



Social Mobility &
Child Poverty
Commission

NFER Teacher Voice Omnibus

Research report for the Social Mobility and Child Poverty Commission

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Research**

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The National Foundation for Educational Research (NFER)

NFER is the UK's largest independent provider of research, assessment and information services for education, training and children's services. The foundation's purpose is to provide independent evidence which improves education and training and hence the lives of learners.

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Prepared for:

Social Mobility and Child Poverty Commission (SMCP)

The Social Mobility and Child Poverty Commission is an advisory non-departmental public body (NDPB) of the Department for Education, the Department for Work and Pensions and the Cabinet Office.

The Commission was established with a remit to:

- publish an annual report setting out progress made in improving social mobility and reducing child poverty in Great Britain;
- provide published advice to ministers at their request on social mobility and child poverty; and
- act as an advocate for social mobility beyond government by challenging employers, the professions and universities amongst others to play their part in improving life chances.

Teachers play a vital role in raising attainment of disadvantaged students and so promoting social mobility. This research was commissioned to explore a range of factors including teacher expectations of students, the factors influencing teacher decisions in choosing a school to work in, students' likely future career destinations and the importance of enrichment opportunities for students.

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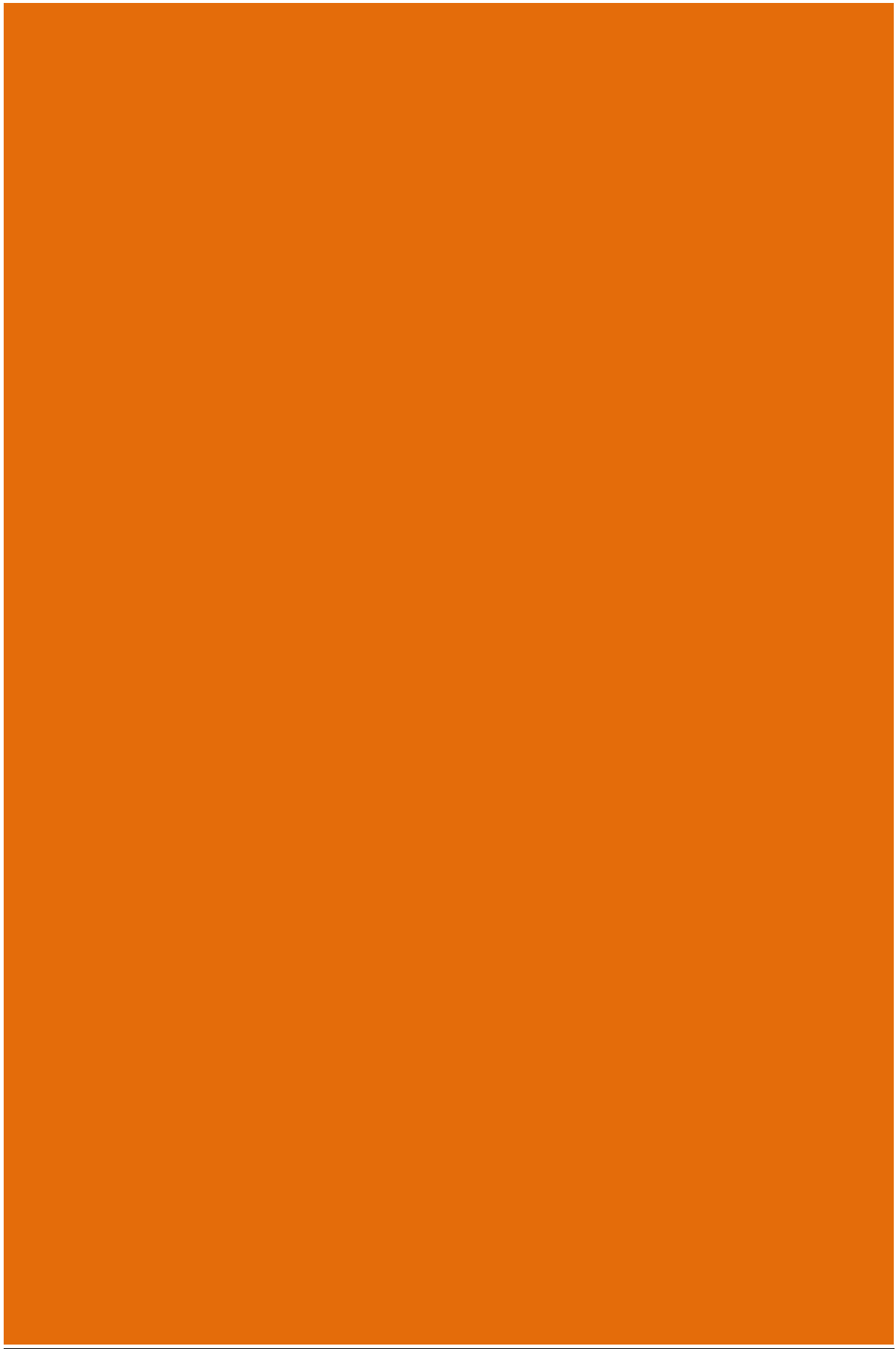
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Executive Summary

Introduction

The Social Mobility and Child Poverty (SMCP) Commission submitted 11 questions to National Foundation for Educational Research's (NFER) Teacher Voice Omnibus Survey in March, 2014. The questions examined teachers' views on:

- The factors that shape students' hopes for the future.
- Their colleagues' expectations of students from disadvantaged backgrounds compared with other students.
- The importance of providing enrichment opportunities for students.
- Schools' success in providing information, advice and guidance to help support students achieve their goals.
- Students' likely future career destinations.
- The factors that might influence their decisions in choosing a school to work at.

There was a total of 1,163 survey respondents: 602 in primary schools and 561 in secondary schools. The respondents comprised 248 senior leaders and 915 classroom teachers.

This report provides an analysis of the responses to each question alongside supporting information about the survey in Annex 1. Where appropriate, the results are presented by school phase (primary and secondary), by staff seniority (class teachers and senior leaders) and by Government Office Region. The key findings are presented below.

Key findings

Student outcomes

Respondents considered that the main impact on shaping students' hopes for the future are teachers' expectations (97 per cent said 'very' or 'fairly important') and parents'/carers' expectations (97 per cent). Other important influences are family background factors (88 per cent), students' ability (83 per cent) and the local economy and other local factors (74 per cent).

Teachers' expectations of students

Around one in five of respondents (21 per cent) agreed that colleagues at their school have lower expectations of students from disadvantaged backgrounds relative to their expectations of other students from non-disadvantaged backgrounds. A majority of these respondents (61 per cent) agreed that colleagues' lower expectations of students from disadvantaged backgrounds adversely affects these students' outcomes. A larger proportion of secondary school respondents than

primary school respondents and a larger proportion of senior leaders than classroom teachers agreed with this statement.

Schools' provision of additional activities and support to prepare pupils for life

Most respondents (94 per cent) agreed that it is important for schools to provide additional enrichment activities (sports clubs, orchestras and choirs, plays and drama productions, cadets and debating competitions) to help prepare students for future life. A higher proportion of senior leaders than classroom teachers agreed that this was 'very important'.

Schools' effectiveness in providing information, advice and guidance

A majority of secondary school respondents (82 per cent) considered that their school is doing 'very well' or 'fairly well' in providing information, advice and guidance that students need to lead successful lives after school (including identifying goals and helping students achieve these goals). In contrast, 13 per cent thought their school is doing 'not particularly well' and three per cent 'not at all well'.

Students' future careers

A majority of secondary school respondents (76 per cent) considered that their schools' current Year 11 top set(s) will be doing professional or higher managerial or administrative jobs in ten years' time. In contrast, a majority (60 per cent) thought that their schools' current Year 11 bottom set(s) will be doing skilled manual work or semi-skilled or unskilled manual work in ten years' time. Around one in ten respondents also considered that some of their Year 11 bottom set(s) students will be not in employment or training in ten years' time.

Teachers' advice to students from low income families on their choice of university

Secondary school respondents were asked to consider what advice they would give to a confident, bright student from a low income family, who is on track for top grades, who comes to them to ask for advice about their university options. They are considering whether they should attend a local university (which isn't a top institution – in order that they can live at home) or to apply for Oxbridge or a Russell Group university, which would involve moving away. Around two-fifths (42 per cent) respondents said they would advise the student to go to the best university possible and about one-fifth (21 per cent) would advise the student to move away from home. Smaller proportions of respondents said they would advise the student to seek advice on financial support (18 per cent) or advise the student to make a decision based on the best course available that suited their interests and aspirations (15 per cent).

Teachers' future careers

Respondents indicated the importance of the following factors when choosing a school to work in: a visit to the school (96 per cent said to a 'great extent' or 'a moderate extent'), personal contacts and recommendations (83 per cent), school

attainment data (72 per cent), Ofsted inspection reports (71 per cent), and school prospectuses (69 per cent).

Around half of respondents (49 per cent) indicated that they would not actively seek out a school which is more challenging (than their current school) with poorer results or a more diverse or disadvantaged intake. A minority (15 per cent) agreed that they would seek out a more challenging school and a higher proportion of senior leaders than classroom teachers said that they would do this. A third of respondents neither agreed nor disagreed that they would seek out a more challenging school.

Just over half of respondents (53 per cent) agreed that the pressure of working in a weaker school would be a significant deterrent to them unless there were mitigating factors such as salary, position, and travelling time in place. Nearly a quarter (23 per cent) indicated that working in a weaker school would not be a deterrent. A higher proportion of classroom teachers than senior leaders said that the pressure of working in a weaker school would be a significant deterrent.

A majority of respondents (63 per cent) identified a salary increase, from a list of factors, that might make them more interested in securing a role in a weaker school. The other most frequently cited factors were the school's results on a clear upwards trajectory (49 per cent), new leadership (49 per cent), offers of specific development or training (39 per cent) and clear options for career progression (38 per cent). The main factors suggested by the respondents themselves were strong leadership/management, ethos and enthusiastic, motivated and inspirational staff.

Conclusions and implications

A key conclusion drawn from the survey results is that most teachers responding to the survey have a positive attitude towards their students. A majority of respondents acknowledge that their expectations are influential in shaping students' hopes for the future and a majority consider that their colleagues do not have lower expectations of students from disadvantaged backgrounds. However, a minority (one-fifth) report that colleagues have lower expectations of students from disadvantaged backgrounds.

The survey findings show that respondents have different views on which type of careers higher-level and lower-level students will enter with higher-level students going into professional and higher managerial or administrative jobs and lower-level students going into skilled, semi-skilled or unskilled manual work. This raises the question of how far teachers' responses are influenced by their expectations for their students and by their experienced-based knowledge of the likely destinations of the students. As senior leaders responding to the survey are generally more optimistic about the future careers of the highest and lowest performing students, they could play a role in helping to raise the expectations of classroom teachers about what **all** their students can achieve.

Schools' effectiveness in providing information, advice and guidance is critical to students' making informed decisions about further and higher education, training and employment which all affect their transition to adult life. The survey results show that the majority of teachers consider that their schools are doing well in providing information, advice and guidance. However, there is a job to be done in helping the

minority of secondary school staff who reported that their schools were not providing an adequate service for their students.

As there is overwhelming agreement by survey respondents that schools should provide additional activities and support to prepare students for life, there is a case for exploring whether more can be done to enable all schools to offer this type of provision including sports clubs, orchestras and choirs, plays and drama productions, cadets and debating competitions.

It is clear that, in terms of their future careers, teachers participating in the survey generally are not keen on seeking out a school which is more challenging than their current school. They identify a salary increase as the main factor that might make them more interested in securing a role in a weaker school. This suggests that financial incentives are an important part of any strategy to encourage teachers to apply for jobs in more disadvantaged schools which reflects a recommendation in the SMCP Commission's State of the Nation 2013 annual report.

Introduction

1. The Social Mobility and Child Poverty (SMCP) Commission submitted 11 questions to the National Foundation for Educational Research's (NFER) Teacher Voice Omnibus Survey in March, 2014. The questions examined teachers' views on:
 - The factors that shape students' hopes for the future
 - Their colleagues' expectations of students from disadvantaged backgrounds compared with other students
 - The importance of providing enrichment opportunities for students
 - Schools' success in providing IAG to help support students achieve their goals
 - Students' likely future career destinations
 - The factors that might influence their decisions in choosing a school to work at.
2. There was a total of 1,163 survey respondents: 602 in primary schools and 561 in secondary schools. The respondents comprised 248 senior leaders and 915 classroom teachers.
3. This report provides an analysis of the responses to the questions, along with supporting information about the survey. Results are presented by school phase (primary and secondary in the main report), by seniority of respondent (classroom teachers or senior leaders in Annex 2) and by Government Office Region (Annex 2). Please note, when responses are broken down by region or role in school, the respondent number is often too small to make sensible comparisons.

Context

4. The SMCP Commission monitors the progress of government and others in improving social mobility and reducing child poverty in the United Kingdom. The SMCP Commission, which is an advisory non-departmental public body of the Department for Education, the Department for Work and Pensions and the Cabinet Office, is responsible for:
 - 'publishing an annual report setting out its views on progress made in improving social mobility and reducing child poverty in the UK, including against the targets in the Child Poverty Act 2010, and describing the measures taken by the Scottish and Welsh Governments
 - providing published advice to ministers (at their request) on how to measure socio-economic disadvantage, social mobility and child poverty
 - acting as an advocate for social mobility beyond government by challenging employers, the professions and universities amongst others to play their part in improving life chances.'
5. The Commission's main priorities for 2014 are as follows:

- ‘holding the government and others to account through providing a second authoritative ‘state of the nation’ analysis of social mobility and child poverty
 - influencing policy via credible and independent advice. As well as inputting to the next UK child poverty strategy, we will advise ministers on what more actors outside central government, including business, can do to promote social mobility. We are interested in employers’ role in opening up professional jobs and enabling progression in lower-level work. We also plan to consider further schools’ role in tackling social mobility
 - undertaking social mobility advocacy including working with the professions, universities and others to drive change’.
6. The Commission’s State of the Nation 2013 annual report (October, 2013) noted that ‘Educational attainment gaps result in low social mobility’ (p.10) and that ‘The UK has a stronger link between family background and performance in school than many other OECD countries’ (p.20).
7. Key messages on the differential access to high-quality education include the following:
- ‘Just over half as many children on free school meals get good GCSEs as their better-off classmates
 - Poorer children have worse teachers and headteachers on average: the most advantaged areas have 30 per cent more good schools than the poorest
 - Educational inequality has narrowed slightly at GCSE but widened at A-level’ (p.174).
8. The State of the Nation 2013 annual report identified education as one of the keys that can unlock social progress: ‘High-quality schools and teachers relentlessly focused on raising standards, building social skills and closing attainment gaps ...’ (p.2). Whilst the Commission acknowledges the importance of the Government’s approaches and actions to drive school improvement, it identifies some risks, such as variation in teacher quality and regional gaps in pupil performance, that might impede the progress made to date.
9. The State of the Nation 2013¹ annual report makes several recommendations to improve the capability of schools to support social mobility and improve children’s life chances. The recommendations include:
- ‘Schools need to focus more on low attainers from low- and middle-income family backgrounds
 - All schools should aim to raise standards and close attainment gaps
 - The best teachers should be paid more to work in poorly performing schools and areas

¹ Social Mobility and Child Poverty Commission (2013). *State of the Nation 2013: Social Mobility and Child Poverty in Great Britain*. London: The Stationery Office [online]. Available: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292231/State_of_the_Nation_2013.pdf [7 April, 2014].

- Careers advice should be better resourced and schools should work closer with business to equip children for the world of work'. (p.174).
10. This research seeks to increase knowledge and understanding of children and young people's future aspirations by exploring teachers' views of factors which shape students' hopes for the future.

Analysis of findings

The sample

11. A sample of 1,163 teachers completed the survey. The sample was weighted where necessary to ensure that it was representative and included teachers from a wide range of school governance types and subject areas. Sample numbers were sufficient to allow for comparisons between the primary and secondary sectors. Differences between seniority of respondent (classroom teachers or senior leaders) and by Government Office Region has also been noted, where appropriate. However, the respondent number is often too small to make sensible comparisons. Detailed information about the sample is given in Annex 1 of this report.

Student outcomes

12. This section examines the extent to which teachers consider a range of factors impact on their students' hopes for the future.

The importance of students' ability in shaping their hopes for the future

13. The first question asked teachers to comment on the extent to which they felt the ability of a student impacts on their hopes for the future (Figure 1 below).

Figure 1 In your view, how important are the following factors in shaping your students' hopes for the future? - Ability of the student

	All	Primary	Secondary
	%	%	%
Very important	30	26	34
Fairly important	53	56	51
Neither important nor unimportant	11	13	10
Fairly unimportant	4	3	4
Very unimportant	1	1	0
Don't know	0	0	0
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

14. The data shows that the majority of respondents (83 per cent) thought that students' ability was either a 'very important' or 'fairly important' factor in shaping their hopes for the future, with only a small proportion reporting neutral views (11 per cent). Only five per cent considered students' ability to be 'very' or 'fairly unimportant' in shaping their hopes for the future.
15. A slightly higher proportion of secondary school teachers thought this was a 'very important' consideration than primary school teachers (34 per cent compared to 26 per cent). The responses of senior leaders and classroom teachers were fairly similar.

The importance of the local economy and other local factors in shaping students' hopes for the future

16. The next question asked teachers to comment on the importance of the local economy and other local factors in shaping students' hopes for the future. The results are shown in Figure 2. Nearly three-quarters (74 per cent) of respondents considered that these factors were 'very' or 'fairly important'. Seventeen per cent of all respondents commented that such external factors were 'neither important nor unimportant' in shaping students' hope for the future. A small minority (seven per cent) thought that the local economy and other local factors were 'very' or 'fairly unimportant' in shaping students' hopes for the future. The responses of senior leaders and classroom teachers were fairly similar.

Figure 2 In your view, how important are the following factors in shaping your students' hopes for the future? - The local economy/other local factors

	All	Primary	Secondary
	%	%	%
Very important	18	17	20
Fairly important	56	58	54
Neither important nor unimportant	17	17	17
Fairly unimportant	6	5	7
Very unimportant	1	1	1
Don't know	0	0	0
No response	1	1	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

17. Analysis by seniority of respondent shows very little divergence between senior leaders and classroom teachers other than a slightly higher proportion of senior leaders suggesting that the local economy and other local factors are fairly unimportant in shaping their students hopes for the future.

The importance of teachers' expectations in shaping students' hopes for the future

18. The third question asked respondents to consider the importance of teachers' expectations of students on their hopes for the future. Figure 3 below shows that most respondents (97 per cent) considered that teachers' expectations were important with just over two-thirds (69 per cent) stating this was a 'very important' consideration and just over a quarter (28 per cent) indicating that teachers' expectations were 'fairly important'. Proportionally more primary school respondents thought teachers' expectations were a 'very important' factor in influencing students' hopes for the future than secondary school respondents (76 per cent compared with 62 per cent). A larger proportion of secondary school teachers commented that this was 'fairly important' than did primary school teachers (33 per cent and 22 per cent respectively).

Figure 3 In your view, how important are the following factors in shaping your students' hopes for the future? - Their teachers' expectations of them

	All	Primary	Secondary
	%	%	%
Very important	69	76	62
Fairly important	28	22	33
Neither important nor unimportant	2	1	3
Fairly unimportant	1	0	1
Very unimportant	1	0	1
Don't know	0	0	0
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

19. Responses were also analysed by seniority which showed that nearly four-fifths of senior leaders (78 per cent) compared with two-thirds of classroom teachers (66 per cent) thought that teachers' expectations were 'very important' factors in shaping students' hopes for the future and one-fifth (20 per cent) of senior leaders compared with nearly one-third (30 per cent) of classroom teachers considered these expectations were 'fairly important'.

The importance of parents'/carers' expectations in shaping students' hopes for the future

20. As well as teachers' expectations, respondents were asked to comment on the importance of parents'/carers' expectations in shaping students' hopes for the future. As shown in Figure 4 below, most respondents (97 per cent) considered that parents'/carers' expectations were important, with 81 per cent saying 'very important' and 16 per cent saying 'fairly important'.

Figure 4 In your view, how important are the following factors in shaping your students' hopes for the future? - Their parents'/carers' aspirations for them

	All	Primary	Secondary
	%	%	%
Very important	81	83	80
Fairly important	16	14	17
Neither important nor unimportant	1	1	1
Fairly unimportant	1	0	1
Very unimportant	1	0	1
Don't know	0	0	0
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

21. Analysis of responses by school phase shows very little difference between the perspectives of primary and secondary school teachers. Similarly, analysis by the seniority of respondents found no notable differences of response regarding the importance of parents/carers' aspirations for students.

The importance of other family background factors in shaping students' hopes for the future

22. Teachers were asked to comment on the extent to which they thought other family background factors, including parental employment and family income, influenced students' hopes for the future. Figure 5 (below) indicates that a majority of respondents (88 per cent) considered that these factors were important, with 40 per cent saying 'very important' and 48 per cent saying 'fairly important'. Only eight per cent of respondents suggested these factors were 'neither important nor unimportant', with a further four percent suggesting they were 'unimportant.' Analysis by school phase shows that there were no marked differences in the responses of primary and secondary school teachers.

Figure 5 In your view, how important are the following factors in shaping your students' hopes for the future? - Other family background factors (parental employment, family income)

	All	Primary	Secondary
	%	%	%
Very important	40	40	40
Fairly important	48	50	47
Neither important nor unimportant	8	8	7
Fairly unimportant	3	1	4
Very unimportant	1	0	1
Don't know	0	0	1
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

23. Analysis of responses by seniority of respondent found no notable differences in response to this question.

Teachers' expectations of students

24. This section examines teachers' views of their colleagues' expectations of students from disadvantaged backgrounds relative to other students.

Teachers' perspectives on their colleagues' expectations of pupils from disadvantaged and non-disadvantaged backgrounds

25. In this question, teachers were asked to comment on the extent to which they agreed with the statement: 'colleagues at my school have lower expectations of students from disadvantaged backgrounds relative to their expectations of other students from non-disadvantaged backgrounds'. Figure 6 shows that around two-thirds (65 per cent) of respondents disagreed with this statement, with 33 per cent indicating that they 'strongly disagree' with this statement and 32 per cent indicating that they 'disagree'. Just over a fifth (21 per cent) 'strongly agreed' or 'agreed' that colleagues have lower expectations of students from disadvantaged backgrounds relative to their expectations of other students from non-disadvantaged backgrounds. Fourteen per cent 'neither agreed nor disagreed'. When analysed by school phase, the findings indicate that 26 per cent of secondary teachers compared to 17 per cent of primary teachers agreed (either 'strongly agree' or 'agree') that colleagues had lower expectations of pupils from disadvantaged backgrounds.

Figure 6 In my opinion, colleagues at my school have lower expectations of students from disadvantaged backgrounds relative to their expectations of other students from non-disadvantaged backgrounds

	All	Primary	Secondary
	%	%	%
Strongly agree	2	1	3
Agree	19	16	23
Neither agree nor disagree	14	11	17
Disagree	32	34	29
Strongly disagree	33	37	28
Don't know	1	1	1
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014

26. Senior leaders and classroom teachers responded to this question in a similar way, although a slightly larger proportion of senior leaders 'strongly disagreed' that colleagues at their school had lower expectations of students from disadvantaged backgrounds (39 per cent compared to 31 per cent).
27. An analysis of responses by Government Office Region showed that a majority of respondents in all regions 'strongly disagreed' or 'disagreed' that colleagues at their school had lower expectations of students from disadvantaged backgrounds (please note that the number of respondents in some regions is too small to give a percentage comparison).

Teachers' perspectives on the impact of lower expectations of pupils from disadvantaged backgrounds on their outcomes

28. The 242 teachers who 'agreed' or 'strongly agreed' with the statement that 'colleagues at my school have lower expectations of students from disadvantaged background relative to their expectations of other students from non-disadvantaged backgrounds' were asked to consider the extent to which these lower expectations could adversely affect student outcomes. Figure 7 below shows that just over three-fifths (61 per cent) of these respondents agreed to some extent that colleagues' lower expectations adversely affect those students' outcomes. Of the remaining respondents, roughly equal proportions of teachers disagreed with the statement or took a neutral perspective by neither agreeing nor disagreeing. When examining responses by school phase, it is evident that primary and secondary school teachers responded in similar proportions. Respondents in this survey from the East Midlands, London and Eastern regions were most likely to agree that colleagues' lower expectations adversely affect pupils from disadvantaged backgrounds and respondents from the North East were least likely to agree with this statement. (please note that

the number of respondents in the regional analysis is too small to give a percentage comparison).

Figure 7 In my opinion, colleagues’ lower expectations of students from disadvantaged backgrounds adversely affect those students’ outcomes

	All	Primary	Secondary
	%	%	%
Strongly agree	8	5	11
Agree	53	52	53
Neither agree nor disagree	18	20	17
Disagree	17	18	15
Strongly disagree	2	3	1
Don't know	1	0	1
No response	2	2	2
N =	242	105	137

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Schools’ provision of additional activities and support to prepare pupils for life

29. This section contains questions about the importance of schools providing additional support for pupils and teachers’ perspectives on the success of schools in providing pupils with information, advice and guidance to prepare them for successful lives after school.

The importance of schools providing sports clubs, orchestras and choirs, plays and drama productions, cadets and debating competitions in order to prepare pupils for life

30. Figure 8 shows that the majority of all teachers (94 per cent) agreed that it was important for schools to provide additional, enrichment activities to help students prepare for their life. Nearly two-thirds (61 per cent) suggested it was ‘very important’ and a third (33 per cent) noted it was ‘fairly important’. Analysis by school phase shows that the responses of secondary and primary teachers were similar.

Figure 8 How important do you think it is for schools to provide sports clubs, orchestras and choir, plays and drama productions, cadets and debating competitions in order to prepare pupils for life?

	All	Primary	Secondary
	%	%	%
Very important	61	59	64
Fairly Important	33	35	31
Neither important nor unimportant	4	5	3
Fairly unimportant	1	1	2
Very unimportant	0	0	0
Don't know	0	0	0
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

31. In line with the overall findings, the majority of senior leaders and classroom teachers both agreed that it was important that schools provide additional activities to prepare students for future life, with a higher proportion of senior leaders compared to classroom teachers noting that this was ‘very important’ (69 per cent compared to 59 per cent).

Schools’ effectiveness in providing information, advice and guidance to students

32. Secondary school teachers were asked to comment on their schools’ performance in providing the information, advice and guidance that students need to lead successful lives after school. This includes identifying goals and helping students to achieve these goals. Figure 9 below shows that the majority of teachers (82 per cent) responded positively, with over half (57 per cent) suggesting that their schools were doing ‘fairly well’ and a further quarter (25 per cent) of the sample indicating their schools were doing ‘very well’ in this respect. A minority of respondents (16 per cent), commented that their schools were not performing well in this area of provision.
33. Higher proportions of senior leaders than classroom teachers suggested that their schools were doing ‘very well’ or ‘fairly well’ in providing information, advice and guidance to students (94 per cent compared to 81 per cent). Around a third of senior leaders (32 per cent) compared with around a quarter of classroom teachers (24 per cent) thought their school was doing ‘very well’ in this respect.
34. Respondents in this survey from the North West/ Merseyside were most likely of all the regions to say their schools were doing ‘very well’ or ‘fairly well’ in providing information, advice and guidance and London respondents were least likely. (please note that the number of respondents in the regional analysis is too small to give a percentage comparison).

Figure 9 In your opinion, how well is your school doing in providing the information, advice and guidance that students need to lead successful lives after school (including identifying goals and helping students to achieve these goals)?

	Secondary %
Very well	25
Fairly well	57
Not particularly well	13
Not at all well	3
Don't know	1
No response	1
N =	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Students' future careers

35. This section contains two questions relating to secondary school teachers' perspectives on the types of jobs the majority of their students are likely to be doing in the future. The questions included students from both 'top' and 'bottom' sets.

The types of jobs the majority of the school's current Year 11 top set/s will be doing in ten years' time

36. Figure 10 below, shows that over two-fifths (43 per cent) of teachers thought that their current Year 11 top-set students would secure professional careers in ten years' time. A third of teachers (33 per cent) envisaged their top-set students gaining employment in higher managerial or administrative sectors whilst just over a tenth of respondents (12 per cent) thought that their top-set students would find work in intermediate managerial or administrative roles.

Figure 10 Thinking about students in your schools' current Year 11 top set/s, what type of jobs do you see the majority of them doing in ten years time?

	Secondary %
Professional (i.e. likely to have attended a good institution for graduate study, followed by a professional career with a clear development path)	43
Higher managerial or administrative (i.e. likely to have at least A level or graduate study)	33
Intermediate managerial or administrative (i.e. likely to have level 2 and/or 3 qualifications, in a role with some supervisory responsibility)	12
Junior administrative or clerical work	2
Skilled manual work (specialist labour, possibly with occupational accreditation)	3
Semi-skilled or unskilled manual work (retail, care work, routine labour)	2
Not in employment or training	0
Don't know	5
No response	0
N =	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

37. When analysed by seniority, it is evident that proportionately more senior leaders predicted that their top-set students would secure professional occupations in the future (56 per cent compared to 41 per cent), whilst a higher proportion of classroom teachers thought top-set students would achieve higher managerial or administrative posts (34 per cent compared to 26 per cent).
38. Analysis of responses by Government Office Region shows that a majority of respondents in all regions considered that Year 11 top-set students would secure professional or higher managerial and administrative jobs in ten years' time. Respondents in this survey from the Eastern and East regions were slightly more likely to say that students would secure this type of jobs and respondents from the Midlands were least likely to report these job types. (please note that the number of respondents in the regional analysis is too small to give a percentage comparison).

The types of jobs the majority of the school's current Year 11 bottom set/s will be doing in ten years' time

39. This question asked teachers to consider the likely future career and employment destinations of the majority of their current Year 11 bottom-set students. The responses are shown in Figure 11 below.

Figure 11 Thinking about students in your schools' current Year 11 bottom set/s, what type of jobs do you see the majority of them doing in ten years' time?

	%
Professional (i.e. likely to have attended a good institution for graduate study, followed by a professional career with a clear development path)	4
Higher managerial or administrative (i.e. likely to have at least A level or graduate study)	5
Intermediate managerial or administrative (i.e. likely to have level 2 and/or 3 qualifications, in a role with some supervisory responsibility)	8
Junior administrative or clerical work	4
Skilled manual work (specialist labour, possibly with occupational accreditation)	20
Semi-skilled or unskilled manual work (retail, care work, routine labour)	40
Not in employment or training	9
Don't know	6
No response	3
N =	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

40. In contrast to the responses to the previous question, small proportions of teachers saw the majority of their bottom-set students securing professional or higher managerial level careers in the future. A fifth of respondents (20 per cent) suggested that bottom-set students would find skilled manual work whilst two-fifths of teachers (40 per cent) identified semi-skilled or unskilled, manual and routine work as the likely employment destinations for their bottom-set students. Nearly one in ten teachers (nine per cent) predicted that the majority of bottom-set students would be classified as being not in employment or training in ten years' time.
41. Senior leaders were more likely than classroom teachers to predict that students in the bottom- set would secure professional or intermediate managerial level careers or skilled manual work (43 per cent compared to 30 per cent). Slightly higher proportions of classroom teachers predicted that bottom-set students would secure semi- or unskilled work or would not be on employment or training in the future (51 per cent compared to 42 per cent).

42. Analysis of responses by Government Office Region shows that a majority of respondents in seven of the nine regions considered that Year 11 bottom-set students would secure skilled manual work or semi-skilled or unskilled work in ten years' time. However, only around forty per cent of Yorkshire and Humberside and Midlands respondents in this survey reported that they thought the bottom-set students would secure these job types. Interestingly, almost twenty per cent of respondents from the North- East and East Midlands thought their bottom-set students would not be in employment or training in ten years' time. (please note that the number of respondents in the regional analysis is too small to give a percentage comparison).

Teachers' advice to students from low income families on their choice of university

43. In this question, teachers were presented with the following scenario and asked to describe how they would respond:
44. 'A confident, bright student from a low income family, who is on track for top grades who comes to them to ask for advice about their university options. They are considering whether they should attend a local university (which isn't a top institution – in order that they can live at home) or to apply for Oxbridge or a Russell Group university, which would involve moving away'. Figure 12 below shows the range of advice offered by teachers.

Figure 12 A confident, bright student from a low income family, who is on track for top grades comes to you to ask for advice about their university options. What do you advise?

	%
Go to best university possible (i.e. Russell Group/Oxbridge)	42
Move away from home	21
Give advice/tell student to seek advice on financial support/funding	18
Make decision based on best course available/course that best suited to interests/aspirations	15
Emphasise benefits of moving away from home (e.g. independence, maturity)	13
Emphasise benefits of top university (e.g. career prospects, earning potential)	11
Visit/research universities	7
Discuss pros/cons of living at home vs moving away	6
Depends on needs of pupil/home/financial circumstances	6
Aim high/be ambitious (general comment)	5
N =	561

*More than one answer could be put forward so percentages may sum to more than 100.
 The percentages in this table are weighted by FSM rates for secondary schools.
 This question has been filtered to a subset of respondents.
 Top 10 coded responses as given by secondary teachers.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

45. Figure 12 shows that around two-fifths of secondary school teachers (42 per cent) would have encouraged the student to aim high and select the best university possible and around one in ten (11 per cent) indicated that they would emphasise the benefits of attending a top university. Just over a fifth (21 per cent) of respondents would have advised the student to move away from home and 13 per cent said that they would emphasise the benefits of moving away from home. Fifteen per cent of respondents indicated that they would advise the student to make the decision based on the best course available or the course that best suited to their interests and aspirations. Just under a fifth of respondents (18 per cent) said that they would give advice or tell the student to seek advice on financial support and funding.
46. When looking at the seniority of respondents, it is apparent that slightly higher proportions of senior leaders would have encouraged the student to go to the best university (48 per cent compared to 41 per cent), to emphasise the benefits of attending a top university (14 per cent compared to 11 per cent) and to advise the student to seek financial advice to enable attendance at a top university (24 per cent compared to 17 per cent).
47. Classroom teachers were slightly more likely to advise the student to move away from home (22 per cent compared to 16 per cent) and to emphasise the benefits of moving away from home (14 per cent compared to seven per cent).

Teachers' future careers

48. The following section contains a series of questions focussing on the factors that impact on teachers' choice of schools they would consider working in.

The importance of school attainment data when choosing a school to work in

49. As can be seen from Figure 13 below, the majority of teachers identified that they would rely on attainment data when deciding whether or not to apply to a particular school. Over half (54 per cent) said they would rely on this information to a 'moderate extent' and nearly a fifth (18 per cent) of respondents said they would rely on this to a 'great extent'. Around a fifth of teachers (21 per cent) said this information would be relied on to 'little extent' and less than a tenth (seven per cent) would not rely on it at all. When analysed by school phase, it is evident that attainment data would be relied on by higher proportions of secondary teachers, than those in primary schools, especially those indicating they would rely on this information to a 'great extent' (25 per cent compared to 11 per cent). Similarly, higher proportions of primary school teachers identified that they would rely on attainment data to 'little extent' or 'not at all'.

Figure 13 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - Attainment data – including from the school, Department for Education or Ofsted websites

	All	Primary	Secondary
	%	%	%
To a great extent	18	11	25
To a moderate extent	54	52	57
To little extent	21	26	15
Not at all	7	10	3
Don't know	0	0	0
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

50. A higher proportion of senior leaders than classroom teachers suggested that they would rely on attainment data to a 'great extent' or to a 'moderate extent' in deciding whether or not to apply for a job (78 per cent compared to 71 per cent).

The importance of personal contacts and recommendations when choosing a school to work in

51. Figure 14 below shows that personal recommendations from friends or previous colleagues are important factors in teachers' decisions to apply to work in a school in the future. Over two-fifths of teachers (44 per cent) said they would rely on this information to a 'great extent' and just under two-fifths (39 per cent) said they would rely on it to a 'moderate extent'. Teachers in primary and secondary phases responded in similar ways.

52. A similar proportion of senior leaders and classroom teachers agreed that they would rely on the recommendations of personal contacts when deciding to apply for a job.

Figure 14 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - Personal contacts (friends or previous colleagues) who would recommend

	All	Primary	Secondary
	%	%	%
To a great extent	44	43	44
To a moderate extent	39	40	36
To little extent	13	12	13
Not at all	4	3	5
Don't know	1	0	1
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

The importance of Ofsted inspection reports when choosing a school to work in

53. This question asked teachers to comment on the extent to which they would rely on Ofsted inspection reports in deciding whether or not to apply for a job at a school. Figure 15 indicates that over half of respondents (53 per cent) would rely on this information to a 'moderate extent' and nearly a fifth (18 per cent) would rely on these reports to a 'great extent'. However, over a quarter of teachers (29 per cent) would rely on Ofsted inspection to 'little extent' or 'not at all' in deciding whether or not to apply to work in a school. Primary and secondary teachers generally responded in a similar way, although it can be seen that a higher proportion of secondary school teachers would rely on Ofsted inspection reports to a 'great extent' than would their primary school counterparts.
54. Analysis by seniority of respondent did not reveal any discernible differences in the extent to which senior managers and classroom teachers said that they would rely on Ofsted inspection reports when considering applying for a job at a school.

Figure 15 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - Ofsted inspection reports

	All	Primary	Secondary
	%	%	%
To a great extent	18	16	21
To a moderate extent	53	52	53
To little extent	25	26	23
Not at all	4	5	3
Don't know	0	0	0
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

The importance of school prospectuses when choosing a school to work in

55. Teachers were asked to indicate the extent to which information contained in school prospectuses, information on school websites or in the job application pack would be relied on in their decision to apply for the job. The responses shown in Figure 16 below indicate that just under half of all teachers (49 per cent) would rely on school prospectuses to a 'moderate extent' when deciding whether or not to apply to work there. A fifth of respondents would rely on this information to a 'great extent', whilst a quarter of teachers indicated they would rely on school prospectuses to 'little extent'. A small proportion of respondents (five per cent) said they would not rely on this information at all when making their decision. When analysed by school phase, it is evident that higher proportions of primary school teachers would rely on information from this source to a 'great' or 'moderate extent' than would secondary school teachers. Secondary school teachers were also more likely to rely on school prospectuses to 'little extent' or 'not at all'. A higher proportion of senior leaders than classroom teachers indicated that they would rely on the information contained in school prospectuses to a 'great extent' (29 per cent compared to 18 per cent).

Figure 16 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - School prospectuses – including information on the school website or in the application pack

	All	Primary	Secondary
	%	%	%
To a great extent	20	24	17
To a moderate extent	49	53	45
To little extent	25	20	30
Not at all	5	3	8
Don't know	0	0	0
No response	1	1	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

The importance of a visit when choosing a school to work in

56. In the final question in this series, teachers were asked to comment on the extent to which they would rely on a visit to the school when deciding whether or not to apply for a job there. Figure 17 sets out their responses.

Figure 17 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - A visit to the school

	All	Primary	Secondary
	%	%	%
To a great extent	80	91	69
To a moderate extent	16	8	24
To little extent	3	1	5
Not at all	1	0	2
Don't know	0	0	0
No response	0	0	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

57. The majority of teachers (80 per cent) suggested that they would rely on a visit to the school to a 'great extent' in deciding whether or not to apply for a job there, with most of the remaining teachers indicating that they would rely on this to a 'moderate extent'. Across school phases, proportionately more primary school

teachers than secondary school teachers responded that they would rely on a school visit to a ‘great extent’ (91 per cent compared with 69 per cent).

58. Senior leaders and classroom teachers were equally likely to rely on a school visit when deciding whether or not to apply for a job at a school.

Teachers’ views on working in challenging schools in the future

59. This section contains a series of questions asking teachers to comment on factors associated with working in challenging schools.

Would teachers actively seek out a school that is more challenging than their current one?

60. This question asked teachers to comment on the extent to which they agreed or disagreed with a statement about actively seeking out a challenging school to work in that had poorer results and a more diverse or disadvantaged intake than their current school. It can be seen from Figure 18 below that approximately half of respondents (49 per cent) would not actively seek out employment at a challenging school. A smaller proportion, 15 per cent of respondents, ‘agreed’ or ‘strongly agreed’ that they would actively seek out such a school. A third of teachers neither agreed nor disagreed with the statement.

Figure 18 I would actively seek out a school which is more challenging (than my current school) – with poorer results or a more diverse or disadvantaged intake

	All	Primary	Secondary
	%	%	%
Strongly agree	4	5	4
Agree	11	12	11
Neither agree nor disagree	33	35	30
Disagree	29	30	28
Strongly disagree	20	16	24
Don't know	1	1	2
No response	1	1	1
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

61. Primary and secondary school teachers generally responded in similar ways, although a higher proportion of secondary school teachers strongly disagreed with the statement that they would actively seek out a more challenging school to work in.

62. Analysis of results by seniority shows that a higher proportion of senior leaders agreed that they would actively seek out a more challenging school (26 per cent compared to 13 per cent).
63. Analysis of results by Government Office Region shows that a majority of respondents would not actively seek out a more challenging school or neither agreed nor disagreed with the statement. London respondents in this survey were most likely to agree that they would seek out a more challenging school (27 per cent agreed or strongly agreed). (please note that the number of respondents in some regions is too small to give a percentage comparison).

Would the pressure of working in a weaker school be a significant deterrent to teachers unless there were mitigating factors to encourage working there?

64. Teachers were asked to indicate the extent to which they agreed with the statement: ‘The pressure of working in a weaker school would be a significant deterrent to me unless there were mitigating factors (e.g. salary, position, travelling time)’. Figure 19 shows their responses.

Figure 19 The pressure of working in a weaker school would be a significant deterrent to me unless there were mitigating factors (e.g. salary, position, travelling time)

	All	Primary	Secondary
	%	%	%
Strongly agree	20	17	23
Agree	33	33	34
Neither agree nor disagree	23	22	22
Disagree	16	18	13
Strongly disagree	7	8	7
Don't know	1	1	1
No response	1	1	0
N =	1163	602	561

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

65. Just over half of all teachers (53 per cent) agree that the pressure of working in a weaker school would be a significant deterrent unless there were mitigating factors in place. In contrast, nearly a quarter (23 per cent) indicated that this type of pressure would not be a significant deterrent. Nearly a quarter of respondents (23 per cent) neither agreed nor disagreed with the statement.
66. Analysis by school phase shows that secondary school teachers were more likely to ‘strongly agree’ with the statement.

67. Higher proportions of classroom teachers than senior leaders ‘agreed’ and ‘strongly agreed’ with the statement that the pressure of working in a weaker school would be a significant deterrent unless there were mitigating factors (55 per cent compared with 43 per cent).
68. Analysis of results by Government Office Region shows that a majority of respondents in eight of the nine regions considered that the pressure of working in weaker school would be a significant deterrent unless there were mitigating factors. However, 32 per cent of respondents from Yorkshire and Humberside disagreed or strongly disagreed with this statement. (please note that the number of respondents in some regions is too small to give a percentage comparison).

Factors that might make teachers more interested in a potential role at a weaker school

69. The final question asked teachers to identify factors that might make them more interested in securing a role at a weaker school. Responses are shown in Figures 20 and 21 below.

Figure 20 What factors might make you more interested in securing a role at a weaker school?

	All	Primary	Secondary
	%	%	%
Results on a clear upwards trajectory	49	45	54
New or high-quality buildings and facilities	34	32	38
New leadership	49	52	47
Offers of specific development or training	39	43	35
A salary increase	63	62	66
A clear performance related pay system	10	10	10
Clear options for career progression	38	37	39
Benefits such as subsidised lunches or travel, or gym membership	14	13	15
Federation with a good or outstanding school	18	17	19
Other, please specify	14	12	15
No response	1	0	1
N =	1163	602	561

More than one answer could be given so percentages may sum to more than 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

70. Nearly two-thirds (63 per cent) of respondents identified a salary increase as being a factor that might encourage them to take a role at a weaker school. Just under half (49 per cent) of respondents indicated that results on a clear upwards trajectory and new leadership as factors that might make them interested. The

nature of the schools' physical infrastructure in terms of new or high-quality buildings and facilities, alongside offers of specific development or training; and clear options for career progression were each identified by over a third of all teachers.

71. Analysis by school phase shows that proportionately more secondary than primary teachers identified results on a clear upward trajectory and new or high-quality buildings and facilities as factors that might make them more interested in a potential role in a weaker school. The factors of new leadership and offers of specific development or training were identified by slightly higher proportions of primary school teachers.
72. Analysis by seniority shows some differences in the responses of classroom teachers and senior leaders. A greater proportion of senior leaders identified factors including new leadership (60 per cent compared to 46 per cent), results on a clear upward trajectory (53 per cent compared to 48 per cent) and federation with a good or outstanding school (22 per cent compared with 17 per cent) as potential pull factors.
73. Proportionally more classroom teachers nominated offers of specific development or training (42 per cent compared to 31 per cent), clear options for career progression (40 per cent compared to 30 per cent) and benefits, such as subsidised lunches, travel or gym membership (15 per cent compared to 11 per cent), as factors that might make them more interested in a potential role at a weaker school.
74. Teachers were given the opportunity to identify any other factors that might make them more interested in securing a role at a weaker school. Their responses are highlighted in Figure 21 below and show that strong leadership/management and the ethos of a school were seen as positive factors. Proportionately more primary school teachers indicated that enthusiastic/motivated/inspirational staff could increase their interest in working at a weaker school.

Figure 21 What other factors might make you more interested in securing a role at a weaker school?

	All	Primary	Secondary
	%	%	%
Strong leadership/management	20	19	24
Ethos (e.g. supportive, positive, sense of community)	13	14	13
Enthusiastic/motivated/inspirational staff	11	16	7
Opportunity to make a difference/help improve a school	9	9	9
No factors would interest me	9	9	9
Good relationships between management and staff/ staff supported and valued	8	3	11
Leadership vision/strategy that matches own views and values	7	9	5
Clear/effective structures and policies in place (e.g. behaviour policy)	6	0	10
Location/proximity to home	4	1	6
The students (e.g. motivated, good behaviour)	4	1	6
N =	160	73	87

More than one answer could be put forward so percentages may sum to more than 100.

The percentages in this table are weighted by FSM rates for all schools and for secondary schools separately. Percentages are not weighted for primary schools.

This question has been filtered to a subset of respondents.

Top 10 coded responses as given by all teachers.

Source: NFER Teacher Voice Omnibus Survey March 2014.

75. Analysis by seniority shows some differences in the responses of classroom teachers and senior leaders who gave any other factors that might make them interested in securing a role at a weaker school. Higher proportions of senior leaders than classroom teachers identified the opportunity to make a difference/help improve a school (18 per cent compared to six per cent), enthusiastic/motivated/inspirational staff (17 per cent compared to nine per cent) and leadership vision/strategy that matches their own views and values (12 per cent compared to five per cent) as factors that might increase their interest in a potential role in a weaker school. Conversely, greater proportions of classroom teachers highlighted strong leadership/management (23 per cent compared to 12 per cent), school ethos (15 per cent compared to nine per cent) and good relationships between management and staff and the students (nine per cent compared to three per cent) as factors that could make them more interested in a potential role. As the numbers of respondents are small, the findings should be treated with caution.

Conclusions and implications

76. A key conclusion drawn from the survey results is that most teachers responding to the survey have a positive attitude towards their students. A majority of respondents acknowledge that their expectations are influential in shaping students' hopes for the future and a majority consider that their colleagues do not have lower expectations of students from disadvantaged backgrounds. However, a minority (one-fifth) report that colleagues have lower expectations of students from disadvantaged backgrounds.
77. The survey findings show that respondents have different views on which type of careers higher-level and lower-level students will enter with higher-level students going into professional and higher managerial or administrative jobs and lower-level students going into skilled, semi-skilled or unskilled work. This raises the question of how far teachers' responses are influenced by their expectations for their students and by their experienced-based knowledge of the likely destinations of the students. As senior leaders responding to the survey are generally more optimistic about the future careers of the highest and lowest performing students, they could play a role in helping to raise the expectations of classroom teachers about what **all** their students can achieve.
78. Schools' effectiveness in providing information, advice and guidance is critical to students' making informed decisions about further and higher education, training and employment which all affect their transition to adult life. The survey results show that the majority of teachers consider that their schools are doing well in providing information, advice and guidance. However, there is a job to be done in helping the minority of secondary school staff who reported that their schools were not providing an adequate service for their students.
79. As there is overwhelming agreement by survey respondents that schools should provide additional activities and support to prepare students for life, there is a case for exploring whether more can be done to enable all schools to offer this type of provision including sports clubs, orchestras and choirs, plays and drama productions, cadets and debating competitions.
80. It is clear that, in terms of their future careers, teachers participating in the survey generally are not keen on seeking out a school which is more challenging than their current school. They identify a salary increase as the main factor that might make them more interested in securing a role in a weaker school. This suggests that financial incentives are an important part of any strategy to encourage teachers to apply for jobs in more disadvantaged schools which reflects a recommendation in the SMCP Commission's State of the Nation 2013 annual report.

Annex 1: Supporting information

How was the survey conducted?

This report is based on data from the March 2014 survey. A panel of 1,163 practising teachers from 957 schools in the maintained sector in England completed the survey. Teachers completed the survey online between the 7th and 12th March 2014.

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Fifty two per cent (602) of the respondents were teaching in primary schools and 48 per cent (561) were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers panel?

There was no significant difference between the primary school sample and primary school population in terms of eligibility for free school meals. In the sample of secondary schools there was under-representation in the highest and second lowest quintiles and over-representation in the lowest quintile in terms of eligibility for free school meals. In the overall sample (primary and secondary schools) there was under-representation in the highest quintile in terms of eligibility for free school meals. To address this, weights were calculated using free school meals data and then applied to the secondary and whole school samples to create more representative samples for both. Due to the differences between the populations of all schools and secondary schools, different weights were created for secondary schools and then for the whole sample overall. The weightings have been applied to the secondary schools and overall sample analyses referred to in this commentary and contained within the tables supplied in electronic format².

Figures 22, 23 and 24 show the representation of the (weighted) achieved sample against the population. Figures 25 and 26 show the representation of the (weighted) teacher sample by role in non-academies and academies respectively.

²We did not apply a weighting to schools for which free school meals data was unavailable in the Register of Schools.

Figure 22 Representation of primary schools compared to primary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance by KS2 2012 data)	Lowest band	17	14
	2nd lowest band	18	19
	Middle band	18	18
	2nd highest band	22	21
	Highest band	26	27
	Missing	<1	<1
% eligible FSM (5 pt scale) (2011/12)	Lowest 20%	20	19
	2nd lowest 20%	20	19
	Middle 20%	20	24
	2nd highest 20%	20	21
	Highest 20%	20	17
Primary school type	Infants	8	9
	First School	4	3
	Infant & Junior (Primary)	74	68
	Junior	7	11
	Middle deemed Primary	<1	<1
	Academy	8	9
Region	North	31	24
	Midlands	32	31
	South	37	45
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	20
	English Unitary Authorities	17	18
	Counties	51	48
Number of schools		16174	543

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent: NFER Teacher Voice Omnibus Survey March 2014.

Figure 23 Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance by GCSE 2012 data)	Lowest band	16	14
	2nd lowest band	19	17
	Middle band	20	20
	2nd highest band	19	20
	Highest band	20	22
	Missing	7	7
% eligible FSM (5 pt scale) (2011/12)	Lowest 20%	19	19
	2nd lowest 20%	19	19
	Middle 20%	19	19
	2nd highest 20%	19	19
	Highest 20%	19	19
	Missing	5	5
Secondary school type	Middle deend secondary	5	2
	Secondary Modern	2	1
	Comprehensive to 16	17	18
	Comprehensive to 18	21	21
	Grammar	5	6
	Academies	50	52
Region	North	29	25
	Midlands	33	32
	South	38	42
Local Authority type	London Borough	14	11
	Metropolitan Authorities	21	24
	English Unitary Authorities	19	21
	Counties	46	44
Number of schools		3222	414

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 24 Representation of all schools (weighted) compared to all schools nationally

		National Population %	NFER Sample %
Achievement Band (By KS2 2012 and GCSE 2012 data)	Lowest band	16	14
	2nd lowest band	18	19
	Middle band	18	19
	2nd highest band	21	20
	Highest band	24	24
	Missing	4	4
% eligible FSM (5 pt scale) (2011/12)	Lowest 20%	19	19
	2nd lowest 20%	20	20
	Middle 20%	19	19
	2nd highest 20%	19	20
	Highest 20%	19	20
	Missing	3	2
Region	North	30	24
	Midlands	32	32
	South	37	44
Local Authority type	London Borough	11	12
	Metropolitan Authorities	21	22
	English Unitary Authorities	18	19
	Counties	50	47
Number of schools		19893	957

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 25 Comparison of the achieved (weighted) sample with the national population by grade of teacher (not including academies)

Role	Primary schools				Secondary schools			
	National Population		NFER Sample		National Population		NFER Sample	
	N ¹	%	N	%	N ¹	%	N	%
Headteachers	14.8	8	47	9	1.7	2	3	1
Deputy Headteachers	10.4	6	61	11	2.5	2	18	7
Assistant Headteachers	6.6	4	36	7	6.1	6	22	8
Class teachers and others	153.8	83	391	73	91.4	90	218	84

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. Due to rounding, percentages may not sum to 100.

3. Sources: NFER Teacher Voice Omnibus Survey March 2014, DfE: School Workforce in England, November 2012,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf [3 December 2013].

Figure 26 Comparison of the achieved (weighted) academies sample with the national population by grade of teacher

Role	All Academies (primary and secondary)			
	National Population ¹		NFER Sample	
	N ¹	%	N	%
Headteachers	2.4	2	13	4
Deputy Headteachers	3.4	3	12	3
Assistant Headteachers	6.3	5	39	11
Class teachers and others	103.2	90	293	82

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. Due to rounding, percentages may not sum to 100.

3. Sources: NFER Teacher Voice Omnibus Survey March 2014, DfE: School Workforce in England, November 2012,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf [3 December 2013].

How accurately do the results represent the national position?

Assuming that our data is representative of the population we can calculate the precision of results from each of our samples based on the number of respondents. We are 95 per cent certain that any percentage we quote is within 4.1 percentage points of the population value.

Certain questions within the survey were filtered and in these cases the number of respondents to questions may be much smaller. In these cases we may need to be more cautious about the precision of the percentages presented within the report. The table below gives a rough guide to the level of precision that can be attributed to each table based upon the total number of respondents. For example, if a table is based upon just 40 respondents we can only be sure that the percentages within that table are correct to within plus or minus 15 percentage points.

Figure 27 Precision of estimates in percentage point terms

Number of respondents	Precision of estimates in percentage point terms
30	18
40	15
50	14
75	11
100	10
150	8
200	7
300	6
400	5
600	4
700	4

Annex 2: Crosstabulations by seniority and Government Office Region

Figure 28 In your view, how important are the following factors in shaping your students' hopes for the future? - Ability of the student

	Senior leader	Classroom teacher
	%	%
Very important	34	29
Fairly important	45	56
Neither important nor unimportant	12	11
Fairly unimportant	6	3
Very unimportant	3	0
Don't know	0	0
No response	0	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 29 In your view, how important are the following factors in shaping your students' hopes for the future? - The local economy/other local factors

	Senior leader	Classroom teacher
	%	%
Very important	19	18
Fairly important	56	56
Neither important nor unimportant	14	18
Fairly unimportant	9	5
Very unimportant	2	1
Don't know	0	1
No response	0	1
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 30 In your view, how important are the following factors in shaping your students' hopes for the future? - Their teachers' expectations of them

	Senior leader	Classroom teacher
	%	%
Very important	78	66
Fairly important	20	30
Neither important nor unimportant	1	3
Fairly unimportant	1	1
Very unimportant	1	1
Don't know	0	0
No response	0	0
N =	248	915

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 31 In your view, how important are the following factors in shaping your students' hopes for the future? - Their parents'/carers' aspirations for them

	Senior leader	Classroom teacher
	%	%
Very important	86	80
Fairly important	11	17
Neither important nor unimportant	1	1
Fairly unimportant	1	0
Very unimportant	1	1
Don't know	0	0
No response	0	0
N =	248	915

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 32 In your view, how important are the following factors in shaping your students' hopes for the future? - Other family background factors (parental employment, family income)

	Senior leader	Classroom teacher
	%	%
Very important	44	39
Fairly important	44	49
Neither important nor unimportant	7	8
Fairly unimportant	4	2
Very unimportant	0	1
Don't know	1	0
No response	1	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 33 In my opinion, colleagues at my school have lower expectations of students from disadvantaged backgrounds relative to their expectations of other students from non-disadvantaged backgrounds

	Senior leader	Classroom teacher
	%	%
Strongly agree	2	2
Agree	17	20
Neither agree nor disagree	12	14
Disagree	30	32
Strongly disagree	39	31
Don't know	1	1
No response	0	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 34 In my opinion, colleagues' lower expectations of students from disadvantaged backgrounds adversely affect those students outcomes

	Senior leader	Classroom teacher
	%	%
Strongly agree	12	7
Agree	65	50
Neither agree nor disagree	7	21
Disagree	10	18
Strongly disagree	2	2
Don't know	2	0
No response	2	2
N =	46	196

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.
 This question has been filtered to a subset of respondents.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 35 How important do you think it is for schools to provide sports clubs, orchestras and choir, plays and drama productions, cadets and debating competitions in order to prepare pupils for life?

	Senior leader	Classroom teacher
	%	%
Very important	69	59
Fairly Important	27	34
Neither important nor unimportant	3	4
Fairly unimportant	0	2
Very unimportant	0	1
Don't know	0	0
No response	0	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 36 In your opinion, how well is your school doing in providing the information, advice and guidance that students need to lead successful lives after school (including identifying goals and helping students to achieve these goals)?

	Senior leader	Classroom teacher
	%	%
Very well	32	24
Fairly well	62	57
Not particularly well	5	15
Not at all well	1	3
Don't know	0	1
No response	0	1
N =	85	476

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 37 Thinking about students in your schools' current Year 11 top set/s, what type of jobs do you see the majority of them doing in ten years time:

	Senior leader	Classroom teacher
	%	%
Professional (i.e. likely to have attended a good institution for graduate study, followed by a professional career with a clear development path)	56	41
Higher managerial or administrative (i.e. likely to have at least A level or graduate study)	26	34
Intermediate managerial or administrative (i.e. likely to have level 2 and/or 3 qualifications, in a role with some supervisory responsibility)	13	12
Junior administrative or clerical work	3	2
Skilled manual work (specialist labour, possibly with occupational accreditation)	0	3
Semi-skilled or unskilled manual work (retail, care work, routine labour)	0	2
Not in employment or training	1	0
Don't know	1	6
No response	0	0
N =	85	476

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 38 Thinking about students in your schools' current Year 11 bottom set/s, what type of jobs do you see the majority of them doing in ten years' time:

	Senior leader	Classroom teacher
	%	%
Professional (i.e. likely to have attended a good institution for graduate study, followed by a professional career with a clear development path)	6	4
Higher managerial or administrative (i.e. likely to have at least A level or graduate study)	3	6
Intermediate managerial or administrative (i.e. likely to have level 2 and/or 3 qualifications, in a role with some supervisory responsibility)	11	7
Junior administrative or clerical work	8	4
Skilled manual work (specialist labour, possibly with occupational accreditation)	26	19
Semi-skilled or unskilled manual work (retail, care work, routine labour)	36	41
Not in employment or training	6	10
Don't know	3	7
No response	1	3
N =	85	476

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 39 A confident, bright student from a low income family, who is on track for top grades comes to you to ask for advice about their university options. What do you advise?

	Senior leader	Classroom teacher
	%	%
Go to best university possible (i.e. Russell Group/Oxbridge)	48	41
Move away from home	16	22
Give advice/tell student to seek advice on financial support/funding	24	17
Make decision based on best course available/course that best suited to interests/aspirations	16	14
Emphasise benefits of moving away from home (e.g. independence, maturity)	7	14
Emphasise benefits of top university (e.g. career prospects, earning potential)	14	11
Visit/research universities	9	7
Discuss pros/cons of living at home vs moving away	5	6
Depends on needs of pupil/home/financial circumstances	8	5
Aim high/be ambitious (general comment)	6	5
N =	85	476

More than one answer could be put forward so percentages may sum to more than 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Top 10 coded responses as given by secondary teachers

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 40 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - Attainment data – including from the school, Department for Education or Ofsted websites

	Senior leader	Classroom teacher
	%	%
To a great extent	23	17
To a moderate extent	55	54
To little extent	18	21
Not at all	3	8
Don't know	1	0
No response	0	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 41 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - Personal contacts (friends or previous colleagues) who would recommend it

	Senior leader	Classroom teacher
	%	%
To a great extent	35	46
To a moderate extent	44	37
To little extent	17	12
Not at all	4	4
Don't know	1	1
No response	0	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 42 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - Ofsted inspection reports

	Senior leader	Classroom teacher
	%	%
To a great extent	21	17
To a moderate extent	54	52
To little extent	20	26
Not at all	4	4
Don't know	1	0
No response	1	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 43 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school - School prospectuses – including information on the school website or in the application pack

	Senior leader	Classroom teacher
	%	%
To a great extent	29	18
To a moderate extent	46	50
To little extent	21	26
Not at all	3	6
Don't know	1	0
No response	0	1
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 44 To what extent would you rely on the following in deciding whether or not you want to apply for a job at a school a school - A visit to the school

	Senior leader	Classroom teacher
	%	%
To a great extent	84	79
To a moderate extent	12	17
To little extent	2	3
Not at all	1	1
Don't know	1	0
No response	0	0
N =	248	915

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 45 I would actively seek out a school which is more challenging (than my current school) – with poorer results or a more diverse or disadvantaged intake

	Senior leader	Classroom teacher
	%	%
Strongly agree	9	3
Agree	17	10
Neither agree nor disagree	37	32
Disagree	24	30
Strongly disagree	12	22
Don't know	0	2
No response	1	1
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 46 The pressure of working in a weaker school would be a significant deterrent to me unless there were mitigating factors (e.g. salary, position, travelling time)

	Senior leader	Classroom teacher
	%	%
Strongly agree	14	21
Agree	29	34
Neither agree nor disagree	21	23
Disagree	21	14
Strongly disagree	13	5
Don't know	0	1
No response	1	0
N =	248	915

*Due to rounding, percentages may not sum to 100.
 The percentages in this table are weighted by FSM rates for all schools .*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 47 What factors might make you more interested in a potential role at a weaker school?

	Senior leader	Classroom teacher
	%	%
Results on a clear upwards trajectory	53	48
New or high-quality buildings and facilities	33	35
New leadership	60	46
Offers of specific development or training	31	42
A salary increase	62	64
A clear performance related pay system	11	10
Clear options for career progression	30	40
Benefits such as subsidised lunches or travel, or gym membership	11	15
Federation with a good or outstanding school	22	17
Other, please specify	13	14
No response	0	1
N =	248	915

*More than one answer could be given so percentages may sum to more than 100.
 The percentages in this table are weighted by FSM rates for all schools.*

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 48 What factors might make you more interested in a potential role at a weaker school? Other, please specify

	Senior leader	Classroom teacher
	%	%
Strong leadership/management	12	23
Ethos (e.g. supportive, positive, sense of community)	9	15
Enthusiastic/motivated/inspirational staff	17	9
Opportunity to make a difference/help improve a school	18	6
No factors would interest me	0	11
Good relationships between management and staff/ staff supported and valued	3	9
Leadership vision/strategy that matches own views and values	12	5
Clear/effective structures and policies in place (e.g. behaviour policy)	3	6
Location/proximity to home	3	4
The students (e.g. motivated, good behaviour)	0	5
N =	33	127

More than one answer could be put forward so percentages may sum to more than 100.

The percentages in this table are weighted by FSM rates for all schools.

This question has been filtered to a subset of respondents.

Top 10 coded responses as given by all teachers.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 49 In my opinion, colleagues at my school have lower expectations of students from disadvantaged backgrounds relative to their expectations of students from non-disadvantaged backgrounds

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Strongly agree	2	2	4	1	1	3	3	0	2
Agree	24	17	22	17	17	18	18	19	21
Neither agree nor disagree	9	12	15	15	10	15	14	14	17
Disagree	33	27	25	36	28	35	32	34	35
Strongly disagree	32	41	33	30	42	28	33	31	25
Don't know	0	2	1	1	2	1	0	0	1
No response	0	0	0	0	0	0	0	0	0
N =	47	136	96	91	120	145	134	237	157

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 50 In my opinion, colleagues' lower expectations of students from disadvantaged backgrounds adversely affect those students' outcomes

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Strongly agree	16	9	13	6	10	12	3	4	3
Agree	30	45	53	63	46	57	66	49	58
Neither agree nor disagree	30	7	18	17	19	13	15	23	23
Disagree	24	31	16	14	12	10	9	21	14
Strongly disagree	0	5	0	0	4	4	4	0	0
Don't know	0	3	0	0	4	0	0	0	0
No response	0	0	0	0	6	4	3	2	3
N =	13	25	24	17	22	31	27	47	36

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 51 In your opinion, how well is your school doing in providing the information, advice and guidance that students need to lead successful lives after school (including identifying goals and helping students to achieve these goals)?

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Very well	30	17	28	21	37	26	25	24	21
Fairly well	48	73	57	58	47	60	47	58	61
Not particularly well	9	7	9	21	15	11	21	14	13
Not at all well	7	0	2	0	0	3	6	3	4
Don't know	0	3	4	0	0	0	1	1	1
No response	6	0	0	0	1	0	0	1	0
N =	25	70	43	41	63	66	54	108	91

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 52 Thinking about students in your schools' current Year 11 top set/s, what type of jobs do you see the majority of them doing in ten years time:

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Professional (i.e. likely to have attended a good institution for graduate study, followed by a professional career with a clear development path)	34	37	49	41	41	42	48	47	45
Higher managerial or administrative (i.e. likely to have at least A level or graduate study)	37	41	23	24	33	41	21	35	32
Intermediate managerial or administrative (i.e. likely to have level 2 and/or 3 qualifications, in a role with some supervisory responsibility)	14	10	10	15	17	8	18	9	10
Junior administrative or clerical work	0	4	0	2	0	5	3	3	1
Skilled manual work (specialist labour, possibly with occupational accreditation)	6	3	6	5	0	3	2	2	4
Semi-skilled or unskilled manual work (retail, care work, routine labour)	3	1	2	2	4	2	2	1	2
Not in employment or training	0	0	0	0	0	0	0	1	0
Don't know	6	4	9	10	4	0	7	3	6
No response	0	0	0	0	1	0	0	0	0
N =	25	70	43	41	63	66	54	108	91

Due to rounding, percentages may not sum to 100. ~
 The percentages in this table are weighted by FSM rates for secondary schools.
 This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 53 Thinking about students in your schools' current Year 11 bottom set/s, what type of jobs do you see the majority of them doing in ten years' time:

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Professional (i.e. likely to have attended a good institution for graduate study, followed by a professional career with a clear development path)	0	3	9	5	5	0	1	4	7
Higher managerial or administrative (i.e. likely to have at least A level or graduate study)	3	5	14	4	5	5	4	4	5
Intermediate managerial or administrative (i.e. likely to have level 2 and/or 3 qualifications, in a role with some supervisory responsibility)	10	6	6	4	8	4	8	17	4
Junior administrative or clerical work	7	4	2	6	7	2	8	1	6
Skilled manual work (specialist labour, possibly with occupational accreditation)	11	20	10	14	20	33	18	22	22
Semi-skilled or unskilled manual work (retail, care work, routine labour)	50	50	34	26	37	42	36	43	39
Not in employment or training	19	8	14	19	11	5	14	5	4
Don't know	0	4	11	15	4	3	7	3	8
No response	0	0	0	7	4	5	3	1	5
N =	25	70	43	41	63	66	54	108	91

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for secondary schools.

This question has been filtered to a subset of respondents.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 54 I would actively seek out a school which is more challenging (than my current school) – with poorer results or a more diverse or disadvantaged intake

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Strongly agree	5	7	5	7	3	4	6	3	2
Agree	9	7	13	11	11	9	21	10	11
Neither agree nor disagree	41	33	39	29	34	34	30	32	32
Disagree	23	27	25	29	32	26	22	35	32
Strongly disagree	15	22	18	21	19	22	18	19	21
Don't know	7	2	1	2	1	3	1	0	0
No response	0	2	0	0	0	1	1	0	2
N =	47	136	96	91	120	145	134	237	157

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 55 The pressure of working in a weaker school would be a significant deterrent to me unless there were mitigating factors (e.g. salary, position, travelling time)

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Strongly agree	22	15	13	19	22	18	26	20	22
Agree	30	36	28	34	36	37	26	34	34
Neither agree nor disagree	36	23	25	18	20	21	22	21	25
Disagree	10	15	20	19	13	14	17	17	16
Strongly disagree	2	9	12	6	8	7	8	7	3
Don't know	0	1	0	3	1	1	1	0	1
No response	0	1	0	0	1	1	1	1	0
N =	47	136	96	91	120	145	134	237	157

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.

Figure 56 What factors might make you more interested in a potential role at a weaker school?

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
	%	%	%	%	%	%	%	%	%
Results on a clear upwards trajectory	47	49	52	46	51	44	47	49	57
New or high-quality buildings and facilities	29	37	47	29	32	38	29	33	35
New leadership	44	42	53	55	49	47	48	49	54
Offers of specific development or training	38	41	48	35	39	39	36	41	38
A salary increase	66	66	65	58	63	57	71	60	66
A clear performance related pay system	13	10	6	10	11	7	12	11	10
Clear options for career progression	43	41	41	30	35	34	36	42	38
Benefits such as subsidised lunches or travel, or gym membership	10	11	12	10	9	21	16	17	14
Federation with a good or outstanding school	16	15	19	16	17	17	19	21	18
Other, please specify	14	15	13	13	12	12	16	15	11
No response	2	1	1	1	3	1	1	0	0
N =	47	136	96	91	120	145	134	237	157

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

Source: NFER Teacher Voice Omnibus Survey March 2014.



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