Research into the role of CPD leadership in schools

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Executive summary

About the study

- This research investigated how continuing professional development (CPD) is led in schools today, how it is supported, and the barriers and challenges faced by CPD leaders. The study was commissioned by the Training and Development Agency for Schools (known as the TDA or the Agency) and carried out by a team at the National Foundation for Educational Research (NFER), Northern Office.

- The TDA CPD Leadership project has been established to build an evidence base of the ways local authorities (LAs), the TDA itself and others currently support CPD leadership in schools, and to consider the potential for developing effective support in the future (TDA, 2007). The study was commissioned as part of phase two of the project. By further exploring issues around effective CPD leadership and training and development needs with a national-scale school survey, it will inform the development of the project as it moves into phase three.

- This study aimed to identify:

  ➢ the individual roles and responsibilities in CPD leadership

  ➢ training and development experiences of those involved in CPD leadership

  ➢ links made between the work of CPD leaders to other key areas (for example, performance management and review, developing the school's CPD priorities, and school improvement planning)

- A brief focused review of relevant research and policy documents was used to inform the focus and content of the survey instrument. A large-scale postal and online survey of CPD leaders in schools was conducted in February and March 2008. Sampling took account of the different types and sizes of school, across the nine government office regions (GORs) including primary, secondary and special.

- A letter and copy of the questionnaire were initially sent to headteachers at 5,385 schools, inviting them to participate in the research and forward the questionnaire to the CPD leader/coordinator.

- A total of 1,509 responses were received: 732 from primary schools, 624 from secondary schools, and 153 from special schools. The sample reflected the national profile for achievement, eligibility for free school meals, school and local authority type, geographical spread, and school size.

- Three types of analysis were conducted: basic descriptive statistics (with cross tabulations), factor analysis, and regression. The variables used in the regression analysis were: regional comparisons, urban/rural split, age of respondent, and school characteristics eg. number of free school meals. Throughout the report, the term 'CPD leader' refers to the staff member who completed the questionnaire. It was requested that the respondent should have overall responsibility for CPD in their school, but this may have been interpreted differently by different schools[1].

Sample profile

- Most CPD leaders in secondary and special schools were deputy headteachers or equivalent (81 per cent and 65 per cent respectively), while a much smaller proportion were headteachers (4 per cent and 26 per cent respectively). Two-thirds of the CPD leaders in primary schools were headteachers (67 per cent), while a much smaller proportion were deputy headteachers or equivalent (26 per cent).

- Findings from the first phase of the TDA CPD Leadership project (TDA, 2007) also indicated that in secondary schools the role is most often held by deputy or assistant headteachers.

- The majority of respondents were white (94 per cent), which reflects the national profile for teachers in the LA-maintained sector. More than two-thirds of respondents were female (69 per cent). More than 4 out of 10 (43 per cent) respondents were aged 45–54, while more than one-quarter (26 per cent) were aged 55 or older.

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[1] Although the term CPD leader is used throughout, this does not preclude the possibility that the leadership may be distributed and that other members of staff also have some responsibility for CPD. The questionnaire included a request to the CPD leader that where responsibility for CPD is devolved to different staff, these colleagues should be consulted during completion of the questionnaire.

- In line with other findings supporting the seniority of the CPD leaders surveyed, the vast majority (96 per cent) were on their school's senior management and/or senior leadership teams (SMT/SLT).

- This confirms findings from the first phase (TDA, 2007) that in most schools CPD leaders are part of the school leadership team.

- Six out of 10 respondents had worked in schools for 21-plus years while 3 out of 10 had led CPD for 10 or more years. The average length of service in schools was 25 years; the average length of time leading CPD was five years. This again suggests that responsibility for CPD leadership is predominantly held by those with considerable professional experience.

Roles and responsibilities of CPD leaders

- On average, deputy headteachers spent slightly more of their time (10 per cent) on their CPD role compared to CPD leaders who were headteachers (8 per cent) or those in other roles (5 per cent). Respondents in secondary schools spent slightly more time on CPD than those in primary and special schools.

- Overall, respondents spent broadly similar amounts of time on strategic and administrative issues (48 per cent and 52 per cent respectively). CPD leaders in secondary and special school spent on average slightly more time on administrative issues than those in primary schools. The time spent on strategic and administrative issues varies by school role: headteachers spent most on strategic issues (63 per cent) and less on administrative issues (57 per cent), compared to deputy headteachers (43 per cent and 57 per cent respectively) and other roles (33 per cent and 67 per cent). Regression analysis showed that respondents who focused more on strategic issues found cultural issues more of a barrier to leading CPD, and also accessed external sources more frequently.

- Respondents reported that a range of staff, other than themselves, were involved in supporting the professional development needs of all support staff roles. SENCOs, bursars, office managers, and ICT coordinators were identified as holding these responsibilities.

- The results confirm the finding from phase one of the project (TDA, 2007) that CPD leadership responsibilities are sometimes shared across a range of staff, including senior administrators, higher level teaching assistants (HLTAs), bursars and school business managers.

- A proportion of CPD leaders reported either not having or that it was not applicable to have arrangements in place for certain support staff groups, particularly technicians/library staff, catering staff, staff dedicated to extended services provision and volunteers.

- Phase-one findings also indicated inconsistencies in the comprehensiveness of CPD arrangements within schools (TDA, 2007).

- External staff had some responsibility for the training and development of support staff in schools. For example, external catering companies had responsibility for the training and development of catering staff. In some cases, LA staff were also identified as responsible for the training and development of support staff, particularly catering, site, and extended services personnel.

Training and support for the CPD leader role

- School colleagues, school CPD networks and local authorities were frequently consulted as local sources of information by CPD leaders, and were used more than 'national' organisations. This finding is perhaps not surprising, since at a national level, dedicated support for CPD leaders has in the past been limited, while many LAs have been a significant source of direct support (TDA, 2007).

- Regression analysis showed that CPD leaders who most frequently consulted local organisations also most frequently consulted national organisations. Regression analysis also revealed that respondents who more frequently consulted local organisations for information on leading CPD also felt that capacity issues were less of a barrier to their role.

- Respondents mostly kept abreast of developments in CPD for both teachers and support staff through talking to staff, accessing information online, reading newsletters, and reading periodicals and journals.

- These findings can be interpreted within the changing context of CPD in leadership in schools. Phase one of the CPD Leadership project (TDA, 2007) reported a complex and changing balance between ongoing use of external provision in schools and growing recognition among CPD leaders that their role included developing coaching and mentoring internally, and capacity building.

- Compared with those who were headteachers or deputy headteachers, CPD leaders in other roles made less frequent use of support for keeping up-to-date with CPD developments.

- Overall, CPD leaders kept up-to-date on current developments for support staff far less frequently than they kept up-to-date for teachers. (For example, the frequency with which CPD leaders reported 'never' attending conferences on developments relevant to CPD for support staff, and 'never' attending training, is far higher than the equivalent proportions for teaching staff.)

- Respondents felt that conferences/workshops, information on the provision of training and development, formal guidance related to professional and occupational standards, and accredited training were currently the most useful forms of support.

- The forms of support that would be the most useful were identified as toolkits for training and development, CPD leadership induction packs, research evidence of effective practice, information on the provision of training and development, and information on the range of qualifications available.

CPD practice in schools

- Across all school types, the most commonly used terms for describing teachers' development activities were, in descending order; CPD, professional development, Inset and staff development. For support staff, the equivalent terms were, in descending order; CPD, professional development, staff development /training and development.

- In primary and special schools, the headteacher was most likely to make the final decision on CPD opportunities for all staff. In secondary schools, this decision was more likely to be made by the CPD leader for teachers and the CPD leader or line manager for support staff.

- Most respondents (96 per cent) indicated that their school either 'always' or 'sometimes' evaluated the impact of CPD, Evaluation was most commonly made as part of the performance review/appraisal process for support staff; as part of the performance management process for teachers and in terms of impact on pupils' learning. It seems that many schools are responding to the significance of the new

performance management arrangements, and the increasing links between CPD and whole-school improvement (TDA, 2007).

- Across all school types, respondents were most likely to link CPD to whole-school priorities. Survey findings suggest that, to a considerable extent, school CPD leaders recognise and seek to strengthen the links between CPD, school improvement planning and performance management, while also acknowledging barriers to implementation.

- Respondents were more likely to find that capacity factors (such as time/workload issues and the release of staff) were barriers to leading CPD compared with operational factors (such as awareness of opportunities available), cultural factors (such as the status of the CPD leader's role), or one specific factor (familiarity with new professional or occupational standards).

- Operational challenges were also cited in terms of reconciling individual needs and whole-school processes, and identifying and evaluating the impact of training and development. Statistical analysis shows that where capacity factors were less of a problem, operational factors were less likely to be a barrier, and contact with local organisations was more frequent. This is consistent with phase-one findings (TDA, 2007), that many CPD leaders do not have the capacity to do their job effectively.

Concluding comments and recommendations

The study has highlighted several important issues.

Research context

- Prior to this research, the TDA (2007) reported that CPD was moving along a continuum towards: a more strategic role; a focus on the whole- school workforce; highlighting in-school provision, such as coaching and mentoring; identifying needs through performance management and review, and balancing the needs of the individual and the school; monitoring and evaluating the short- and long-term impact of CPD.

- The national picture given by this study indicates schools' progress towards meeting national priorities and expectations.

Sample profile

- **Key message** Most CPD leaders hold senior leadership positions, and are highly experienced teachers. A clear profile also emerges by age and ethnicity; more than two-thirds are aged 45-plus, and the vast majority are white.

The prevalence of older CPD leaders with 20 years' school experience suggests that schools (and other organisations) should consider the relevance of raising a younger cohort of CPD leaders, and maximising the experience of the present cohort.

Roles and responsibilities

- **Key message** CPD leaders who work in secondary schools and those who are deputy headteachers spend slightly more time than their counterparts on CPD. The responsibilities are sometimes shared but do not always cover the range of staff in schools; for certain groups of support staff responsibility for CPD is sometimes held by external agencies.

A considerable range of staff are involved in supporting the professional development needs of staff, and particularly support staff. However, the lack of in-school CPD leadership for some categories of support staff was evident. This survey's findings, in line with those from phase one (TDA, 2007), suggest that schools have identified a need for more than one person to assume CPD responsibilities for staff. There may be benefits in giving further consideration to providing training, information and support specifically for all those in schools who are responsible for the professional development needs of support staff.

The finding that respondents in more strategic roles identified cultural issues as a barrier suggests that capacity is not the only barrier to strategic roles, and that the challenges involved require multi-faceted responses. Given the importance of CPD leaders adopting a more strategic role, it would be valuable to address cultural barriers in CPD leadership programmes, information or training.

Training and support for the CPD leader role

- **Key message** Local organisations and networks were consulted by CPD leaders more often than national organisations as sources of information. Respondents who used local organisations were also more likely to frequently consult with national organisations. Overall, CPD

leaders kept up with current developments for teachers more frequently than they did for support staff.

A highly proactive group of CPD leaders seek information from many sources: this diversity of interest should be encouraged. CPD leaders' preferred support would be practical and proven methods such as toolkits for training and development, CPD leadership induction packs, and research evidence of effective practice. This may be a useful steer for the future development and promotion of sources of support.

CPD practice in schools

- **Key message** Most schools evaluated the impact of CPD and linked CPD to whole-school priorities, although their approaches varied considerably. Capacity factors (such as time/workload issues and the release of staff) were the most common barriers identified, compared with other operational or cultural factors.

The report largely confirms the phase one regional findings, which is a positive indication that local good practice in CPD leadership can be extended nationally. The continuing importance of capacity issues as barriers to CPD underlines the value of providing case studies of effective (and cost-effective) use of existing CPD resources. The research also reveals several issues about the way that CPD, school improvement planning and performance management interlink and inform one another, as well as how final decisions are made and by whom. More detailed illustration of these complex processes may help those developing strategic CPD roles in schools.

1. Introduction

This report sets out the findings from a research study into how continuing professional development (CPD) is led in schools today, how it is supported, and the barriers and challenges faced by CPD leaders. The study was commissioned by the Training and Development Agency for Schools (known as the TDA or the Agency) and carried out by a team at the National Foundation for Educational Research (NFER), Northern Office.

The profile of CPD for all staff in schools has been significantly raised by a range of developments, including the Every Child Matters agenda, an increased emphasis on personalised learning and self-evaluation in schools, new teacher professionalism, revised performance management and performance review arrangements, the introduction of new professional standards for teachers and occupational standards for staff supporting teaching and learning, and workforce remodelling. Several specific issues have been highlighted. There is a growing consensus that CPD has a key role to play in continuing school improvement, and that effective CPD leadership in schools is crucial. It is also clear that the introduction of the revised performance management and performance review arrangements and new professional standards for teachers and support staff in the autumn of 2007 make support for CPD leadership timely and appropriate. The publication of 'The Children's Plan: building brighter futures' (DCSF, 2007) and 'Being the Best for our Children' (DCSF, 2008) with proposals for an M-level profession have further served to reinforce the significance of CPD and its leadership. Consequently, the Agency has invested in developing and supporting CPD leadership, which is one of its key priorities. This sits within the 'people' category of its three priorities for CPD.

The TDA has responsibility for the CPD of, and acts as the sector skills body for, the school workforce. The number of staff in schools has increased significantly in recent years, and the range of support staff roles has diversified considerably. The role of school business manager (SBM) in particular has developed and increasingly helps schools to deliver effective whole-school CPD. A growing number of SBMs are becoming established members of school leadership teams and use their expertise in resource management to identify training and development needs for the benefit of the whole school, and support staff in particular. The Agency supports this whole-

school approach to CPD by brining together resources and programmes that enable SBMs and other CPD leaders to train and develop support staff, and to ensure their effective deployment to achieve greater outcomes[2].

The TDA (with partners in Northern Ireland, Scotland and Wales) has also developed the national occupational standards (for supporting teaching and learning in schools (STL NOS) to encompass the much broader range of roles that support pupils' learning in schools (including cover supervision, pastoral and welfare roles, EAL, specialist support to children with SEN) stemming from remodelling and other policy initiatives. Developed in parallel with the new and revised standards for teachers and HLTAs and approved in 2007, this framework of professional and occupational standards collectively describes the role of all classroom practitioners. NVQs based on the revised STL NOS have been offered by four QCA-accredited awarding bodies since March 1, 2008[3].

The TDA CPD Leadership project has been set up to build an evidence base of the ways in which LAs, the TDA and others currently support CPD leadership in schools, and to consider the potential for developing effective support in the future (TDA, 2007). This research was commissioned as part of phase two of the project and will inform the development of the project as it moves into phase three. Phase-one findings show that most CPD leaders are part of the school leadership team. While some schools still have a narrow perception of CPD, an increasing number have extended it to the whole-school workforce, and seek exploit its potential within the school. For many respondents, leading CPD forms part of a wider role. They currently face several challenges:

- **cultural** changing staff perceptions of the value and nature of CPD
- **capacity** finding the time and money and securing the authority to carry out the role effectively
- **operational** identifying needs, developing CPD opportunities, and evaluating impact, and

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[2] 'Unlock the Potential of Your Support Staff: Develop the bigger picture' summarises these resources and identifies a five-key stage process to maximize the development and contribution of support staff in schools (www.tda.gov.uk/developsupport).

[3] More information on the standards, and comprehensive guidance to support school leaders to use the standards for a range of staff development activities, can be found at
 www.tda.gov.uk/leaders/supportstaff/NOS/Supporting_teaching_learning

- **specific** addressing current initiatives such as performance management and review, new professional and occupational standards and extending CPD to the wider workforce. Analysis of support currently available to CPD leaders shows that there is some national support and plenty of local support, although this can vary across LAs (TDA, 2007).

A recent Ofsted report (Ofsted, 2006) described the most effective practice for CPD in schools as a logical chain of procedures that places CPD at the heart of schools' planning for improvement and SIPs. Improved teaching and learning and raised standards were found in schools where performance management, self-review and CPD had been integrated (Ofsted, 2006). However, developing effective links between the work of CPD leaders and school improvement takes time (DfES, 2005). Evidence of effective practice suggests it is crucial that CPD is effectively led and managed in schools (TDA, 2007).

This project has built on the findings from phase one of the CPD Leadership project, and those of the DCSF (formerly DfES) and Ofsted, to further explore issues around effective CPD leadership as well as training and development needs in a large and robust school sample on a national scale.

1.1   Research aims

The NFER undertook this research to describe and analyse how CPD is led in schools today and supported, and the barriers and challenges faced by CPD leaders. This study aimed to build on the phase-one regional findings, so as to establish a national picture of CPD leadership. It also aimed to identify:

- the individual roles and responsibilities in CPD leadership
- training and development experiences of those involved in CPD leadership, and
- links made between the work of CPD leaders and other key areas. For example, performance management and review, developing the school's CPD priorities, school improvement or succession planning, preparation for new curriculum initiatives.

The findings provide additional evidence to inform the TDA's development of CPD leadership, and future capacity building in schools. It also supports the Agency developing a strategy for the CPD of the whole-school workforce.

1.2 Methodology

The methodology was designed to provide robust evidence on a national scale about the current state of CPD leadership in schools. A brief focused review of relevant research and policy documents informed the focus and content of the survey instrument and provided a context for the research findings. A large-scale postal and online survey of CPD leaders in schools was conducted[4]. Sampling took account of the different types and sizes of school, across the nine GORs including primary, secondary and special.

1.3 Sample design and sampling procedures

The first part of the sampling process involved the identification of a national and representative sample of schools for respondent sampling. Using NFER's 'Register of Schools', they were randomly selected using a stratified sampling procedure to reflect the:

- nine GORs in England
- varying sizes of school (for primary and secondary), and
- phase of schools (for special schools) ie. primary, secondary or both.

The survey was paper-based and online to offer flexibility to respondents and to maximise the response rate. Prior to the survey, LAs were asked to identify any local schools that should not be approached. Efforts were also made to avoid sampling in schools that were already taking part in other TDA studies. Letters were sent to 5,385 headteachers inviting them to participate in the research. Headteachers were asked to route the enclosed copy of the questionnaire to the CPD leader/coordinator. The survey was undertaken in February and March 2008. Two reminder letters were sent, the second with another copy of the questionnaire. Background information was collected through the questionnaire on respondents' age, ethnicity, and gender.

The sample was based on the assumption that approximately 30–40 per cent of schools would agree to take part. The research team adopted a target sample of 1,680 completed questionnaires.

Table 1 shows that despite a comprehensive and sustained programme of written reminders to schools, there were slightly fewer respondents (90 per cent of the original target) than expected. A total of 1,509 responses were

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[4] See annex C for a copy of the survey questionnaire

received: 732 from primary schools, 624 from secondary schools, and 153 from special schools[5]. The sample reflected the national profile in terms of achievement, eligibility for free school meals, school and local authority type, geographical spread, and school size[6].

Table 1   School recruitment and sample profile

| School type | No. of schools | | |
	Sent	Target	Achieved
Primary	2,990	900	732
Secondary	1,939	580	624
Special	456	200	153
Totals	**5,385**	**1,680**	**1,509**

1.4   Analysis and reporting

Three types of analysis were conducted: basic descriptive statistics (with cross tabulations), factor analysis, and regression[7]. The type of variables used in the regression analysis were regional comparisons, urban/rural split, age of respondent, and school characteristics, eg. number of free school meals. For a full list of variables see annex A, Table A1.

CPD leader terminology

In this report the term 'CPD leader' describes the staff member who completed the questionnaire. Respondents identified themselves as the staff member with overall responsibility for CPD in their school, but it may have been interpreted differently by different schools. The large number of headteachers and deputy headteachers completing the questionnaire (see chapter 2) may reflect this varied interpretation. Although the term 'CPD leader' is used throughout, its use does not preclude the possibility that leadership may be distributed, with other members of staff also holding some

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[5] The response level from the special schools category was too small to permit statistically robust further analysis by phase (primary phase n = 26, secondary phase n = 28, schools combining both phases n = 99).
[6] See Tables B1 to B2 in annex B.
[7] See annex A for an explanation of the basic descriptive statistics, factor analysis and regression.

responsibility for CPD, as reported in phase one of the project (TDA, 2007). We asked that where responsibility for CPD was shared among staff, the CPD leader should consult these colleagues when completing the questionnaire.

About this report

The report is divided into five main chapters, a references section, and appendices (A to C). Chapter 2 presents information about the overall respondent sample in terms of job title, type of school, gender, age and ethnicity; it also presents findings on background factors in the role and experience of CPD leaders.

Chapter 3 presents information about the roles and responsibilities held by CPD leaders, including responsibilities for the training and development of the whole-school workforce.

Chapter 4 examines the use made by CPD leaders of training and support for the CPD role, in terms of organisations consulted, methods used, and types of support that CPD leaders would find most helpful.

Chapter 5 specifically examines CPD practice in schools, including the evaluation of impact of training and development in schools, decision-making about an individual's CPD opportunities, links between CPD and other school and staff priorities, and barriers to leading CPD.

Findings from both descriptive regression analysis are reported within chapters. The main variables discussed throughout relate to the school sector and the role of respondents. Selected findings from regression analysis are reported within the chapters, with a full breakdown presented in the annexes. The selection of findings from regression analysis for inclusion in the chapters is not always based on rank order of statistical significance, but on their relevance to illuminating the overall trends within the data. Key findings are summarised at the end of each chapter.

The explanation of descriptive statistics, factor and regression analysis, and tables outlining the regression analysis findings, are presented in annex A. The additional frequency tables are presented in annex B. The survey questionnaire is included in annex C.

The additional frequency tables related to this chapter are included in annex B, Tables B1–B3.

2.   Sample profile

Key findings

- Most CPD leaders in secondary and special schools were deputy headteachers or equivalent (81 per cent and 65 per cent respectively), while a much smaller proportion were headteachers (4 per cent and 26 per cent respectively). More than 1 in 10 of CPD leaders in secondary schools held a role other than headteacher or deputy headteacher or equivalent. Two-thirds of the CPD leaders in primary schools were headteachers (67 per cent), while a much smaller proportion were deputy headteachers or equivalent (26 per cent).

- The findings from the first phase of the TDA CPD Leadership project (TDA, 2007), which drew on four surveys carried out regionally, also indicated that in secondary schools the role is most often held by deputy or assistant headteachers. Those findings suggested that in primary schools the traditional predominance of headteachers in the role may be undergoing change.

- The majority of respondents were white (94 per cent), which reflects the national profile of teachers in the LA-maintained sector.

- More than two-thirds of respondents were female (69 per cent).

- More than 4 out of 10 (43 per cent) respondents were aged between 45 and 54, while more than one-quarter (26 per cent) were aged 55-plus.

- In line with other findings supporting the seniority of the CPD leaders surveyed, most (96 per cent) were members of their school's SMT/SLT.

- This confirms the phase-one findings (TDA, 2007) that in most schools CPD leaders belong to the SLT.

- Six out of 10 respondents had worked in schools for 21-plus years while 3 out of 10 had led CPD for 10-plus years. The average length of school experience was 25 years while the average time for leading CPD was five years. Again, this suggests that CPD leadership responsibility is predominantly held by those with considerable professional experience.

2.1 Introduction

This chapter presents information about the overall respondent sample in terms of job title, type of school, gender, age, and ethnicity.

Also presented are findings about respondents' background factors in terms of:

- whether they were members of the SMT/SLT
- whether they received teaching and learning responsibility payments
- how long they had been working in school, and
- how long they had been leading CPD.

2.2 Overall profile of respondents

2.2.1 Number of CPD leaders surveyed

Table 2 shows the achieved sample profile by gender, age and ethnic background[8].

Table 2   Achieved sample by gender, age and ethnicity

Sample	Gender		Age				Ethnicity	
	Male	Female	18–34	35–44	45–54	55+	White	BME
N =	431	1,042	83	342	655	390	1,422	30
%	29	69	6	23	43	26	94	2
Percentage missing[9]	2		3				4	

Percentages may not sum to 100 due to rounding
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

More than two-thirds of respondents (69 per cent) were female and that the sample included respondents from across the age ranges. Two-thirds of respondents were distributed across the mid-age ranges (35–54), and most of

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[8] Full ethnicity information was collected (see annex B, Table B12). However, for the purpose of analysis, due to the small number of respondents from black and minority ethnic (BME) groups, those involved had to be collapsed into a group labelled 'BME'. This group did not include anyone identifying themselves as white.
[9] Includes those respondents who preferred not to say

the remaining third were in the upper age range (55+). About one in four CPD leaders (26 per cent) were aged 55-plus.

The majority of respondents described themselves as 'white'. The 'white' category included all respondents who identified themselves as 'white ethnic background', including 'white British', 'Irish' and 'another white background'. The BME group included respondents who identified themselves as black or from any ethnic group other than that classified as white, including African and Asian[10]. In all cases, respondents identified their own ethnicity.

There is not, as far as we are aware and able to ascertain, a reliable and comprehensive source of information of the proportion of CPD leaders who are from BME groups. However, analysis revealed that survey respondents were very similar to the proportions of white and BME teaching staff nationally. Analysis of national census data available in SFR 18/2006 (DfES, 2006), revealed that in 2006, 95 per cent of teachers in the LA-maintained sector belonged to the 'white' group, while 4 per cent of the population belonged to the BME group. This suggests the survey's BME group was slightly underrepresented when compared with the national profile, although they are likely to be closer to the expected proportion taking into account the seniority of staff responding to the survey.

The vast majority (91 per cent) of respondents did not meet the Disability Discrimination Act's definition of disability, while 5 per cent said they did[11].

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[10] See annex B, Table B12 for a full breakdown
[11] See annex B, Table B13

2.2.2 Job titles and gender of CPD leaders

Table 3 below shows the main job titles of CPD leaders by school type.

Table 3   Job title of CPD leaders by school type

Job title	School type			
	Primary (%)	Secondary (%)	Special (%)	Total respondents (%)
Deputy headteacher or equivalent[12]	26	81	65	**53**
Headteacher[13]	67	4	26	**37**
Other role[14]	7	15	7	**10**

Responses exclude missing responses (see annex B, Table B4)
Percentages may not sum to 100 due to rounding
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

From Table 3, it can be seen that:

- 9 out of 10 respondents were either headteachers (37 per cent) or deputy headteachers (53 per cent)
- most CPD leaders in secondary and special schools were deputy headteachers or equivalent (81 per cent and 65 per cent respectively), while a much smaller proportion were headteachers (4 per cent and 26 per cent respectively). Of CPD leaders in secondary schools. 15 per cent held a role other than headteacher, deputy headteacher or equivalent, and
- two-thirds of CPD leaders in primary schools were headteachers (67 per cent), while a much smaller proportion were deputy headteachers or equivalent (26 per cent).

Additional analysis revealed that of the 10 per cent (n = 152) of CPD leaders who were not headteachers or deputy headteachers, more than half (n = 79) said their main job title was CPD leader or staff development coordinator.

It should be noted that while respondents held overall responsibility for CPD, this does not preclude the involvement of other staff in CPD leadership. The involvement of other staff is explored in Chapter 3.

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[12] Including assistant headteachers, vice principals and associate headteachers
[13] Including principals and acting headteachers
[14] This category includes small numbers of a diverse range of role types including class teachers, subject leaders, staff development coordinators and professional tutors/mentors.

Table 4   Job title of CPD leaders by gender and school sector

Job title	Gender (%)	
	Male	**Female**
Deputy headteacher or equivalent[15]	32	65
Headteacher[16]	24	74
Other role[17]	25	73

Responses exclude missing responses (see annex B, Table B14)
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table 4 shows that across the whole sample there were larger proportions of females in all job title categories[18].

2.2.3 Receipt of TLR payments and SMT/SLT membership

Table 5 shows the main job titles of CPD leaders, by membership of the senior leadership team/senior management team and receipt of TLR payments.

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[15] Including assistant headteachers, vice principals and associate headteachers
[16] Including principals and acting headteachers
[17] This category includes small numbers of diverse role types including class teachers, subject leaders, staff development coordinators and professional tutors/mentors.
[18] Excluding those who did not indicate their job title

Table 5 Job title of CPD leaders by SLT/SMT and TLR

Job title	SLT/SMT member (%)		Receive TLR payment (%)	
	Yes	No	Yes	No
Deputy headteacher or equivalent	100	0	4	86
Headteacher	100	0	1	90
Other role	67	33	49	47
Total	**96**	**3**	**7**	**83**

Responses exclude missing responses
Percentages may not sum to 100 due to rounding
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

It can be seen that the vast majority of CPD leaders were members of the SMT/SLT, which reflects their seniority. Two-thirds (67 per cent) of respondents who were not headteachers or deputy headteachers were members of the SMT/SLT. More than four out of five CPD leaders (83 per cent) did not hold TLR payments; as most respondents were headteachers or deputy headteachers, this complies with statutory guidance that these postholders are not eligible to receive TLRs[19]. However, a few headteachers and deputy headteachers stated that they received a TLR payment. Respondents who held a TLR payment (n = 112) were asked to specify the responsibilities for which they received the payment. Additional analysis revealed that more than half (54 per cent) received it for CPD-related activities including coordinating INSET and other staff development activities[20].

2.2.4 Length of time working in schools and leading CPD

Respondents were asked to state how long they had worked in schools. Table 6 presents the findings for this question.

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[19] TLRs may only be awarded to classroom teachers as outlined in section 3, paragraph 63 of the 'Guidance on School Teachers' Pay and Conditions' (www.teachernet.gov.uk/paysite/)
[20] See annex B, Table B15

Table 6   Length of time working in schools

No. of years	Percentage of respondents
1–5 years	1
6–10 years	7
11–15 years	14
16–20	16
21–25	14
26–30	22
31+	24
Missing	3

Percentages may not sum to 100 due to rounding
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

In total, 6 out of 10 respondents (60 per cent) had worked in schools for 21-plus years compared with slightly less than 4 in 10 (38 per cent) who had up to 20 years' experience. The highest single response was 31-plus years (24 per cent) followed by 26–30 years (22 per cent). Additional analysis revealed that the average time spent working in schools was 25 years[21], again indicating the seniority and experience of CPD leaders.

Respondents were also asked how long they had led CPD in schools (see Table 7).

Table 7   Length of time as school CPD leader

No. of years	Percentage of respondents
Less than 1	1
1–2	25
3–4	15
5–9	28
10–14	16
15-plus	14
Missing	2

Percentages may not sum to 100 due to rounding
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

---

[21] Median values used

More than one-quarter of respondents had led CPD for up to two years (26 per cent) and 3 out of 10 (30 per cent) had been CPD leaders for 10 or more years. The highest single response was 5–9 years (28 per cent). Additional analysis revealed that the average time spent leading CPD was five years[22].

The additional frequency tables related to this chapter are included in annex B, Tables B4–B15.

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[22] Median values used

3. Roles and responsibilities of CPD leaders

> ## Key findings
>
> - On average, deputy headteachers spent slightly more of their time (10 per cent) on their CPD role compared to headteachers (8 per cent) and CPD leaders who were neither headteachers nor deputy headteachers (5 per cent).
> - CPD leaders in secondary schools spent slightly more time on CPD than those in primary and special schools.
> - Overall, respondents spent broadly similar amounts of time on strategic and administrative issues (48 per cent and 52 per cent respectively).
> - Secondary and special school CPD leaders spent on average slightly more time on administrative issues than primary school respondents.
> - A range of staff, other than respondents, were involved in supporting the CPD needs of all support staff. SENCOs, bursars, office managers, and ICT coordinators were identified as holding these responsibilities.
> - The results confirm the phase-one finding (TDA, 2007) that CPD leadership responsibilities are sometimes shared across a range of staff, including senior administrators, HLTAs, bursars and school business managers.
> - The West Midlands survey in phase one, for example, found that the vast majority of schools recognised that the management of CPD is not the preserve of one individual; the London region survey noted that many respondents stated the role was shared across the SLT; and the East Midlands survey reported that in many schools, the role was perceived as shared.
> - When compared to other support staff groupings, a higher proportion of CPD leaders in the national survey had no arrangement or stated that arrangements were not applicable for certain support staff groups, particularly technicians, staff in libraries, catering departments and extended services provision, and volunteers.
> - These findings confirm the inconsistencies in CPD arrangements that were identified in phase one of the project (TDA, 2007). The Tees Valley survey, for example, reported two groups of CPD coordinators: those responsible for staff involved in teaching and learning, and those responsible for the whole-school workforce. The West Midlands survey found that, with considerable role distribution and delegation of CPD responsibilities, not everyone on the schools staff knew who the CPD manager was.
> - External agencies were identified as having some responsibility for the training and development of support staff. For example, personnel from catering companies were sometimes identified as responsible for the CPD of catering staff.
> - In line with phase-one findings (TDA, 2007), the survey found that many schools have identified a need for more than one person to take responsibilities for whole-school CPD.

3.1 Introduction

This chapter presents additional information about the roles and responsibilities held by CPD leaders, including the amount of time spent on their CPD role. Also presented in this chapter are findings about responsibilities held by CPD leaders for the training and development of the whole-school workforce.

3.2 Time spent on CPD role

3.2.1 Overall time spent on CPD role

Table 8 shows the average[23] overall amount of time spent on CPD role, by job title and school type.

Table 8   Overall time spent on CPD role (excluding respondents' own CPD)

Job title	Time spent by school type (%)			Overall average (%)
	Primary	**Secondary**	**Special**	
Deputy headteacher or equivalent	10	15	10	10
Other role	5	16	10	10
Headteacher	7	10	9	8

Responses exclude missing responses
Single-response item, percentages may not sum to 100 due to rounding
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

Overall, headteachers spent slightly less time on their CPD leadership role (8 per cent) (excluding their own CPD) compared to deputy headteachers (10 per cent) and those who were not headteachers or deputy headteachers (10 per cent). A few CPD leaders who did not provide their job title (n = 11) spent more time on their CPD role (13 per cent).

The split by school type reveals that staff in secondary schools spent slightly more time on CPD than those in primary and special schools.

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[23] Median averages are used

3.2.2 Overall time spent on strategic and administrative issues

CPD leaders were asked what percentage of their time working on CPD leadership was spent on strategic and administrative issues (see Table 9).

Table 9   Overall time spent on strategic and administrative issues, by school type (total sample)

Issues	Time spent by school type (%)			Overall average (%)
	Primary	**Secondary**	**Special**	
Strategic	29	26	24	27
Administrative	24	35	26	28

Single-response item, percentages may not sum to 100 due to rounding
Mean averages used
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

Respondents spent an average of 27 per cent of their time on strategic issues, which includes substantive planning with an overview of the school's needs, and a similar amount of time (28 per cent), on average, on administrative issues, which includes taking responsibility for organisational issues and implementation. CPD leaders from primary schools spent slightly more time on strategic issues (29 per cent) compared to those in secondary and special schools (26 per cent and 24 per cent respectively). Secondary CPD leaders spent more time on administrative issues (35 per cent) than those in primary and secondary schools (24 per cent and 26 per cent respectively). The findings were also explored by role type (see Table 10).

Table 10   Overall time spent on strategic and administrative issues, by role type (total sample)

Issues	Time spent by role type (%)			Overall average (%)
	Headteacher	**Deputy headteacher**	**Other**	
Strategic	32	26	21	27
Administrative	19	33	39	28

Single-response item, percentages may not sum to 100 due to rounding
Median averages used
N = 1,509
Source: NFER paper and online survey of CPD leaders in schools, 2008

Across the whole sample (n = 1,509), headteachers spent the most time (32 per cent) on strategic issues compared to deputy headteachers (26 per cent) and other roles (21 per cent). Conversely, headteachers spent the least time (19 per cent) on administrative issues compared with deputy headteachers (33 per cent) and staff in other roles (39 per cent).

It should be noted that the sum of the average amount of time spent on strategic issues (27 per cent), added to the average amount of time spent on administrative issues (28 per cent), does not come close to 100 per cent (as was intended). This suggests that either CPD leaders see their role as encompassing other activities or that the question was not sufficiently clear. Indeed, phase-one evidence from the West Midlands survey (University of Wolverhampton, 2007), shows that CPD leaders, together with other members of the school workforce, are involved in "differing aspects of the management of CPD" (p.17). This includes the planning, administration, monitoring and evaluation of CPD for the whole-school workforce. Slightly less than half of respondents (n = 606) interpreted the question as it was intended, and the findings from this subsample are presented in Table 11.

Table 11   Overall time spent on strategic and administrative issues, by school type (subsample)

Issues	Time spent by school type (%)			Overall average (%)
	Primary	**Secondary**	**Special**	
Strategic	54	42	45	48
Administrative	46	58	55	52

Single-response item, percentages may not sum to 100 due to rounding
Mean averages used
N = 606
Source: NFER paper and online survey of CPD leaders in schools, 2008

Overall, respondents spent broadly similar amounts of time on strategic (48 per cent) and administrative (52 per cent) issues. Secondary and special school CPD leaders spent on average slightly more time on administrative issues than primary school respondents.

Table 12   Overall time spent on strategic and administrative issues, by role type (subsample)

Issues	Time spent by role type (%)			Overall average (%)
	Headteacher	**Deputy headteacher**	**Other**	
Strategic	63	43	33	48
Administrative	37	57	67	52

Single-response item, percentages may not sum to 100 due to rounding
Mean averages used
N = 606
Source: NFER paper and online survey of CPD leaders in schools, 2008

Headteachers spent the most time (63 per cent) on strategic issues compared to deputy headteachers (43 per cent) and other roles (33 per cent). Headteachers spent the least time (37 per cent) on administrative issues compared with deputy headteachers (57 per cent) and other roles (67 per cent).

Regression analysis was used to consider the relationship between time spent on strategic and administrative issues and a range of other predictors[24]. The main findings of this analysis were that it demonstrated that the differences by role described in Table 12 were statistically significant. The analysis also showed that respondents who spent more time on strategic issues:

- were from more ethnically diverse schools
- found cultural issues to be more of a barrier to leading CPD
- accessed external sources more frequently on CPD information for teachers.

3.3   Responsibilities for training and development of support staff

Respondents were asked who held the main responsibility for the training and development of different groups of support staff. Where someone, other than the respondent (the main CPD leader), held this responsibility, the respondent was asked to state the person's job title. A summary of the findings is presented in Figure 1. The percentages do not sum to 100 because respondents

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[24] This analysis is outlined in full in Tables A2 and A3 in annex A

could give more than one response (ie. that they <u>and</u> a colleague had responsibility for a particular group of support staff).

Figure 1   Responsibilities for training and development of support staff
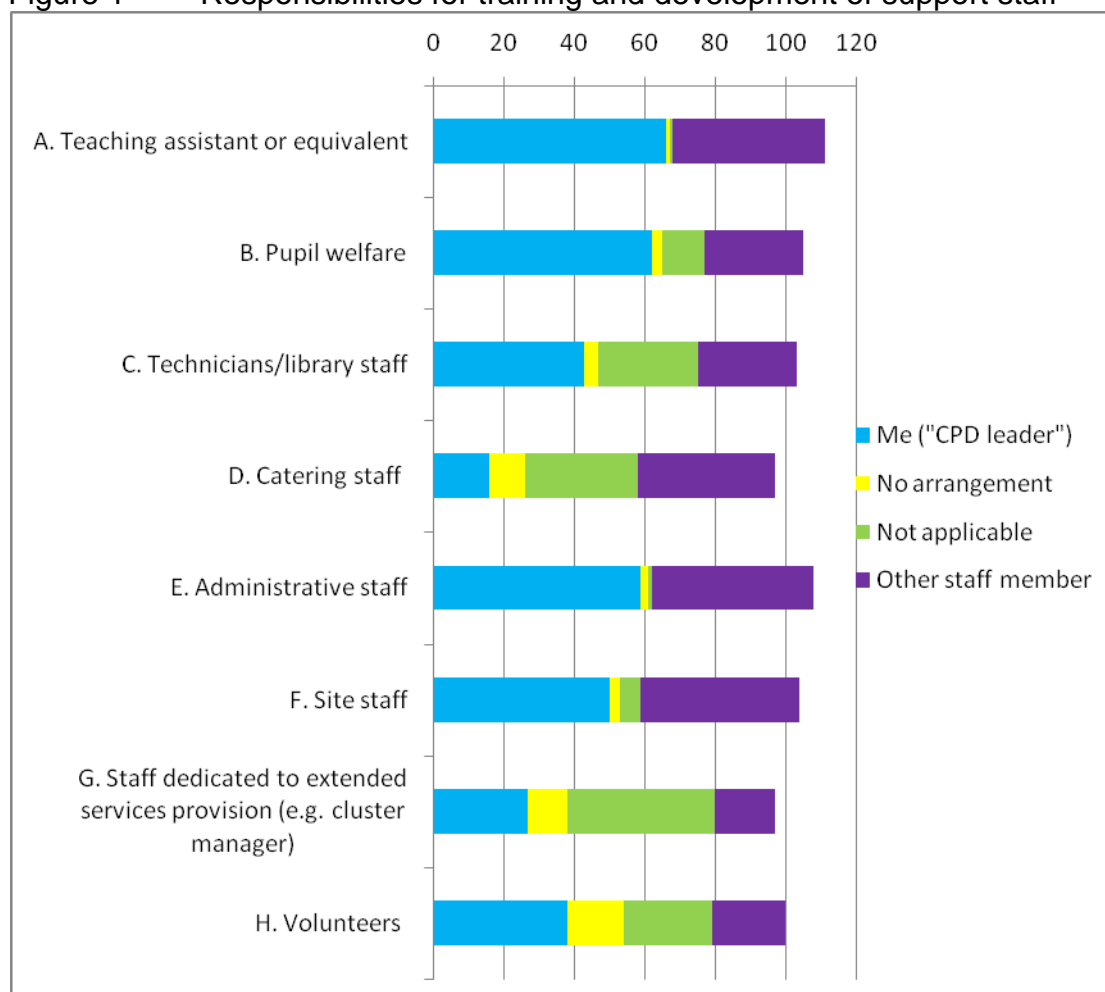
Multiple response: more than one answer could be given so percentages may not sum to 100
Missing percentages not included
N = 1509
Source: NFER paper and online survey of CPD leaders in schools, 2008

At least half of the respondents were involved in the training and development of TAs, pupil welfare staff, and administrative staff, but to a varying extent, other staff were also involved in supporting the professional development needs of all support staff role types. It is also notable that some respondents had no arrangements in place for some groups of support staff. Others responded by ticking 'not applicable', perhaps because they did not have a certain group of support staff working in school or because responsibility for a particular group of support staff resided elsewhere. When compared to the other support staff groupings, the findings suggest that more schools did not have arrangements in place for technicians/library staff, catering staff, staff

dedicated to extended services provision and volunteers. School type differences are likely to be a factor in this finding.

More than 4 out of 10 respondents stated that other staff held some responsibility for the training and development of TAs, administrative staff and site staff, although it the findings do not reveal whether the CPD leader or other responsible staff member holds the main responsibility for these staff[25]. A breakdown of other staff members with responsibility for CPD is presented in Figure 2. The top three responses are shown for each support staff grouping by school type.

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[25] For a full breakdown, together with percentages, see annex B, Tables B17–B25

Figure 2   Top three job titles (in descending order) of other responsible staff members by school type

Support staff	Job title		
	Primary	**Secondary**	**Special**
A. Teaching assistant or equivalent	• SENCO[26] • Deputy headteacher [27] • HLTA/senior TA	• SENCO • Bursar[28] • Inclusion	• Deputy headteacher • HLTA/senior TA • Headteacher or community manager[29]
B. Pupil welfare	• Headteacher • Deputy teacher • SENCO	• Bursar • Deputy headteacher • SENCO	• HLTA/Senior TA • Deputy headteacher or headteacher • Pastoral care manager[30] or LA[31]
C. Technicians/library staff	• Headteacher • ICT coordinator • Deputy headteacher	• Bursar • Subject leader • Line manager	• ICT coordinator • Resources manager[32] • Bursar/ headteacher/subject leader
D. Catering staff	• External catering company • LA • Headteacher	• Bursar • External catering company • Catering manager[33]	• LA • Bursar • External catering company
E. Administrative staff	• Headteacher • Bursar • Office manager	• Bursar • Office manager • Senior administrator[34]	• Bursar • Headteacher • Office manager
F. Site staff	• Headteacher • Bursar • LA	• Bursar • Site managers/supervisors • External agencies	• Headteacher • Bursar • LA
G. Staff dedicated to extended services provision (eg. cluster manager)	• Headteacher • Deputy headteacher or LA or cluster manager • General external agencies or extended schools manager/coordinator	• Bursar • Headteacher or deputy headteacher • Extended schools manager/coordinator	• Headteacher • Deputy headteacher • LA/pastoral care manager/family support worker
H. Volunteers	• Deputy headteacher • Teachers • Headteacher	• Bursar • Headteacher or deputy headteacher • SENCO	• Deputy headteacher • HLTA/senior TA • Class teachers

*Where responses appear on the same line, the same proportion were reported
For a full breakdown, together with percentages, see annex B, Tables B17–25.
Source: NFER paper and online survey of CPD leaders in schools, 2008

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[26] The SENCO category for all school types includes managers of special educational needs
[27] The deputy headteacher category for all school types includes assistant and associate headteachers
[28] The bursar category for all school types includes school business managers
[29] The community manager category for all school types includes community coordinators and community education officers
[30] The pastoral care manager category for all school types includes heads of care and senior pastoral assistants
[31] The LA category for all school types includes 'LEA' and 'county council' responses
[32] The resources manager category for all school types includes directors of resources and resource manager support
[33] The catering manager category for all school types includes 'head cook', 'catering supervisor', and 'catering department' responses
[34] The senior administrator category for all school types includes 'senior administration director' and 'headteacher's PA' responses

A range of staff, other than the respondent, had some responsibility for the training and development of support staff. It is notable that in this capacity, some staff roles appear more than others. For example, headteachers and deputy headteachers were frequently cited, particularly in primary and special schools. This finding supports the profile of CPD leaders responding to the survey. Bursars were also frequently identified as having responsibility for the training and development of support staff, particularly in secondary schools.

Patterns also emerged regarding who had responsibility for training and development within individual support staff groups. For example, in primary and secondary schools, SENCOs were among the top-three responses for staff members responsible for TAs and pupil welfare staff. SENCOs had a strong presence in the TA category in relation to other responses (see annex B, Table B17). Bursars and office managers were identified as staff responsible for administrative staff, while ICT coordinators were in the top responses for staff responsible for technicians in both primary and special schools.

Other responsible staff members included non-school based staff. For example, personnel from external catering companies were among those with responsibility for the CPD of catering staff. LA staff were also identified as having some responsibility for the CPD of support staff, particularly catering, site, and extended services staff.

While the profile of CPD leaders is invariably a member of the senior teaching staff, in many cases support staff such as bursars, HLTAs, and site managers also have some responsibility. However, it is not possible to determine from the data what these responsibilities involve, or how they are shared between staff.

In line with phase-one findings (TDA, 2007), the responsibilities for training and development are more than one person can manage effectively alone. It also emphasises that many staff in a school can have a responsibility for CPD.

The additional regression tables related to this chapter are included in annex A, Tables A12 and A3. The additional frequency tables related to this chapter are included in annex B, Tables B16–25.

4. Training and support for the CPD leader

Key findings

- School colleagues, school CPD networks and local authorities were frequently consulted as local sources of information for CPD leaders.

- Local organisations were consulted more often than national organisations as sources of information.

- This finding is not unexpected, since at a national level, tailor-made support for CPD leaders has been limited, whereas many LAs have provided a significant amount of direct support (TDA, 2007).

- Regression analysis showed that those who most frequently consulted local organisations were also the most frequent users of national organisations.

- Regression analysis also revealed that respondents who used local organisations for information on CPD leadership also found capacity issues less of a barrier to their role.

- In-school provision was the most commonly used method for keeping up-to-date on CPD developments, including talking to school colleagues, accessing information online, reading newsletters, and reading journals/periodicals.

- These findings can be interpreted within the changing context of CPD leadership in schools. Phase-one findings (TDA, 2007) reported a complex and changing balance between ongoing use of external provision in schools and growing recognition among CPD leaders that their role included developing coaching and mentoring internally, and capacity building.

- CPD leaders who were not headteachers or deputy headteachers were less likely to use different methods of support for keeping up-to-date with CPD developments than respondents who were senior leaders.

- Overall, CPD leaders kept abreast of current developments for support staff far less frequently than they did for teachers.

- Respondents identified conferences/workshops, information on the provision of training and development, formal guidance related to professional and occupational standards, and accredited training as the most useful forms of support available.

- Respondents felt that toolkits for training and development, CPD leadership induction packs, research evidence of effective practice, information on the provision of training and development, and information on the range of qualifications available would be the most useful forms of support.

4.1   Introduction

This chapter examines the use made by CPD leaders of different forms of training and support for the CPD role. The training and support for CPD leaders is analysed in terms of organisations consulted and methods used. Section 4.2 examines the types of organisation that are consulted for relevant information, and the frequency with which they are consulted. Sections 4.3 and 4.4 look at the frequency with which different methods are used to keep up-to-date on current developments in CPD for teachers and for support staff respectively. Section 4.5 examines the methods of support that CPD leaders find useful, and looks at methods that CPD leaders would find most helpful. The key findings for this chapter are summarised in section 4.6.

4.2   Types of organisation consulted

Respondents were asked to identify from a list provided which organisations they consulted over the last twelve months for information on CPD leadership. Responses were grouped to account for the distinction between local organisations or networks (eg. local authority, school CPD networks or universities), national organisations (eg. National College for School Leadership, Learning and Skills Council), and other sources (eg. trade unions and Teachers' TV). The findings about local organisations are displayed and discussed in Tables 13–15; Tables 16–18 compare the overall usage of national and local organisations.

Respondents were asked to indicate how often they consulted sources of information relevant to their CPD role.

Table 13   Most frequently consulted local organisations

Local organisation	Frequency					
	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
School colleagues	39	26	22	5	3	5
School CPD networks	6	21	40	12	16	5
College/university	2	11	28	30	24	7
Local authority	13	28	41	11	4	3

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

It can be seen from Table 13 that consultation with school colleagues was the prevalent source of information. More than one-third of respondents (39 per cent) consulted school colleagues on a weekly basis and 48 per cent did so on a monthly or termly basis. LA sources were also used regularly: more than two-thirds of CPD leaders (69 per cent) consulted their LA on a monthly or termly basis.

One in five (21 per cent) respondents consulted school CPD networks monthly and 40 per cent did so on a termly basis. However, notable proportions of respondents never consulted school CPD networks (16 per cent) and or local colleges/universities (24 per cent).

Table 14 shows the breakdown of findings for consultation with local organisations by respondents' role type.

Table 14   Most frequently consulted local organisations, by respondents' role type

Local organisation	Role	Frequency					
		Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
School colleagues	Headteacher	34	26	28	3	4	5
	Deputy headteacher	42	28	17	6	3	4
	Other	41	22	24	5	3	5
School CPD networks	Headteacher	5	24	39	10	15	7
	Deputy headteacher	7	20	40	13	15	4
	Other	7	16	41	13	20	4
College/university	Headteacher	<1	6	22	37	26	9
	Deputy headteacher	3	13	31	26	22	5
	Other	1	16	33	23	21	7
Local authority	Headteacher	13	31	42	8	2	3
	Deputy headteacher	13	27	40	13	4	2
	Other	13	24	40	15	6	3

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

It was found that respondents consulted with local organisations in broadly similar ways, regardless of their role type. However, more respondents who were neither headteachers nor deputy headteacher (classed as 'other') never consulted school CPD networks.

About one in four headteachers (26 per cent) never contacted universities or colleges for information on their CPD role.

Table 15 shows respondents' use of local organisations during the last 12 months by school type. Overall, the findings indicate that consultation was broadly similar regardless of school type. However, specific differences were identified:

- Considerably more primary CPD leaders never consulted a college/university than their counterparts in secondary schools (28 per cent and 19 per cent respectively)
- Primary school respondents consulted their LA on a weekly or monthly basis more often than respondents in secondary schools (46 per cent and 36 per cent respectively).

Table 15   Most frequently consulted local organisations by respondents'
school type

Local organisation	School type	Frequency					
		Weekly (%)	**Monthly (%)**	**Termly (%)**	**Annually (%)**	**Never (%)**	**Missing (%)**
School colleagues	Primary	37	26	25	3	4	5
	Secondary	42	27	18	7	3	4
	Special	35	25	23	2	4	11
	All schools	39	26	22	5	3	5
School CPD networks	Primary	6	22	39	10	18	6
	Secondary	7	20	43	14	13	3
	Special	8	17	33	12	16	14
	All schools	6	21	40	12	16	5
College/university	Primary	1	7	22	34	28	9
	Secondary	3	15	35	23	19	4
	Special	1	9	24	35	21	11
	All schools	2	11	28	30	24	7
Local authority	Primary	15	31	38	10	3	3
	Secondary	10	26	43	13	5	2
	Special	13	26	41	11	3	7
	All schools	13	28	41	11	4	3

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Respondents were asked how often they (or a CPD colleague) consulted organisations grouped as 'local' (identified in Tables 13–15), 'national'[35] and 'other'[36]. Tables 16–18 show comparisons of respondents' use of these sources of information.

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[35] These sources and organisations were grouped as 'national': Department for Children, Schools and Families, Training and Development Agency for Schools (TDA), Learning and Skills Council (LSC), Ofsted, National College for School Leadership (NCSL), Qualifications and Curriculum Authority (QCA), Specialist Schools and Academies Trust (SSAT), Children's Workforce Development Council (CWDC).
[36] These sources and organisations were grouped as 'other': National Strategies, Trade Union (eg. UNISON), General Teaching Council (GTC), Teachers TV

Table 16   Frequency of consultations by organisation type
(mean average of percentages calculated for organisations grouped as either
'local', 'national' or 'other')

Organisation	Frequency					
	Weekly (%)	**Monthly (%)**	**Termly (%)**	**Annually (%)**	**Never (%)**	**Missing (%)**
Local	15	22	33	15	12	5
National	2	10	20	19	41	8
Other	4	10	20	17	43	8

5 per cent of respondents (n = 71) suggested another organisation

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Local organisations were consulted more frequently than national
organisations, while a relatively high proportion of respondents (41 per cent)
'never' consulted national organisations, compared with local organisations
(12 per cent).

Where respondents (5 per cent) consulted organisations other than those listed
in the survey, the most common sources identified were:
- Local Schools Network
- Investors in People (IIP), and
- National Association of Headteachers.

Table 17 presents comparisons of the overall frequencies with which
respondents from primary, secondary and special schools they consulted
organisations for CPD information.

Table 17 Frequency of consultations with organisations by school type
(mean average of percentages calculated for organizations grouped as either
'local', 'national' or 'other')

Organisation	School	Frequency					
		Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
National	Primary	1	5	15	19	50	10
	Secondary	2	15	26	20	33	5
	Special	2	10	18	20	38	13
Local	Primary	15	22	31	14	13	6
	Secondary	16	22	35	14	10	3
	Special	14	19	30	15	11	11
Other	Primary	3	8	17	15	49	10
	Secondary	3	12	23	20	37	5
	Special	3	7	19	17	41	13

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

CPD leaders in primary schools tended to consult national organisations less
frequently than their counterparts in secondary and special schools. The
proportion of CPD leaders in primary schools who never consulted with
national organisations (50 per cent) is striking. The use of local organisations
was similar across all school types.

Table 18 presents comparisons of the overall frequencies with which
headteachers, deputy headteachers and CPD leaders with other roles consulted
'local', 'national' and 'other' organisations for CPD information.

Table 18   Frequency of consultations with organisations by respondents'
role
(mean average of percentages calculated for organizations grouped as either
'local', 'national' or 'other')

Organisation	Role	Frequency					
		Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Local	Headteacher	13	22	33	15	12	6
	Deputy headteacher	16	22	32	15	11	4
	Other	16	20	35	14	13	5
National	Headteacher	1	6	17	20	47	10
	Deputy headteacher	2	12	22	20	38	7
	Other	2	9	19	20	43	8
Other	Headteacher	3	7	18	15	48	10
	Deputy headteacher	4	11	21	18	39	7
	Other	2	11	17	21	43	8

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

CPD leaders who are headteachers tended to consult national organisations
less frequently than respondents in other roles. Almost half of CPD leaders
who are headteachers (47%) never consulted national organisations. The use
of local organisations was very similar across all role types.

Regression analysis revealed that respondents from secondary schools and
special schools consulted national organisations more frequently than those
from primary schools. It also revealed that local organisations were consulted
more frequently by respondents[37]:

- who frequently consulted national organisations for CPD information
- who felt that capacity issues were less of a barrier to leading CPD, or
- who were from larger secondary and special schools.

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[37] See Tables A4 to A5 in annex A for further detail.

4.3   Methods used to keep up-to-date on current developments in CPD for teachers

This section addresses the different methods used by respondents to keep up-to-date on developments relevant to CPD for teachers. Respondents were asked to indicate how often they used a range of methods (outlined in Table 19) to keep abreast of current CPD issues.

Table 19 Most commonly used methods of keeping up-to-date on current CPD issues for teachers[38]

Method	Frequency					
	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Talking to staff in school	65	19	11	2	1	3
Accessing information online	45	31	15	3	3	3
Reading newsletters	26	39	25	3	3	3
Reading journals/periodicals	20	39	23	6	8	4
Networking with training and development leaders from other schools	7	29	38	12	10	4
Undertaking training	7	19	36	25	9	5
Attending conferences	3	13	37	32	11	5
Other	3 per cent of respondents (n = 39) suggested another method					

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

The more frequently used methods were those within school (eg. reading newsletters or talking to colleagues). This pattern is indicated by the frequency with which CPD leaders:

- talked to staff within schools (84 per cent of respondents, on a weekly or monthly basis)
- accessed information online (76 per cent, weekly or monthly)
- read newsletters (65 per cent, weekly or monthly), or
- read journals/periodicals (59 per cent, weekly or monthly).

[38] Tables 19 and 21 are presented as one table in annex B Table 30

Only 1 per cent of respondents 'never' talked to school staff , 3 per cent never accessed information online, and 3 per cent never read newsletters to update themselves on CPD issues for teachers. Higher proportions (about 1 in 10) of respondents never attended conferences (11 per cent), networked with training and development leaders from other schools (10 per cent), undertook training (9 per cent) or read journals/periodicals (8 per cent).

About 3 per cent of respondents identified other methods of keeping abreast of CPD issues. In descending order, these were:

- talking to LA/county/training support
- talking with staff from other/feeder primary schools, and
- liaising with universities.

Analysis of the data showed no substantial difference in findings by school type[39].

Table 20 shows the different methods used by respondents by role, for keeping up-to-date on CPD issues for teachers.

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[39] See Table B26 in annex B for further detail.

Table 20   Most commonly used methods for keeping up-to-date on CPD issues for teachers, by respondents' role[40]

Method	Role	Frequency					
		Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Accessing information online	Headteacher	45	29	17	3	3	3
	Deputy headteacher	47	32	13	3	2	3
	Other	40	27	19	5	4	5
Networking with training and development leaders from other schools	Headteacher	7	34	37	9	10	3
	Deputy headteacher	8	26	39	14	10	4
	Other	6	22	38	14	16	4
Attending conferences	Headteacher	2	15	41	30	9	4
	Deputy headteacher	3	13	36	32	12	4
	Other	2	9	26	38	19	6
Reading newsletters	Headteacher	31	38	23	2	2	3
	Deputy headteacher	25	40	26	4	3	2
	Other	15	38	32	5	7	3
Reading journals/periodicals	Headteacher	26	38	21	5	7	3
	Deputy headteacher	18	40	24	6	8	4
	Other	11	36	28	6	14	6
Undertaking training	Headteacher	7	24	36	21	8	4
	Deputy headteacher	8	17	37	26	8	4
	Other	4	18	28	32	13	5
Talking to school staff	Headteacher	66	18	13	1	0	2
	Deputy headteacher	65	19	11	2	1	2
	Other	60	22	11	4	0	4
Other	3 per cent of respondents (n = 39) suggested another method						

N = 1,509
Percentages will not sum to 100 due to the fact that more than one answer could be given
Source: NFER paper and online survey of CPD leaders in schools, 2008

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[40] Tables 20 and 22 are presented as one table in annex B, Table B31

Headteachers and deputy headteachers made more frequent use of different methods compared to CPD leaders in 'other' roles. This pattern is illustrated by the results for respondents who:

- never read journals/periodicals (others, 14 per cent; deputy headteachers, 8 per cent; headteachers, 7 per cent)

- never read newsletters (others, 7 per cent; deputy headteachers, 3 per cent; headteachers, 2 per cent)

- never attend conferences (others, 19 per cent; deputy headteachers, 12 per cent; headteachers, 9 per cent)

- never undertake training (others, 13 per cent; deputy headteachers, 8 per cent; headteachers, 8 per cent), or

- never network with training and development leaders from other schools (others, 16 per cent; deputy headteachers, 10 per cent; headteachers, 10 per cent).

For purposes of regression analysis, the group of in-school methods (including accessing information online, reading newsletters, reading journals/periodicals and talking to staff within school) was labelled 'internal' and the group of methods undertaken out of school (eg. attending conferences and training) was labelled 'external'.

- The regression analysis[41] revealed that internal methods were more frequently used by CPD leaders in secondary schools. External methods were more frequently used by those in special schools and respondents who had spent a longer time leading CPD.

The regression analysis also demonstrated that headteachers most frequently used both internal and external methods.

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[41] see Tables A6 to A7 in annex A for further detail

4.4 Methods used to keep up-to-date on current developments in CPD for support staff

Respondents were asked which methods they used to keep up-to-date on CPD issues for support staff. The same list of options was presented as for CPD issues for teachers. The responses are shown in Table 21.

Table 21 Most commonly used methods for keeping up-to-date on CPD issues for support staff[42]

Method	Frequency					
	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Talking to staff within school	47	26	17	3	2	5
Accessing information online	22	28	27	7	11	5
Reading newsletters	13	30	32	7	11	6
Reading journals/periodicals	11	26	27	8	20	8
Networking with training and development leaders from other schools	4	22	37	14	17	6
Undertaking training	4	14	29	24	22	7
Attending conferences	1	7	25	31	28	7
Other	3 per cent of respondents (n = 32) suggested another method					

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

The more frequently used methods were those that can be used within school., The frequency with which respondents talked to staff within schools (73 per cent weekly or monthly), accessed information online (50 per cent weekly or monthly), read newsletters (43 per cent weekly or monthly), and read journals/periodicals (37 per cent weekly or monthly) is similar to the pattern shown in Table 19.

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[42] Tables 19 and 21 are presented as one table in annex B, Table B30

About 3 per cent of respondents identified other methods of keeping up-to-date. In descending order, these were:

- talking to LA/county/training support
- talking with staff from other schools/feeder primary, and
- performance management reviews.

A comparison with the equivalent responses on CPD issues for teachers shows that most methods are used less frequently for keeping abreast of CPD issues for support staff. Examples include:

- The proportions of respondents who never access information online (11 per cent) or read journals/periodicals (20 per cent) is far higher than the equivalent for teachers (3 per cent and 8 per cent, respectively).

- The high proportions of respondents who never attend conferences (28 per cent), and never undertaking training (22 per cent) are striking, and are far higher than the equivalent proportions for teachers (11 per cent and 9 per cent, respectively).

Table 22 shows the different methods used to keep up-to-date on CPD issues for support staff by respondents' role.

Table 22   Most commonly used methods for keeping up-to-date on CPD issues for support staff, by respondents' role[43]

Method	Role	Frequency					
		Weekly (%)	**Monthly (%)**	**Termly (%)**	**Annually (%)**	**Never (%)**	**Missing (%)**
Accessing information online	Headteacher	24	26	28	7	11	5
	Deputy headteacher	23	29	27	7	10	5
	Other	17	29	27	10	11	6
Networking with training and development leaders from other schools	Headteacher	4	25	39	13	13	6
	Deputy headteacher	4	21	36	15	18	6
	Other	4	13	40	16	22	5
Attending conferences	Headteacher	2	7	26	30	27	8
	Deputy headteacher	1	7	26	32	28	6
	Other	1	6	21	26	36	9
Reading newsletters	Headteacher	18	28	35	5	9	7
	Deputy headteacher	12	32	30	7	13	6
	Other	7	28	35	11	13	7
Reading journals/periodicals	Headteacher	15	26	26	6	19	8
	Deputy headteacher	9	28	27	9	20	7
	Other	5	21	32	10	23	9
Undertaking training	Headteacher	6	15	26	24	21	8
	Deputy headteacher	3	14	30	24	21	7
	Other	4	11	31	22	24	7
Talking to school staff	Headteacher	53	24	16	2	1	4
	Deputy headteacher	45	27	17	4	2	5
	Other	41	30	16	5	2	5
Other	3 per cent of respondents (n = 32) suggested another method						

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

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[43] Tables 20 and 22 are presented as one table in annex B, Table B31

Headteachers and deputy headteachers made more frequent use of different methods compared to CPD leaders in 'other' roles. This pattern is illustrated respondents who:

- never attend conferences (others, 36 per cent; deputy headteachers, 28 per cent; headteachers, 27 per cent), or
- never network with training and development leaders from other schools (others, 22 per cent; deputy headteachers, 18 per cent; headteachers, 13 per cent).

There is a group of CPD leaders who are more active than others in accessing a variety of methods for keeping up-to-date. To exemplify this, regression analysis revealed that respondents who more frequently used 'internal' methods also more frequently used 'external' methods to keep up-to-date with CPD issues for support staff[44]. Similarly, respondents who more frequently used 'external' methods for support staff issues were also the most frequent users of 'external' methods for teachers' CPD[45].

Tables 23–26 provide summaries of the overall usage of different methods (outlined in Tables 20 and 22) for keeping abreast of CPD issues.

Table 23   Respondents' usage of methods for tracking CPD issues for teachers

No. of methods (as listed in Table 22)	Percentage of respondents (%)
All methods	74
Between 5 and 6 methods	21
4 or less methods	5

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Almost three-quarters of respondents (74 per cent) used all of the methods listed, while one in five respondents (21 per cent) used between five and six methods, and 5 per cent of respondents used four or less. Only one respondent never used any of the methods.

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[44] See annex A, Tables A6–A9 for further detail
[45] See annex A, Tables A6–A9 for further detail

Table 24   Respondents' usage of methods for tracking CPD issues for support staff

No. of methods (as listed in Table 22)	Percentage of respondents (%)
All methods	55
Between 5 and 6 methods	27
4 or less methods	19

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

By comparison, more than half of all respondents (55 per cent) used all of the methods listed in Table 22 to track CPD issues for support staff. In total, 27 per cent of respondents used between five and six methods, and almost one in five (19 per cent) referred to four or less different methods. Eight respondents (<1 per cent) had never used any of the methods.

The overall use of methods by CPD leaders differed when tracking CPD issues for teachers and support staff, in that:

- more respondents used all of the methods for teachers (74 per cent) compared with support staff (55 per cent), and
- one in five respondents (19 per cent) used four or less methods for support staff compared with 5 per cent for teachers.

Table 25   Respondents' usage of all methods for tracking CPD issues for teachers and support staff, by respondents' role

CPD issues	Headteacher (%)	Deputy headteacher (%)	Other (%)	Total respondents (%)
Teachers	76	75	63	**74**
Support staff	56	54	48	**55**

N = 1,509 (553 = headteacher; 793 = deputy headteacher; 152 = other role; 11 = missing)
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table 25 shows the overall use of methods for teachers and support staff CPD issues by respondents' role. Three-quarters of headteachers (76 per cent) and deputy headteachers (75 per cent), compared with less than two-thirds of respondents in 'other' roles (63 per cent) used all the methods listed in Table

20. There was little variation between the respondents' roles in terms of their overall use of different methods to track CPD issues for support staff.

Table 26   Respondents' usage of all methods for tracking CPD issues for teachers and support staff, by school type

CPD issues	Primary (%)	Secondary (%)	Special (%)	Total respondents (%)
Teachers	71	77	71	**74**
Support staff	53	56	59	**55**

N = 1,509 (732 = primary; 624 = secondary; 153 = special)
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table 26 shows the overall use of methods for teachers and support staff CPD issues by school type. Respondents from secondary schools (77 per cent) made greater overall use of all methods listed in Table 20 to track CPD issues for teachers compared to respondents from primary (71 per cent) and special schools (71 per cent). There was less variation between respondents from primary, secondary and special schools in terms of their overall use of methods for support staff, although respondents from special schools (59 per cent) made marginally greater overall use compared to those from secondary (56 per cent) and primary (53 per cent) schools.

4.5   Methods of support that are found useful by CPD leaders

This section focused on support for CPD leaders themselves. Respondents were asked to identify which three methods of support they currently find most useful and which three methods they would find the most useful. The results are presented in Table 27 as percentages of respondents. These results show some differences between current useful methods and those that would be helpful.

Table 27   Methods of support preferred by respondents

Method of support	Current support that is useful to respondents (%)	Support that would be useful to respondents (%)
Conferences/workshops	51	15
Information on the provision of training and development	38	21
Formal guidance related to professional and occupational standards	29	20
Accredited training (eg. professional qualifications)	27	17
Relevant publications	25	13
Non-accredited training	22	11
Toolkits for training and development (eg. training needs analysis, impact assessment)	20	35
Research evidence of effective practice	20	27
Quality mark systems	11	12
Information on the range of qualifications available	10	21
Informal guidance	9	19
CPD leadership induction packs	8	30
Missing	5	12
Other	3	1
	N = 1,328	N = 1375

Percentages will not sum to 100 due to the fact that more than one answer could be given
Source: NFER paper and online survey of CPD leaders in schools, 2008

As indicated in Table 27, the four most popular forms of current support were:

- conferences/workshops (mentioned by slightly more than half of all respondents, 51 per cent)
- information on the provision of training and development (38 per cent)
- formal guidance related to professional and occupational standards (29 per cent), and
- accredited training (27 per cent).

However, the forms of support that CPD leaders would find most useful were (in descending order):

- toolkits for training and development eg. training needs analysis, impact assessment (mentioned by more than one-third of respondents, 35 per cent)
- CPD leadership induction packs (30 per cent)
- research evidence of effective practice (27 per cent)
- information on the provision of training and development (21 per cent), and
- information on the range of qualifications available (21 per cent).

The high proportion of respondents who identified toolkits for training and development, induction packs, and research evidence of effective practice suggests that CPD leaders would particularly welcome practical (and proven) methods of support.

Table 28 shows the most popular forms of current support by respondent's role. The results are presented as percentages of respondents.

Table 28   Most popular methods of current support, by respondents' role

Method of support	Headteacher (%)	Deputy headteacher (%)	Other (%)	Missing (%)
Conferences/workshops	50	53	47	55
Information on the provision of training and development	37	38	44	0
Formal guidance related to professional and occupational standards	30	29	29	27
Accredited training (eg. professional qualifications)	26	31	13	9
Non-accredited training	25	22	17	18
Relevant publications	22	27	24	18
Toolkits for training and development (eg. training needs analysis, impact assessment)	20	18	23	18
Research evidence of effective practice	19	23	16	0
Quality mark systems	16	9	5	9
Informal guidance	10	9	9	9
Information on the range of qualifications available	9	9	15	18
CPD leadership induction packs	5	8	15	0
Other	2	4	2	0

N = 1,328
Percentages will not sum to 100 due to the fact that more than one answer could be given
Source: NFER paper and online survey of CPD leaders in schools, 2008

The proportion of 'other' leaders who find accredited training useful is considerably lower than their counterparts. More of this group also identified CPD leadership induction packs and information on the range of qualifications available as useful, compared with headteachers and deputy headteachers.

Table 29 shows the findings for types of support that would be useful by respondent's role.

Table 29   Methods of support that would be useful, by respondents' role

Method of support	Headteacher (%)	Deputy headteacher (%)	Other (%)	Missing (%)
Toolkits for training and development (eg. training needs analysis, impact assessment)	32	37	38	18
Research evidence of effective practice	26	29	24	36
Information on the provision of training and development	22	20	24	27
CPD leadership induction packs	22	34	37	9
Information on the range of qualifications available	21	21	22	18
Formal guidance related to professional and occupational standards	18	21	19	27
Informal guidance	17	19	22	18
Conferences/workshops	15	14	18	18
Accredited training (eg. professional qualifications)	14	17	22	27
Relevant publications	13	13	9	9
Quality mark systems	13	11	10	9
Non-accredited training	12	10	11	0
Other	1	1	1	0

N = 1,375
Percentages will not sum to 100 due to the fact that more than one answer could be given
Source: NFER paper and online survey of CPD leaders in schools, 2008

As seen in Table 29, a lower proportion of headteachers compared to deputy headteachers and 'other' roles identified the methods of support as useful. These methods of support include:

- CPD leadership induction packs
- accredited training, and

- toolkits for training.

A relatively high proportion of respondents in the 'other' group stated they would find these methods of support useful:

- toolkits for training and development
- CPD leadership induction packs
- information on the provision of training and development, and
- informal guidance.

The highest response for headteachers was in favour of quality mark systems: one in six headteachers currently found that method useful, compared with only 1 in 20 'other' CPD leaders. A marginally higher proportion of headteachers also identified this as a method that would useful in future.

Analysis by school sector[46] showed few variations in the perceived usefulness of different methods:

- a higher proportion of secondary CPD leaders currently found research into effective practice useful (more than one-quarter), compared to one in six of primary and special school respondents.
- fewer special school CPD leaders (41 per cent) found conferences and workshops useful currently, compared with those in primary or secondary (slightly more than 50 per cent). A higher proportion of special school leaders also said this support would be useful (1 in 5) compared to their secondary colleagues (1 in 10)
- a higher proportion of secondary school CPD leaders (40 per cent) felt toolkits would be useful, compared with those in primary schools (31 per cent).

The additional regression tables related to this chapter are included in annex A, Tables A4–A9.

The additional frequency tables related to this chapter are included in annex B, Tables B26–B31.

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[46] see Tables B28 to B29 in annex B for further detail

5. CPD practice in schools

Key findings

- The most commonly used terms for describing development activities for teachers in all school types were, in descending order: CPD, professional development, Inset and staff development.
- The most commonly used terms for describing development activities for support staff in all school types were, in descending order: CPD, professional development, staff development /training and development.
- In primary and special schools the headteacher was the person most likely to make the final decision regarding CPD opportunities for teachers and support staff; in secondary schools, this decision was more likely to be made by the CPD leader for teachers and either the CPD leader or line manager for support staff.
- Most respondents indicated that their school either 'always' or 'sometimes' evaluated the impact of training and development.
- The most common ways to evaluate the impact of CPD were: as part of the performance review/appraisal process for support staff, as part of the performance management process for teachers and in terms of impact on pupils' learning.
- Phase one of the CPD Leadership project found some evidence at regional level that evaluating the impact of CPD was a concern for CPD leaders (London region), and in particular evaluating the impact of CPD with support staff (East Midlands). There was also some regional evidence that schools may find it easier to measure the impact of in-house professional development, and that performance management is being used by all sectors (Tees Valley). The phase-one report highlighted the significance of the new performance management arrangements, and the increasing links between CPD and whole-school improvement (TDA, 2007). The importance of CPD and its relationship to performance management targets and overarching school improvement plans was highlighted in the phase-one reports (West Midlands, Tees Valley, East Midlands and London region).
- Across all school types, respondents were most likely to link CPD to whole-school priorities. This survey's findings suggest that to a considerable extent school CPD leaders recognise and seek to strengthen the links between CPD, school improvement planning, and performance management, while also acknowledging barriers to implementation.
- Respondents were more likely to find that capacity factors (such as time/workload issues and the release of staff) were a barrier to their role in leading CPD rather than operational, specific or cultural factors.
- This finding is consistent with the phase-one finding that many CPD leaders do not have the capacity to do their job effectively, with the range of responsibilities held by headteachers and deputy headteachers as a factor underlying this constraint (TDA, 2007)

5.1   Introduction

This chapter draws from the survey findings in order to look specifically at CPD practice in schools. Section 5.2 examines the terms schools use to describe development activities. Section 5.3 looks at the frequency and type of evaluation to assess the impact of training and development in schools. Section 5.4 presents findings relating to who in a school makes the final decision about an individual's CPD opportunities. Section 5.5 examines the links between CPD and other school priorities. Section 5.6 focuses on the barriers associated with leading CPD and to developing a CPD role. The key findings for this chapter are summarised in section 5.7.

5.2   Terms used to describe development activities.

Respondents were asked to select the term they most commonly use to describe development activities for teachers and support staff. The responses to these questions are shown in Tables 30 and 31.

Table 30   Most commonly used terms to describe development activities
for teachers, by school type

Term used	School type			
	Primary (%)	Secondary (%)	Special (%)	Total respondents (%)
CPD	34	48	43	**40**
Professional development	28	22	26	**25**
Inset	14	9	9	**11**
Staff development	10	10	11	**10**
Training and development	5	4	3	**4**
Other	5	4	4	**4**
Professional learning	2	2	3	**2**
Missing	3	2	4	**2**
	N = 732	N = 624	N = 153	N = 1,509

Single-response items
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

The main findings from the responses were that:

- 'CPD' is the most commonly used term: two in five (40 per cent) schools reported using this term
- nearly half of all secondary school respondents (48 per cent) used 'CPD' compared with slightly more than one-third of all primary school respondents (34 per cent)
- one-quarter of respondents from all school types used the term 'professional development'
- 'professional development' was more commonly used in primary schools (28 per cent) compared with secondary schools (22 per cent)
- overall, only about 1 in 10 schools used the terms 'Inset' and 'staff development', and
- the term 'professional learning' was very rarely used.

About 4 per cent of respondents suggested other terms for development activities for teachers. These were:

- Learning and development
- Staff training
- Learning (community)
- Training and support, and
- PPD.

Table 31   Most commonly used terms to describe development activities for support staff, by school type

Term used	School type			
	Primary (%)	**Secondary (%)**	**Special (%)**	**Total respondents (%)**
CPD	23	33	33	**28**
Professional development	26	19	24	**23**
Training and development	17	17	9	**16**
Staff development	17	15	17	**16**
Inset	8	7	7	**8**
Other	4	2	3	**3**
Professional learning	2	2	1	**2**
Missing	3	5	6	**4**
	N = 732	N = 624	N = 153	N = 1,509

Single-response items
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

As shown in Table 31, the top-three terms for describing development activities for support staff were 'CPD' (28 per cent), 'Professional development' (23 per cent) and 'Staff development/Training and development' (16 per cent). As with teacher development, 'professional learning' was very rarely used by respondents from all school types. The main

differences between primary, secondary and special schools in the use of terms for support staff were that:

- respondents from secondary and special schools (both 33 per cent) most commonly used the term 'CPD'
- primary school respondents (26 per cent) most commonly used 'professional development', and
- 'training and development' was more commonly used by primary and secondary schools (both 17 per cent) compared with special schools (9 per cent).

About 3 per cent of respondents identified other terms for describing development activities for support staff. These were:

- Learning and development
- Staff training, and
- PPD.

The differences in the use of terms for support staff and teacher development were that:

- 'CPD' was used more for teachers (40 per cent) than for support staff (28 per cent), and
- 'Training and development' was used more for support staff (16 per cent) than for teachers (4 per cent).

5.3   Frequency and type of evaluation of impact of training and development in schools

Respondents were asked how often they evaluated the impact of both training and development. Their responses to this question are shown in Table 32.

Table 32   Frequency of evaluating the impact of training and development, by school type

Frequency of evaluation	School type			
	Primary (%)	**Secondary (%)**	**Special (%)**	**Total respondents (%)**
Always	48	53	50	**50**
Sometimes	48	44	46	**46**
Never	<1	<1	1	**<1**
Missing	4	3	3	**3**
	N = 732	N = 624	N = 153	N = 1,509

Single-response items
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Overall, the majority of respondents (96 per cent) reported that their school either always or sometimes evaluated the impact of training and development. As seen in Table 32, respondents from primary, secondary and special schools all answered this question in a similar manner. Additional analysis revealed that there was no significant difference in response by GOR. Respondents were then asked how they evaluated the impact of CPD: these responses are shown in Table 33.

Table 33   Methods for evaluating the impact of CPD, by school type

Evaluation method	School type			
	Primary (%)	**Secondary (%)**	**Special (%)**	**Total respondents (%)**
As part of the performance management process for teachers	87	88	91	**88**
As part of the performance review/appraisal process for support staff	82	84	88	**83**
In terms of impact on pupils' learning	82	68	76	**76**
In terms of staff job satisfaction	43	34	47	**40**
Through pupil views on teacher and support staff practice	24	30	14	**25**
Other	12	14	13	**13**
Missing	5	4	2	**4**
	N = 732	N = 624	N = 153	N = 1,509

Multiple response items – presented as per cent of cases
Percentages may not add up to 100 because more than one answer could be selected
Source: NFER paper and online survey of CPD leaders in schools, 2008

The most common evaluation methods used by schools were:

- as part of the performance management process for teachers (88 per cent)
- as part of the review/appraisal process for support staff (83 per cent), and
- in terms of impact on pupils' learning (76 per cent).

Two out of five respondents (40 per cent) from all school types evaluated CPD in terms of staff job satisfaction and one-quarter assessed it through pupils' views on staff.

The main difference in responses between school types was for evaluation through evaluated in relation to pupils' views: this was more common in primary (24 per cent) and secondary schools (30 per cent) than in special schools (14 per cent). It is also interesting to note that respondents from primary and special schools were more likely to evaluate the impact of CPD in

relation to impact on pupils' learning and staff job satisfaction than respondents from secondary schools.

About 13 per cent of respondents identified other evaluation methods; in descending order, these were:

- use of evaluation forms
- post-course evaluation
- staff feedback to SMT/SLT
- general meetings with staff, and
- informing SIP/SEF.

5.4 The decision-making process

Respondents were asked to identify who, in terms of their school role, made the final decision about CPD opportunities for individual teachers or support staff (Tables 34 and 35). Respondents could select any of these roles: individual member of staff, line manager, CPD leader, deputy headteacher, headteacher, subject leader and other. If respondents selected 'other', they were asked to state this person's job role.

Table 34   Identifying the decision-maker for CPD opportunities for individual teachers, by school type

Decision-maker	School type			
	Primary (%)	Secondary (%)	Special (%)	Total respondents (%)
Headteacher	88	30	72	**63**
CPD leader	20	57	29	**36**
Deputy headteacher	17	27	27	**22**
Line manager	9	18	11	**13**
Individual	12	10	12	**11**
Subject leader	6	8	3	**7**
Other	2	3	6	**3**
Missing	2	2	3	**2**
	N = 732	N = 624	N = 153	N = 1,509

Multiple response item
Percentages will not sum to 100 because more than one answer could be given
Source: NFER paper and online survey of CPD leaders in schools, 2008

The main findings about who took the final decision for CPD opportunities for individual teachers were that:

- almost two-thirds of respondents (63 per cent) identified the headteacher

- slightly more than one in three respondents (36 per cent) identified the CPD leader and around one-fifth (22 per cent) identified the deputy headteacher, and

- the line manager (13 per cent), individual (11 per cent) and subject leader (7 per cent) were less often identified.

The individual responsible for teachers' CPD differed between school types. In secondary schools (57 per cent) the CPD leader was most likely to be the decision-maker, whereas in primary (88 per cent) and special schools (72 per cent), it was most likely to be the headteacher.

Where respondents identified another individual responsible for teachers' CPD, this was most commonly the SMT. Other individuals specified were SENCOs, governors, key stage managers, administration officers and cover supervisors.

Table 35   Identifying the decision-maker for CPD opportunities for individual support staff, by school type

Decision-maker	School type			
	Primary (%)	Secondary (%)	Special (%)	Total respondents (%)
Headteacher	78	21	63	**53**
CPD leader	16	46	28	**29**
Line manager	16	30	14	**22**
Deputy headteacher	19	21	28	**20**
Individual	11	9	12	**10**
Other	4	8	5	**6**
Subject leader	3	3	1	**3**
Missing	4	4	7	**4**
	N = 732	N = 624	N = 153	N = 1,509

Multiple response item
Percentages will not sum to 100 because more than one answer could be given
Source: NFER paper and online survey of CPD leaders in schools, 2008

The main findings about the decision-maker for CPD opportunities for individual support staff were that:

- more than half of respondents (53 per cent) identified the headteacher
- less than one- third of respondents (29 per cent) identified the CPD leader
- about one in five respondents identified the line manager (22 per cent) or deputy headteacher (20 per cent), and
- the individual (10 per cent), other (6 per cent) and subject leader (3 per cent) were identified less often.

The decision-maker differed markedly between primary, secondary and special schools. Respondents from primary (78 per cent) and special schools (63 per cent) identified the headteacher whereas secondary-school respondents named CPD leaders (46 per cent) or line managers (30 per cent). Only one in five secondary headteachers made the final decision on CPD for support staff.

Of the respondents who completed the questionnaire, more than 90 per cent were either headteachers or deputy headteachers (Table 3, chapter 2). The question aimed to explore whether the CPD leader or other staff members were involved in the final decision on CPD opportunities for teachers and support staff. It is interesting that for both teachers and support staff the second most common decision maker was the CPD leader. It is not possible to establish how frequently the CPD leader identified was different to the headteacher or deputy headteacher, but the finding may suggest that there is a difference between the person with overall responsibility for CPD and the person making the final decision for individual staff.

The decision-maker for support staff differed from the person identified for teachers, in that:

- the line manager was more commonly named for support staff (22 per cent) than for teachers (13 per cent), and
- the headteacher more commonly made the final decision for teachers (63 per cent) rather than for support staff (53 per cent).

Of the respondents that named another individual as the decision-maker, the roles named differed between primary, secondary and special schools. The three most common roles for primary support staff CPD were the SENCO, SMT/SLT and the inclusion manager. In secondary schools, the three most common roles were school business managers, the SMT/SLT and

administration officers. The SMT/SLT was the most common 'other' role named for special schools. Other roles identified as the decision-maker were governors, support staff manager, key stage manager, senior TA/HTLA, associate staff manager, resource manager, bursar and human resources director.

5.5   Links between CPD and other school and staff priorities

Respondents were asked whether their school always, sometimes or never explicitly linked CPD to:

- individual needs of teaching staff
- individual needs of support staff
- team/department needs, and
- whole-school priorities.

The responses are shown in Table 36.

Table 36   Frequency with which CPD is linked to specific needs, by school type

Specific need	School type	Frequency			
		Always (%)	**Sometimes (%)**	**Never (%)**	**Missing (%)**
Whole-school priorities	All schools	84	13	<1	3
	Primary	87	11	<1	2
	Secondary	81	16	<1	3
	Special	77	19	<1	4
Individual needs of teaching staff	All schools	66	31	<1	3
	Primary	62	35	0	3
	Secondary	70	26	<1	3
	Special	67	26	<1	5
Individual needs of support staff	All schools	61	34	<1	4
	Primary	59	38	<1	3
	Secondary	64	32	<1	4
	Special	65	27	1	7
Team/department needs	All schools	52	33	1	14
	Primary	40	37	2	21
	Secondary	70	26	<1	4
	Special	41	42	1	16

N = 1,509 (732 primary, 624 secondary, 153 special)

Single-response items
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Across all school types, respondents were most likely to always (rather than sometimes or never) link CPD to whole-school priorities (Table 36). It was also very common for respondents to link CPD to the individual needs of

teachers or support staff and to the whole department's needs (85-plus per cent respondents always or sometimes linked CPD to these types of need). In general, responses were similar for respondents from primary, secondary and special schools. The main difference between school types was that respondents from secondary schools were more likely to always (rather than sometimes or never) link CPD to team/department needs (compared with respondents from primary and special schools). A suggested reason for this difference is that primary and special schools are less likely to have a team/department structure. The high number of missing responses from primary and special school may also support this suggestion. Additional analysis revealed that there was no significant difference in response by GOR.

Respondents were asked to describe any links between CPD and performance management/review and school improvement planning. This was an open question in the survey and answers were grouped into general themes. In total, 872 respondents answered this question (58 per cent of all respondents). The two most commonly expressed links between CPD and performance management (PM) review and school planning were that whole-school priorities inform CPD/PM (34 per cent) and that performance management/individual appraisal informs CPD (31 per cent). The third most common response was that both school improvement planning and performance management inform CPD (15 per cent)[47].

Illustrations of the responses which suggest that whole-school priorities inform CPD/PM are given below.

One-third of respondents (34 per cent) suggested that whole-school priorities informed performance management and CPD. Some respondents drew attention to the temporal relationship between these activities:

> "School improvement priorities agreed July to September; headteacher and SLT performance targets set September; individual performance targets set by end of October; CPD identified in the light of the above".

In a few cases the relationship appeared highly directive:
> "Whole-school need dictates in-house CPD".

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[47] see annex B, Table B39 for a full breakdown'

Elsewhere, this much less so:
"SIP guides our CPD choices".

School improvement planning was regularly described as determining overarching priorities, from which departmental and individual targets and training or development were developed. The influence of whole-school priorities was particularly marked in relation to school-wide training, where, it was suggested, it commonly set the agenda:

"SIP sets general parameters for whole-school training"

"The main targets from the SIP are used to plan training and development sessions over the academic year"

"School improvement priorities identify the CPD required by the school and its staff".

However, the influence of school improvement planning was also apparent at the level of the individual:

"SIP/whole-school development needs feature in all annual CPD reviews"

"SIP is used to develop two common PM objectives for all teachers and teaching assistants. This then links to CPD which may be whole-staff or individual training"

"Individual applications for specific personal development must have links to SIP"

"All staff are asked to make links to the school's priorities when completing their training needs request. They specify how their training will fulfil those priorities/objectives"

"All application forms for CPD activities must be referenced against the school improvement plan"

"Teaching staff write their performance management targets and highlight at least one in line with school priorities".

Illustrations of responses that suggested performance management/individual appraisal informs CPD are given below:

One in three respondents (31 per cent) suggested that performance management/individual appraisal could inform CPD. The responses indicate that this process involves staff in review activities, leading to the identification of targets and agreement of training or support needs to meet these targets. So, for example:

> "Staff identify with [the] headteacher any training needs they feel they need to successfully meet performance management objectives"

> "CPD and performance management go hand in hand. Training requested and advised upon in performance management is usually sought out for individuals"

In some responses it was made clear that where the term performance management related to the performance of individual members of staff, the information on CPD needs which was obtained through individual appraisal or review would then be relayed to the members of staff with lead responsibility for CPD, so that they could inform whole-school training activities:

"[performance management is] used to inform [the] whole-school training and development plan which aligns with the school improvement plan"

"[performance management is] used to identify whole-school CPD activities as well as support individual needs"

"try and link [whole-school] training activities... to individual staff requests".

Illustrations of the responses which suggested that both school improvement planning and performance management informs CPD are given below.

A smaller number of respondents (15 per cent) stressed that both school improvement planning and performance management inform CPD. In some of these examples the distinction was clearly made between processes used to inform planning around whole-school training needs and those for individual needs.

> "During performance management planning meetings CPD needs are discussed and planned for. Whole-school training always relates to the school improvement plan"

> "All teaching and support staff have one performance management target that is explicitly linked to their CPD. There is a column in all sections of our school development plan where CPD is specified along with costings and support needed".

5.6 Barriers to leading CPD

Two questions in the survey explored barriers to leading CPD. Respondents were asked to rate a set of predefined issues that were barriers to their role in leading CPD; their responses are shown in Table 37 and were grouped as either cultural, operational, capacity, specific (as described in phase one of the CPD leadership project), or other factors.

The second question was open, and respondents were asked to provide details of any barriers that they had experienced in developing their role. These responses were grouped to account for similar themes and are presented in Table 38.

Table 37   Potential barriers to the role of leading CPD

Barrier	Percentage of respondents				
	A little (%)	To some extent (%)	To a great extent (%)	Not at all (%)	Missing (%)
Cultural factors					
Staff attitudes towards support for training and development	20	20	2	54	4
The status of your role	4	6	2	84	4
Lack of support to develop innovative practice	20	19	6	50	5
Operational factors					
Identifying and reconciling individual and school needs	27	39	6	25	4
Awareness of the range of opportunities available	29	36	5	26	4
Identifying and evaluating the impact of training and development	21	39	8	28	5
Capacity factors					
Time/workload issues of your staff	14	37	40	5	3
Time/workload issues of your own	14	35	40	8	3
Release of teachers	14	38	37	7	3
Release of support staff	19	40	24	14	4
Financial issues	15	34	41	8	3
Specific factor					
Familiarity with new professional and occupational standards	28	33	7	28	4
Other factors					
Diversity of roles in the school workforce	22	35	11	28	4

N = 1,509

Single-response items
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table 38   Extent of barriers' impact on CPD leadership

Barrier	**Percentage of respondents**				
	A little (%)	**To some extent (%)**	**To a great extent (%)**	**Not at all (%)**	**Missing (%)**
Cultural factors	15	15	3	63	4
Operational factors	26	38	6	26	4
Capacity factors	15	37	36	8	3
Specific factors	28	33	7	28	4
Other factors	22	35	11	28	4

The main findings regarding the barriers to the CPD leadership role were that:

- cultural factors were least likely to be classed as a barrier, 63 per cent of respondents did not find these issues a barrier
- capacity factors were the greatest barrier, 73 per cent (37 per cent plus 36 per cent) rated them as a barrier either to some extent or to a great extent
- the individual issues most likely to act as a barrier to a great extent were time, workload (for all staff) and financial issues, and
- the status of the role was least likely to act as a barrier to leading CPD.

Regression analysis was used to consider the relationship between each of the barrier types (operation, cultural, specific and capacity) to leading CPD and between a range of other predictors. The main findings for capacity (greatest barrier) and cultural (least barrier) factors are considered[48]. This statistical analysis revealed that:

- respondents who felt that cultural factors were less of a barrier to leading CPD less regularly linked CPD to the needs of support staff and teachers; they were from secondary rather than primary schools; and spent a greater amount of their CPD time on administrative issues
- respondents who spent less time working as part of the whole–schools workforce also found that cultural factors were more of a barrier to leading CPD

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[48] See annex A, Tables A10–A13 for full details of regression analysis

- respondents from schools in the South West when compared with those from London felt that cultural factors were more of a barrier to leading CPD

- respondents who felt that capacity factors were less of a barrier to leading CPD also reported that operational factors were less of a barrier to leading CPD and they more regularly contacted 'local' organisations (see chapter 4) for CPD information, and

- respondents who linked CPD to team/department needs less regularly also identified capacity factors as more of a barrier to leading CPD.

The regression analysis also revealed that factors such as respondents' job role, urban/rural location, size of school, ethnicity, and geographical location outside of the South West were not significantly related to the groups of respondents who found any of the factors a barrier to leading CPD.

When respondents were asked to name other barriers they had experienced, the two most common responses related to capacity issues (Table 39). These barriers accounted for almost 40 per cent of responses, and again were related to respondents' own time/workload issues and financial issues/budget constraints.

Table 39   Other barriers to developing CPD leadership

Barrier	Percentage of respondents
Time/workload issues for yourself	21
Financial issues/budget constraints	18
Role clashes with other responsibilities/role not discrete	9
Staff attitudes to towards support for training and development	8
Improving understanding of role of CPD across school	5
Releasing staff from classroom and negative impact on pupils	5
Time/workload issues for staff	4
Effective evaluation issues	4
Impending government/LA initiatives	4
Access to information	4
Finding suitable cover	4
Availability and accessibility to courses	3
Cascading information effectively/sharing	3
Quality of training	3
Lack of appropriate training	3
Lack of training and support for CPD leader	3
Lack of LA support 'flying solo'	2
Staff resistant to change	2
Lack of leadership commitment/low priority in school	2
Hard to delegate, as there is a need to have an overview	2
Innovative practice needs time to bed in	1
Variety of different needs eg. GTP, NQT and ITT	1
Staff consistency eg. staff turnover/sickness	1
Status of CPD leader eg. not on SMT	1
Poor link to PM to identify training needs	1
National status of CPD	1
External training lacks flexibility to match schools goals	<1
Lack of effective IT management tool for organising CPD	<1

N = 548   Reported from respondents that gave a comment to this question. Percentages may not add up to 100 because more than one answer could be entered.

Source: NFER paper and online survey of CPD leaders in schools, 2008

The additional regression tables related to this chapter are included in annex A, Tables A10–A13.

The additional frequency tables related to this chapter are included in annex B, Tables B32–B41

6.   Concluding comments

6.1   Research context

This research was commissioned to describe and analyse how CPD is led in schools today, how it is supported, and the barriers and challenges faced by CPD leaders. Prior to this research, the TDA (2007) reported that CPD was moving along a continuum in towards:

- a more strategic role

- a focus on the whole-school workforce

- using a range of methods highlighting what the school can provide particularly through coaching and mentoring

- identifying needs through performance management and review and balancing the needs of the individual and the school, and

- monitoring and evaluating the short- and long-term impact of CPD.

The national picture provided by this study provides an overview of progress along the different dimensions which indicate schools' progress towards meeting national priorities and expectations.

6.2   Sample profile

Key message

A majority of CPD leaders occupy senior leadership positions, and are very experienced in the teaching profession. A clear profile also emerges by age, and ethnicity. More than two-thirds are 45-plus, and the vast majority are white.

Most CPD leaders in secondary and special schools were deputy headteachers or equivalent, and most of the CPD leaders in primary schools were headteachers. The vast majority were members of their school's SMT/SLT. One-tenth of CPD leaders identified themselves as neither headteachers, deputy headteachers or equivalents.

It is also striking that CPD leaders tend to be very experienced, with 6 out of 10 having worked 21 or more years' experience in schools. The prevalence of

CPD leaders who were white (94 per cent) reflects the national profile with regard to teachers in the LA-maintained sector. More than two-thirds of respondents were female (69 per cent).

The prevalence of CPD leaders who are older and have spent more 20 years in teaching suggests that schools (and other organisations) may wish to further consider the importance of involving and training a younger cohort of CPD leaders, and maximising the experience of the present cohort.

6.3 Roles and responsibilities

Key message

CPD leaders who work in secondary schools and those who are deputy headteachers spend slightly more time than their counterparts in other types of school and roles on CPD. Sometimes CPD leadership responsibilities are shared but do not always cover the range of staff in schools. For certain groups of support staff responsibility for CPD is often held outside the school.

Given the Agency's interest in CPD leaders assuming a more strategic role, it is notable that the balance of time CPD leaders spend on strategic and administrative issues varies by school role, with headteachers spending most time on strategic issues (63 per cent) and least time on administrative issues (57 per cent) compared to deputy headteachers (43 per cent and 57 per cent respectively) and other roles (33 per cent and 67 per cent). Regression analysis shows significant differences by role, and that respondents spending more time on strategic issues found cultural issues more of a barrier to leading CPD, and also accessed external sources more frequently. This may suggest the barriers to a more strategic role concern more than just capacity issues, and the challenges involved require multi-faceted responses.

A considerable range of staff, including SENCOs, bursars, office managers, and ICT coordinators, are involved in supporting the professional development needs of staff, and in particular of support staff. These results confirm the finding from phase one of the CPD Leadership project (TDA, 2007). However, a proportion of CPD leaders reported that for certain support groups, particularly technicians/library staff, catering staff, and staff dedicated to extended services provision and volunteers, there were no CPD leadership arrangements in place. Staff, other than those based in school, held some

responsibility for the training and development of support staff. For catering staff, personnel from external catering companies were identified as being among agencies who had responsibility for this group's training and development. Taken together these national findings suggest that, in line with phase-one findings (TDA, 2007), in many cases, schools have identified a need for more than one person to take responsibilities for training and development of staff. The lack of in-school CPD leadership for certain categories of support staff is worth further consideration.

There may be benefits in giving further consideration to providing training, information and support specifically for all those in schools who are responsible for the professional development needs of support staff. It may also be valuable to ensure a particular focus on addressing cultural barriers within CPD leadership programmes, information or training. This is particularly the case given the importance of leaders moving towards a more strategic role in CPD.

6.4   Training and support for CPD role

Key message

Local organisations and networks were consulted by CPD leaders more frequently than national organisations as sources of information. The more frequently used methods for keeping up-to-date on CPD developments for teachers and support staff appear to be those accessible within school rather than externally. However, overall, CPD leaders use methods for keeping up-to-date on current developments for support staff far less frequently than they use those methods for keeping up-to-date for teachers.

Phase one of the CPD Leadership project (TDA, 2007) reported a complex and changing balance between ongoing use of external provision in schools and growing emphasis on what the school can provide particularly through coaching and mentoring internally, and capacity building.

Local organisations were consulted with greater frequency than national organisations as sources of information. School colleagues, school CPD networks and LAs are frequently consulted with as local sources of information for CPD leaders. Frequency of consultation with local sources

varies by school type, as CPD leaders from primary schools consulted with LAs more frequently than those in secondary schools, while secondary school CPD leaders consulted with school colleagues more frequently than those in primary and special schools.

CPD leaders who frequently consulted with local organisations were also more likely to frequently consult with national organisations. This may suggest a highly proactive group that seek information from many sources: encouraging this diversity of interest is desirable. The more frequently used methods for keeping up-to-date on developments in CPD for teachers and support staff appear to be those that can be used within school, including talking to staff, accessing information online, reading newsletters, and reading journals/periodicals.

Overall, however, CPD leaders used methods for keeping up-to-date on current developments for support staff far less frequently than they did for teachers. There is a difference between forms of support currently found useful by CPD leaders and those which would be found useful. Currently the most useful forms of support for CPD leaders are conferences/workshops, and information on the provision of training and development. The support that CPD leaders would find most useful include practical and proven methods such as toolkits for training and development, CPD leadership induction packs, and research evidence of effective practice. This may be a useful steer as to the kinds of support that could be developed and promoted further.

6.5 CPD practice in schools

Key messages

The terms 'CPD' and 'professional development' are the most commonly used for training and development in schools, although there is considerable variety, in particular for support staff. Most schools evaluated the impact of CPD, and linked it to whole-school priorities, although with considerable variation in their approach. Capacity factors (such as time/workload issues and the release of staff) were the most frequently cited barrier to their role in leading CPD compared to operational, specific or cultural factors.

The most commonly used terms for CPD in schools for teachers and support staff were first 'CPD', followed by 'professional development'. However, variety exists between terms used for teaching and support staff, and by school type. This may suggest different underlying conceptions of CPD.

Decision-making in CPD leadership is a complex undertaking. In primary and special schools the headteacher is most likely to make the final decision regarding CPD opportunities for teachers and support staff, whereas in secondary schools this decision is more likely to be made by roles other than the headteacher.

The majority of all respondents indicated that their school either always or sometimes evaluated the impact of training and development. The most common ways to evaluate the impact of CPD were: as part of the performance review/appraisal process for support staff, as part of the performance management process for teachers and in terms of impact on pupils' learning. It appears that many schools are responding to the significance of the new performance management arrangements, and the increasing links between CPD and whole-school improvement (TDA, 2007).

Across all school types, respondents were most likely to link CPD to whole-school priorities, although in various ways. The findings of this survey suggest that to a considerable extent school CPD leaders recognise and seek to strengthen the links between CPD, school improvement planning, and performance management, while also acknowledging barriers. Among the barriers, respondents were more likely to find that capacity factors (such as time/workload issues for both CPD leaders and staff) were a barrier to their role in leading CPD compared to operational, specific or cultural factors. However, to some extent, operational challenges also were reported in terms of reconciling individual needs and whole-school processes, and identifying and evaluating the impact of training and development. Statistical analysis shows that where capacity factors were less of a problem, operational factors were also less of a barrier, and contact with local organisations was more frequent. This is consistent with the phase-one finding that many CPD leaders would welcome support to increase their capacity to do their job effectively, with the wide range of responsibilities held by headteachers and deputy headteachers as a possible factor behind this aspiration (TDA, 2007).

The report largely confirms the phase-one regional findings, and this suggests a positive message about how local good practice in CPD leadership can be upscaled nationally.

The continuing importance of capacity factors as barriers to CPD perhaps indicates the value of providing examples and case studies of effective (and cost-effective) use of existing CPD resources. Further exemplification of the decision-making processes regarding CPD in schools may also be valuable. This research has indicated issues about how CPD, school improvement planning and performance management link and inform one another, as well as how final decisions are made and by whom. Detailed illustration of these complex processes may help those developing strategic CPD roles in many schools.

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Annex A   Factor and regression analysis

This technical annex presents:
- an explanation of the descriptive statistics
- an explanation of factor analysis
- an explanation of regression analysis, and
- tables outlining the regression findings.

A1   An explanation of the descriptive statistics

The initial part of the analysis summarises the characteristics of the achieved sample by considering:

- background characteristics of the achieved sample by respondent (age, gender, ethnicity, contractual arrangements), and
- background characteristics of the schools involved (eg. geographical region, school type, phase of school, size of school).

Sample representations were produced for each of the three sectors comparing the achieved schools in the sample with the national profile by key variables, which were used for sampling at the school level. In addition to overall frequencies for all questions, the data was disaggregated by school type (primary, secondary, special).

A set of frequencies was produced to compare the answers to questions across categories. The purpose of the descriptive statistics part of the analysis is to be able to make comparisons across two variables; the item of interest in the questionnaire against one background variable.

A2   An explanation of factor analysis

After frequencies had been produced for all questions, factor analysis was carried out to produce outcomes for use in the regression. This analysis grouped suitable questions that, together, covered similar issues based on their correlation with each other. The questions to be entered into each of the factor

analyses were selected by the research team in conjunction with the Agency and corresponded to the themes covered in parts of the report.

Several items from the questionnaire were included in the factor analyses. Some questions were appropriate as they stood, specifically those on some form of Likert scale. Other questions required some manipulation to put them on a suitable scale for inclusion.

The analyses were carried out on the whole dataset including all types of staff with an exploration of any differences between staff and school types within the regression analysis. The factor analyses produced a range of outcome factors and the research team designated the outcomes using these reader-friendly themes:

- CPD leadership time spent on administrative issues (Table A2)
- CPD leadership time spent on strategic issues (Table A3)
- Consulting local organisations for CPD information (Table A4)
- Consulting national organisations for CPD information (Table A5)
- Referring to internal information to keep up-to-date with current CPD for teachers (Table A6)
- Referring to external information to keep up-to-date with current CPD for teachers (Table A7)
- Using internal information to keep up-to-date with current CPD for support staff (Table A8)
- Using external information to keep up-to-date with current CPD for support staff (Table A9)
- Cultural factors as a barrier to leading CPD (Table A10)
- Capacity factors as a barrier to leading CPD (Table A11)
- Operation factors as a barrier to leading CPD (Table A12)
- Specific factors as a barrier to leading CPD (Table A13).

A3   An explanation of regression analysis

The basic analysis enables us to look at the responses overall and then by key variables. However, the cross tabulations do not allow us to establish whether a relationship between two variables ceases to exist once other variables are taken into account. For example, it may appear that males felt that capacity issues were less of a barrier to leading CPD, but if we controlled for age we

may find that we no longer have a relationship between gender and capacity issues because what the data is showing us is that men at a particular end of the age range rate their capacity barriers differently to those at different ages. The relationship therefore exists not between gender and capacity but between age and capacity. Regression is a technique that helps to address this problem by predicting the values of some measure of interest given the values of one or more related measures. In our case the regression analysis allowed us to build on the basic descriptive work by considering the effect of background variables on each of the factor scores (or outcomes) once other background variables had been controlled for.

Each of the factor analysis outcomes (previously listed) was used as an outcome in the regression analysis, so in total 12 regression models were run controlling for staff- and school-level variables. A full list of background variables and the details of which questions fed into each of the factors is given in Table A1.

Table A1   Regression variables

Predictor variables	Comparators
Percentage of pupils eligible for free school meals (FSM)	Higher compared to lower
Percentage of pupils with statement of SEN 2005	Higher compared to lower
Percentage of EAL pupils (2005)	Higher compared to lower
Percentage of white British pupils 2005	Higher compared to lower
No. of different ethnic categories (max. 18)	Higher compared to lower
Length of time leading CPD	Higher compared to lower
Length of time working in schools	Higher compared to lower
Overall time CPD	Higher compared to lower
Percentage of CPD time on strategic issues	Higher compared to lower
Percentage of CPD time on admin. issues	Higher compared to lower
Secondary	Primary schools
Special	Primary schools
North East	London
North West	London
Yorkshire	London
East Midlands	London
West Midlands	London
Eastern	London
South East	London
South West	London
Rural	Urban
Male	Female
Aged 18–24	Aged 45–54
Aged 25–34	Aged 45–54
Aged 35–44	Aged 45–54
Aged 55–64	Aged 45–54
Aged 65-plus	Aged 45–54
Age not given	Aged 45–54
BME	White
Headteacher	Deputy/assistant headteachers
Other role	Deputy/assistant headteachers
Size of secondary schools	Higher compared to lower
Size of special schools	Higher compared to lower
Size of primary school	Higher compared to lower
All other factors	Higher compared to lower

For each outcome the analysis looked at both the strength of relationships between various background variables and the outcome and the relative change in the outcome for a change in the background variable. In the regression analyses there are two types of values of interest: the Beta and B values (see Tables A2 to A17). B values indicate the change in the outcome for a change of one unit in the background variable. Therefore larger B values (both negative and positive) indicate the background variables that result in the greatest change in the outcome.

The B scores are then standardised – that is the variation around the variable is considered, and the resultant figures are called standardised coefficients or 'Beta' values. The Beta values show which predictors are most closely associated with the outcome. The Beta values can be interpreted in a similar way to the B values. The larger the Beta value (either positive or negative), the stronger the relationship is between the background variable and the outcome.

One of the models (see Table A13) looked at the likelihood of this factor being a barrier. This analysis made use of logistic regression models since these outcomes are binary (yes/no). The data presented for this regression model considers the odds of achieving the outcome (specific factors being a barrier) compared to other groups. Values for Exp(b) greater than one imply a greater chance, or greater odds, of achieving the outcome while values below one indicate that the group in question is less likely to achieve the outcome.

In the findings presented, each significant outcome factor has a comparator, for instance male compared to female. Table A1 provides a comprehensive list of outcomes and their comparators. For ease of presentation, the findings presented do not repeat the comparators exhaustively, just the significant outcome.

A3   Regression findings

In this section we present the regression for each of the outcome factors previously listed. For each factor the following is presented:

- a tabular presentation of the findings
- a detailed summary of all the findings.

Table A2   CPD leadership time spent on administrative issues

Variables	Standardized coefficients Beta
Other roles	0.10
Cultural barriers to leading CPD	0.08
Schools with diverse ethnicity	-0.09
External sources to update CPD for teachers	-0.13
Headteacher	-0.42

Description of analysis outlined in Table A2

Regression analysis revealed that respondents who spent less of their CPD time on administrative issues also belonged to these groups:

- Headteachers rather than deputy headteachers

- Respondents accessing more external sources of information for teachers' CPD

- Respondents from more ethnic diverse schools.

The analysis also demonstrated that respondents who spent more of their time on administrative issues also belonged to these groups:

- Roles other than deputy headteachers

- Respondents who found cultural factors less of a barrier to leading CPD.

Table A3   CPD leadership time spent on strategic issues

Variables	Standardized coefficients Beta
Headteacher	0.42
External sources to update CPD for teachers	0.12
Schools with diverse ethnicity	0.09
Cultural barriers to leading CPD	-0.09
Other roles	-0.10

Description of analysis outlined in Table A3

Regression analysis revealed that respondents who spent less of their CPD time on strategic issues also belonged to these groups:

- Roles other than deputy headteachers

- Respondents who found cultural issues more of a barrier to leading CPD.

The analysis also demonstrated that respondents who spent more of their time on strategic issues also belonged to these groups:

- Headteachers rather than deputy headteachers

- Respondents accessing more external sources of information for teachers CPD

- Respondents from more ethnically diverse schools.

Table A4   Consulting local organisations for CPD information

Variables	Standardized coefficients Beta
Consulting national organisations	0.28
Internal sources for teachers' CPD information	0.20
External sources for teachers' CPD information	0.18
External sources for support staff CPD information	0.10
Capacity barriers to leading CPD	0.07
South West	0.06
Size of secondary school	0.06
Size of special school	0.05
Respondent aged 34–44	-0.05

Description of analysis outlined in Table A4

Regression analysis revealed that respondents who belonged to these groups also reported that they frequently consulted local organisations for information relevant to their role leading CPD:

- Respondents who frequently consulted national organisations for information relevant to their role leading CPD

- Respondents who frequently access external and internal information to keep up-to-date with current developments in CPD for teachers

- Respondents who frequently access external information to keep up–to-date with current developments in CPD for support staff

- Respondents who said that capacity issues were less of a barrier to leading CPD

- Respondents from the South West compared to London

- Respondents from larger secondary and special schools.

The regression analysis also revealed that factors such as: urban or rural location, respondent's job role, ethnicity and gender, and geographical location outside of the South West were not significantly related to the group of respondents who more or less frequently consulted local organisations for information relevant to their role leading CPD.

Table A5   Consulting national organisation for CPD information

Variables	Standardized coefficients Beta
Secondary school	0.38
Consulting local organisations	0.28
External sources for teachers' CPD information	0.19
Internal sources for support staff CPD information	0.12
Internal sources for teachers' CPD information	0.07
Overall time on CPD	0.06
Size of secondary school	0.06
Percentage of pupils eligible for FSM	0.06
Special school	0.01
Length of time working in schools	-0.06
Male	-0.06

Description of analysis outlined in Table A5

Regression analysis also revealed that respondents who belonged to these groups also reported that they frequently consulted national organisations for information relevant to their role leading CPD:

- Respondents who frequently consulted local organisations for information relevant to their role leading CPD

- Respondents from secondary schools

- Respondents who frequently access external information to keep up-to-date with current developments in CPD for teachers

- Respondents who frequently access internal information to keep up-to-date with current developments in CPD for support staff

- Respondents from special schools

- Respondents who have spent a longer time overall leading CPD

- Respondents who frequently access internal information to keep up-to-date with current developments in CPD for teachers

- Respondents from larger secondary schools.

Further findings from the regression analysis are that:

- respondents who have been working in schools for longer less frequently consulted national organisations for information relevant to their role leading CPD, and

- male respondents less frequently consulted national organisations for information relevant to their role leading CPD.

The regression analysis also revealed that factors such as urban or rural location, respondents' job role and ethnicity, and geographical location were not significantly related to the group of respondents who more or less frequently consulted local organisations for information relevant to their role leading CPD.

Table A6   Referring to internal information to keep up-to-date with current CPD for teachers

Variables	Standardized coefficients Beta
Internal sources for support staff CPD information	0.55
External sources for teachers' CPD information	0.36
Consulting local organisations	0.14
Headteacher	0.09
Secondary	0.09
Consulting national organisations	0.08
Other role	-0.04
External sources for support staff CPD information	-0.26

Description of analysis outlined in Table A6

For purposes of regression analysis a group of responses which comprise methods that can be deployed from within a school was labelled as 'internal'. Regression analysis revealed that respondents who belonged to these groups also reported that they frequently used methods which can be deployed internally, ie. within a school, to keep up-to-date with current developments in CPD for teachers:[49]

- Respondents who frequently used 'internal' methods to keep up-to-date with current developments in CPD for support staff

- Respondents who frequently used 'external' methods to keep up-to-date with current developments in CPD for teaching staff

- Respondents who frequently consulted with 'local' organisations to provide information relevant to their role in leading CPD

- Respondents who are CPD leaders in secondary schools

- Respondents who are headteachers

- Respondents who frequently consulted with 'national' organisations to provide information relevant to their role in leading CPD.

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[49] The group of responses which are included in the internal group for factor analysis comprises: accessing information online, reading newsletters, and reading journals/periodicals.

A further finding from the regression analysis is that:

- respondents in roles other than headteachers or deputy headteachers less frequently obtain information from internal sources for CPD for teachers, and

- respondents who less frequently used 'external' methods to keep up-to-date with current developments in CPD for support staff less frequently obtain information from internal sources for CPD for teachers.

The regression analysis also revealed that factors such as; urban or rural location, respondent's ethnicity and age, and geographical location and size of school were not significantly related to the group of respondents who more or less frequently used methods which can be deployed internally to keep up-to-date with current developments about CPD for teaching staff.

Table A7   Referring to external information to keep up-to-date with current CPD for teachers

Variables	Standardized coefficients Beta
External sources for support staff CPD information	0.54
Special	0.38
Internal sources for teachers CPD information	0.35
Consulting local organisations	0.13
Consulting national organisations	0.13
Overall time on CPD	0.05
Headteacher	0.04
Secondary	-0.08
South West	-0.05
Internal sources for support staff CPD information	-0.26
Percentage of pupils with statement of SEN, 2005	-0.45

Description of analysis outlined in Table A7

Regression analysis revealed that respondents who belonged to these groups also reported that they frequently used methods which can be deployed externally, ie. outside a school, to keep up-to-date with current developments in CPD for teachers:[50]

- Respondents who frequently used 'external' methods to keep up-to-date with current developments in CPD for support staff

- Respondents who frequently used 'internal' methods to keep up-to-date with current developments in CPD for teaching staff

- Respondents who frequently consulted with 'local' organisations to provide information relevant to their role in leading CPD

- Respondents who frequently consulted with 'national' organisations to provide information relevant to their role in leading CPD

- Respondents who are headteachers

- Respondents in special schools

- Respondents who have spent longer time overall leading CPD.

- Further findings from the regression analysis are that:

- respondents who are in schools with a higher percentage of pupils with a statement of SEN (2005) less frequently obtain information from 'external' sources for CPD for teachers

- respondents who frequently use internal methods to keep up-to-date with current developments in CPD for support staff less frequently obtain information from 'external' sources for CPD for teachers

- respondents who work in secondary schools less frequently obtain information from 'external' sources for CPD for teachers, and

- respondents from the South West less frequently obtain information from external sources.

The regression analysis also revealed that factors such as urban or rural location, respondent's ethnicity, gender and age, geographical location outside of the South

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[50] The group of responses which are included in the 'external' group for purposes of factor analysis comprises: networking with training and development leaders from other school; attending conferences; and undertaking training. It is recognised that training can be undertaken within or outside school.

West, and size of school were not significantly related to the group of respondents who more or less frequently used methods which can be deployed externally to keep up-to-date with current developments about CPD for teaching staff.

Table A8   Using internal information to keep up-to-date with current CPD for support staff

Variables	Standardized coefficients Beta
Internal sources for teachers' CPD information	0.52
External sources for support staff CPD	0.52
Respondent aged 55–64	0.08
Consulting national organisations	0.08
Male	0.05
South West	-0.04
Cultural barriers to leading CPD	-0.05
Secondary	-0.11
External sources for teachers' CPD information	-0.25

Description of analysis outlined in Table A8

For purposes of regression analysis a set of responses which includes methods that can be deployed from within a school was labelled as 'internal'. Regression analysis revealed that respondents who belonged to these groups also reported that they frequently used methods which can be deployed internally, ie. within a school, to keep up-to-date with current developments in CPD for support staff:[51]

- Respondents who frequently used 'internal' methods to keep up-to-date with current developments in CPD for teaching staff

- Respondents who frequently used 'external' methods to keep up-to-date with current developments in CPD for support staff

- Respondents who are within the age group 55–64

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[51] The group of responses which are included in the internal group for factor analysis comprises accessing information online, reading newsletters and reading journals/periodicals.

- Respondents who frequently consulted with 'national' organisations to provide information relevant to their role in leading CPD

- Respondents who are male.

Further findings from the regression analysis are that:

- respondents who frequently used 'external' methods to keep up-to-date with current developments in CPD for teaching staff less frequently use internal methods to keep up-to-date with current developments in CPD for support staff

- respondents who work in secondary schools less frequently use internal methods to keep up-to-date with current developments in CPD for support staff

- respondents for whom cultural factors are more of a barrier to their role in leading CPD less frequently use internal methods to keep up-to-date with current developments in CPD for support staff, and

- respondents who work in the South West region, with London as a comparator, less frequently use internal methods to keep up-to-date with current developments in CPD for support staff.

The regression analysis also revealed that factors such as urban or rural location, respondent's ethnicity and job role, and size of school were not significantly related to the group of respondents who more or less frequently used methods which can be deployed internally to keep up-to-date with current developments about CPD for support staff.

Table A9   Using external information to keep up-to-date with current CPD for support staff

Variables	Standardized coefficients Beta
External sources for teachers' CPD information	0.52
Internal sources for support staff CPD	0.51
Consulting national organisations	0.05
Consulting local organisations	0.05
Aged 55–64	-0.05
Internal sources for teachers' CPD information	-0.25

Description of analysis outlined in Table A9

For purposes of regression analysis a group of responses which includes methods that can be deployed from outside a school was labelled as 'external'. Regression analysis revealed that respondents who belonged to these groups also reported that they frequently used methods which can be deployed externally, ie. outside a school, to keep up-to-date with current developments in CPD for support staff:[52]

- Respondents who frequently used 'external' methods to keep up-to-date with current developments in CPD for teaching staff

- Respondents who frequently used 'internal' methods to keep up-to-date with current developments in CPD for support staff

- Respondents who frequently consulted with 'national' organisations to provide information relevant to their role in leading CPD

- Respondents who frequently consulted with 'local' organisations to provide information relevant to their role in leading CPD.

Further findings from the regression analysis are that:

- respondents who frequently used 'internal' methods to keep up-to-date with current developments in CPD for teaching staff less frequently use external methods to keep up-to-date with current developments in CPD for support staff, and

- respondents who are within the age group 55–64 less frequently use external methods to keep up-to-date with current developments in CPD for support staff.

The regression analysis also revealed that factors such as; urban or rural location, respondent's ethnicity, job role and gender, geographical location, and size of school were not significantly related to the group of respondents who more or less frequently used methods which can be deployed externally to keep up-to-date with current developments about CPD for support staff.

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[52] The group of responses which are included in the internal group for factor analysis comprises accessing information online, reading newsletters, and reading journals/periodicals.

Table A10   Cultural factors as a barrier to leading CPD

Variables	Standardized coefficients Beta
Operational barriers to leading CPD	0.24
Needs of teaching staff	0.11
Administrative issues	0.09
Male	0.07
Specific barriers to leading CPD	0.07
Secondary	0.07
Needs of support staff	0.04
South West	-0.06
Working in schools	-0.10
Capacity barriers to leading CPD	-0.11

Description of analysis outlined in Table A10

Regression analysis also revealed that respondents who belonged to these groups reported that cultural factors were less of a barrier to leading CPD:

- Respondents who said that operational and specific issues were less of a barrier to leading CPD

- Respondents from secondary rather than primary schools

- Male respondents compared to female

- Respondents who less regularly linked CPD to the needs of support staff and teachers

- Respondents who spent a greater amount of their CPD leadership time spent on administrative issues.

The analysis also demonstrated those respondents who reported that cultural factors were more of a barrier to leading CPD also found capacity factors a barrier to leading CPD. Those respondents from schools in the South West compared to London also reported that cultural factors were more of a barrier to leading CPD. Also those respondents that had spent less time working in school found that cultural factors were more of a barrier to leading CPD. The regression analysis also revealed that factors such as urban or rural location, respondent's job role and ethnicity, size of

school, and geographical location outside of the South West were not significantly related to the group of respondents who found operational factors were a barrier to leading CPD.

Table A11   Capacity factors as a barrier to leading CPD

Variables	Standardized coefficients Beta
Operational barriers to leading CPD	0.14
Consulting local organisation	0.10
Diversity of different ethnic categories	0.08
Cultural barriers to leading CPD	-0.10
Linking CPD to team/department needs	-0.06

Description of analysis outlined in Table A11

Regression analysis also revealed that respondents who belonged to these groups reported that capacity factors were less of a barrier to leading CPD:

- Respondents who said that operational barriers were less of a barrier to leading CPD

- Respondents from schools with a greater diversity of ethnic categories

- Respondents who have had more contact compared to less contact with local organisations in regard to provide information relevant to the role of leading CPD.

Those respondents who linked CPD to team department needs less regularly and/or belonged to the group who found cultural factors were more of a barrier to leading CPD also found capacity factors to be a greater barrier in leading CPD. The regression analysis also revealed that factors such as urban or rural location, respondent's job role and ethnicity, size of school, and geographical location were not significantly related to the group of respondents who found capacity factors a barrier to leading CPD.

Table A12   Operational factors as a barrier to leading CPD

Variables	Standardized coefficients Beta
Specific barriers to leading CPD	0.26
Cultural barriers to leading CPD	0.23
Capacity barriers to leading CPD	0.12
Linking CPD to team/department needs	0.11
Secondary schools	0.07
External sources to update CPD for support staff	-0.05

Description of analysis outlined in Table A12

Regression analysis revealed that respondents who belonged to these groups reported that operational factors were less of a barrier to leading CPD:

- Respondents who said that specific, cultural and capacity issues were less of a barrier to leading CPD

- Respondents from secondary schools

- Respondents who linked CPD to team department needs less regularly.

Those respondents accessing more external sources of information for support staff found operational factors to be a greater barrier in leading CPD. The regression analysis also revealed that factors such as urban or rural location, respondent's job role, gender and ethnicity, size of school, and geographical location were not significantly related to the group of respondents who found operational factors a barrier to leading CPD.

Table A13   Specific factors as a barrier to leading CPD

Variables	Exp(b)
BME	3.65
Operational barriers to leading CPD	1.29
Cultural barriers to leading CPD	1.15
Size of secondary school	0.99
Capacity barriers to leading CPD	0.95
Internal sources to update CPD for support staff	0.94
Secondary schools	0.63

Description of analysis outlined in Table A13

Further logistic regression analysis also revealed that respondents who belonged to these groups reported that specific factors were less likely to be a barrier to leading CPD:

- Respondents who said capacity issues were less of a barrier to leading CPD

- Respondents from secondary rather than primary schools

- Respondents from small-size secondary schools.

Respondents who belonged to these groups reported that specific factors were more likely to be a barrier to leading CPD:

- Respondents who said cultural and operational issues were less of a barrier to leading CPD

- Respondents whose ethnicity was BME rather than white.

The regression analysis also revealed that factors such as urban or rural location, respondent's job role, gender and age, and geographical location were not significantly related to the group of respondents who found specific factors a barrier to leading CPD.

Annex B
Additional frequency tables

Tables B1–B3 outlines how this study's sample of schools reflects patterns nationally.

Table B1   Representativeness of participating primary schools, as compared to primary schools nationally

Category	National (%)	Sample (%)
Achievement band, KS1 performance (2002)		
Lowest band	19	19
Second lowest band	18	20
Middle band	18	18
Second highest band	18	19
Highest band	20	18
Missing data	6	6
Eligibility for FSM (2005)		
Lowest 20%	21	21
Second lowest 20%	20	21
Middle 20%	19	20
Second highest 20%	19	19
Highest 20%	19	18
Missing data	2	2
School type:		
Infant/First	16	17
Primary/Combined	75	72
Junior	9	10
Middle	1	1
Government office region		
North East	5	5
North West	15	13
Yorkshire and The Humber	11	10
East Midlands	10	12
West Midlands	11	10
Eastern	12	12
London	11	10
South East	15	16
South West	11	12
LA type		
London borough	11	10
Metropolitan authorities	21	20
English unitary authorities	15	17
Counties	53	54
School size		
Lowest band	20	20
Second lowest band	20	18
Middle band	20	18
Second highest band	20	20
Highest band	20	23

Percentages may not sum to 100 due to rounding

Table B2   Representativeness of participating secondary schools, as compared to secondary schools nationally

Category	National (%)	Sample (%)
Achievement band, KS3 performance (2006)		
Lowest band	19	18
Second lowest band	18	18
Middle band	18	18
Second highest band	17	19
Highest band	18	20
Missing data	10	7
Eligibility for FSM (2005)		
Lowest 20%	14	15
Second lowest 20%	25	26
Middle 20%	26	26
Second highest 20%	20	20
Highest 20%	13	12
Missing data	2	1
School type		
Middle	7	5
Comprehensive to 16	36	37
Comprehensive to 18	45	45
Other secondary	7	7
Grammar	5	6
Government office region		
North East	6	7
North West	14	13
Yorkshire and The Humber	10	9
East Midlands	9	11
West Midlands	12	14
Eastern	13	10
London	13	10
South East	15	16
South West	10	10
LA type:		
London borough	13	10
Metropolitan authorities	21	22
English unitary authorities	16	17
Counties	50	51
School size:		
Lowest band	21	15
Second lowest band	20	19
Middle band	20	21
Second highest band	19	23
Highest band	20	23

Percentages may not sum to 100 due to rounding

Table B3   Representativeness of participating special schools, as
compared to special schools nationally

Category	National (%)	Sample (%)
Eligibility for FSM (2005)		
Lowest 20%	2	2
Second lowest 20%	1	1
Middle 20%	5	5
Second highest 20%	27	29
Highest 20%	58	59
Missing data	7	5
School type		
LCS Community Special School	98	98
LFS Foundation Special School	2	2
Phase covered by school		
Primary	15	17
Secondary	24	18
Both	60	65
Neither	1	-
Government office region		
North East	6	7
North West	16	14
Yorkshire and The Humber	9	8
East Midlands	8	10
West Midlands	12	14
Eastern	9	10
London	14	12
South East	16	18
South West	9	7
LA type		
London borough	14	12
Metropolitan authorities	26	20
English unitary authorities	17	21
Counties	43	47

Percentages may not sum to 100 due to rounding

Tables B4–B15 provides additional frequency information in relation to Chapter 2.

Table B4   Job titles of respondents

Job title	Frequency	%
Deputy/assistant/senior/vice/associate headteacher/principal	793	53
Headteacher/principal (incl. acting)	533	37
CPD leader/coordinator, staff development coordinator/director	79	5
Class teacher	18	1
Professional tutor/mentor	9	<1
Training school manager/director/leader	6	<1
HR/personnel coordinator, senior leader human resources/personnel	4	<1
Leader of teaching and learning	3	<1
Training coordinator/manager	2	<1
KS manager/leader	2	<1
SENCO	2	<1
Senior manager	2	<1
HOD	2	<1
Director/head of PE/sport	2	<1
Assessment coordinator/manager	2	<1
Research and development coordinator	2	<1
Employment-based tutor	1	<1
Head of care	1	<1
Director of science	1	<1
SMT/SLT	1	<1
Head of sixth form	1	<1
Head of year	1	<1
AST	1	<1
Adult learning manager	1	<1
Phase leader	1	<1
Builder of learning	1	<1
Executive headteacher	1	<1
Strategic director of aspirations	1	<1
Director of learning	1	<1
Cabinet-level director	1	<1
Lead learner	1	<1
Irrelevant	2	<1
Missing	11	<1

N = 1,509
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B5   Respondents' membership of the senior management team, by school type

Response	Total (%)	Primary (%)	Secondary (%)	Special (%)
Yes (a member)	**96**	98	94	96
No (not a member)	**3**	1	6	3
Missing	**1**	1	<1	1

N = 1,509 (732 primary, 624 secondary, 153 special)
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B6   Years spent working in schools and leading CPD

Experience	No. of years (median)
Working in schools	25
Leading CPD	5

N = 1,468 working in schools, 1,480 leading CPD
Single-response item
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B7   Length of time working in schools, by school type

Length of service	All schools (%)	Primary (%)	Secondary (%)	Special (%)
(≤)1–5 years	**1**	1	1	2
6–10 years	**7**	9	5	5
11–15 years	**14**	14	15	8
16–20 years	**16**	18	15	15
21–25 years	**14**	12	15	13
26–30 years	**22**	19	24	31
31-plus years	**24**	23	24	23
Missing	**3**	4	1	3

N = 1,509 (732 primary, 624 secondary, 153 special)
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B8   Length of time leading CPD in schools, by school type

Length of service	All schools (%)	Primary (%)	Secondary (%)	Special (%)
Less than a year	1	1	1	1
1–2 years	25	18	34	19
3–4 years	15	14	19	10
5–9 years	28	28	27	30
10–14 years	16	19	11	20
15-plus years	14	19	7	18
Missing	2	2	2	3

N = 1,509 (732 primary, 624 secondary, 153 special)
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B9   Respondents working full and part-time

Employment basis	Percentage of respondents (%)
Full-time	96
Part-time	2
Prefer not to say	<1
Missing	2

N = 1,509
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B10   Age of respondents, by school type

Age group	All schools (%)	Primary (%)	Secondary (%)	Special (%)
Aged 18–24	<1	<1	0	0
Aged 25–34	5	7	4	2
Aged 35–44	23	21	26	18
Aged 45–54	43	42	44	45
Aged 55–64	26	27	23	30
Aged 65-plus	<1	0	<1	0
Prefer not to say	1	1	1	1
Missing	2	2	2	4

N = 1,509 (732 primary, 624 secondary, 153 special)
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B11   Age of respondents, by role

Age group	Total (%)	Headteacher (%)	Deputy headteacher (%)	Other role (%)	Missing (%)
Aged 18–24	**<1**	0	0	1	0
Aged 25–34	**5**	2	7	10	0
Aged 35–44	**23**	17	26	26	18
Aged 45–54	**43**	47	42	40	46
Aged 55–64	**26**	32	22	20	9
Aged 65-plus	**<1**	0	<1	0	0
Prefer not to say	**1**	<1	1	1	0
Missing	**2**	2	2	2	27

N = 1,509 (553 headteacher; 793 deputy headteacher; 152 other; 11 missing)
 Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B12   Respondents, by ethnicity

Ethnicity	Percentage of respondents (%)
British white	91
Another white background	2
Irish	2
Caribbean	<1
African	<1
White and black Caribbean	<1
White and Asian	<1
White and black African	<1
Any other mixed	<1
Indian	1
Pakistani	<1
Any other Asian background	<1
Chinese	<1
Prefer not to say	2
Any other	1
Missing	2

N = 1,509
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B13   Do you meet the Disability Discrimination Act definition of disability?

Response	Percentage of respondents (%)
No	91
Yes	5
Not sure	1
Prefer not to say	1
Missing	2

N = 1,509

Single-response item

Percentages may not sum to 100 due to rounding

Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B14   Gender breakdown within roles and school types

Gender (%)	Total	Primary					Secondary					Special				
		Headteacher	Deputy headteacher	Other role	Missing response	Total	Headteacher	Deputy headteacher	Other role	Missing response	Total	Headteacher	Deputy headteacher	Other role	Missing response	Total
Female	**69**	77	80	86	20	78	48	59	64	25	59	58	70	91	50	68
Male	**29**	21	17	14	60	20	48	40	33	25	39	40	24	9	50	28
Prefer not to say	**<1**	0	2	0	20	<1	0	<1	0	0	<1	-	-	-	-	-
Missing	**2**	2	1	0	0	2	4	1	3	50	2	3	6	0	0	5

N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B15   Responsibilities of respondents holding a TLR payment

Responsibility	Percentage of respondents (%)
CPD	42
ITT/GTP/PGCE/student placements	16
Deputy/assistant headteacher	14
NQT	13
Staff development and performance	12
Key stage leader/coordinator (eg. maths, science)	10
Other relevant	10
HOD/subject leader	9
SMT/SLT	8
Irrelevant	6
Head of year, year group leader	5
Head specific – science/maths/MFL coordinator	5
Literacy/numeracy leader/coordinator	5
SENCO/SEN	5
No response	5
Assessment (manager)	4
Monitoring and evaluation/school self-review	4
Management of teaching, TAs and non-teaching staff	4
Curriculum leader	3
Education visits coordinator	3
Staff and pupil guidance/wellbeing	3
Headteacher	2
Class teacher	1
EMAG coordinator	1
ICT	1
Adult learning manager	1
Leader of T&L group	1
Inset	1
Support staff	1
Progress and achievement KS4	1
Inclusion (pupils/HTR)	1
Induction (staff)	1
Head of sixth form	1
Work experience manager	1
Primary transition	1
Attendance and behaviour	1
Professional mentor/tutor	1
Healthy schools	1
Sixth form liaison	1
Coordinating research projects	1

N = 112 N only includes respondents who answered this question
Percentages do not sum to 100 as more than one response may have been given
Source: NFER paper and online survey of CPD leaders in schools, 2008

Tables B16–25 provides additional frequency information in relation to Chapter 3.

Table B16   Responsibilities for training and development of support staff

Support staff	Respondent (%)	No arrangement (%)	Not applicable (%)	Other staff member (%)
Teaching assistant or equivalent	66	1	1	43
Pupil welfare	62	3	12	28
Technicians/library staff	43	4	28	28
Catering staff	16	10	32	39
Administrative staff	59	2	1	46
Site staff	50	2	1	46
Extended services provision	27	11	42	17
Volunteers	38	16	25	21
Other	7	6	1	31

N = 1509

Multiple response item
Percentages may not add up to 100 because more than one answer could be selected
Missing percentages not includes
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B17   Other staff responsible for the training and development of teaching assistants or equivalent

Job role	Primary (%)	Secondary (%)	Special (%)
Head/managers of SEN/SENCO	34	58	4
Assistant/deputy headteacher (pastoral too) AHTs	28	3	32
Headteacher	4		8
Cover supervisor	<1	1	
Bursar		<1	
School business manager/business manager		7	
Office manager		<1	
KS leaders/coordinator (1, 2, 3, 4, FS)	2		
Curriculum team leader/curriculum assistant manager		1	
Subject leaders/HOD (not specified)/ faculty head	<1	2	
Teachers (inc. senior)	3	3	4
HLTA/senior TA/TA line manager	9	3	28
Inclusions manager/coordinator/leader/head	6	4	
Learning support manager/LS coordinator/ind. learning needs		4	
Associate staff development managers		<1	
Training school manager		1	
Head of student development		<1	
Senior human resources manager/head of HR		1	
Director of learning centre		<1	
SMT/SLT	1	<1	
Family worker/senior family support worker	<1		
Resources manager/strategic/director of resources/RM support		<1	
Line managers	<1		
Senior administrator/senior admin. director/headteacher's PA		1	
School finance officer/finance and personnel manager/finance director		<1	
Community manager/coordinator/community ed. officer		<1	
Support staff manager/coordinator/head	1	2	8
Head of support services/director of support systems		<1	
Assisted learning coordinator		<1	
Heads of teams/team leaders	<1		
Head of year		<1	
Leader of personalised learning	<1		

AST	<1		
Director of specialism/lang. college director		<1	
Other role	1	1	
Irrelevant/uncodeable	2	1	
Missing	5	6	16

Single-response item
N = 470 (221 primary, 228 secondary, 21 special). N includes only respondents that answered this question
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B18   Other staff responsible for the training and development of pupil welfare staff

Job role	Primary (%)	Secondary (%)	Special (%)
Head/managers of SEN/SENCO	18	6	
Assistant/deputy headteachers (pastoral too) AHTs	21	14	16
Headteacher	20	<1	8
Headteacher (pastoral)		3	
Bursar	2	7	
School business manager/business manager		13	
Office manager		<1	
KS leaders/coordinator (1, 2, 3, 4, FS)	2	2	
Curriculum team leader/curriculum assistant manager		<1	
Teachers (inc. senior)	4	<1	
HLTA/senior TA/TA line manager	2		12
Inclusions manager/coordinator/leader/head	4	3	
Learning support manager/LS coordinator/ind. learning needs	<1	<1	
Associate staff development managers		<1	
Training school manager		<1	
Senior human resources manager/ head of HR		1	
Director of learning centre		1	
Pastoral care manager/head of care/senior pastoral assistant	1	3	8
Head of house	<1	1	
SMT/SLT	5	<1	4
PSHE coordinator	1	1	4
Mentor professional mentor/learning/subject mentor	4	1	4
Family worker/senior family support worker	1		
Resources manager/strategic/director of resources/RM support		2	
Line managers		<1	
Senior administrator/senior admin. director/headteacher's PA		3	
Facilities director		<1	
LA/LEA/county council		1	8
Personnel manager/director of personnel		2	
School finance officer/finance and personnel manager/finance director		1	
Community manager/coordinator/community ed. officer		<1	
Admin. services (general)		<1	

Support staff manager/coordinator/head	<1	1	4
Teaching and learning coordinator		<1	
Head of support services/director of support systems		<1	
Staff manager		<1	
Head of year		5	
Nursery nurse	<1		
Student welfare officer	<1		4
AST	<1		
Behaviour manager		<1	
Other role	2	5	
Irrelevant/uncodeable	3	3	
Missing	19	11	28

Single-response item
N = 293 (136 primary, 139 secondary, 18 special). N includes only respondents that answered this question
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B19   Other staff responsible for the training and development of technicians/library staff

Job role	Primary (%)	Secondary (%)	Special (%)
Assistant/deputy headteachers (pastoral too) AHTs	8	3	
Headteacher	10	<1	8
Bursar	5	13	4
School business manager/business manager	2	23	4
Office manager	<1	2	8
Curriculum team leader/curriculum assistant manager		1	
Subject leaders/HOD (not specified)/ faculty headteacher	2	11	
Teachers (inc. senior)	2		4
HLTA/senior TA/TA line manager	<1		
Inclusions manager/coordinator/leader/head	<1		
Learning support manager/LS coordinator/ind. learning needs		<1	
Associate staff development managers		<1	
Training school manager		<1	
Senior human resources manager/head of HR		1	
SMT/SLT	<1	<1	
ICT coordinator/leader/manager	9	<1	12
General external agencies	2		
Literacy/numeracy leaders/coordinators	2		4
LRC manager		<1	
Resources manager/strategic/director of resources/RM support	<1	1	8
Registrar		<1	
Line managers		6	
Senior administrator/senior admin. director/headteacher's PA	2	5	
Facilities director	<1	1	
LA/LEA/county council	2		
Personnel manager/director of personnel		1	
School finance officer/finance and personnel manager/finance director		1	
Community manager/coordinator/community ed. officer		<1	
Coordinator of extended schools/extended schools manager		<1	
Admin. services (general)		1	
Support staff manager/coordinator/head	1	2	
Subject leader/HOD (ICT)	2		

Subject leader/HOD (science)		3	
Head of support services/director of support systems		1	
Staff manager		1	
Heads of teams/team leaders		<1	
Librarian (library services)	2	3	
HOD/subject leader of English	<1	1	
Head of technical support/senior technician		1	4
Other role	5	2	4
Irrelevant/uncodeable	6	3	
Missing	35	6	40

Single-response item
N = 317 (84 primary, 218 secondary, 15 special). N includes only respondents that answered this question
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B20   Other staff responsible for the training and development of catering staff

Job role	Primary (%)	Secondary (%)	Special (%)
Assistant/deputy headteachers (pastoral too) AHTs	1	2	2
Headteacher	10	1	8
Bursar	4	13	12
School business manager/business manager	2	15	6
Office manager	2	<1	
HLTA/senior TA/TA line manager	<1		
Associate staff development managers		<1	
Senior human resources manager/head of HR		<1	
Pastoral care manager/head of care/senior pastoral assistant			2
SMT/SLT		1	
Mentor professional mentor/learning/subject mentor		<1	
General external agencies		1	
Resources manager/strategic/director of resources/RM support		1	
Line managers	<1	1	
Site managers/supervisors		1	2
Senior administrator/senior admin. director/headteacher's PA	2	2	
Facilities director	<1	2	2
LA/LEA/county council	20	7	18
Catering manager/head cook/supervisor/catering dept	9	14	9
Matron			2
Personnel manager/director of personnel		1	
School finance officer/finance and personnel manager/finance director		1	2
Estate/premises manager/caretaker			2
Community manager/coordinator/community ed. officer		<1	
External catering company	27	23	15
Headteacher in another school/cluster	<1		
Admin services (general)		1	2
Support staff manager/coordinator/head		<1	
Subject leader/HOD (business)		<1	
Head of support services/director of support systems		1	
Staff manager		1	
Head of year	<1		
Governors support officer/training governor		<1	

Other role	5	1	2
Irrelevant/uncodeable	3	2	2
Missing	13	5	18

Single-response item
N = 559 (215 primary, 289 secondary, 55 special) N includes only respondents that answered this question
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B21   Other staff responsible for the training and development of administrative staff

Job role	Primary (%)	Secondary (%)	Special (%)
Assistant/deputy headteachers (pastoral too) AHTs	1	1	
Headteacher	40	<1	24
Bursar	15	19	19
School business manager/business manager	9	28	13
Office manager	10	13	9
Subject leaders/HOD (not specified)/faculty head		1	
Learning support manager/LS coordinator/ind. learning needs		<1	
Associate staff development managers		<1	
Training school manager		<1	
Senior human resources manager/head of HR		1	
SMT/SLT	<1		
PSHE coordinator		1	
Resources manager/strategic/director of resources/RM support		1	3
Registrar		1	
Line managers	<1	2	
Senior administrator/senior admin. director/headteacher's PA	4	11	7
Facilities director		<1	
LA/LEA/county council	4		4
Personnel manager/director of personnel	<1	3	
School finance officer/finance and personnel manager/finance director	1	2	3
Community manager/coordinator/community ed. officer		<1	
External catering company		<1	1
Admin. services (general)	5	5	6
Support staff manager/coordinator/head	<1	2	
Head of support services/director of support systems		1	
Staff manager		1	
Heads of teams/team leaders		<1	
Other role	1	1	
Irrelevant/uncodeable	2	1	
Missing	7	5	11

Single-response item
N = 470 (180 primary, 296 secondary, 62 special) N includes only respondents that answered this question
Percentages may not sum to 100 due to rounding

Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B22   Other staff responsible for the training and development of site staff eg. caretaker

Job role	Primary (%)	Secondary (%)	Special (%)
Head/managers of SEN/SENCO		1	
Assistant/deputy headteachers (pastoral too) AHTs	2	2	3
Headteacher	39	4	29
Headteacher (pastoral)		<1	
Bursar	9	24	16
School business manager/business manager	7	25	10
Office manager	2	2	1
Associate staff development managers		<1	
Senior human resources manager/Head of HR		1	
SMT/SLT		1	
Mentor professional mentor/learning/subject mentor		<1	
General external agencies	9	4	1
Resources manager/strategic/director of resources/RM support		1	1
Registrar		<1	
Line managers	<1	2	
Site managers/supervisors	3	8	1
Senior administrator/senior admin, director/headteacher's PA	2	2	1
Facilities director	1	3	4
LA/LEA/county council	10	<1	10
Matron			1
Personnel manager/director of personnel		1	
School finance officer/finance and personnel manager/finance director	1	2	3
Estate/premises manager/caretaker	1		1
Community manager/coordinator/community ed. officer		4	
Steering group for cluster		<1	
Coordinator of extended schools/extended schools manager		<1	
External catering company	1	<1	1
Admin. services (general)	2	1	1
Support staff manager/coordinator/head	1	1	
Head of support services/director of support systems		1	

Staff manager		1	
Head of technical support/senior technician		<1	
Other role	3	1	
Irrelevant/uncodeable	1	1	
Missing	8	6	13

Single-response item
N = 562 (202 primary, 299 secondary, 61 special). N includes only respondents that answered this question
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B23   Other staff responsible for the training and development of staff dedicated to extended services provision (eg. cluster manager)

Job role	Primary (%)	Secondary (%)	Special (%)
Head/Managers of SEN/SENCO		2	
Assistant/deputy headteachers (pastoral too) AHTs	5	8	7
Headteacher	20	8	21
Headteacher (pastoral)		1	
Bursar		5	
School business manager/business manager	1	11	
Office manager			
KS leaders/coordinator (1, 2, 3, 4, FS)	1		
Inclusions manager/coordinator/leader/head	1	2	
Associate staff development managers		1	
Senior human resources manager/head of HR		1	
Pastoral care manager/head of care/senior pastoral assistant	1		3
Governors (inc. chair)	1		
SMT/SLT	1	1	
General external agencies	2	1	
Family worker/senior family support worker	1		3
Resources manager/strategic/director of resources/RM support		2	
Line managers		4	
Site managers/supervisors		1	
Senior administrator/senior admin. director/headteacher's PA		2	
LA/LEA/county council	5	2	3
Personnel manager/director of personnel		1	
School finance officer/finance and personnel manager/finance director		2	
Community manager/coordinator/community ed. officer	1	3	
Steering group for cluster	1		
Cluster management/coordinator/cluster management group	5	2	
Coordinator of extended schools/extended schools manager	2	7	
Children's centre manager	1		
Community matters		1	
Headteacher in another school/cluster	2		

Head of support services/director of support systems		1	
Staff manager		2	
Heads of teams/team leaders	1		
Enterprise coordinator		1	
After-school club/coordinator	2		
Director of specialism/lang. college director		2	
EIP (education improvement partnership)		2	
Other role	2	2	7
Irrelevant/uncodeable	5	7	3
Missing	43	19	52

Single-response item
N = 192 (76 primary, 102 secondary, 14 special). N includes only respondents that answered this question
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B24   Other staff responsible for the training and development of volunteers

	Primary (%)	Secondary (%)	Special (%)
Head/managers of SEN/SENCO	4	4	
Assistant/deputy headteachers (pastoral too) AHTs	26	4	32
Headteacher	8	5	3
Headteacher (pastoral)		1	
Bursar	<1	5	
School business manager/business manager		9	3
Office manager	<1	1	
KS leaders/coordinator (1, 2, 3, 4, FS)	2		
Subject leaders/HOD (not specified)/faculty head	1	2	
Teachers (inc. senior)	13		9
HLTA/senior TA/TA line manager	1		9
Inclusions manager/coordinator/leader/head	3	2	3
Learning support manager/LS coordinator/ind. learning needs			3
Senior human resources manager/ head of HR		1	
Governors (inc chair)		1	
SMT/SLT	3		
Mentor professional mentor/learning/subject mentor	1		
Literacy/numeracy leaders/coordinators	1		
Family worker/senior family support worker			3
Resources manager/strategic/director of resources/RM support		3	
Line managers		3	
Senior administrator/senior admin. director/headteacher's PA	1	3	
LA/LEA/county council		1	
Community manager/coordinator/community ed. officer	<1	1	
Cluster management/coordinator/cluster management group	<1		
Coordinator of extended schools/extended schools manager		2	
Community matters		1	
EMACO (ethnic minority advantage grant coordinator)	<1		
Support staff manager/coordinator/head		1	3
Parent link worker	1		
Teaching and learning coordinator	<1		
Staff manager		1	
Heads of teams/team leaders		2	

Head of year			3
PTA		1	
Governors support officer/training governor		1	
Teaching assistant	<1		3
Exam officer/invigilators		2	
Student welfare officer	<1		
Volunteer coordinator			3
Other role	2	2	3
Irrelevant/uncodeable	8	15	3
Missing	20	28	18

Single-response item
N = 242 (140 primary, 74 secondary, 28 special. N includes only respondents that answered this question)
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B25 Summary of all staff roles that were given as examples of other staff responsible for training and development

Job role
Head/managers of SEN/SENCO
Assistant/deputy headteachers (pastoral too) AHTs
Headteacher
Headteacher (pastoral)
Cover supervisor
Bursar
School business manager/business manager
Office manager
KS leaders/coordinator (1, 2, 3, 4, FS)
Curriculum team leader/curriculum assistant manager
Subject leaders/HOD (not specified)/faculty head
Teachers (inc. senior)
HLTA/senior TA/TA line manager
Inclusions manager/coordinator/leader/head
Learning support manager/LS coordinator/ind. learning needs
Associate staff development managers
Training school manager
Head of student development
Senior human resources manager/head of HR
Director of learning centre
Pastoral care manager/head of care/senior pastoral assistant
Head of house
Governors (inc. chair)
SMT/SLT
PSHE coordinator
Mentor professional mentor/learning/subject mentor
ICT coordinator/leader/manager
General external agencies
Literacy/numeracy leaders/coordinators
Family worker/senior family support worker
LRC manager
Resources manager/strategic/director of resources/RM support
Registrar
Line managers
Site managers/supervisors
Senior administrator/senior admin. director/headteacher's PA
Facilities director
LA/LEA/county council
Catering manager/head cook/supervisor/catering dept
Matron
Personnel manager/director of personnel
School finance officer/finance and personnel manager/finance director
Estate/premises manager/caretaker
Community manager/coordinator/community ed. officer
Steering group for cluster
Cluster management/coordinator/cluster management group
Coordinator of extended schools/extended schools manager
Children's centre manager
Community matters
EMACO
External catering company

Headteacher in another school/cluster
Admin. services (general)
Support staff manager/coordinator/headteacher
Parent link worker
Subject leader/HOD (ICT)
Subject leader/HOD (business)
Subject leader/HOD (science)
Teaching and learning coordinator
Head of support services/director of support systems
Staff manager
Assisted learning coordinator
Heads of teams/team leaders
Librarian (library services)
Head of year
PTA
Governors support officer/training governor
Teaching assistant
Nursery nurse
Leader of personalised learning
HOD/subject leader of English
Head of technical support/senior technician
Exam officer/invigilators
Student welfare officer
Leader of personalised learning
Enterprise coordinator
AST
After school club/coordinator
Director of specialism/lang. college director
EIP (education improvement partnership)
Behaviour manager
Volunteer coordinator
Other role
Irrelevant/uncodeable

Source: NFER paper and online survey of CPD leaders in schools, 2008

Tables B26–31 provides additional frequency information in relation to chapter 4.

Table B26   Frequency with which different methods have been used to keep up-to-date on current developments in CPD for teachers, by school type

Method	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Accessing information online						
Primary	43	29	18	4	3	3
Secondary	48	33	12	2	2	4
Special	48	28	12	6	3	3
All schools	45	31	15	3	3	3
Networking with training and development leaders from other schools						
Primary	7	31	37	10	11	4
Secondary	9	27	39	14	9	3
Special	4	26	35	16	14	5
All schools	7	29	38	12	10	4
Attending conferences						
Primary	2	14	36	31	12	5
Secondary	4	13	36	33	10	4
Special	1	11	39	28	16	5
All schools	3	13	37	32	11	5
Reading newsletters						
Primary	26	37	27	3	4	4
Secondary	26	41	25	4	2	2
Special	28	38	22	4	5	4
All schools	26	39	25	3	3	3
Reading journals/periodicals						
Primary	21	37	22	5	10	4
Secondary	19	42	23	6	6	3
Special	21	35	22	7	7	8
All schools	20	39	23	6	8	4
Undertaking training						
Primary	7	23	32	23	10	5
Secondary	7	16	40	27	7	4
Special	5	14	37	29	9	7
All schools	7	19	36	25	9	5
Talking to staff within your school						
Primary	64	19	12	2	<1	3
Secondary	66	19	10	2	1	2
Special	61	18	14	3	0	4
All schools	65	19	11	2	1	3
Other	3 per cent of respondents (n = 39) suggested another method					

Single-response item
N = 1,509 (732 primary, 624 secondary, 153 special)
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B27   Frequency with which different methods have been used to keep up-to-date on current developments in CPD for support staff, by school

Method	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Accessing information online						
Primary	22	26	29	6	11	5
Secondary	21	30	26	9	10	5
Special	29	29	20	7	9	6
All schools	22	28	27	7	11	5
Networking with training and development leaders from other schools						
Primary	4	24	37	12	16	6
Secondary	4	19	39	16	17	5
Special	4	22	31	16	16	11
All schools	4	22	37	14	17	6
Attending conferences						
Primary	1	7	23	30	31	9
Secondary	1	7	27	32	27	5
Special	1	5	28	31	26	10
All schools	1	7	25	31	28	7
Reading newsletters						
Primary	14	28	35	5	11	7
Secondary	13	31	30	8	13	5
Special	15	31	26	9	9	10
All schools	13	30	32	7	11	6
Reading journals/periodicals						
Primary	12	24	28	7	21	9
Secondary	9	28	28	9	20	6
Special	12	31	18	11	16	11
All schools	11	26	27	8	20	8
Undertaking training						
Primary	5	16	26	22	23	8
Secondary	4	14	30	26	21	6
Special	4	8	33	25	18	12
All schools	4	14	29	24	22	7
Talking to staff within your school						
Primary	60	24	16	3	2	4
Secondary	41	30	18	4	2	5
Special	52	23	13	4	1	7
All schools	47	26	17	3	2	5
Other	3 per cent of respondents (n = 39) suggested another method					

Single-response item
N = 1,509 (732 primary, 624 secondary, 153 special)
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B28   Methods of support (up to three) which are <u>currently</u> found most useful, by school type

Method	Primary (%)	Secondary (%)	Special (%)	Total (%)
Conferences/workshops	51	54	41	51
Information on the provision of training and development	39	36	40	38
Formal guidance related to professional and occupational standards	29	30	27	29
Accredited training (eg. professional qualifications)	24	29	32	27
Relevant publications	24	27	20	25
Non-accredited training	24	19	27	22
Toolkits for training and development (eg. training needs analysis, impact assessment)	22	18	16	20
Research evidence of effective practice	16	27	16	20
Quality mark systems	13	9	15	11
Information on the range of qualifications available	10	9	13	10
Informal guidance	9	10	7	9
CPD leadership induction packs	7	8	7	8
Other	3	2	4	3
Missing	6	4	8	5

Single-response item
N = 1,328 (638 primary, 555 secondary, 135 special)
Percentages do not sum to 100 as respondents could indicate more than one method (and have been rounded)
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B29   Methods of support (up to three) which <u>would</u> be found particularly useful, by school type

	Primary (%)	Secondary (%)	Special (%)	Total (%)
Toolkits for training and development (eg. training needs analysis, impact assessment)	31	40	37	35
CPD leadership induction packs	28	33	25	30
Research evidence of effective practice	27	28	28	27
Information on the provision of training and development	23	19	22	21
Information on the range of qualifications available	22	21	21	21
Formal guidance related to professional and occupational standards	18	21	20	20
Informal guidance	17	20	21	19
Accredited training (eg. professional qualifications)	14	20	19	17
Conferences/workshops	18	11	21	15
Relevant publications	14	11	12	13
Quality mark systems	12	11	11	12
Non-accredited training	11	10	15	11
Other	1	1	1	1

Single-response item
N = 1,375 (661 primary, 575 secondary, 139 special)
Percentages do not sum to 100 as respondents could indicate more than one method (and have been rounded)
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B30   Frequency with which different methods have been used to keep up-to-date on current developments in CPD for teachers and support staff

Method	Teachers						Support Staff					
	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Talking to staff within your school	65	19	11	2	1	3	47	26	17	3	2	5
Accessing information online	45	31	15	3	3	3	22	28	27	7	11	5
Reading newsletters	26	39	25	3	3	3	13	30	32	7	11	6
Reading journals/periodicals	20	39	23	6	8	4	11	26	27	8	20	8
Networking with training and development leaders from other schools	7	29	38	12	10	4	4	22	37	14	17	6
Undertaking training	7	19	36	25	9	5	4	14	29	24	22	7
Attending conferences	3	13	37	32	11	5	1	7	25	31	28	7
Other	3 per cent of respondents (n = 39) suggested another method						3 per cent of respondents (n = 32) suggested another method					

Single-response item
N = 1,509
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B31   Frequency with which different methods have been used to keep up-to-date on current developments in CPD for teachers and support staff, by role

Method	Role	Teachers						Support Staff					
		Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)	Weekly (%)	Monthly (%)	Termly (%)	Annually (%)	Never (%)	Missing (%)
Accessing information online	Headteacher	24	26	28	7	11	5	24	26	28	7	11	5
	Deputy headteacher	23	29	27	7	10	5	23	29	27	7	10	5
	Other	17	29	27	10	11	6	17	29	27	10	11	6
Networking with training and development leaders from other schools	Headteacher	4	25	39	13	13	6	4	25	39	13	13	6
	Deputy headteacher	4	21	36	15	18	6	4	21	36	15	18	6
	Other	4	13	40	16	22	5	4	13	40	16	22	5
Attending conferences	Headteacher	2	7	26	30	27	8	2	7	26	30	27	8
	Deputy headteacher	1	7	26	32	28	6	1	7	26	32	28	6
	Other	1	6	21	26	36	9	1	6	21	26	36	9
Reading newsletters	Headteacher	18	28	35	5	9	7	18	28	35	5	9	7
	Deputy headteacher	12	32	30	7	13	6	12	32	30	7	13	6
	Other	7	28	35	11	13	7	7	28	35	11	13	7
Reading journals/periodicals	Headteacher	15	26	26	6	19	8	15	26	26	6	19	8
	Deputy headteacher	9	28	27	9	20	7	9	28	27	9	20	7
	Other	5	21	32	10	23	9	5	21	32	10	23	9
Undertaking training	Headteacher	6	15	26	24	21	8	6	15	26	24	21	8
	Deputy headteacher	3	14	30	24	21	7	3	14	30	24	21	7
	Other	4	11	31	22	24	7	4	11	31	22	24	7
Talking to staff	Headteacher	53	24	16	2	1	4	53	24	16	2	1	4

within your school	Deputy headteacher	45	27	17	4	2	5	45	27	17	4	2	5
	Other	41	30	16	5	2	5	41	30	16	5	2	5
Other	3 per cent of respondents (n = 32) suggested another method												

Single-response item. N = 1,509

Percentages may not sum to 100 due to rounding

Source: NFER paper and online survey of CPD leaders in schools, 2008

Tables B32–41 provides additional frequency information in relation to chapter 5.

Table B32   Most commonly used terms to describe development activities for teachers, by role

Activity	All roles (%)	Headteacher (%)	Deputy headteacher (%)	Other (%)
CPD	**40**	32	47	39
Professional development	**25**	29	24	21
Inset	**11**	15	9	11
Staff development	**10**	10	9	16
Training and development	**4**	4	4	5
Other	**4**	5	4	3
Professional learning	**2**	2	2	2
Missing	**2**	2	2	4
	N = 1,509	N = 553	N = 793	N = 152

Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B33   Most commonly used terms to describe development activities for support staff, by school role

Activity	All roles (%)	Headteacher (%)	Deputy headteacher (%)	Other (%)
CPD	**28**	21	34	24
Professional development	**23**	27	21	13
Training and development	**16**	16	14	26
Staff development	**16**	18	15	20
Inset	**8**	8	8	7
Other	**3**	5	3	2
Professional learning	**2**	2	2	2
Missing	**4**	4	4	5
	N = 1,509	N = 553	N = 793	N = 152

Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B34   Does your school evaluate the impact of training and development, by role

Response	All roles (%)	Headteacher (%)	Deputy headteacher (%)	Other role (%)
Always	**50**	47	53	47
Sometimes	**46**	50	44	46
Never	**<1**	<1	<1	2
Missing	**3**	3	3	5
	N = 1,509	N = 553	N = 793	N = 152

Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B35   How is the impact of CPD evaluated, by role

Evaluation method	All roles (%)	Headteacher (%)	Deputy headteacher (%)	Other (%)
As part of the performance management process for teachers	**88**	83	85	89
As part of the performance review/appraisal process for support staff	**83**	86	89	85
In terms of impact on pupils' learning	**76**	81	73	70
In terms of staff job satisfaction	**40**	48	35	37
Through pupil views on teacher and support staff practice	**25**	25	27	18
Other	**13**	11	14	14
	N = 1,509	N = 553	N = 769	N = 152

Multiple response item – presented as percentage of cases
Percentages may not add up to 100 because more than one answer could be selected
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B36   Who in the school makes the final decision about the CPD opportunities for individual teachers, by role

Job role	All roles (%)	Headteacher (%)	Deputy headteacher (%)	Other (%)
Headteacher	**63**	90	44	58
CPD leader	**36**	11	52	47
Deputy headteacher	**22**	8	33	20
Line manager	**13**	9	16	15
Individual	**11**	12	11	10
Subject leader	**7**	6	7	9
Other	**3**	3	2	6
	N = 1,509	N = 553	N = 793	N = 152

Multiple response item – presented as percentage of cases
Percentages may not add up to 100 because more than one answer could be selected
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B37   Who in the school makes the final decision about CPD opportunities for individual support staff, by role

Job role	All roles (%)	Headteacher (%)	Deputy headteacher (%)	Other (%)
Headteacher	**53**	81	35	46
CPD leader	**29**	9	42	36
Line manager	**22**	14	26	25
Deputy headteacher	**20**	10	28	15
Individual	**10**	10	10	10
Other	**6**	5	6	10
Subject leader	**3**	3	3	2
	N = 1,509	N = 553	N = 793	N = 152

Multiple response item – presented as percentage of cases
Percentages may not add up to 100 because more than one answer could be selected
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B38   Does your school explicitly link CPD to, by role

Needs	Role type	Always (%)	Sometimes (%)	Never (%)	Missing (%)
Whole-school priorities	All schools	84	13	<1	3
	Headteacher	86	12	0	2
	Deputy headteacher	84	14	<1	3
	Other	80	16	1	3
Individual needs of teaching staff	All schools	66	31	<1	3
	Headteacher	63	34	<1	3
	Deputy headteacher	68	29	<1	3
	Other	69	28	1	3
Individual needs of support staff	All schools	61	34	<1	4
	Headteacher	60	36	<1	4

	Deputy headteacher	63	34	<1	4
	Other	61	31	1	8
Team/department needs	All schools	52	33	1	14
	Headteacher	39	38	2	21
	Deputy headteacher	61	30	<1	8
	Other	59	31	1	10

N = 1,509 (553 headteacher; 793 deputy headteacher; 152 other)

Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B39   Describe any links between CPD and performance management/review and school improvement planning

Links with CPD	Percentage of respondents
Whole-school priorities inform CPD/PM	34
PM/induction informs CPD (decides what CPD would be helpful)	31
SIP and PM inform CPD	15
Links and cyclical	11
Team department needs inform CPD/PM	8
Link between PM-SIP	8
School priority for CPD outlined	8
No clear direction, but linked	7
Specific detail of process links eg. peer coaching	7
CPD linked to SIP	7
Staff inform SIP	6
CPD linked to PM	5
PM informs whole-school plans (SIP)	2
Constraints eg. budget	2
Team/department needs inform whole-school plans	1
Other relevant	4
Irrelevant/uncodeable	2

N = 872. N only includes those that answered this question
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B40   To what extent do you find the following areas a barrier to your role in leading CPD, by school type

Barrier	A little (%)			To some extent (%)			To a great extent (%)			Not at all (%)		
	Primary	Secondary	Special	Primary	Secondary	Special	Primary	Secondary	Special	Primary	Secondary	Special
A) Staff attitudes towards support for training and development	16	24	21	16	24	22	1	3	1	63	44	52
B) Status of your role	4	5	5	4	7	5	1	2	1	87	82	85
C) Identifying and evaluating the impact of training and development	22	20	22	35	43	39	5	12	7	33	21	28
D) Familiarity with new professional and occupational standards	29	27	24	36	29	34	5	8	12	25	32	25
E) Diversity of roles in the school workforce	21	23	23	33	38	31	9	13	10	33	21	31
F) Time/workload issues of your staff	15	14	13	35	37	42	42	40	34	5	4	7
G) Time/workload issues of your own	12	15	17	35	35	35	43	38	34	8	9	9
H) Release of teachers	13	16	13	36	40	43	40	36	28	8	6	12
I) Release of support staff	17	23	14	37	43	39	31	14	30	12	17	13
J) Financial issues	13	15	18	31	38	35	47	36	30	6	9	12
K) Identifying and reconciling individual and school needs	27	26	29	35	43	37	6	6	7	28	21	24
L) Awareness of the range of opportunities available	28	30	28	35	37	36	5	3	7	27	26	26
M) Lack of support to develop innovative	21	20	15	18	21	21	6	6	9	50	50	51

N = 1,509 (732 primary, 624 secondary ,153 special)
Single-response item
Percentages may not sum to 100 due to rounding
Source: NFER paper and online survey of CPD leaders in schools, 2008

Table B41   To what extent do you find the following areas a barrier to your role in leading CPD, by role type

	A little (%)			To some extent (%)			To a great extent (%)			Not at all (%)		
	Headteacher	Deputy headteacher	Other	Headteacher	Deputy headteacher	Other	Headteacher	Deputy headteacher	Other	Headteacher	Deputy headteacher	Other
A) Staff attitudes towards support for training and development	15	22	23	15	22	30	1	3	1	65	49	43
B) Status of your role	4	4	7	3	5	17	<1	2	7	88	87	65
C) Identifying and evaluating the impact of training and development	22	21	16	34	42	42	4	10	13	35	23	24
D) Familiarity with new professional and occupational standards	28	27	31	35	32	35	5	8	9	28	29	22
E) Diversity of roles in the school workforce	21	23	22	32	36	40	8	12	14	35	25	19
F) Time/workload issues of your staff	14	15	13	36	39	33	41	38	49	5	5	3
G) Time/workload issues of your own	13	15	10	35	36	30	41	37	49	7	9	7
H) Release of teachers	12	15	18	35	41	36	45	34	28	6	7	14
I) Release of support staff	16	20	20	39	41	38	34	18	16	8	17	22
J) Financial issues	12	17	13	34	33	41	47	39	30	5	10	12
K) Identifying and reconciling individual and school needs	26	28	24	36	40	45	5	6	8	28	23	20
L) Awareness of the range of opportunities available	28	29	30	35	36	39	5	4	6	28	27	22
M) Lack of support to develop innovative	23	19	15	18	21	20	8	4	9	46	53	53

N = 1,509 (553 headteacher; 793 deputy headteacher; 152 other; 11 missing)

Single-response item

Percentages may not sum to 100 due to rounding

Source: NFER paper and online survey of CPD leaders in schools, 2008

Annex C Copy of questionnaire

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Research into continuing professional development leadership in schools, including training and development for the whole school workforce
School training and development leader questionnaire

The TDA has asked the NFER to carry out a survey of the roles and responsibilites of those leading continuing professional development (CPD) in schools. For the purposes of this survey, the term CPD includes continuing training and development and initial training for the whole school workforce.

The person filling in this questionnaire should be the staff member with overall responsibility for CPD. Where responsibility for CPD is devolved to different staff, please consult those colleagues so that this questionnaire can be completed.

This questionnaire will take about 15-20 minutes to complete. You can complete it on-line if you wish at www.nfer.ac.uk/pdl. When prompted please enter your NFER number which can be found on the top right hand corner of this questionnaire. All responses are confidential.

ABOUT YOURSELF

1. What is your job title?

2. Are you a member of the Senior Leadership Team/Senior Management Team?

    Yes ☐ 1   No ☐ 2

3. In total, how many years have you been: (Please write in number of years)

    Leading CPD

    Working in schools

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ROLES AND RESPONSIBILITIES

4. On average, what percentage of your overall time is allocated to your CPD role (excluding your own training and development)?

Please state ☐☐☐ %

5. What percentage of your time working on CPD leadership is spent on:

Strategic issues ☐☐☐ % e.g. substantive planning with an overview of the schools needs

Administrative issues ☐☐☐ % e.g. taking responsibility for organisational issues and implementation

6. Do you hold a TLR (Teaching and Learning Responsibility) payment?

Yes ☐ 1   No ☐ 2

If yes, please specify the relevant responsibilities

7. Please indicate who holds the main responsibility for the training and development of each of the following groups of support staff. If another member of staff holds this responsibility rather than you, please state their job title. Please indicate all that apply.

		N/A	Me	Job title of other responsible staff member	No arrangement
a)	Teaching assistant or equivalent	☐	☐		☐
b)	Pupil welfare staff	☐	☐		☐
c)	Technicians/library staff	☐	☐		☐
d)	Catering staff	☐	☐		☐
e)	Administrative staff	☐	☐		☐
f)	Site staff e.g. caretaker	☐	☐		☐
g)	Staff dedicated to extended services provision (e.g. Cluster Manager)	☐	☐		☐
h)	Volunteers	☐	☐		☐
i)	Other (please state)	☐	☐		☐

2

TRAINING AND SUPPORT FOR YOUR CPD ROLE

8. Which, if any, <u>organisations</u> have you, or the appropriate colleague, consulted over the last 12 months to provide information relevant to your role in leading CPD? Where used, please also indicate how often they have been used.
Please tick one box in each row.

		Weekly 1	Monthly 2	Termly 3	Annually 4	Never 6
a)	My school colleagues	☐	☐	☐	☐	☐
b)	School CPD networks	☐	☐	☐	☐	☐
c)	A college/university	☐	☐	☐	☐	☐
d)	Local Authority	☐	☐	☐	☐	☐
e)	Department for Children, Schools and Families	☐	☐	☐	☐	☐
f)	Training and Development Agency for Schools (TDA)	☐	☐	☐	☐	☐
g)	Learning and Skills Council (LSC)	☐	☐	☐	☐	☐
h)	Ofsted	☐	☐	☐	☐	☐
i)	National College for School Leadership (NCSL)	☐	☐	☐	☐	☐
j)	Qualifications and Curriculum Authority (QCA)	☐	☐	☐	☐	☐
k)	Specialist Schools and Academies Trust (SSAT)	☐	☐	☐	☐	☐
l)	Children's Workforce Development Council (CWDC)	☐	☐	☐	☐	☐
m)	National Strategies	☐	☐	☐	☐	☐
n)	Trade Union (e.g. UNISON)	☐	☐	☐	☐	☐
o)	General Teaching Council (GTC)	☐	☐	☐	☐	☐
p)	Teachers' TV	☐	☐	☐	☐	☐
q)	Other (please state) [ ]	☐	☐	☐	☐	☐	_____

9. This academic year, how frequently have you or the appropriate colleague used the following methods to keep up-to-date with current developments in CPD for <u>teachers?</u> Please select one box in each row.

		Weekly 1	Monthly 2	Termly 3	Annually 4	Never 6
a)	Accessing information online	☐	☐	☐	☐	☐
b)	Networking with training and development leaders from other schools	☐	☐	☐	☐	☐
c)	Attending conferences	☐	☐	☐	☐	☐
d)	Reading newsletters	☐	☐	☐	☐	☐
e)	Reading journals/periodicals	☐	☐	☐	☐	☐
f)	Undertaking training	☐	☐	☐	☐	☐
g)	Talking to staff within your school	☐	☐	☐	☐	☐
h)	Other (please state) [ ]	☐	☐	☐	☐	☐	_____

10. **This academic year, how frequently have you or the appropriate colleague used the following methods to keep up-to-date with current developments in CPD for <u>support staff?</u>** Please tick one box in each row.

		Weekly 1	Monthly 2	Termly 3	Annually 4	Never 5
a)	Accessing information online	☐	☐	☐	☐	☐
b)	Networking with training and development leaders from other schools	☐	☐	☐	☐	☐
c)	Attending conferences	☐	☐	☐	☐	☐
d)	Reading newsletters	☐	☐	☐	☐	☐
e)	Reading journals/periodicals	☐	☐	☐	☐	☐
f)	Undertaking training	☐	☐	☐	☐	☐
g)	Talking to staff within your school	☐	☐	☐	☐	☐
h)	Other (please specify below)	☐	☐	☐	☐	☐

11. **For your CPD leadership role, please tick the three methods of support you <u>currently</u> find the most useful and up to three methods of support that, in addition, you <u>would</u> find the most helpful.** Please tick up to 3 boxes in each column.

		Support you <u>currently</u> find useful	Support you <u>would</u> find helpful
a)	Accredited training (e.g. professional qualifications)	☐ 1	☐ 1
b)	Non-accredited training	☐ 2	☐ 2
c)	Formal guidance related to professional and occupational standards	☐ 3	☐ 3
d)	Informal guidance (e.g.case studies, checklists)	☐ 4	☐ 4
e)	Research evidence of effective practice	☐ 5	☐ 5
f)	Conferences/workshops	☐ 6	☐ 6
g)	Quality mark systems	☐ 7	☐ 7
h)	Relevant publications	☐ 8	☐ 8
i)	CPD leadership induction packs	☐ 9	☐ 9
j)	Toolkits for training and development (e.g. training needs analysis, impact assessment)	☐ 10	☐ 10
k)	Information on the range of qualifications available	☐ 11	☐ 11
l)	Information on the provision of training and development	☐ 12	☐ 12
m)	Other (please specify below)	☐ 13	☐ 13

ABOUT YOUR SCHOOL

12. Which <u>one</u> term do you most commonly use to describe development activities for teachers, and which one for support staff? Please tick one box in each column.

		Teachers	Support staff
a)	CPD	☐	☐
b)	Training and development	☐	☐
c)	Professional learning	☐	☐
d)	Staff development	☐	☐
e)	INSET	☐	☐
f)	Professional development	☐	☐
g)	Other, (please state in relevant box)	☐ Please state below:	☐ Please state below:

13. Does your school evaluate the impact of training and development?

Never ☐ 1   Sometimes ☐ 2   Always ☐ 3

If your school does not evaluate impact, please go to question 14

How is the impact of CPD evaluated? Please tick all that apply.

As part of the performance review/appraisal process for support staff	☐ 1
As part of the performance management process for teachers	☐ 2
In terms of impact on pupils' learning	☐ 3
In terms of staff job satisfaction	☐ 4
Through pupil views on teacher and support staff practice	☐ 5
Other, please state	☐ 6

14. Who in the school makes the <u>final decision</u> about an individual's CPD opportunities for teachers, and for support staff? Please tick all that apply in each column.

		Teachers	Support staff
a)	Individual	☐	☐
b)	Line Manager	☐	☐
c)	CPD Leader	☐	☐
d)	Deputy Headteacher	☐	☐
e)	Headteacher	☐	☐
f)	Subject leader	☐	☐
g)	Other (please state in relevant box)	☐ Please state below:	☐ Please state below:

15. **Does your school explicitly link CPD to:** Please tick one box in each row.

		Always	Sometimes	Never
a)	Individual needs of teaching staff?	☐	☐	☐
b)	Individual needs of support staff?	☐	☐	☐
c)	Team/department needs?	☐	☐	☐
d)	Whole school priorities?	☐	☐	☐

Please describe any links between CPD and performance management/review and school improvement planning

16. **To what extent do you find the following areas are a barrier to your role in leading CPD?** Please tick one box in each row.

		A little	To some extent	To a great extent	Not at all
		1	2	3	4
a)	Staff attitudes towards support for training and development	☐	☐	☐	☐
b)	The status of your role	☐	☐	☐	☐
c)	Identifying and evaluating the impact of training and development	☐	☐	☐	☐
d)	Familiarity with new professional and occupational standards	☐	☐	☐	☐
e)	Diversity of roles in the school workforce	☐	☐	☐	☐
f)	Time/workload issues of staff	☐	☐	☐	☐
g)	Time/workload issues of your own	☐	☐	☐	☐
h)	Release of teachers	☐	☐	☐	☐
i)	Release of support staff	☐	☐	☐	☐
j)	Financial issues	☐	☐	☐	☐
k)	Identifying and reconciling individual and school needs	☐	☐	☐	☐
l)	Awareness of the range of opportunities available	☐	☐	☐	☐
m)	Lack of support to develop innovative practice	☐	☐	☐	☐

17. Are there any other barriers that you have experienced in developing your CPD role?

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MORE ABOUT YOU

18. Do you work part-time or full-time (30 hours per week or more)?

Part time ☐ 1   Full time ☐ 2   Prefer not to say ☐ 3

19. How old are you?

18-24 ☐ 1   45-54 ☐ 4

25-34 ☐ 2   55-64 ☐ 5

35-44 ☐ 3   65+ ☐ 6

Prefer not to say ☐ 7

20. Please indicate your gender:

Male ☐ 1   Transgender ☐ 3

Female ☐ 2   Prefer not to say ☐ 4

21. Do you meet the Disability Discrimination Act definition of disability?

Yes ☐ 1

No ☐ 2

Not sure ☐ 3

Prefer not to say ☐ 4

22. Which ethnic group do you consider yourself to belong to? Tick one box only

White

British ☐ 1   Irish ☐ 3

Another White background
(please specify) ☐ → 2 [＿＿＿＿＿＿＿＿＿＿]

Black or Black British

Carribean ☐ 4   African ☐ 6

Any other Black background
(please specify) ☐ → 5 [＿＿＿＿＿＿＿＿＿＿]

Mixed

White and Black
Caribbean ☐ 7   White and Black African ☐ 9

White and Asian ☐ 8   Any other Mixed
background (please specify) ☐ → 10 [＿＿＿＿＿＿＿＿＿＿]

Asian or Asian British

Indian ☐ 11   Pakistani ☐ 13

Bangladeshi ☐ 12   Any other Asian background
(please specify) ☐ → 14 [＿＿＿＿＿＿＿＿＿＿]

**Chinese or Other ethnic
groups**

Chinese ☐ 15   Any other (please specify) ☐ → 17 [＿＿＿＿＿＿＿＿＿＿]

Prefer not to say ☐ 18

23. Would you be willing to participate in further research on CPD for the TDA?

Yes ☐ 1   No ☐ 2

If yes, please provide your name and contact number below:

Mr/Mrs/Ms/Miss/Dr ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Daytime contact number ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

**Thank you for completing this questionnaire.
Please return it to the NFER in the envelope provided.**