direct contact with pupils can be the source of job satisfaction, sense of value and achievement. This still leaves a quarter who gave a neutral rating and one in ten at Wave 3 who actually felt that the school did not appreciate their work. The case studies showed a few cases of secondary TAs saying how some long-serving teachers had not accepted TAs in the classroom, and this had led to some uncomfortable situations in which TAs were undermined. However, these cases were rare and TAs said that this was more a feature of the past rather than the present. In general it seems that there are many support staff who get a great deal of satisfaction from the work they do in schools. This is in line with the good will about their work found by others (e.g., O'Brien and Garner, 2001) and which has been a theme arising from the Strand 2 Wave 1 and 2 case studies.

In Waves 2 and 3 we were keen to further explore support staff satisfaction with other aspects of their jobs. There were generally high rates of satisfaction with their contracts and conditions of employment, working arrangements, and training and development they had received in their role. There was less satisfaction with training and development opportunities available to them and still less with their pay. Satisfaction with pay and training and development received had also declined between Waves 2 and 3. Nearly half of staff (44%) were dissatisfied with their pay at Wave 3.

There were signs that staff in special schools were becoming relatively less positive about how much schools appreciated their work. But it was noticeable that staff in secondary schools were relatively less satisfied than those in primary and special schools. Secondary staff were at Waves 2 and 3 less satisfied with their posts in general, their contracts and conditions of employment, working arrangements for their post, training and development they had received in their role, and training and development opportunities available to them.

While we cannot be sure how to explain these findings, there were many instances revealed in the Strand 2 case studies of support staff in secondary schools saying teachers and pupils did not always understand their roles, and this affected their sense of being of value to the school. Moreover, secondary schools are larger and perhaps more impersonal institutions, and support staff may not get the personal day to day contact that will show the impact they have on

teachers and pupils. They may also have more challenging pupils, and experience more stress, and in the context of their pay levels, may therefore feel less satisfied. Some headteachers said they had raised pay for cover supervisors in recognition of their stressful role.

There were also noticeable differences between support staff categories. As reported in the Strand 1 Wave 2 report it was clear that technicians showed consistently less satisfaction, and this was also found at Wave 3. Overall, they were less satisfied with their posts in general, the extent to which they felt appreciated by the school, their contracts and conditions of employment, working arrangements for their post, pay, training and development they had received in their role, and training and development opportunities available to them. The Strand 2 Wave 1 case studies suggest that technicians as a group were necessarily qualified and so feel a degree of parity with teachers, though they were not generally paid at the same level or given the same status within the school management and ethos. They were also probably feeling under greater pressure to 'service' their areas of specialism, in science for example, with greater budget restraints, as well as higher levels of demand.

Pupil welfare, TA equivalent and other pupil support staff showed signs of being relatively less appreciated in comparison to previous waves. By Wave 3, TA equivalent staff were also becoming relatively less satisfied with their pay and contracts and conditions of employment. The dissatisfaction of TA equivalent staff with their wages had increased by Wave 3 when they were the only group with more than half their number dissatisfied with their pay. TA equivalent staff were also the least likely to say they were very satisfied at Wave 3.

It is difficult to fully account for this finding concerning TA equivalent staff. In the case studies, some TAs were dissatisfied because they felt they did a similar job to teachers but were paid much less. It is possible that this perception has grown with the further development of a more obvious pedagogical role, supporting pupils in the classroom. It should be noted, however, that Strand 2 case study visits found other TAs who were quick to acknowledge the greater knowledge and training of teachers and had accepted (though were not necessarily happy with) their salary levels.

Interestingly, the other pupil support staff group were noticeably more satisfied with their posts. This was seen in terms of views on their post in general, felt appreciation by the school, their pay, their contracts and conditions of employment, and working arrangements for their post. As reported in the Strand 2 Wave 1 report, this might be seen as an odd result given the difficulties of recruitment and turnover with these posts, the hours worked, and the pay received. The posts in this role were generally pastoral and being undertaken by those with lesser qualifications, but it seems they appreciate having a job working with pupils while still allowing them the time for other responsibilities, usually involving school aged children. Although the pay may not be very high, given the circumstances, this might be acceptable.

4.14 Wales and England

One of the unexpected findings from this study is the consistent differences found between England and Wales. The overall conclusion points to a less satisfactory situation in Wales, for example, there were more problems of recruitment, staff were less likely to be paid for extra work beyond their contracts, support staff appraisals were less common, support staff have lower wages, and support staff across all measures were less satisfied with their posts. It is difficult to account for such difference here and they would require a careful analysis of general, demographic and structural differences between the two countries. However, given the clarity of the findings across multiple indicators, the situation regarding Wales relative to England deserves further attention.

4.15 Headteacher views on changes to the employment and deployment of support staff, and how workforce remodelling has affected the workload of staff in schools

In response to an open question on changes to the employment and deployment of support staff, headteachers commented on the tendency for administrative roles and tasks to have declined while pedagogical roles and tasks had increased. This supports results from a number of different other parts of the DISS project and shows in a clear way that support staff predominantly occupy pedagogical roles in the classroom.

Headteachers feel that remodelling had resulted in their own workload increasing significantly, particularly in primary schools²². It seemed that was affected by their ability to delegate tasks to other staff within the school. Schools where work was not delegated, particularly small schools with a small or non-existent leadership team, or schools where there were insufficient funds to employ additional staff, meant that the headteacher had taken on additional administrative or management work, and in a significant number of primary schools, additional teaching duties.

Workforce remodelling was also perceived by headteachers to have led to an increase in workload for the leadership team. Again, this seemed dependent on their ability to delegate tasks, but also on their school's ability to maintain (and fund) leadership time and/or PPA for staff with a teaching commitment. In many schools, management of additional support staff fell to members of the school leadership team, and as such, lack of management time or other dedicated time for management tasks, increased the workload of these staff.

Schools also reported an increase in the workload of support staff arising from remodelling²³, mainly as a result of the delegation of the 25 tasks to support staff, and the use of support staff for cover supervision or the delivery of PPA. Secondary schools commented in particular on the impact of the delegation of the 25 tasks to support staff; and primary schools commented in particular on the impact of the use of support staff for cover supervision or the delivery of PPA.

These perceptions of extra workload need to be treated cautiously. While it is not intended to imply that headteachers were biased in their responses, it needs to be recognised that they are the comments of those headteachers willing to take extra time to write comments on a questionnaire. Those who felt less strongly might be less inclined to write comments. Nevertheless, the increase in workload for headteachers and support staff is in line with other results from the study and points to ways in which attention needs to be directed at those schools where implementation has led to increases in workload.

Workforce remodelling, from the headteachers' points of view, has, however, resulted in one very clear and anticipated outcome: in contrast to effects on headteacher, leadership team and support staff workloads, by far the majority of schools reported that remodelling had resulted in a reduction in the workload for teachers in their school, particularly in secondary schools. For the most part this reduction in workloads had come about through the combination of the delegation of the 25 tasks to support staff (particularly for secondary schools) and the impact of PPA time (particularly for primary schools).

²² School staff often tended to use the terms 'National Agreement' (NA) and 'workforce remodelling' interchangeably, though they are actually different things; the NA is a statutory entitlement for teachers while remodelling is a process to help implement it. It is possible, for example, that some schools had not substantially remodelled but had implemented the NA.

²³ As mentioned previously, schools sometimes combined remodelling and the National Agreement when they are separate things: PPA, for example, was connected to the NA.

4.16 Completing the DISS project

In this report we have focused on the first main aim of the DISS project, i.e., to describe the characteristics of support staff in schools. The second main aim of the DISS project was to address the deployment and the impact of support staff. For the most part these results come from Strand 2 of the project. Results from Strand 2 Wave 1 are reported in Blatchford et al., (2008) and involved an analysis of support in relation to teacher and pupil outcomes. It included teachers' assessments of impact on teaching and learning and pupil behaviour, and data from systematic observations, and case studies of primary, secondary and special schools. Results from Strand 2 Wave 2 are reported in Blatchford et al (2009) and involve a further analysis of support in relation to teachers and teaching, a unique analysis of the effect of support on pupil academic and behavioural progress, along with detailed case studies of classroom based support staff. As described above in this report we also introduce what we call the 'Wider Pedagogical Role' of support staff.

Appendices

Appendix 1 - Qualifications of support staff by category

Qualifications of support staff (support staff could select more than one qualification, although some only selected their highest qualification - see section 3.4.3)

Qualifications	Support Staff Category							All (*) N (%)
	TA Equivalent N (%)	Pupil Welfare N (%)	Technic N (%)	Other Pupil Support N (%)	Facilities N (%)	Admin. N (%)	Site N (%)	
None	9 (1%)	6 (4%)	4 (2%)	42 (15%)	35 (24%)	14 (2%)	40 (35%)	165 (9%)
GCSE D-G	79 (12%)	17 (11%)	20 (11%)	30 (11%)	30 (10%)	49 (8%)	15 (13%)	254 (11%)
GCSE A*-C	195 (29%)	49 (32%)	57 (32%)	62 (22%)	25 (17%)	146 (23%)	21 (18%)	654 (25%)
CSE	293 (44%)	59 (39%)	48 (27%)	110 (38%)	66 (45%)	238 (37%)	35 (30%)	977 (40%)
O level	392 (59%)	88 (58%)	101 (57%)	134 (47%)	53 (36%)	435 (68%)	35 (30%)	1436 (52%)
A / AS Level	182 (27%)	53 (35%)	72 (41%)	59 (21%)	13 (9%)	206 (32%)	12 (10%)	703 (25%)
Cert Ed	68 (10%)	15 (10%)	15 (9%)	30 (10%)	8 (6%)	42 (7%)	9 (8%)	222 (9%)
Found. degr Degree	45 (7%) 98 (15%)	11 (7%) 33 (22%)	6 (3%) 55 (31%)	5 (2%) 31 (11%)	1 (1%) 3 (2%)	11 (2%) 91 (14%)	0 (0%) 3 (3%)	97 (4%) 384 (13%)
Higher degr	17 (3%)	14 (9%)	21 (12%)	9 (3%)	3 (1%)	24 (4%)	1 (1%)	109 (3%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 1 (continued) - Highest qualification of support staff

	GCSE or lower	Above GCSE
All Staff (*)	1547 (65%)	998 (35%)
England (*)	1385 (65%)	905 (35%)
Wales (*)	160 (65%)	92 (35%)
Primary (*)	1019 (68%)	523 (32%)
Secondary (*)	365 (59%)	369 (41%)
Special (*)	161 (63%)	105 (37%)
TA Equivalent	392 (59%)	278 (41%)
Pupil Welfare	75 (49%)	77 (51%)
Technicians	74 (42%)	103 (58%)
Other Pupil Support	195 (67%)	93 (33%)
Facilities	127 (87%)	19 (13%)
Administrative	392 (61%)	249 (39%)
Site	96 (83%)	19 (17%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 2 - Wages of support staff (£ per hour) for individual post titles. Wave 3

Post Title	Mean Wage (Standard Deviation)	<£7.50 / hour	£7.50-£10.00 / hour	£10.01-£15.00 / hour	>£15.00 per hour
<u>TA Equivalent</u>					
Classroom Assistant	£8.15 (£2.28)	10 (42%)	10 (42%)	4 (17%)	0 (0%)
Higher Level TA	£11.90 (£1.84)	0 (0%)	12 (16%)	60 (81%)	2 (3%)
LSA (for SEN pupils)	£9.41 (£2.13)	18 (17%)	57 (54%)	28 (26%)	3 (3%)
Nursery Nurse	£12.33 (£2.45)	3 (6%)	7 (15%)	32 (60%)	5 (9%)
Teaching Assistant	£9.70 (£2.27)	42 (13%)	165 (53%)	101 (32%)	6 (2%)
Therapist	£18.51 (£5.95)	0 (0%)	1 (6%)	5 (31%)	10 (63%)
<u>Pupil Welfare</u>					
Connexions Adviser	£16.47 (£3.13)	0 (0%)	0 (0%)	5 (39%)	8 (61%)
Educ. Welfare Officer	£12.98 (£2.09)	0 (0%)	0 (0%)	5 (83%)	1 (17%)
Home-School Liaison	£11.12 (£2.45)	0 (0%)	10 (35%)	17 (59%)	2 (7%)
Learning Mentor	£11.74 (£3.51)	1 (2%)	18 (38%)	19 (40%)	10 (21%)
Nurse	£12.33 (£3.09)	1 (7%)	3 (20%)	6 (40%)	5 (33%)
Welfare Assistant	£10.13 (£2.78)	4 (21%)	5 (26%)	10 (53%)	0 (0%)
<u>Technicians</u>					
ICT Network Manager	£13.86 (£2.70)	0 (0%)	2 (9%)	12 (55%)	8 (36%)
ICT Technician	£12.00 (£8.34)	6 (15%)	17 (42%)	14 (34%)	4 (10%)
ICT Support Staff - Other	£15.77 (£17.27)	0 (0%)	5 (39%)	5 (39%)	3 (23%)
Librarian	£10.95 (£3.05)	2 (6%)	16 (44%)	14 (39%)	4 (11%)
Science Technician	£10.41 (£2.26)	1 (2%)	22 (51%)	19 (44%)	1 (2%)
Technology Technician	£9.12 (£1.76)	2 (12%)	11 (65%)	4 (24%)	0 (0%)
<u>Other Pupil Support</u>					
Bilingual Support Assist.	£10.07 (£3.61)	2 (40%)	1 (20%)	2 (40%)	0 (0%)
Cover Supervisor	£11.05 (£2.78)	3 (8%)	13 (34%)	19 (50%)	3 (8%)
Escort	£6.93 (£0.54)	5 (100%)	0 (0%)	0 (0%)	0 (0%)
Exam Invigilator	£8.13 (£1.65)	22 (49%)	17 (38%)	6 (13%)	0 (0%)
Language Assistant	£11.67 (£4.41)	2 (25%)	2 (25%)	1 (13%)	3 (37%)
Midday Assistant	£7.76 (£1.93)	19 (58%)	10 (30%)	3 (9%)	1 (3%)
Midday Supervisor	£8.00 (£1.99)	62 (52%)	40 (33%)	16 (13%)	2 (2%)
<u>Facilities</u>					
Catering Staff - Other	£8.42 (£2.62)	22 (49%)	13 (29%)	9 (20%)	1 (2%)
Cleaner	£6.91 (£2.06)	37 (82%)	6 (13%)	1 (2%)	1 (2%)
Cook	£7.79 (£1.75)	22 (49%)	19 (42%)	4 (9%)	0 (0%)

**Appendix 2 (continued) - Wages of support staff (£ per hour) for individual post titles.
Wave 3**

Post Title	Mean Wage (Standard Deviation)	<£7.50 / hour	£7.50-£10.00 / hour	£10.01-£15.00 / hour	>£15.00 per hour
<u>Administrative</u>					
Administrator / Clerk	£10.36 (£2.57)	18 (10%)	80 (45%)	72 (40%)	8 (5%)
Attendance Officer	£9.63 (£1.93)	1 (7%)	9 (60%)	5 (33%)	0 (0%)
Bursar	£15.29 (£4.15)	0 (0%)	1 (2%)	32 (58%)	22 (40%)
Data Manager / Analyst	£11.10 (£2.07)	1 (3%)	10 (28%)	23 (64%)	2 (6%)
Examinations Officer	£11.41 (£1.78)	0 (0%)	12 (23%)	38 (73%)	2 (4%)
Finance Officer	£11.88 (£2.89)	1 (2%)	12 (20%)	38 (64%)	8 (14%)
Office Manager	£12.51 (£3.03)	1 (2%)	7 (15%)	31 (67%)	7 (15%)
PA to Head	£11.46 (£2.45)	1 (2%)	15 (28%)	32 (60%)	5 (9%)
School Secretary	£10.37 (£1.83)	4 (6%)	25 (38%)	35 (53%)	2 (3%)
<u>Site</u>					
Caretaker	£7.30 (£1.36)	36 (58%)	25 (40%)	1 (17%)	0 (0%)
Premises Manager	£10.76 (£2.89)	6 (10%)	22 (37%)	26 (44%)	5 (9%)

Appendix 3 - How much time support staff spend directly supporting pupils

Category	Wave	All N (%)	Most N (%)	Half N (%)	Occasion. N (%)	Never N (%)
All staff	Wave 1	599 (38%)	345 (16%)	169 (6%)	229 (8%)	703 (32%)
	Wave 2	573 (32%)	369 (17%)	188 (6%)	333 (10%)	968 (36%)
	Wave 3	643 (32%)	396 (18%)	179 (6%)	349 (10%)	1056 (33%)
England ^(*)	Wave 1	535 (38%)	319 (16%)	156 (6%)	202 (8%)	635 (33%)
	Wave 2	515 (32%)	339 (17%)	175 (6%)	301 (9%)	867 (35%)
	Wave 3	559 (32%)	363 (19%)	166 (7%)	322 (10%)	961 (34%)
Wales ^(*)	Wave 1	64 (43%)	26 (17%)	13 (6%)	27 (6%)	68 (27%)
	Wave 2	57 (29%)	29 (14%)	13 (5%)	32 (11%)	100 (40%)
	Wave 3	83 (35%)	33 (15%)	12 (6%)	27 (9%)	95 (35%)
Primary ^(*)	Wave 1	261 (44%)	146 (17%)	55 (6%)	59 (6%)	230 (27%)
	Wave 2	363 (37%)	208 (19%)	81 (6%)	124 (7%)	536 (31%)
	Wave 3	487 (34%)	270 (18%)	101 (7%)	144 (9%)	582 (32%)
Secondary ^(*)	Wave 1	208 (27%)	143 (13%)	90 (7%)	139 (9%)	425 (44%)
	Wave 2	152 (25%)	116 (11%)	85 (6%)	155 (13%)	316 (45%)
	Wave 3	89 (29%)	82 (20%)	54 (4%)	168 (10%)	360 (37%)
Special ^(*)	Wave 1	130 (51%)	56 (18%)	24 (5%)	31 (7%)	48 (20%)
	Wave 2	56 (41%)	43 (22%)	22 (7%)	54 (9%)	115 (21%)
	Wave 3	66 (35%)	44 (19%)	23 (6%)	37 (9%)	114 (30%)
TA Equivalent	Wave 1	332 (58%)	187 (33%)	44 (8%)	6 (1%)	4 (1%)
	Wave 2	281 (53%)	188 (35%)	45 (9%)	12 (2%)	5 (1%)
	Wave 3	395 (55%)	241 (33%)	69 (10%)	12 (2%)	3 (<1%)
Pup Welfare	Wave 1	68 (30%)	76 (33%)	40 (17%)	24 (10%)	22 (10%)
	Wave 2	71 (27%)	90 (34%)	49 (18%)	38 (14%)	19 (7%)
	Wave 3	47 (30%)	46 (30%)	23 (15%)	24 (15%)	15 (10%)
Technicians	Wave 1	21 (8%)	30 (12%)	51 (20%)	88 (34%)	68 (26%)
	Wave 2	20 (7%)	33 (11%)	55 (19%)	97 (33%)	89 (30%)
	Wave 3	12 (6%)	16 (8%)	26 (13%)	78 (39%)	67 (34%)
Other Pupil Support	Wave 1	115 (63%)	17 (9%)	5 (3%)	10 (6%)	35 (19%)
	Wave 2	172 (54%)	36 (11%)	17 (5%)	28 (9%)	68 (21%)
	Wave 3	124 (45%)	48 (18%)	10 (4%)	10 (8%)	66 (24%)
Facilities	Wave 1	1 (1%)	1 (1%)	2 (3%)	4 (5%)	66 (89%)
	Wave 2	6 (3%)	2 (1%)	0 (0%)	17 (8%)	190 (88%)
	Wave 3	1 (1%)	1 (1%)	4 (3%)	10 (8%)	112 (87%)
Administrative	Wave 1	5 (1%)	6 (1%)	12 (2%)	74 (15%)	406 (81%)
	Wave 2	2 (<1%)	5 (1%)	5 (1%)	80 (17%)	386 (81%)
	Wave 3	3 (<1%)	4 (1%)	12 (2%)	108 (17%)	520 (80%)
Site	Wave 1	1 (2%)	1 (2%)	0 (0%)	2 (4%)	49 (93%)
	Wave 2	3 (1%)	1 (<1%)	1 (<1%)	45 (19%)	185 (79%)
	Wave 3	0 (0%)	2 (2%)	1 (1%)	29 (22%)	100 (76%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 4 - How much time support staff spend directly supporting teachers

Category	Wave	All N (%)	Most N (%)	Half N (%)	Occasion. N (%)	Never N (%)
All staff	Wave 1	214 (11%)	187 (8%)	248 (10%)	732 (32%)	637 (40%)
	Wave 2	182 (7%)	177 (6%)	276 (11%)	821 (31%)	935 (44%)
	Wave 3	223 (8%)	221 (7%)	313 (12%)	908 (32%)	901 (41%)
England ^(*)	Wave 1	197 (11%)	163 (8%)	221 (9%)	666 (32%)	576 (39%)
	Wave 2	156 (7%)	152 (7%)	251 (11%)	743 (32%)	856 (44%)
	Wave 3	186 (7%)	195 (7%)	288 (12%)	837 (33%)	813 (41%)
Wales ^(*)	Wave 1	17 (6%)	24 (7%)	27 (16%)	66 (29%)	61 (42%)
	Wave 2	25 (10%)	24 (7%)	24 (9%)	78 (30%)	79 (41%)
	Wave 3	36 (13%)	26 (9%)	25 (10%)	70 (24%)	88 (44%)
Primary ^(*)	Wave 1	63 (8%)	68 (9%)	89 (10%)	275 (32%)	247 (41%)
	Wave 2	71 (6%)	77 (7%)	137 (11%)	455 (34%)	543 (43%)
	Wave 3	95 (6%)	104 (6%)	202 (12%)	568 (32%)	570 (43%)
Secondary ^(*)	Wave 1	116 (12%)	89 (7%)	119 (9%)	345 (32%)	324 (41%)
	Wave 2	82 (9%)	70 (7%)	104 (10%)	291 (29%)	276 (46%)
	Wave 3	101 (8%)	96 (10%)	79 (8%)	224 (32%)	246 (42%)
Special ^(*)	Wave 1	35 (12%)	30 (10%)	40 (10%)	112 (33%)	66 (35%)
	Wave 2	28 (14%)	28 (16%)	34 (15%)	75 (25%)	116 (31%)
	Wave 3	26 (14%)	21 (6%)	32 (12%)	115 (30%)	85 (37%)
TA Equivalent	Wave 1	87 (15%)	80 (14%)	90 (16%)	246 (43%)	67 (12%)
	Wave 2	53 (10%)	68 (13%)	92 (18%)	255 (49%)	50 (10%)
	Wave 3	92 (13%)	77 (11%)	153 (22%)	316 (45%)	71 (10%)
Pupil Welfare	Wave 1	8 (4%)	8 (4%)	21 (9%)	97 (42%)	95 (41%)
	Wave 2	10 (4%)	6 (2%)	19 (7%)	114 (45%)	107 (42%)
	Wave 3	4 (3%)	9 (6%)	10 (7%)	66 (43%)	63 (41%)
Technicians	Wave 1	37 (15%)	29 (11%)	52 (20%)	108 (42%)	30 (12%)
	Wave 2	55 (19%)	43 (15%)	61 (21%)	97 (33%)	39 (13%)
	Wave 3	42 (21%)	32 (16%)	35 (18%)	67 (34%)	20 (10%)
Other Pupil Support	Wave 1	19 (11%)	7 (4%)	4 (22%)	42 (25%)	97 (57%)
	Wave 2	16 (5%)	11 (4%)	10 (3%)	55 (18%)	213 (70%)
	Wave 3	12 (5%)	10 (4%)	12 (5%)	56 (23%)	156 (63%)
Facilities	Wave 1	1 (1%)	0 (0%)	1 (1%)	4 (5%)	68 (92%)
	Wave 2	2 (1%)	1 (1%)	2 (1%)	11 (5%)	192 (93%)
	Wave 3	1 (1%)	2 (2%)	0 (0%)	8 (6%)	115 (91%)
Administrative	Wave 1	38 (8%)	47 (9%)	54 (11%)	174 (35%)	186 (37%)
	Wave 2	31 (6%)	31 (6%)	71 (15%)	205 (42%)	148 (31%)
	Wave 3	24 (4%)	44 (7%)	63 (10%)	272 (42%)	247 (38%)
Site	Wave 1	1 (2%)	1 (2%)	2 (4%)	174 (35%)	43 (81%)
	Wave 2	6 (3%)	5 (3%)	8 (4%)	57 (25%)	155 (67%)
	Wave 3	2 (2%)	4 (3%)	1 (1%)	30 (24%)	90 (71%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 5a - Support staff satisfaction with their job. Waves 1- 3. Country and school sector differences

'In general, how satisfied or dissatisfied are you with your job?'

Group	Wave	Very Satisfied N (%)	Fairly Satisfied N (%)	Neither N (%)	Fairly Dissatisfied N (%)	Very Dissatisfied N (%)
All staff ^(*)	Wave 1	930 (43%)	930 (43%)	133 (8%)	70 (4%)	11 (<1%)
	Wave 2	1103 (44%)	1191 (45%)	192 (7%)	93 (3%)	24 (1%)
	Wave 3	1183 (43%)	1295 (46%)	164 (6%)	110 (4%)	22 (<1%)
England ^(*)	Wave 1	837 (45%)	842 (43%)	120 (8%)	66 (4%)	11 (<1%)
	Wave 2	996 (44%)	1069 (44%)	176 (7%)	82 (3%)	18 (1%)
	Wave 3	1071 (43%)	1177 (47%)	140 (6%)	94 (4%)	19 (<1%)
Wales ^(*)	Wave 1	93 (56%)	88 (36%)	13 (7%)	4 (1%)	0 (0%)
	Wave 2	104 (41%)	122 (47%)	16 (6%)	11 (4%)	6 (2%)
	Wave 3	111 (40%)	117 (44%)	24 (8%)	16 (7%)	3 (1%)
Primary ^(*)	Wave 1	380 (49%)	327 (41%)	49 (7%)	19 (2%)	3 (<1%)
	Wave 2	649 (47%)	633 (43%)	102 (7%)	38 (2%)	13 (1%)
	Wave 3	781 (46%)	754 (44%)	90 (6%)	57 (4%)	9 (<1%)
Secondary ^(*)	Wave 1	392 (37%)	491 (49%)	67 (9%)	46 (5%)	7 (<1%)
	Wave 2	303 (38%)	431(47%)	72 (8%)	49 (6%)	10 (1%)
	Wave 3	257 (31%)	412 (54%)	57 (8%)	47 (6%)	9 (1%)
Special ^(*)	Wave 1	158 (57%)	112 (37%)	17 (4%)	5 (2%)	1 (<1%)
	Wave 2	147 (49%)	126 (43%)	18 (6%)	6 (3%)	1 (<1%)
	Wave 3	144 (51%)	128 (38%)	17 (8%)	6 (2%)	4 (1%)

(*) % values weighted by prevalence of each support staff category in schools

Appendix 5b - Support staff satisfaction with their job. Waves 1-3. Differences between support staff categories

Group	Wave	Very Satisfied N (%)	Fairly Satisfied N (%)	Neither N (%)	Fairly Dissatisfied N (%)	Very Dissatisfied N (%)
TA Equivalent	Wave 1	283 (50%)	244 (43%)	28 (5%)	12 (2%)	1 (<1%)
	Wave 2	259 (48%)	242 (45%)	23 (4%)	12 (2%)	1 (<1%)
	Wave 3	322 (45%)	338 (47%)	36 (5%)	21 (3%)	6 (1%)
Pupil Welfare	Wave 1	102 (44%)	111 (48%)	11 (5%)	8 (3%)	1 (<1%)
	Wave 2	109 (40%)	136 (50%)	17 (6%)	8 (3%)	3 (1%)
	Wave 3	61 (39%)	84 (54%)	6 (4%)	1 (<1%)	3 (2%)
Technicians	Wave 1	84 (33%)	134 (52%)	22 (9%)	16 (6%)	2 (1%)
	Wave 2	103 (34%)	145 (48%)	31 (10%)	17 (5%)	4 (2%)
	Wave 3	72 (36%)	100 (50%)	15 (8%)	12 (6%)	2 (1%)
Other Pupil Support	Wave 1	96 (50%)	76 (39%)	15 (8%)	5 (3%)	1 (1%)
	Wave 2	185 (49%)	151 (40%)	26 (7%)	13 (3%)	2 (1%)
	Wave 3	146 (46%)	142 (45%)	20 (6%)	9 (3%)	1 (<1%)
Facilities	Wave 1	31 (38%)	32 (39%)	16 (20%)	3 (4%)	0 (0%)
	Wave 2	96 (36%)	123 (47%)	30 (11%)	12 (4%)	3 (2%)
	Wave 3	66 (40%)	74 (45%)	12 (7%)	13 (8%)	1 (<1%)
Administrative	Wave 1	222 (44%)	235 (47%)	26 (5%)	17 (3%)	5 (1%)
	Wave 2	207 (41%)	234 (47%)	34 (7%)	24 (4%)	3 (1%)
	Wave 3	282 (42%)	322 (48%)	37 (6%)	26 (4%)	5 (<1%)
Site	Wave 1	26 (44%)	24 (41%)	6 (10%)	3 (5%)	5 (1%)
	Wave 2	105 (42%)	110 (44%)	24 (10%)	4 (2%)	8 (3%)
	Wave 3	72 (49%)	54 (37%)	13 (9%)	9 (6%)	0 (0%)

Appendix 6 - School appreciation of support staff work (Wave 3)

'How much school appreciates support staff work?'

	Score 1 (Not at all)	Score 2	Score 3	Score 4	Score 5 (Very much)
All Staff ^(*)	34 (2%)	198 (7%)	662 (23%)	1016 (34%)	885 (35%)
England ^(*)	29 (1%)	175 (7%)	589 (23%)	934 (34%)	791 (35%)
Wales ^(*)	5 (3%)	22 (8%)	73 (27%)	82 (28%)	92 (34%)
Primary ^(*)	17 (1%)	89 (6%)	392 (23%)	599 (33%)	613 (37%)
Secondary ^(*)	15 (2%)	86 (10%)	199 (27%)	303 (37%)	177 (23%)
Special ^(*)	2 (1%)	22 (7%)	71 (25%)	114 (36%)	93 (31%)
TA Equivalent	7 (1%)	46 (6%)	177 (24%)	268 (37%)	232 (32%)
Pupil Welfare	1 (<1%)	10 (6%)	45 (29%)	58 (37%)	44 (28%)
Technicians	6 (3%)	27 (14%)	38 (19%)	76 (39%)	49 (25%)
Other Pupil Support	7 (2%)	16 (5%)	76 (24%)	99 (31%)	122 (38%)
Facilities	4 (2%)	15 (9%)	34 (21%)	40 (24%)	73 (44%)
Administrative	6 (1%)	44 (6%)	177 (26%)	263 (38%)	195 (29%)
Site	0 (0%)	9 (6%)	26 (17%)	54 (36%)	63 (41%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 7 - Support staff satisfaction with their pay (Wave 3)

'How satisfied or dissatisfied are you with your pay?'

	Very Satisfied N (%)	Fairly Satisfied N (%)	Neither N (%)	Fairly Dissatisfied N (%)	Very Dissatisfied N (%)
All Staff ^(*)	274 (10%)	995 (34%)	443 (16%)	721 (27%)	339 (13%)
England ^(*)	254 (10%)	910 (35%)	404 (17%)	649 (27%)	282 (12%)
Wales ^(*)	20 (8%)	85 (29%)	39 (13%)	71 (28%)	56 (22%)
Primary ^(*)	161 (9%)	600 (35%)	292 (16%)	447 (27%)	218 (13%)
Secondary ^(*)	73 (7%)	271 (34%)	132 (15%)	211 (27%)	96 (18%)
Special ^(*)	40 (12%)	124 (38%)	49 (18%)	62 (26%)	24 (6%)
TA Equivalent	38 (5%)	201 (28%)	116 (16%)	233 (32%)	134 (19%)
Pupil Welfare	12 (8%)	60 (39%)	27 (17%)	35 (23%)	21 (14%)
Technicians	18 (9%)	64 (32%)	36 (18%)	57 (28%)	26 (13%)
Other Pupil Support	49 (15%)	121 (38%)	48 (15%)	83 (26%)	19 (6%)
Facilities	16 (10%)	63 (38%)	33 (20%)	31 (19%)	23 (14%)
Administrative	74 (11%)	274 (41%)	98 (15%)	175 (26%)	52 (8%)
Site	21 (14%)	55 (38%)	25 (17%)	24 (16%)	21 (14%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 8 - Support staff satisfaction with contract and conditions of employment (Wave 3)

'How satisfied or dissatisfied are you with your contract and conditions of employment?'

	Very Satisfied N (%)	Fairly Satisfied N (%)	Neither N (%)	Fairly Dissatisfied N (%)	Very Dissatisfied N (%)
All Staff ^(*)	888 (33%)	1257 (45%)	364 (13%)	194 (6%)	49 (2%)
England ^(*)	803 (33%)	1145 (47%)	322 (13%)	171 (6%)	39 (2%)
Wales ^(*)	83 (31%)	112 (41%)	42 (17%)	23 (8%)	10 (4%)
Primary ^(*)	565 (34%)	764 (46%)	199 (12%)	115 (6%)	36 (2%)
Secondary ^(*)	215 (29%)	365 (46%)	125 (17%)	62 (6%)	9 (2%)
Special ^(*)	106 (32%)	128 (44%)	40 (16%)	17 (4%)	4 (4%)
TA Equivalent	210 (29%)	336 (47%)	102 (14%)	59 (8%)	14 (2%)
Pupil Welfare	50 (32%)	82 (53%)	8 (5%)	11 (7%)	3 (2%)
Technicians	62 (31%)	87 (43%)	32 (16%)	15 (7%)	5 (2%)
Other Pupil Support	124 (40%)	134 (43%)	41 (13%)	7 (2%)	6 (2%)
Facilities	57 (35%)	67 (41%)	22 (14%)	10 (6%)	6 (4%)
Administrative	210 (31%)	317 (47%)	84 (13%)	47 (7%)	10 (2%)
Site	52 (35%)	65 (44%)	22 (15%)	8 (5%)	0 (0%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 9 - Support staff satisfaction with the working arrangements for their post (Wave 3)

'How satisfied or dissatisfied are you with the working arrangements for your post?'

	Very Satisfied N (%)	Fairly Satisfied N (%)	Neither N (%)	Fairly Dissatisfied N (%)	Very Dissatisfied N (%)
All Staff ^(*)	931 (34%)	1186 (43%)	376 (14%)	223 (7%)	48 (2%)
England ^(*)	842 (34%)	1069 (43%)	337 (14%)	202 (7%)	43 (2%)
Wales ^(*)	88 (30%)	116 (43%)	39 (18%)	21 (7%)	5 (2%)
Primary ^(*)	581 (34%)	743 (44%)	215 (13%)	123 (7%)	19 (1%)
Secondary ^(*)	234 (28%)	313 (35%)	131 (25%)	81 (9%)	23 (4%)
Special ^(*)	115 (36%)	129 (45%)	30 (11%)	19 (6%)	6 (2%)
TA Equivalent	220 (30%)	330 (46%)	101 (14%)	59 (8%)	12 (2%)
Pupil Welfare	45 (29%)	75 (48%)	20 (13%)	13 (8%)	2 (1 %)
Technicians	61 (31%)	82 (41%)	32 (16%)	19 (10%)	16 (3%)
Other Pupil Support	125 (40%)	125 (40%)	47 (15%)	14 (4%)	5 (2%)
Facilities	57 (35%)	68 (41%)	27 (16%)	8 (5%)	4 (2%)
Administrative	238 (35%)	275 (41%)	76 (11%)	71 (11%)	11 (2%)
Site	55 (38%)	63 (43%)	15 (10%)	13 (9%)	0 (0%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 10 - Support staff satisfaction with any training and development received in their role (Wave 3)

'To what extent are you satisfied or dissatisfied with any training and development that you may have received for your role?'

	Very Satisfied N (%)	Fairly Satisfied N (%)	Neither N (%)	Fairly Dissatisfied N (%)	Very Dissatisfied N (%)	None Received N (%)
All Staff ^(*)	827 (32%)	1061 (39%)	394 (15%)	152 (5%)	70 (3%)	183 (7%)
England ^(*)	741 (31%)	975 (40%)	349 (14%)	140 (5%)	62 (3%)	144 (7%)
Wales ^(*)	84 (33%)	86 (33%)	45 (18%)	12 (4%)	8 (5%)	19 (7%)
Primary ^(*)	549 (32%)	672 (40%)	209 (14%)	70 (4%)	33 (5%)	85 (7%)
Secondary ^(*)	170 (23%)	282 (38%)	143 (19%)	66 (5%)	33 (4%)	68 (9%)
Special ^(*)	106 (46%)	107 (37%)	42 (10%)	16 (4%)	4 (1%)	10 (2%)
TA Equivalent	221 (31%)	340 (47%)	89 (12%)	33 (5%)	15 (2%)	19 (3%)
Pupil Welfare	52 (34%)	66 (43%)	13 (9%)	11 (7%)	5 (3%)	5 (3%)
Technicians	33 (17%)	66 (34%)	47 (24%)	16 (8%)	5 (3%)	27 (14%)
Other Pupil Support	98 (34%)	94 (33%)	51 (18%)	12 (4%)	11 (4%)	22 (8%)
Facilities	59 (38%)	42 (27%)	21 (14%)	5 (3%)	4 (3%)	23 (15%)
Administrative	201 (31%)	282 (43%)	94 (14%)	36 (6%)	17 (3%)	25 (4%)
Site	46 (34%)	43 (32%)	26 (19%)	7 (5%)	3 (2%)	10 (7%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 11 - Support staff satisfaction with training and development opportunities available to them (Wave 3)

'To what extent are you satisfied or dissatisfied with any training and development opportunities available to you?'

	Very Satisfied N (%)	Fairly Satisfied N (%)	Neither N (%)	Fairly Dissatisfied N (%)	Very Dissatisfied N (%)
All Staff ^(*)	684 (26%)	938 (36%)	579 (24%)	280 (10%)	112 (4%)
England ^(*)	619 (25%)	858 (36%)	521 (24%)	244 (10%)	103 (4%)
Wales ^(*)	64 (27%)	79 (29%)	58 (24%)	36 (14%)	9 (5%)
Primary ^(*)	440 (26%)	603 (38%)	324 (23%)	156 (10%)	44 (3%)
Secondary ^(*)	148 (17%)	263 (35%)	195 (29%)	102 (10%)	60 (9%)
Special ^(*)	95 (39%)	98 (34%)	60 (18%)	22 (7%)	8 (2%)
TA Equivalent	173 (24%)	293 (41%)	138 (19%)	83 (12%)	21 (3%)
Pupil Welfare	45 (30%)	60 (40%)	19 (13%)	16 (11%)	9 (6%)
Technicians	30 (16%)	48 (25%)	68 (35%)	24 (12%)	23 (12%)
Other Pupil Support	72 (27%)	78 (29%)	85 (32%)	25 (9%)	9 (3%)
Facilities	38 (28%)	43 (32%)	34 (25%)	12 (9%)	9 (7%)
Administrative	186 (29%)	265 (41%)	110 (17%)	69 (11%)	18 (3%)
Site	30 (24%)	46 (37%)	37 (30%)	9 (7%)	3 (2%)

(*) Percentage values weighted by the prevalence of each category of support staff

Appendix 12 - Answers from the MSQ general headteacher question on changes to employment and deployment of support staff (Wave 3)

	Degree of change	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
1	Happened already	102 (8%)	26 (3%)	23 (4%)
2	No change	76 (6%)	5 (1%)	29 (5%)
3	Change intended	131 (10%)	35 (4%)	4 (1%)
4	Some / all 25 tasks reallocated	757 (57%)	164 (19%)	87 (14%)
5	Extra hours	122 (9%)	48 (6%)	21 (3%)
6	New job descriptions/status/contracts/pay	253 (19%)	192 (22%)	38 (6%)
7	New staff / posts	266 (20%)	267 (31%)	171 (28%)
8	Restructure / review of posts	77 (6%)	75 (9%)	10 (2%)
Total Comments (% of all comments made)		1784 (42%)	812 (28%)	383 (24%)

	Administrative roles / tasks	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
9	Photocopying	191 (14%)	82 (9%)	28 (5%)
10	Displays	210 (16%)	80 (9%)	44 (7%)
11	Money Collection	99 (7%)	47 (5%)	14 (2%)
12	File pupils' work / general filing	39 (3%)	13 (1%)	3
13	Input data / data management	92 (7%)	51 (6%)	20 (3%)
14	Attendance/follow-up	66 (5%)	44 (5%)	16 (3%)
15	Timetables / managing cover	64 (5%)	37 (4%)	5 (1%)
16	Support teachers	88 (7%)	86 (10%)	22 (4%)
17	East teacher workload	116 (9%)	70 (8%)	1
18	Records / reports	30 (2%)	37 (4%)	5 (1%)
19	Order stock / resources management	31 (2%)	25 (3%)	14 (2%)
20	Exams (admin/invigilation)	119 (9%)	127 (15%)	27 (4%)
21	Finance admin	-	36 (4%)	9 (1%)
Total Comments (% of all comments made)		1145 (27%)	735 (25%)	208 (13%)

Appendix 12 (continued) - Answers from the MSQ general headteacher question on changes to employment and deployment of support staff (Wave 3)

	Pedagogical roles / tasks	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
22	Prepare resources	48 (4%)	34 (4%)	21 (3%)
23	Cover / Take classes (including PPA)	194 (15%)	336 (39%)	144 (24%)
24	Take groups	176 (13%)	63 (7%)	36 (6%)
25	Set / mark work	26 (2%)	30 (3%)	4 (1%)
26	Hear readers	8 (1%)	4	4 (1%)
27	Assess / test pupils	14 (1%)	13 (1%)	17 (3%)
28	Story / circle time	9 (1%)	7 (1%)	3
29	Mentoring / inclusion / work experience	22 (2%)	107 (12%)	41 (7%)
30	SEN Support (inc intervention progs)	77 (6%)	93 (11%)	85 (14%)
31	Behaviour management	23 (2%)	28 (3%)	21 (3%)
60*	Subject Specialism offered or developed through training (e.g. sports coach, MFL)	-	-	30 (5%)
Total Comments (% of all comments made)		597 (14%)	715 (24%)	406 (26%)

	Other roles / tasks	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
33	Playground	34 (3%)	27 (3%)	28 (5%)
34	Clubs / extended schools	25 (2%)	40 (5%)	33 (5%)
35	Home liaison / outreach	9 (1%)	40 (5%)	10 (2%)
36	Pupils' Physical Care needs	-	30 (3%)	9 (1%)
37	Management of other support staff	-	24 (3%)	15 (2%)
38	Technical / site support	-	62 (7%)	23 (4%)
61*	PPA delivered by teachers	-	-	10 (2%)
62*	PPA delivered by HLTA	-	-	87 (14%)
63*	PPA delivered by unspecified support staff or TAs	-	-	102 (17%)
64*	PPA delivered by specialist staff e.g. sports coaches, ICT, art, cookery etc	-	-	32 (5%)
Total Comments (% of all comments made)		68 (2%)	223 (8%)	349 (22%)

Appendix 12 (continued) - Answers from the MSQ general headteacher question on changes to employment and deployment of support staff (Wave 3)

	Management changes	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
39*	Non-teaching SLT role added e.g. business manager	-	-	16 (3%)
40*	Non-teaching management role added e.g. Office Manager	-	-	21 (3%)
41*	Admin role (non-specific) added	-	-	18 (3%)
42*	Non-teaching senior management role added (pupil support/pastoral) e.g. non-teaching assistant heads of year, non-teaching SENCO	-	-	7 (1%)
43*	Non-teaching management role added (pupil support / pastoral) e.g. behaviour manager, learning manager	-	-	21 (3%)
Total Comments (% of all comments made)				83 (5%)

	Views on support staff's pedagogic role	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
44	Positive	37 (3%)	56 (6%)	0
45	Reservations	16 (1%)	17 (2%)	1
46	Negative	25 (2%)	14 (2%)	9 (1%)
Total Comments (% of all comments made)		78 (2%)	87 (3%)	10 (1%)

	Financial / budgetary issues	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
47	LEA funding	11 (1%)	11 (1%)	17 (3%)
48	Central Government Funding	158 (12%)	74 (9%)	8 (1%)
49	Statemented Pupils leave	9 (1%)	9 (1%)	2
50	Unpaid goodwill	9 (1%)	4	11 (2%)
Total Comments (% of all comments made)		187 (4%)	98 (3%)	38 (2%)

Appendix 12 (continued) - Answers from the MSQ general headteacher question on changes to employment and deployment of support staff. Wave 3.

	National Agreement problems/ resistance	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
51	Mismatch: staff, roles and demands	24 (2%)	19 (2%)	18 (3%)
52	Absence of national pay structure	11 (1%)	17 (2%)	1
53	SS resistance to role change	31 (2%)	20 (2%)	6 (1%)
54	Time / space for SS / teacher meetings	6	4	0
Total Comments (% of all comments made)		72 (2%)	60 (2%)	25 (2%)

	Support staff training issues	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 3 N=604 (% of schools)
55	Training now provided	110 (8%)	106 (12%)	39 (6%)
56	More training needed	32 (2%)	8 (1%)	2
Total Comments (% of all comments made)		142 (3%)	114 (4%)	41 (3%)

	Views on National Agreement	Wave 1 N=1331 (% of schools)	Wave 2 N=868 (% of schools)	Wave 1 N=1331 (% of schools)
57	Positive	53 (4%)	12 (1%)	53 (4%)
58	Reservations	139 (10%)	7 (1%)	139 (10%)
59	Negative	17 (1%)	77 (9%)	17 (1%)
Total Comments (% of all comments made)		208 (5%)	96 (3%)	208 (5%)

*(Codes 39 to 43, 60 to 64 are new for MSQ3. All other codes are as MSQ2).

Appendix 13a - Schools reporting an increase in headteacher workload. MSQ3

Reason	Number of Schools N=572 (% of schools)	Primary N=457 (% of schools)	Secondary N=74 (% of schools)	Special N=41 (% of schools)
Managing more personnel	100 (17%)	69 (15%)	20 (27%)	11 (27%)
Managing budget implications / complexity	50 (9%)	41 (9%)	8 (11%)	1 (2%)
Increase in teaching time for HT to cover PPA	113 (20%)	108 (24%)	2 (3%)	3 (7%)
Tasks no longer covered by teachers e.g. subject management	73 (13%)	57 (12%)	8 (11%)	8 (20%)
More interaction with teachers on PPA which takes up more time	7 (1%)	6 (1%)	0	1 (2%)
Government initiatives	16 (3%)	11 (2%)	3 (4%)	2 (5%)
LEA initiatives	13 (2%)	7 (2%)	3(4%)	3 (7%)
Organising on-going PPA and cover arrangements	129 (23%)	119 (26%)	5 (7%)	5 (12%)
Preparing for and organising PPA e.g. job descriptions, recruitment etc	106 (19%)	71 (6%)	26 (35%)	9 (22%)
Providing training	31 (5%)	26 (6%)	2 (3%)	3 (7%)
Timetabling	53 (9%)	51 (11%)	1 (1%)	1 (2%)
Loss of Leadership and / or Management time	24 (4%)	23 (5%)	0	1 (2%)
More paperwork	34 (6%)	26 (6%)	5 (7%)	3 (7%)
Covering for absent PPA cover staff	53 (9%)	49 (11%)	1 (1%)	3 (7%)
Performance management	34 (6%)	28 (6%)	3 (4%)	3 (7%)
Headteacher is always busy	3 (1%)	2 (-)	1 (1%)	0
Observation and monitoring of cover provision	31 (5%)	26 (6%)	2 (3%)	3 (7%)
More meetings	14 (2%)	11(2%)	3 (4%)	0
Other factors have more impact e.g. school merger	21 (4%)	12(2%)	4 (5%)	5 (12%)
Reduction in SLT - greater workload	2 (-)	2 (-)	0	0
Implications of PPA cover (pupil impact / behaviour problems)	8 (1%)	8 (2%)	0	0
Non-specific increase in workload	14(2%)	11(2%)	3 (4%)	0

**Appendix 13b - Schools reporting no change or a decrease in headteacher workload.
MSQ3**

Reason	Number of Schools N=182 (% of schools)	Primary N=104 (% of schools)	Secondary N=49 (% of schools)	Special N=29 (% of schools)
Management tasks taken on my other members of SLT / management	34 (19%)	11 (11%)	15 (31%)	8 (28%)
Admin tasks delegated to other staff	29 (16%)	7 (7%)	14 (29%)	8 (28%)
Preparing for and organising PPA	11 (6%)	4 (4%)	3 (6%)	4 (14%)
Delegated tasks replaced with new tasks	13 (7%)	7 (7%)	3 (6%)	3 (10%)
No change/no reason given	62 (34%)	38 (36%)	13 (27%)	11 (38%)
Working towards change	3 (2%)	0	3 (6%)	0
Better trained and organised workforce - workload the same	6 (3%)	4 (4%)	1 (2%)	1 (3%)
Other factors have had more impact e.g. school merger	8 (4%)	5 (5%)	2 (4%)	1 (3%)
Other	49			

Appendix 14a - Schools Reporting an increase in workload of leadership team. MSQ3

Comment	Total Schools Commenting N=328 (% of schools)	Primary N=236 (% of schools)	Secondary N=62 (% of schools)	Special N=30 (% of schools)
Increase in line management	77 (23%)	43 (18%)	27 (44%)	7 (23%)
More mentoring / training	24 (7%)	19 (8%)	2 (3%)	3 (10%)
SLT reduced in size	6 (2%)	4 (2%)	0	2 (7%)
SLT increased in size	7 (2%)	2 (1%)	4 (6%)	1 (3%)
Taking tasks not done by teachers picked up by SLT	44 (13%)	29 (12%)	10 (16%)	5 (17%)
Making PPA arrangements	99 (30%)	82 (35%)	11 (18%)	6 (20%)
Covering PPA	24 (7%)	22 (9%)	1 (2%)	1 (3%)
Change in responsibilities, not workload	7 (2%)	5 (2%)	2 (3%)	0
No change	2 (1%)	2 (1%)	0	0
More admin Support provided	2 (1%)	1	1 (2%)	0
Small School - no leadership group	6 (2%)	5 (2%)	0	1 (3%)
Performance management	29 (9%)	22 (9%)	4 (6%)	3 (10%)
Other changes had more impact	11 (3%)	8 (3%)	1 (2%)	2 (7%)
SLT Take leadership time / PPA	12 (4%)	11 (5%)	0	1 (3%)
No leadership / management time / PPA taken by SLT	9 (3%)	9 (4%)	0	0
More meetings	20 (6%)	18 (8%)	2 (3%)	0
Paperwork	5 (2%)	4 (2%)	0	1 (3%)
HT only affected	6 (2%)	5 (2%)	1 (2%)	0
Shared workload	3 (1%)	2 (1%)	0	1 (3%)
Decrease filled by other Initiatives	1	0	1 (2%)	0
Teaching quality issues more problematic	1	1	0	0
Lack of resources	6 (2%)	4 (2%)	2 (3%)	0
TLR	1	1	0	0
Non-specific increase in workload	14 (4%)	9 (4%)	2 (3%)	3 (10%)
Less delegation	3 (1%)	1	2 (3%)	0
For some of SLT only	4 (1%)	2 (1%)	1 (2%)	1 (3%)
Change of emphasis leading to reduced workload	1	1	0	0
Less Admin support	3 (1%)	3 (1%)	0	0
Total Comments	427	315	74	38

Appendix 14b - Schools reporting no change or a reduction in workload for the Leadership Team. MSQ3

Comment	Total Schools No Change in Workload N=146 (% of schools)	Total Schools Workload Reduction N=72 (% of schools)
Increase in line management	5 (3%)	0
More mentoring / training	1 (1%)	0
SLT reduced in size	0	1 (1%)
SLT increased in size	10 (7%)	7 (10%)
Taking tasks not done by teachers picked up by SLT	6 (4%)	1 (1%)
Making PPA arrangements	8 (5%)	1 (1%)
Covering PPA	1 (1%)	2 (3%)
Change in responsibilities, not workload	6 (4%)	1 (1%)
No change	53 (36%)	1 (1%)
More admin Support provided	9 (6%)	26 (36%)
Small School - no leadership group	12 (8%)	0
Performance management	0	0
Other changes had more impact	7 (5%)	0
SLT Take leadership time / PPA	18 (12%)	39 (54%)
No leadership / management time / PPA taken by SLT	4 (3%)	0
More meetings	3 (2%)	0
SLT also teach	0	0
Paperwork	0	0
HT only affected	6 (4%)	0
Shared workload	1 (1%)	2 (3%)
Decrease filled by other Initiatives	10 (7%)	2 (3%)
Teaching quality issues more problematic	0	0
Lack of resources	0	0
TLR	0	0
Non-specific reduction in workload	1 (1%)	3 (4%)
Non-specific increase in workload	1 (1%)	0
Less delegation	0	0
For some of SLT only	1 (1%)	1 (1%)
Change of emphasis leading to reduced workload	1 (1%)	1 (1%)
Cover not now done	1 (1%)	1 (1%)
Change of focus only	1 (1%)	0
Total Comments	166	89

Appendix 15 - Reasons given for effect of remodelling on teacher workload. MSQ3

Comment	Total Schools Commenting N=708 (% of schools)	Primary N=498 (% of schools)	Secondary N=135 (% of schools)	Special N=75 (% of schools)
More teaching and learning time	21 (3%)	10 (2%)	9 (7%)	2 (3%)
25 tasks delegated, reduced workload	234 (33%)	115 (23%)	88 (65%)	31 (41%)
PPA time has reduced workload	342 (48%)	297 (60%)	21 (15%)	24 (32%)
More TA support has reduced workload	37 (5%)	29 (6%)	4 (3%)	4 (5%)
Exam invigilation delegated	14 (2%)	1	13 (10%)	0
Teachers now more inflexible / loss of good will	7 (1%)	5 (1%)	0	2 (3%)
No longer part of SLT / no management	6	2	1	3 (4%)
No cover for absence done	65 (9%)	51 (10%)	11 (8%)	3 (4%)
Use of ICT has reduced workload	49 (7%)	36 (7%)	9 (7%)	4 (5%)
No break / playground duty	3	2	0	1 (1%)
More planning time / less to plan for	16 (2%)	12 (2%)	1	3 (4%)
No subject coordination / less involved	10 (1%)	6 (1%)	1	3 (4%)
Little impact on workload	15 (2%)	7 (1%)	2 (1%)	6 (8%)
Reduction swallowed by new initiatives	4	3	0	1 (1%)
Change in focus, workload the same	44 (6%)	35 (7%)	5 (4%)	4 (5%)
TLR added to workload	34 (5%)	26 (5%)	5 (4%)	3 (4%)
Teaching staff retaining some tasks	6	5 (1%)	0	1 (1%)
All staff do multiple roles, no reduction	4	3	1	0
No change	31 (4%)	7 (1%)	23 (17%)	1 (1%)
Non-specific increase in workload	7 (1%)	3	2 (1%)	2 (3%)
More planning / assessment to be done	7 (1%)	4	3 (2%)	0
More staff supervision / mentoring	11 (2%)	9 (2%)	1	1 (1%)
Support Staff not deemed appropriate quality to do teachers' work	3	3	0	0
Not enough support staff to meet needs	10 (1%)	10 (2%)	0	0
Other changes / initiatives in school	1	1	0	1 (1%)
Have to compensate for PPA disruption	4	4	0	0
Less SS in class due to time spent on admin	3	3	0	0
More paperwork	9 (1%)	8 (2%)	0	0
Total Comments Made	997	697	200	100

Appendix 16 - Reasons given for effect of remodelling on support staff workload. MSQ3

Comment	Total Schools Commenting N=729 (% of schools)	Primary N=515 (% of schools)	Secondary N=143 (% of schools)	Special N=71 (% of schools)
Not enough support staff means increased workload	32 (4%)	24 (5%)	5 (3%)	3 (4%)
Transfer of 25 tasks to support staff	226 (31%)	144 (28%)	61 (43%)	21 (29%)
Cover supervision / planning / delivery of PPA or cover	137 (19%)	123 (24%)	7 (5%)	7 (10%)
Planning and preparation time needed	27 (4%)	24 (5%)	0	3 (4%)
Support staff given additional hours	52 (7%)	43 (8%)	4 (3%)	5 (7%)
Impact on some staff only	30 (4%)	22 (4%)	0	8 (11%)
Positive enhanced role for support staff	10 (1%)	22 (4%)	5 (3%)	6 (8%)
More time needed to manage other staff	4	1	3 (2%)	0
Increase in time spent training	21 (3%)	17 (3%)	3 (2%)	1 (1%)
Pupils needs have increased	2	1	0	1 (1%)
Non-specific increase in workload	14 (2%)	7 (1%)	6 (4%)	1 (1%)
Extra duties but specifically no extra hours	25 (3%)	18 (3%)	6 (4%)	1 (1%)
Extra duties but no comment on hours / pay	90 (12%)	61 (12%)	13 (9%)	16 (22%)
More classroom / pupil responsibilities	61 (8%)	59 (11%)	2 (1%)	0
Other support staff lost to pay for different support staff posts	1	0	1	0
Support staff given extra pay / re-graded for extra work	42 (6%)	29 (6%)	3 (2%)	10 (14%)
Higher expectations of what support staff can deliver	24 (3%)	21 (4%)	2 (1%)	1 (1%)
Increase in break-time / meal supervision	4	4	0	0
Workload unchanged: more focused and clearly defined roles	30 (4%)	18 (3%)	0	0
Wider range of tasks undertaken	17 (2%)	11 (2%)	0	0
Change in use, not bigger workload	71 (10%)	53 (10%)	0	3 (4%)
No change	42 (6%)	30 (6%)	0	6 (8%)
Change in support staff structure e.g. add bursar, roles previously held by teacher	5	1	0	0
Teachers still do many tasks, by choice or necessity	3	2	0	1 (1%)
Support staff not equipped for new roles	4	4	0	0
Support staff reluctant to or refuse to do new roles	4	4	0	0
Support staff get PPA time	11 (2%)	10 (2%)	0	1 (1%)
Non-specific decrease in workload	1	1	0	0
Total Comments Made	990	754	121	95

Appendix 17 - References

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