

A survey into the attitudes of teachers and other associated professionals to the establishment of a new professional body for the teaching profession.

Prepared for Angela McFarlane, The College of Teaching

Survey conducted by: Classroom Voice

May 2015

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EXECUTIVE SUMMARY

The College of Teaching will be an independent, voluntary organisation. Do you think membership should be open to: serving teachers only or be a community led by teachers, including teacher trainers and education researchers?






The majority of respondents indicated that the COT should be a community led by teachers that should include others working in the education field.

As length of tenure increases the proportion of respondents indicating that the COT should be for serving teachers only increases, but these respondents are still in the minority.

Which of the following membership benefits of the college would you value?

For each benefit the largest proportion of respondents selected the answer “Extremely Valuable”.

The following list ranks the membership benefits by the proportion of respondents selecting a score of either “Extremely Valuable” or “Valuable”;

-  Professional knowledge – 91.2%
-  A common code of practice – 87.5%
-  Professional development – 85.9%
-  Recognition by schools – 84.1%
-  Professional standards – 82.0%

Would you, in principle, be willing to contribute to a community-led crowdfunding campaign to help found the College of Teachers?

Over 30% of respondents indicated that they would be willing to contribute to a crowdfunding initiative to found the COT. With awareness of the College amongst the profession at 45%, this is significantly positive indicator.

Willingness to participate in such a fundraising campaign decreases as the length of time in the teaching profession increases.

Would you be willing to contribute to a crowdfunding project where your donation is ‘matched’?

The idea of matching donations with funds from elsewhere increases the likelihood of respondents wanting to make a donation. When considering who should match the funds, the government was the preferred option.

What value of crowdfunding would you consider personally reasonable to contribute?

67.4% of respondents who indicated that they would be willing to make a donation indicated that they would be willing to donate up to £25.

Fewer than 6.0% of respondents indicated that they would be willing to donate more than £50.

What ongoing level of annual membership would you be willing to pay for a College of Teaching?

63.1% of respondents indicated that they would consider paying an annual membership fee to be part of the COT.

Of these respondents, more than half felt that an annual fee of up to £25 was reasonable.

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METHODOLOGY

Respondents were self-selecting from an unsolicited campaign of emails. The data used was from “The Education List” which is owned and managed by the Education Company Ltd.

A combination of personal ‘workplace’ emails and school office emails were used. Where the office email was used, the subject line was personalised with the name of the member of staff to whom it should be forwarded. School administrators were pre-advised that a string of requests to different colleagues in their establishments would be arriving. All communications were to a named contact.

Fingerprint Tracking

The survey was conducted wholly on-line using the Survey Monkey platform. The survey link in the individual invitation emails contained a unique reference number which identified the school to which that contact belongs. This allowed us to access the geography, demographics and characteristics of the establishment without having to ask the respondent to provide these in the survey.

The survey was conducted in two waves.

Wave 1 – Launched 26th March 2015

An initial 40,000 teachers were invited to participate prior to the Easter holidays. This was to test the survey and to gain some initial feedback. There were 1,628 responses to this wave. As a result of the responses, question 6 which looked at the proposed membership structure of The College was changed.

This batch was only sent to contacts where a personal workplace email was available. A cross section of all responsibilities was incorporated.

Wave 2 – Launched 21st April 2015

A total of 309,000 teachers and administrators were contacted over the period 21st April to 30th April. 140,000 of these were to personal workplace emails and 169,000 were via the office email. There were 11,376 responses to this wave.

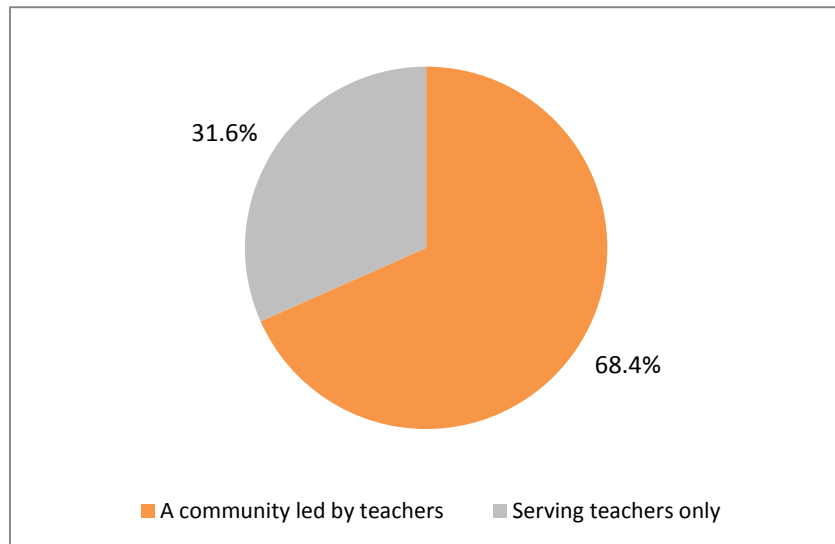
Responses from Wave 1 and 2 were merged excluding question 6. The results shown in this document for question 6 represent those from wave 2 only.

Respondents were given the opportunity to provide open text responses. 2,949 provided additional feedback and these have been provided separately in raw format.

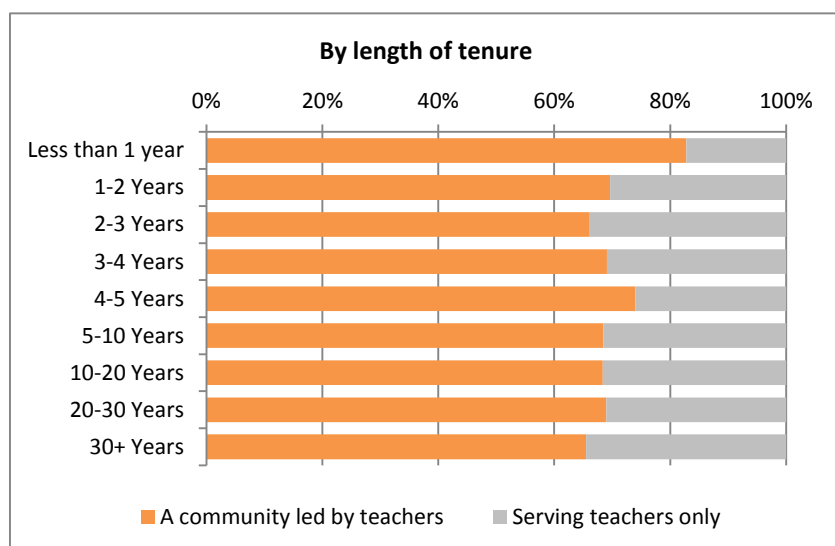
4,879 respondents indicated they were willing to take part in further research regarding The College.

ANALYSIS

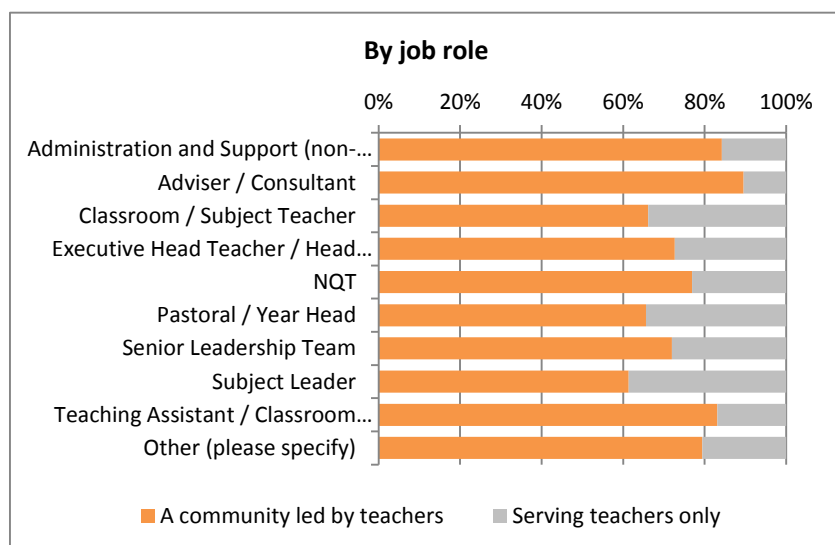
The College of Teaching will be an independent, voluntary organisation. Do you think membership should be open to: Serving teachers only or be a community led by teachers, including teacher trainers and education researchers?



More than two-thirds of respondents felt that the COT should be a community led by teachers

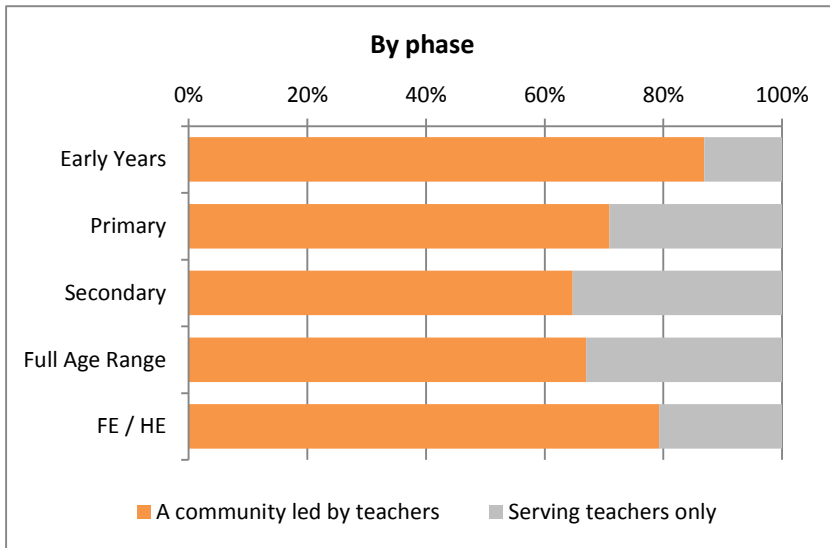


As length of tenure increases, the proportion of respondents indicating that the COT should be for serving teachers only increases, but these respondents are still in the minority.

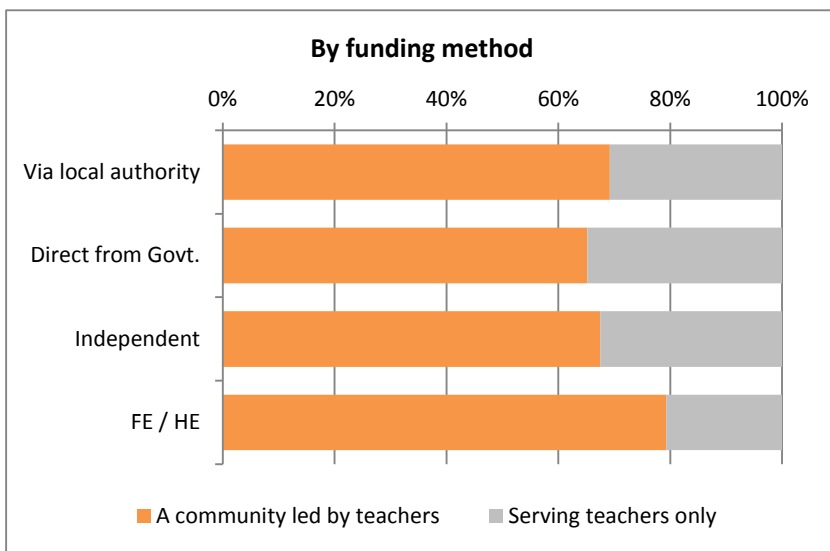


Support for the COT being a community led by teachers is highest amongst respondents in non-teaching roles.

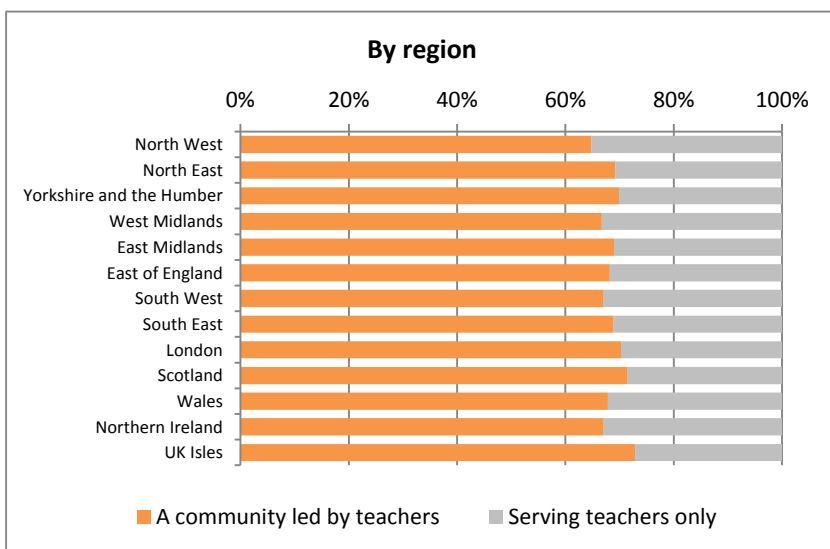
Amongst those in teaching roles, support for the COT being for serving teachers only increases, but once again the majority of respondents voted for a more inclusive membership.



Respondents in Early Years and FE/HE settings were more likely to think that the COT should be a community led by teachers than respondents from mainstream schools.

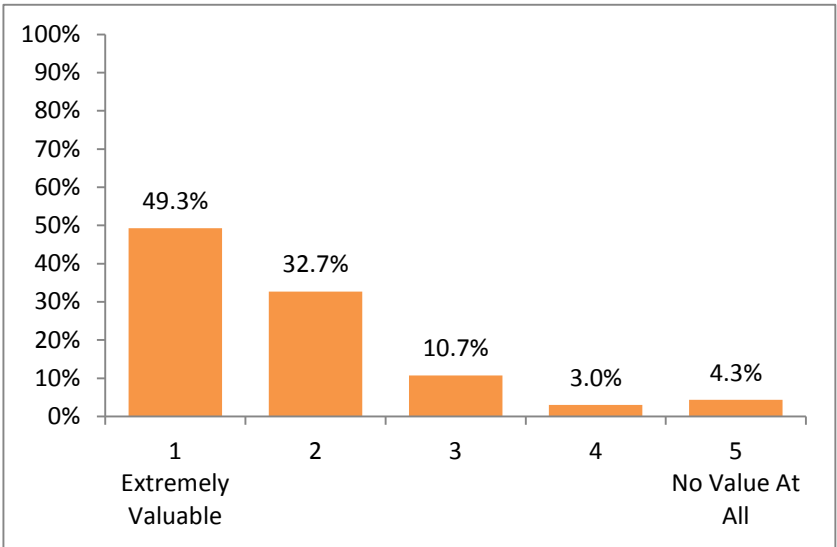


Funding method does not influence the choice of what the membership of the COT should contain.



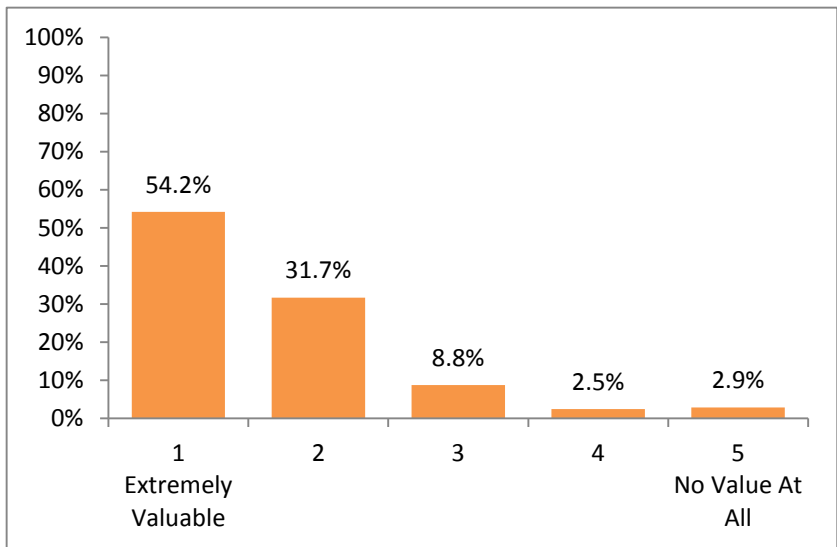
The largest proportion of respondents from all regions suggest that membership of the COT should be open to more than just serving teachers.

Which of the following membership benefits of the college would you value?



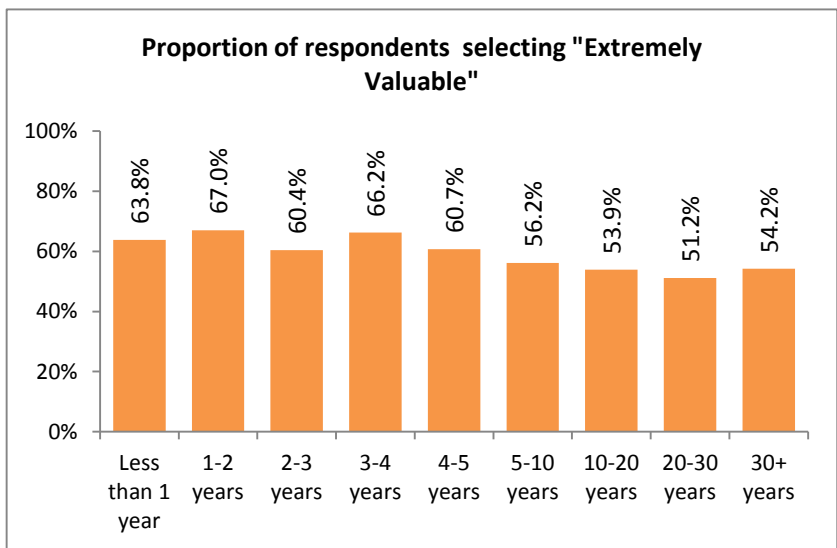
Professional standards.
 Members will be accredited against valid, portable, respected, sector-led standards; these will provide opportunities for career development, confer status and inspire respect.

82.0% of respondents felt that 'Professional standards' as a benefit was either 'Extremely Valuable' or 'Valuable'.



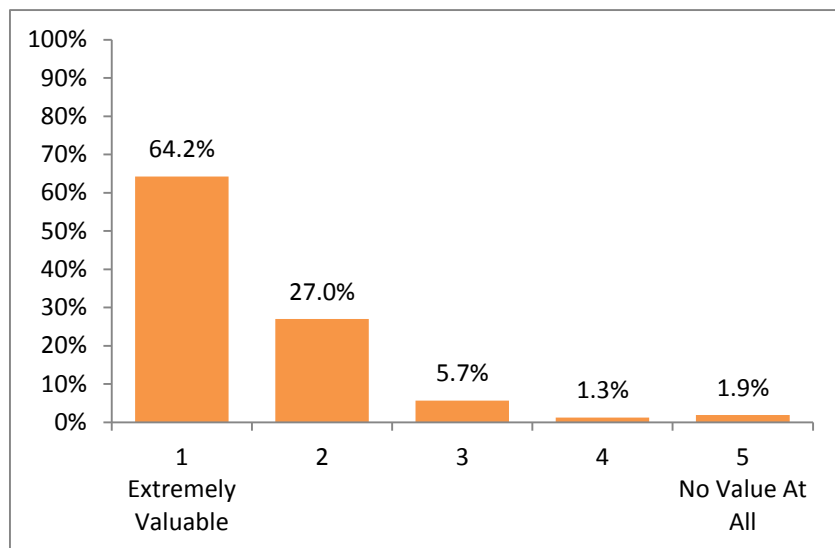
Professional development.
 The College will provide a career pathway that informs access to high-quality professional development and learning and enables its members to build a validated portfolio documenting professional impact and to be supported by a College Mentor.

85.9% of respondents felt that 'Professional development' as a benefit was either 'Extremely Valuable' or 'Valuable'.



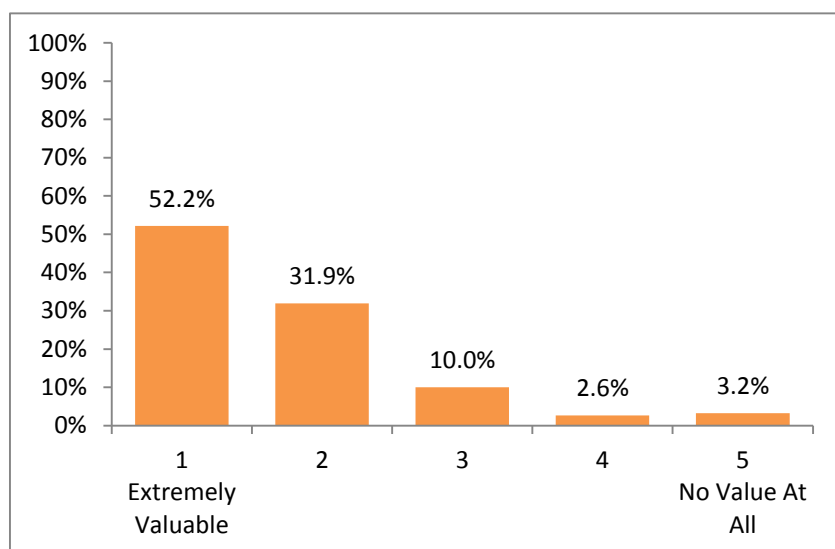
The proportion of respondents selecting 'Extremely Valuable' for Professional Development declines slightly as the length of time in the teaching professional increases.

Data tables for the breakdowns of these questions can be found in the appendix of this report



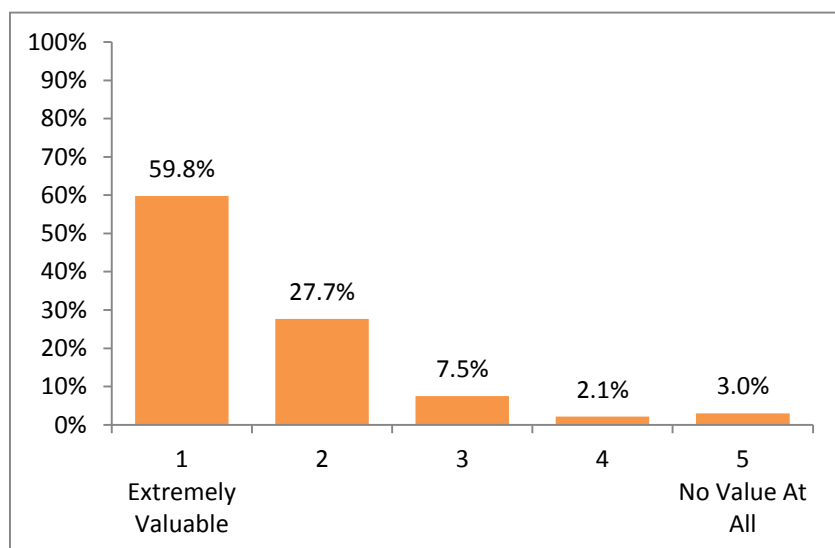
Professional knowledge.
 The College will provide access to a quality assured and diverse professional knowledge base, drawing from academic research and teachers' judgements of the best ways to help children succeed in specific contexts.

91.2% of respondents felt that 'Professional Knowledge' as a benefit was either 'Extremely Valuable' or 'Valuable'.



Recognition by schools.
 Organisational affiliation will demonstrate a school's commitment to providing access to professional learning and accreditation, including peer-to-peer review.

84.1% of respondents felt that 'Recognition by Schools' as a benefit was either 'Extremely Valuable' or 'Valuable'.

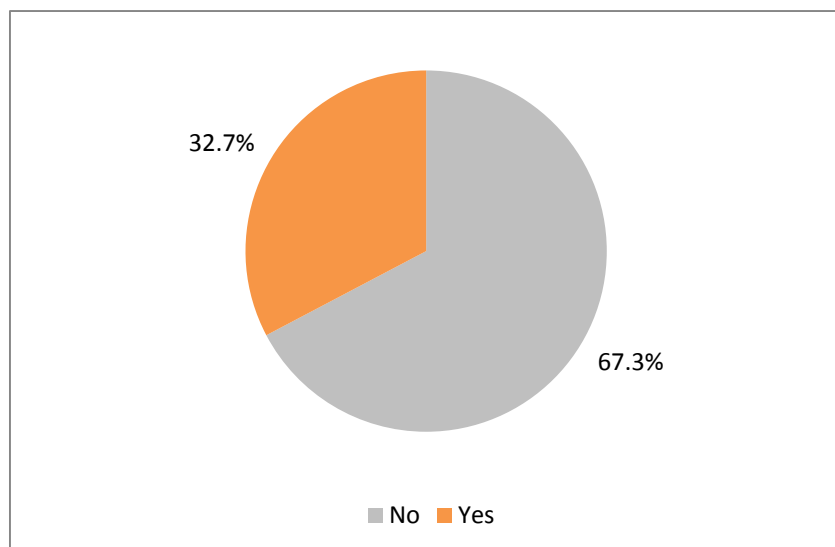


A common code of practice.
 That reflects aspirational standards of teaching, an evidence informed approach to practice, ethical behaviour, promotion of the profession and the best possible opportunities for learners.

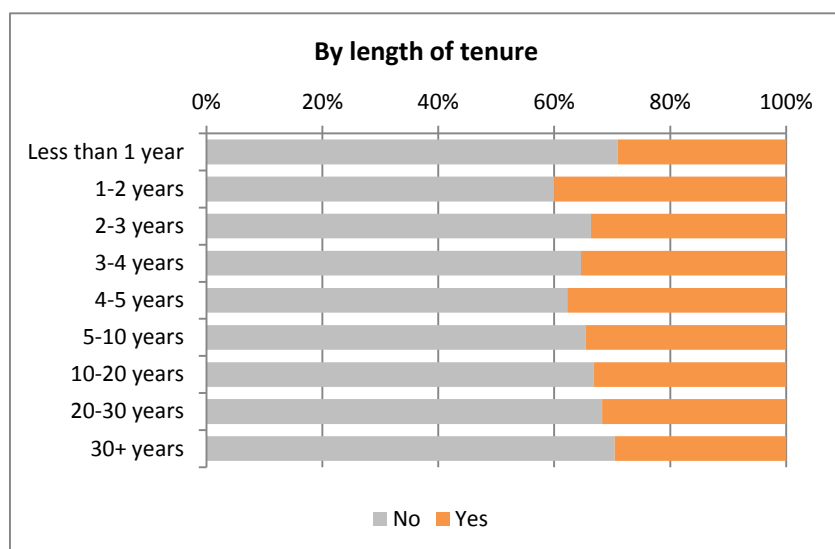
87.5% of respondents felt that 'A Common Code of Practice' as a benefit was either 'Extremely Valuable' or 'Valuable'.

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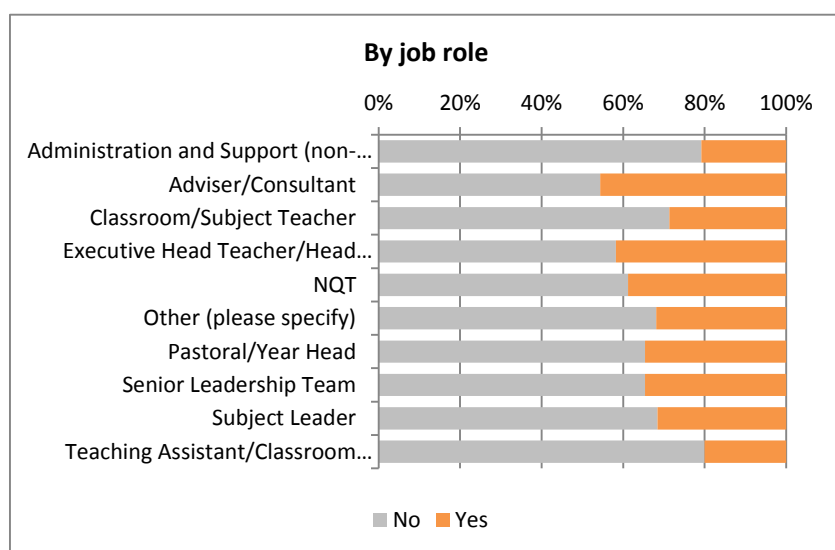
Would you, in principle, be willing to contribute to a community-led crowdfunding campaign to help found the College of Teachers?



Almost a third of respondents said that they would be willing to contribute to a crowdfunding campaign to help found the COT. As awareness of the College amongst the profession is shown to be 45% this represents a significantly positive indicator.

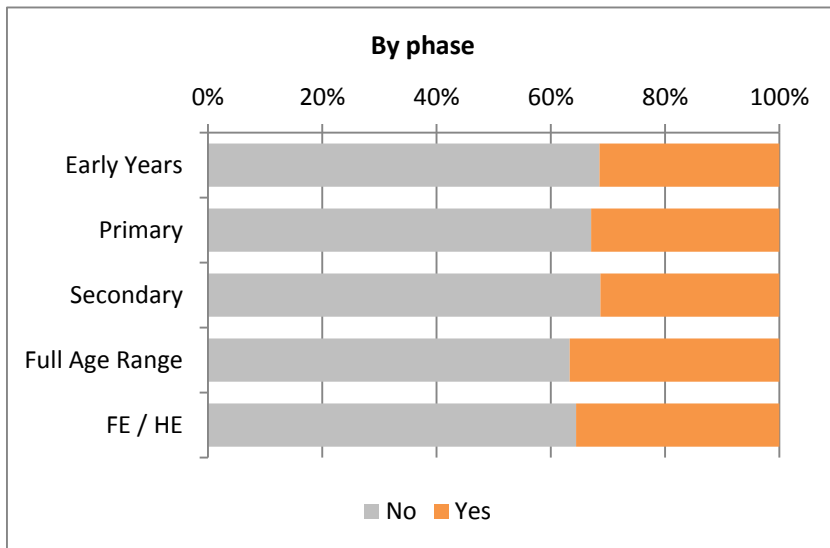


Excluding respondents who have been in the teaching profession for less than one year, willingness to fund the set-up of the COT using crowdfunding decreases as the length of tenure increases.

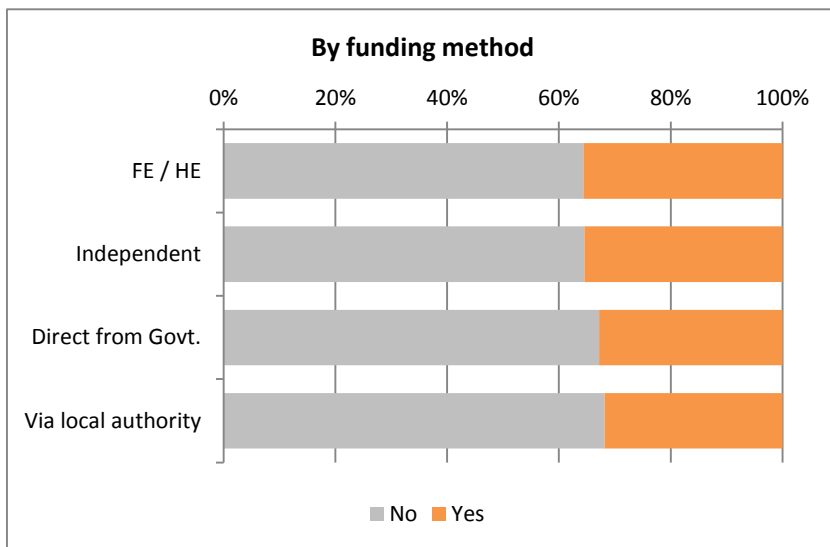


The job role most receptive to the prospect of crowdfunding the set-up of COT was from Advisors/Consultants, 45.7% of whom indicated that this was something that they would consider. Head Teachers are also noticeably more inclined to support this.

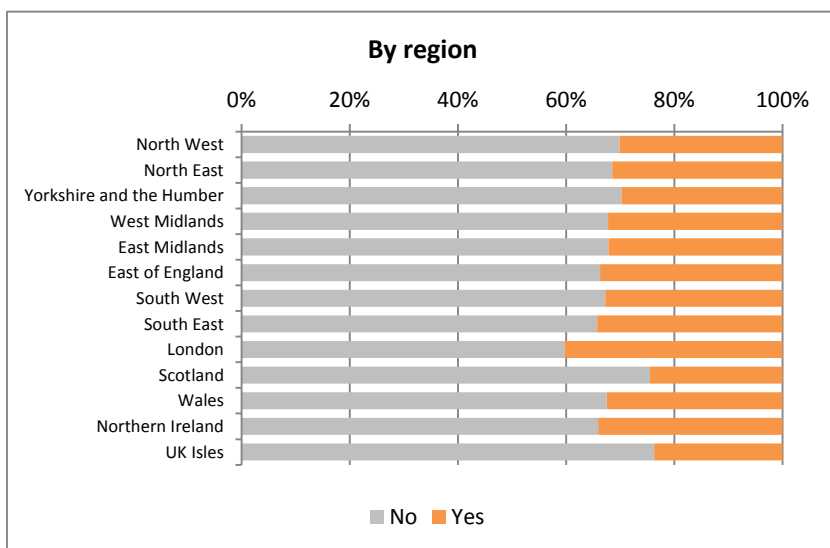
Despite the apparent negative response received from other job roles, given the context of awareness of the college, these are still encouraging statistics.



School phase does not have an impact on the desire to use crowd-funding to found the COT.

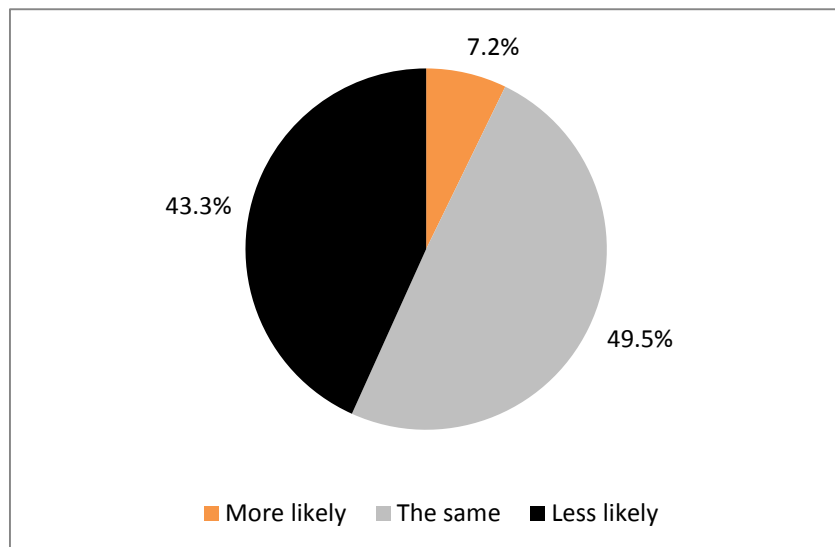


Neither does the method of funding of the school at which a respondent teaches.



The London region is most receptive to the possibility of crowdfunding the set up COT.

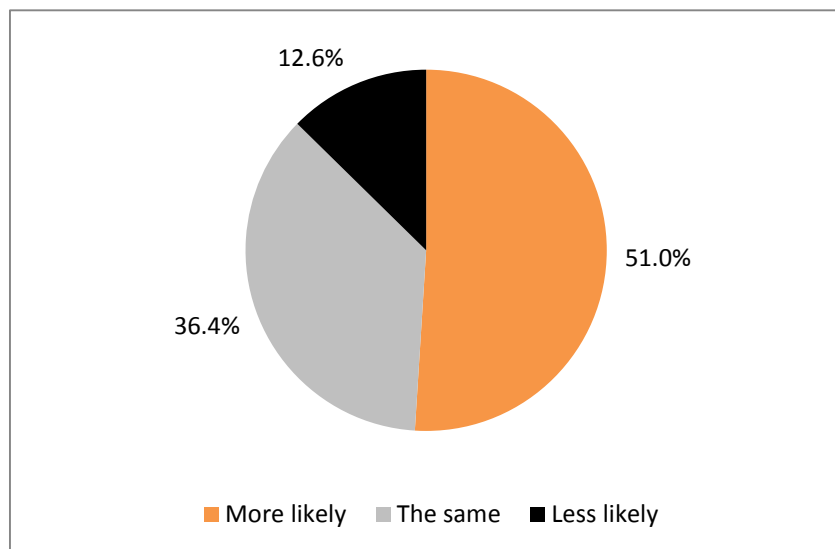
Would you be willing to contribute to a crowdfunding project where your donation is 'matched' with:



No match funding at all.

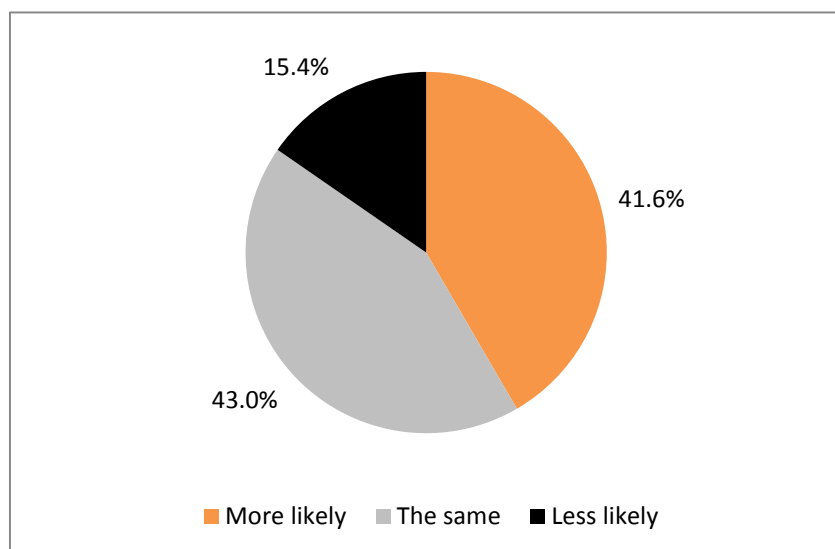
43.3% of respondents indicated that they would be less likely to donate to a crowdfunding scheme to found the COT if their donation was not matched.

Almost half of the respondents indicated that no matched funding would not influence their decision to take part in a crowdfunding scheme.



'No strings attached' government match funding

More than half of respondents indicated that they are more likely to contribute to a crowdfunding scheme if their donations were matched by the government, with no strings attached.

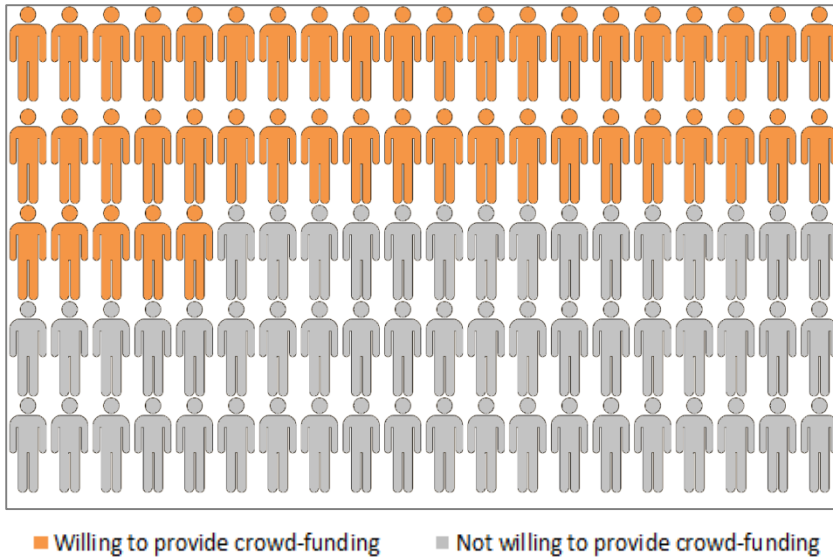


'No strings attached' other match funding.

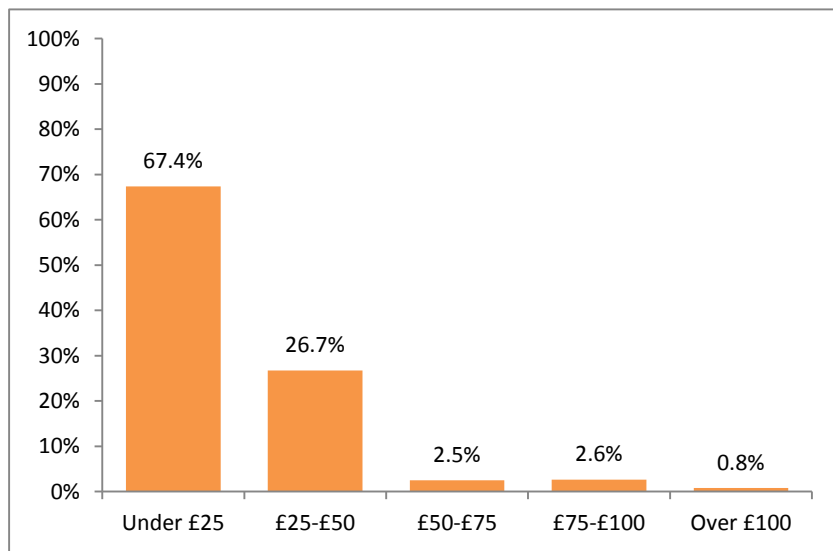
The proportion of respondents indicating that "no strings attached funding from another source" would make them more likely to contribute is smaller than when the government is the source of fund matching.

Data tables for the breakdowns of these questions can be found in the appendix of this report.

What value of crowdfunding would you consider personally reasonable to contribute?



55.2% of respondents indicated that they would not be willing to donate to a crowdfunding initiative.

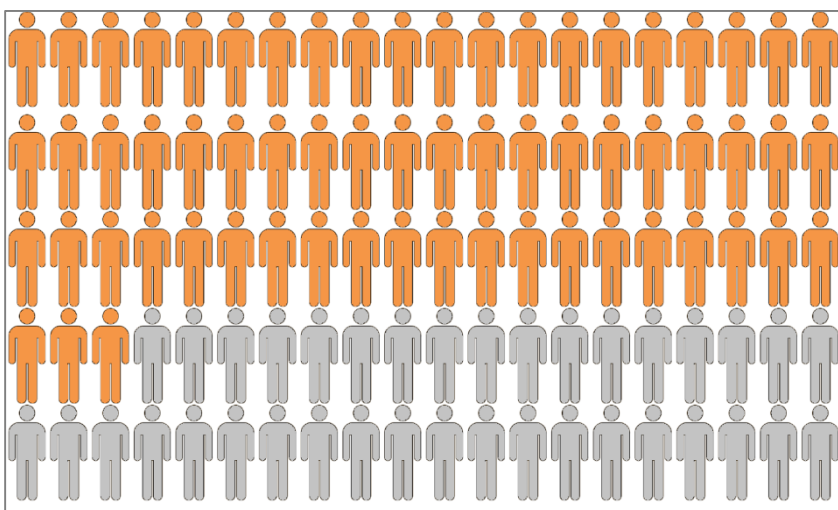


Of the respondents who were willing to donate to a crowdfunding initiative, more than two-thirds indicated that they would donate up to £25.

Just 5.9% of respondents indicated that they would donate more than £50.

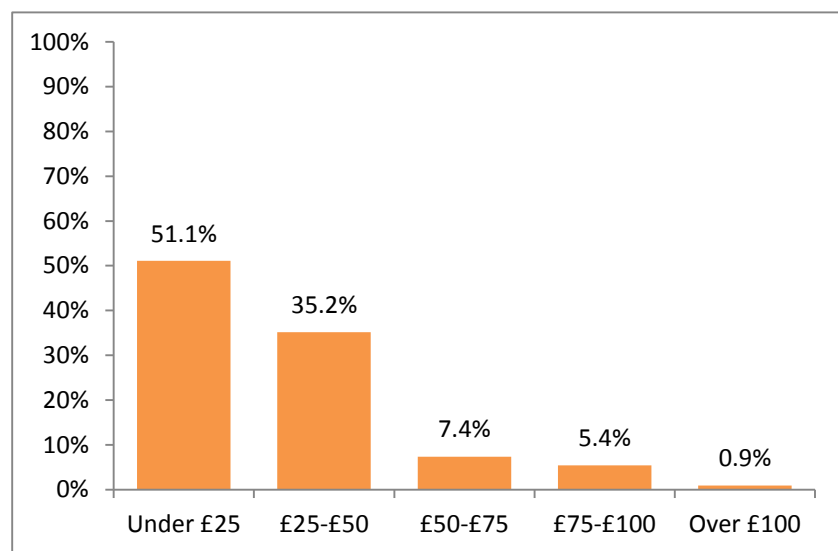
Data tables for the breakdowns of these questions can be found in the appendix of this report

What ongoing level of annual membership would you be willing to pay for a College of Teaching?



Almost two-thirds of respondents indicated that they would be willing to pay an annual subscription to be a member of the COT.

■ Would not pay an annual subscription ■ Would pay an annual subscription



Of the respondents willing to pay an annual subscription fee, more than half indicated that they would be willing to pay up-to £25.

Just 6.3% indicated that they would be willing to pay more than £75 for a year's membership.

Data tables for the breakdowns of these questions can be found in the appendix of this report

Appendix Data Tables:

Professional standards. Members will be accredited against valid, portable, respected, sector-led standards; these will provide opportunities for career development, confer status and inspire respect.

Length of tenure	1 Extremely Valuable	2	3	4	5 No Value At All
Less than 1 year	50.0%	27.6%	12.1%	1.7%	8.6%
1-2 years	52.3%	28.4%	12.5%	3.4%	3.4%
2-3 years	42.5%	45.3%	8.5%	2.8%	0.9%
3-4 years	49.0%	35.1%	13.9%	0.7%	1.3%
4-5 years	51.1%	33.6%	11.4%	1.1%	2.9%
5-10 years	47.7%	36.6%	10.5%	3.2%	1.9%
10-20 years	48.0%	33.5%	10.9%	3.0%	4.7%
20-30 years	49.2%	30.7%	11.3%	3.3%	5.5%
30+ years	54.6%	28.7%	8.9%	3.0%	4.7%

Job role	1 Extremely Valuable	2	3	4	5 No Value At All
Administration and Support (non-teaching)	57.0%	27.1%	6.5%	1.9%	7.5%
Adviser/Consultant	54.2%	29.2%	12.5%	0.0%	4.2%
Classroom/Subject Teacher	41.8%	37.2%	12.9%	3.6%	4.5%
Executive Head Teacher/Head Teacher/Principal	64.3%	24.2%	6.9%	2.0%	2.5%
NQT	46.0%	28.0%	14.0%	6.0%	6.0%
Other (please specify)	51.8%	32.6%	10.0%	2.6%	3.1%
Pastoral/Year Head	45.9%	36.3%	11.9%	2.0%	4.0%
Senior Leadership Team	53.1%	31.6%	9.5%	2.5%	3.3%
Subject Leader	46.1%	32.5%	11.4%	3.6%	6.3%
Teaching Assistant/Classroom Support	49.4%	34.9%	9.6%	3.6%	2.4%

Phase	1 Extremely Valuable	2	3	4	5 No Value At All
Early Years	56.0%	32.0%	10.0%	1.0%	1.0%
Primary	51.2%	33.2%	10.4%	2.5%	2.8%
Secondary	46.1%	32.8%	11.5%	3.5%	6.1%
Full Age Range	52.4%	31.7%	9.3%	3.2%	3.5%
FE / HE	53.2%	28.6%	9.2%	3.6%	5.4%

Funding method	1 Extremely Valuable	2	3	4	5 No Value At All
FE / HE	53.2%	28.6%	9.2%	3.6%	5.4%
Independent	50.2%	33.4%	9.9%	3.2%	3.2%
Direct from govt. (inc Academies)	46.7%	33.7%	11.0%	3.4%	5.2%
Via local authority	52.1%	33.7%	11.3%	2.9%	0.0%

Region	1 Extremely Valuable	2	3	4	5 No Value At All
North West	50.9%	32.6%	9.1%	2.7%	4.6%
North East	50.8%	29.8%	11.9%	2.9%	4.5%
Yorkshire and the Humber	47.1%	35.0%	10.4%	3.5%	4.0%
West Midlands	50.4%	31.3%	10.5%	2.6%	5.2%
East Midlands	48.9%	34.3%	10.3%	2.5%	3.9%
East of England	50.1%	30.4%	11.4%	3.6%	4.5%
South West	44.2%	34.4%	12.5%	3.1%	5.7%
South East	47.5%	34.0%	10.7%	3.8%	3.9%
London	50.4%	32.2%	10.1%	2.5%	4.8%
Scotland	55.9%	29.5%	9.6%	2.3%	2.7%
Wales	50.6%	32.4%	11.5%	2.4%	3.2%
Northern Ireland	54.2%	31.9%	10.5%	1.7%	1.7%
UK Isles	45.2%	35.5%	12.9%	3.2%	3.2%

Appendix Data Tables:

Professional development. The College will provide a career pathway that informs access to high-quality professional development and learning and enables its members to build a validated portfolio documenting professional impact and to be supported by a College Mentor.

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Less than 1 year	63.8%	22.4%	3.4%	1.7%	8.6%
1-2 years	67.0%	23.9%	4.5%	1.1%	3.4%
2-3 years	60.4%	30.2%	8.5%	0.9%	0.0%
3-4 years	66.2%	27.2%	4.6%	0.7%	1.3%
4-5 years	60.7%	30.4%	6.1%	0.4%	2.5%
5-10 years	56.2%	33.2%	7.2%	2.2%	1.3%
10-20 years	53.9%	31.5%	9.3%	2.6%	2.7%
20-30 years	51.2%	32.6%	9.4%	2.9%	4.0%
30+ years	54.2%	30.6%	9.4%	2.5%	3.4%

Job role	1 Extremely Valuable	2	3	4	5 No Value At All
Administration and Support (non-teaching)	59.8%	26.2%	6.5%	1.9%	5.6%
Adviser/Consultant	66.7%	14.6%	14.6%	2.1%	2.1%
Classroom/Subject Teacher	49.9%	34.6%	9.7%	3.0%	2.8%
Executive Head Teacher/Head Teacher/Principal	61.9%	28.4%	6.0%	1.9%	1.8%
NQT	66.0%	18.0%	8.0%	2.0%	6.0%
Other (please specify)	59.4%	29.2%	7.8%	1.7%	1.9%
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Senior Leadership Team	57.9%	30.8%	7.5%	1.8%	2.0%
Subject Leader	49.6%	32.3%	10.7%	3.1%	4.4%
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Full Age Range	56.0%	32.2%	7.5%	2.0%	2.2%
FE / HE	53.5%	32.0%	7.2%	2.5%	4.9%

Funding method	1 Extremely Valuable	2	3	4	5 No Value At All
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Independent	55.1%	31.0%	9.3%	2.6%	2.0%
Direct from Govt. (inc Academies)	51.8%	32.7%	9.2%	2.7%	3.6%
Via local authority	55.1%	31.4%	8.6%	2.3%	2.7%

Region	1 Extremely Valuable	2	3	4	5 No Value At All
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Yorkshire and the Humber	52.1%	31.3%	10.7%	3.0%	3.0%
West Midlands	54.5%	31.8%	7.6%	2.5%	3.6%
East Midlands	53.7%	34.0%	8.3%	2.0%	2.1%
East of England	51.9%	33.4%	9.2%	2.4%	3.2%
South West	50.1%	33.5%	9.6%	3.4%	3.4%
South East	53.4%	32.7%	8.9%	2.1%	2.8%
London	59.6%	28.2%	7.7%	1.9%	2.7%
Scotland	57.5%	30.5%	7.3%	3.0%	1.7%
Wales	56.1%	30.8%	8.7%	1.6%	2.8%
Northern Ireland	60.9%	30.3%	5.0%	2.1%	1.7%
UK Isles	58.1%	24.2%	11.3%	4.8%	1.6%

Appendix Data Tables:

Professional knowledge. The College will provide access to a quality assured and diverse professional knowledge base, drawing from academic research and teachers' judgements of the best ways to help children succeed in specific contexts.

Length of tenure	1 Extremely Valuable	2	3	4	5 No Value At All
Less than 1 year	58.6%	25.9%	5.2%	1.7%	8.6%
1-2 years	69.3%	26.1%	1.1%	2.3%	1.1%
2-3 years	67.0%	27.4%	5.7%	0.0%	0.0%
3-4 years	66.2%	29.8%	2.6%	0.7%	0.7%
4-5 years	64.3%	29.3%	4.3%	0.4%	1.8%
5-10 years	61.6%	30.8%	5.7%	1.1%	0.7%
10-20 years	62.7%	27.9%	6.2%	1.4%	1.8%
20-30 years	63.9%	26.1%	6.1%	1.3%	2.6%
30+ years	63.5%	27.3%	5.3%	1.4%	2.6%

Job role	1 Extremely Valuable	2	3	4	5 No Value At All
Administration and Support (non-teaching)	67.3%	22.4%	3.7%	1.9%	4.7%
Adviser/Consultant	81.3%	14.6%	2.1%	0.0%	2.1%
Classroom/Subject Teacher	57.8%	31.4%	7.4%	1.6%	1.8%
Executive Head Teacher/Head Teacher/Principal	74.6%	21.0%	2.8%	0.9%	0.8%
NQT	64.0%	22.0%	4.0%	4.0%	6.0%
Other (please specify)	66.7%	26.7%	4.1%	0.9%	1.7%
Pastoral/Year Head	60.6%	31.7%	5.1%	0.3%	2.3%
Senior Leadership Team	68.2%	25.0%	4.6%	0.9%	1.3%
Subject Leader	57.9%	30.0%	7.3%	1.7%	3.1%
Teaching Assistant/Classroom Support	53.0%	34.9%	8.4%	1.2%	2.4%

Phase	1 Extremely Valuable	2	3	4	5 No Value At All
Early Years	81.0%	15.0%	3.0%	1.0%	0.0%
Primary	65.8%	27.6%	4.6%	0.9%	1.1%
Secondary	59.6%	28.5%	7.2%	1.8%	2.8%
Full Age Range	65.8%	26.9%	5.2%	0.7%	1.4%
FE / HE	60.2%	28.0%	6.7%	1.3%	3.8%

Funding method	1 Extremely Valuable	2	3	4	5 No Value At All
FE / HE	60.2%	28.0%	6.7%	1.3%	3.8%
Independent	63.1%	27.7%	6.1%	1.8%	1.2%
Direct from Govt. (inc Academies)	60.9%	28.8%	6.7%	1.3%	2.2%
Via local authority	64.3%	27.4%	5.3%	1.2%	1.8%

Region	1 Extremely Valuable	2	3	4	5 No Value At All
North West	61.8%	28.3%	6.1%	1.6%	2.2%
North East	60.6%	31.5%	4.8%	1.4%	1.7%
Yorkshire and the Humber	63.4%	26.4%	6.4%	1.9%	1.8%
West Midlands	63.2%	26.3%	6.6%	1.7%	2.2%
East Midlands	62.8%	29.6%	5.2%	0.9%	1.5%
East of England	62.5%	29.0%	5.2%	1.0%	2.4%
South West	62.9%	27.3%	6.2%	1.6%	2.1%
South East	62.3%	28.9%	5.7%	1.2%	1.9%
London	66.0%	26.2%	4.9%	0.9%	2.0%
Scotland	64.7%	26.4%	6.5%	1.3%	1.1%
Wales	61.3%	27.7%	7.9%	0.8%	2.4%
Northern Ireland	66.0%	26.1%	5.9%	0.4%	1.7%
UK Isles	64.5%	29.0%	6.5%	0.0%	0.0%

Appendix Data Tables:

Recognition by schools. Organisational affiliation will demonstrate a school's commitment to providing access to professional learning and accreditation, including peer-to-peer review.

Length of tenure	1 Extremely Valuable	2	3	4	5 No Value At All
Less than 1 year	56.9%	19.0%	12.1%	3.4%	8.6%
1-2 years	51.1%	35.2%	10.2%	1.1%	2.3%
2-3 years	55.7%	34.9%	7.5%	1.9%	0.0%
3-4 years	61.6%	32.5%	4.6%	0.0%	1.3%
4-5 years	53.9%	33.6%	6.8%	2.5%	3.2%
5-10 years	53.8%	33.6%	9.0%	2.3%	1.3%
10-20 years	51.2%	32.1%	10.9%	2.8%	3.1%
20-30 years	50.6%	31.9%	9.9%	2.9%	4.7%
30+ years	54.2%	29.4%	10.3%	2.6%	3.4%

Job role	1 Extremely Valuable	2	3	4	5 No Value At All
Administration and Support (non-teaching)	56.1%	23.4%	11.2%	2.8%	6.5%
Adviser/Consultant	64.6%	22.9%	10.4%	0.0%	2.1%
Classroom/Subject Teacher	47.3%	35.3%	11.6%	2.8%	2.9%
Executive Head Teacher/Head Teacher/Principal	58.0%	29.3%	8.3%	2.7%	1.7%
NQT	56.0%	24.0%	10.0%	4.0%	6.0%
Other (please specify)	56.2%	30.0%	8.2%	3.2%	2.4%
Pastoral/Year Head	54.7%	32.0%	8.8%	1.4%	3.1%
Senior Leadership Team	53.4%	31.8%	10.0%	1.9%	2.9%
Subject Leader	51.7%	30.8%	9.9%	3.1%	4.5%
Teaching Assistant/Classroom Support	53.0%	32.5%	7.2%	2.4%	4.8%

Phase	1 Extremely Valuable	2	3	4	5 No Value At All
Early Years	63.0%	25.0%	10.0%	1.0%	1.0%
Primary	53.1%	32.8%	9.8%	2.2%	2.1%
Secondary	50.2%	31.7%	10.4%	3.3%	4.3%
Full Age Range	55.4%	30.4%	9.1%	2.6%	2.6%
FE / HE	51.9%	30.6%	10.7%	1.3%	5.4%

Funding method	1 Extremely Valuable	2	3	4	5 No Value At All
FE / HE	51.9%	30.6%	10.7%	1.3%	5.4%
Independent	52.5%	31.8%	10.5%	2.7%	2.5%
Direct from Govt. (inc Academies)	51.5%	31.8%	10.5%	2.6%	3.5%
Via local authority	52.4%	32.1%	9.6%	2.7%	3.1%

Region	1 Extremely Valuable	2	3	4	5 No Value At All
North West	52.5%	31.1%	9.7%	3.0%	3.6%
North East	54.9%	31.0%	8.4%	2.1%	3.6%
Yorkshire and the Humber	52.7%	31.2%	10.3%	2.4%	3.4%
West Midlands	53.3%	30.6%	9.9%	3.1%	3.2%
East Midlands	52.1%	32.4%	10.8%	2.1%	2.7%
East of England	51.0%	33.0%	10.0%	2.3%	3.7%
South West	49.4%	32.7%	11.0%	3.3%	3.5%
South East	52.0%	31.4%	10.4%	3.1%	3.1%
London	53.0%	32.4%	9.6%	2.0%	3.0%
Scotland	52.0%	34.6%	8.0%	2.3%	3.0%
Wales	54.5%	30.8%	9.9%	1.6%	3.2%
Northern Ireland	53.8%	32.4%	9.2%	3.4%	1.3%
UK Isles	51.6%	29.0%	17.7%	1.6%	0.0%

Appendix Data Tables:

A common code of practice that reflects aspirational standards of teaching, an evidence informed approach to practice, ethical behaviour, promotion of the profession and the best possible opportunities for learners.

Length of tenure	1 Extremely Valuable	2	3	4	5 No Value At All
Less than 1 year	62.1%	20.7%	5.2%	1.7%	10.3%
1-2 years	58.0%	31.8%	6.8%	2.3%	1.1%
2-3 years	53.8%	34.9%	8.5%	2.8%	0.0%
3-4 years	64.9%	28.5%	5.3%	0.7%	0.7%
4-5 years	59.3%	30.4%	7.5%	1.1%	1.8%
5-10 years	59.1%	30.4%	6.9%	2.0%	1.5%
10-20 years	58.0%	28.7%	7.9%	2.3%	3.0%
20-30 years	59.5%	26.4%	8.2%	2.0%	3.9%
30+ years	65.6%	23.1%	5.9%	2.1%	3.3%

Job role	1 Extremely Valuable	2	3	4	5 No Value At All
Administration and Support (non-teaching)	65.4%	21.5%	6.5%	1.9%	4.7%
Adviser/Consultant	64.6%	25.0%	0.0%	8.3%	2.1%
Classroom/Subject Teacher	54.7%	31.0%	9.5%	2.1%	2.8%
Executive Head Teacher/Head Teacher/Principal	74.1%	19.9%	3.0%	1.6%	1.3%
NQT	56.0%	24.0%	10.0%	2.0%	8.0%
Other (please specify)	62.2%	27.4%	6.0%	2.4%	1.9%
Pastoral/Year Head	55.8%	31.2%	8.2%	1.4%	3.4%
Senior Leadership Team	64.8%	25.3%	6.2%	1.5%	2.3%
Subject Leader	53.8%	29.8%	8.8%	3.0%	4.5%
Teaching Assistant/Classroom Support	54.2%	34.9%	6.0%	1.2%	3.6%

Phase	1 Extremely Valuable	2	3	4	5 No Value At All
Early Years	78.0%	15.0%	6.0%	1.0%	0.0%
Primary	64.4%	26.1%	6.1%	1.5%	1.9%
Secondary	54.1%	29.8%	9.0%	2.9%	4.1%
Full Age Range	61.9%	27.2%	7.3%	1.5%	2.2%
FE / HE	61.5%	25.7%	6.3%	1.6%	4.9%

Funding status	1 Extremely Valuable	2	3	4	5 No Value At All
FE / HE	61.5%	25.7%	6.3%	1.6%	4.9%
Independent	57.2%	29.0%	9.1%	2.2%	2.4%
Direct from Govt. (inc Academies)	56.4%	29.6%	8.4%	2.2%	3.4%
Via local authority	61.8%	26.6%	6.8%	2.1%	2.8%

Region	1 Extremely Valuable	2	3	4	5 No Value At All
North West	61.7%	26.0%	7.5%	1.6%	3.1%
North East	64.7%	24.1%	5.7%	2.4%	3.1%
Yorkshire and the Humber	61.4%	26.6%	6.7%	1.7%	3.6%
West Midlands	58.4%	28.7%	8.0%	2.0%	3.0%
East Midlands	59.6%	28.2%	7.5%	2.2%	2.6%
East of England	59.9%	26.7%	8.2%	2.1%	3.2%
South West	57.3%	29.4%	7.2%	2.5%	3.6%
South East	57.9%	28.7%	8.2%	2.5%	2.7%
London	60.1%	27.3%	7.5%	2.3%	2.7%
Scotland	61.8%	27.3%	6.5%	1.7%	2.7%
Wales	59.3%	29.2%	6.7%	2.0%	2.8%
Northern Ireland	62.6%	29.4%	5.5%	1.3%	1.3%
UK Isles	58.1%	29.0%	11.3%	0.0%	1.6%

Appendix Data Tables:

**Would you be willing to contribute to a crowd-funding project where your donation is 'matched' with:
No match funding at all**

Length of tenure	More likely	The same	Less likely
Less than 1 year	16.4%	36.4%	47.3%
1-2 years	4.7%	43.5%	51.8%
2-3 years	12.5%	42.3%	45.2%
3-4 years	6.1%	51.0%	42.9%
4-5 years	8.3%	43.9%	47.8%
5-10 years	7.3%	47.7%	45.0%
10-20 years	7.0%	48.9%	44.2%
20-30 years	7.5%	51.2%	41.3%
30+ years	6.6%	52.7%	40.7%

Job role	More likely	The same	Less likely
Administration and Support (non-teaching)	16.8%	53.5%	29.7%
Adviser/Consultant	6.5%	47.8%	45.7%
Classroom/Subject Teacher	7.0%	49.6%	43.4%
Executive Head Teacher/Head Teacher/Principal	7.2%	47.5%	45.4%
NQT	14.3%	46.9%	38.8%
Other (please specify)	8.0%	50.0%	42.0%
Pastoral/Year Head	6.7%	50.9%	42.4%
Senior Leadership Team	6.5%	50.1%	43.3%
Subject Leader	7.3%	49.5%	43.2%
Teaching Assistant/Classroom Support	12.5%	48.8%	38.8%

Phase	More likely	The same	Less likely
Early Years	9.8%	46.7%	43.5%
Primary	7.2%	47.8%	45.0%
Secondary	7.4%	50.6%	42.0%
Full Age Range	6.5%	51.5%	42.0%
FE/HE	6.6%	51.9%	41.5%

Funding method	More likely	The same	Less likely
FE/HE	6.6%	51.9%	41.5%
Independent	6.3%	55.9%	37.8%
Direct from Govt (inc Academies)	7.0%	48.3%	44.7%
Via local authority	7.6%	48.5%	43.9%

Region	More likely	The same	Less likely
North West	6.9%	50.0%	43.1%
North East	5.7%	48.2%	46.2%
Yorkshire and the Humber	7.9%	49.3%	42.8%
West Midlands	7.1%	47.4%	45.5%
East Midlands	7.9%	50.3%	41.8%
East of England	7.7%	49.0%	43.3%
South West	4.9%	52.5%	42.6%
South East	6.9%	50.8%	42.3%
London	8.9%	47.3%	43.9%
Scotland	7.0%	51.4%	41.6%
Wales	8.4%	46.4%	45.1%
Northern Ireland	8.5%	43.5%	48.0%
UK Isles	11.9%	47.5%	40.7%

Appendix Data Tables:

Would you be willing to contribute to a crowdfunding project where your donation is 'matched' with: 'No strings attached' government match funding.

Length of tenure	More likely	The same	Less likely
Less than 1 year	54.5%	27.3%	18.2%
1-2 years	60.0%	30.6%	9.4%
2-3 years	63.5%	31.7%	4.8%
3-4 years	53.7%	35.4%	10.9%
4-5 years	56.5%	34.9%	8.6%
5-10 years	53.1%	36.3%	10.6%
10-20 years	51.9%	35.3%	12.8%
20-30 years	49.5%	37.0%	13.5%
30+ years	46.0%	39.4%	14.7%

Job role	More likely	The same	Less likely
Administration and Support (non-teaching)	41.6%	39.6%	18.8%
Adviser/Consultant	56.5%	21.7%	21.7%
Classroom/Subject Teacher	48.4%	39.0%	12.5%
Executive Head Teacher/Head Teacher/Principal	56.7%	31.9%	11.4%
NQT	55.1%	28.6%	16.3%
Other (please specify)	50.4%	36.1%	13.5%
Pastoral/Year Head	52.9%	34.6%	12.5%
Senior Leadership Team	53.6%	34.6%	11.8%
Subject Leader	48.9%	37.7%	13.4%
Teaching Assistant/Classroom Support	46.3%	36.3%	17.5%

Phase	More likely	The same	Less likely
Early Years	42.4%	34.8%	22.8%
Primary	52.1%	35.7%	12.2%
Secondary	50.1%	37.3%	12.5%
Full Age Range	51.8%	35.0%	13.3%
FE / HE	48.6%	36.1%	15.3%

Funding method	More likely	The same	Less likely
FE / HE	48.6%	36.1%	15.3%
Independent	48.6%	40.4%	11.0%
Direct from Govt. (inc Academies)	51.1%	36.9%	12.0%
Via local authority	51.6%	35.2%	13.2%

Region	More likely	The same	Less likely
North West	49.0%	37.9%	13.1%
North East	52.1%	36.4%	11.5%
Yorkshire and the Humber	49.3%	37.4%	13.3%
West Midlands	51.3%	35.3%	13.4%
East Midlands	49.8%	38.9%	11.3%
East of England	51.6%	34.3%	14.1%
South West	52.9%	36.3%	10.8%
South East	50.3%	37.2%	12.5%
London	54.7%	32.6%	12.7%
Scotland	48.6%	39.6%	11.9%
Wales	51.9%	38.0%	10.1%
Northern Ireland	51.1%	30.0%	18.8%
UK Isles	42.4%	42.4%	15.3%

Appendix Data Tables:

Would you be willing to contribute to a crowdfunding project where your donation is 'matched' with: 'No strings attached' other match funding

Length of tenure	More likely	The same	Less likely
Less than 1 year	45.5%	36.4%	18.2%
1-2 years	55.3%	31.8%	12.9%
2-3 years	51.0%	40.4%	8.7%
3-4 years	48.3%	42.2%	9.5%
4-5 years	42.4%	42.8%	14.7%
5-10 years	43.3%	42.6%	14.1%
10-20 years	43.0%	42.1%	14.9%
20-30 years	40.5%	43.4%	16.1%
30+ years	35.5%	46.3%	18.2%

Job role	More likely	The same	Less likely
Administration and Support (non-teaching)	35.6%	46.5%	17.8%
Adviser/Consultant	58.7%	30.4%	10.9%
Classroom/Subject Teacher	40.2%	44.3%	15.5%
Executive Head Teacher/Head Teacher/Principal	48.3%	38.5%	13.2%
NQT	49.0%	34.7%	16.3%
Other (please specify)	39.1%	44.3%	16.7%
Pastoral/Year Head	41.9%	43.3%	14.8%
Senior Leadership Team	43.6%	41.7%	14.7%
Subject Leader	38.9%	44.6%	16.5%
Teaching Assistant/Classroom Support	37.5%	45.0%	17.5%

Phase	More likely	The same	Less likely
Early Years	39.1%	41.3%	19.6%
Primary	43.8%	41.8%	14.4%
Secondary	39.8%	44.4%	15.8%
Full Age Range	41.6%	42.0%	16.4%
FE / HE	38.4%	43.9%	17.7%

Funding	More likely	The same	Less likely
FE / HE	38.4%	43.9%	17.7%
Independent	40.9%	45.4%	13.7%
Direct from Govt (inc Academies)	41.2%	43.8%	15.0%
Via local authority	42.2%	42.1%	15.8%

Region	More likely	The same	Less likely
North West	42.0%	43.7%	14.3%
North East	42.0%	40.5%	17.4%
Yorkshire and the Humber	42.1%	43.7%	14.2%
West Midlands	39.9%	43.4%	16.7%
East Midlands	42.6%	43.1%	14.3%
East of England	42.1%	42.4%	15.5%
South West	44.9%	43.1%	12.0%
South East	39.6%	44.9%	15.5%
London	44.2%	39.0%	16.8%
Scotland	38.5%	44.6%	16.9%
Wales	40.5%	43.0%	16.5%
Northern Ireland	37.2%	39.9%	22.9%
UK Isles	30.5%	50.8%	18.6%

Appendix Data Tables:

What value of crowdfunding would you consider personally reasonable to contribute?

Length of tenure	Under £25	£25-£50	£50-£75	£75-£100	Over £100	Not willing to provide any crowd-funding
Less than 1 Year	0.0%	3.7%	1.9%	63.0%	0.0%	31.5%
1-2 Years	45.9%	9.4%	0.0%	0.0%	1.2%	43.5%
2-3 Years	40.8%	7.8%	1.0%	0.0%	0.0%	50.5%
3-4 Years	37.7%	10.3%	0.7%	1.4%	0.0%	50.0%
4-5 Years	40.2%	11.2%	0.7%	0.0%	0.4%	47.5%
5-10 Years	36.4%	10.3%	0.8%	0.8%	0.6%	51.2%
10-20 Years	32.0%	11.7%	0.9%	1.0%	0.2%	54.2%
20-30 Years	25.9%	13.1%	1.1%	1.5%	0.4%	58.0%
30+ Years	21.5%	13.6%	2.3%	2.2%	0.5%	60.0%

Job role	Under £25	£25-£50	£50-£75	£75-£100	Over £100	Not willing to provide any crowd-funding
Administration and Support (non-teaching)	20.4%	2.0%	0.0%	0.0%	0.0%	77.6%
Adviser/Consultant	28.9%	24.4%	2.2%	2.2%	0.0%	42.2%
Classroom/Subject Teacher	31.3%	8.7%	0.8%	0.4%	0.1%	58.6%
Executive Head Teacher/Head Teacher/Principal	24.4%	20.9%	3.2%	4.1%	1.1%	46.3%
NQT	37.5%	6.3%	0.0%	0.0%	0.0%	56.3%
Other	29.9%	11.9%	0.9%	1.5%	0.8%	55.0%
Pastoral/Year Head	33.0%	9.6%	0.6%	0.9%	0.6%	55.3%
Senior Leadership Team	31.0%	14.3%	1.0%	1.3%	0.2%	52.2%
Subject Leader	31.0%	10.0%	0.8%	0.6%	0.3%	57.3%
Teaching Assistant/Classroom Support	18.8%	8.8%	0.0%	0.0%	0.0%	72.5%

Phase	Under £25	£25-£50	£50-£75	£75-£100	Over £100	Not willing to provide any crowd-funding
Early Years	25.8%	12.4%	2.2%	1.1%	0.0%	58.4%
Primary	31.3%	11.9%	1.1%	1.3%	0.3%	54.0%
Secondary	29.4%	11.1%	1.1%	0.9%	0.4%	57.2%
Full Age Range	30.1%	13.9%	1.5%	1.6%	0.5%	52.4%
FE / HE	28.1%	17.3%	0.7%	0.9%	0.5%	52.5%

Funding	Under £25	£25-£50	£50-£75	£75-£100	Over £100	Not willing to provide any crowd-funding
FE / HE	28.1%	17.3%	0.7%	0.9%	0.5%	52.5%
Independent	27.5%	15.8%	2.4%	1.4%	0.6%	52.3%
Direct from Govt (inc Academies)	31.6%	11.3%	0.8%	1.1%	0.3%	54.9%
Via local authority	30.3%	11.1%	1.0%	1.2%	0.3%	56.1%

Region	Under £25	£25-£50	£50-£75	£75-£100	Over £100	Not willing to provide any crowd-funding
North West	28.1%	11.3%	0.7%	1.3%	0.3%	58.3%
North East	26.9%	11.1%	1.2%	2.2%	0.0%	58.5%
Yorkshire and the Humber	31.3%	8.9%	0.4%	0.8%	0.2%	58.4%
West Midlands	27.9%	12.6%	1.3%	0.7%	0.4%	57.1%
East Midlands	30.1%	12.8%	0.9%	1.1%	0.1%	54.9%
East of England	30.9%	12.5%	1.4%	1.3%	0.7%	53.2%
South West	32.3%	11.6%	0.6%	0.8%	0.2%	54.5%
South East	31.1%	13.6%	1.1%	1.3%	0.2%	52.7%
London	33.0%	13.6%	1.9%	2.2%	1.0%	48.4%
Scotland	26.2%	9.8%	1.1%	0.6%	0.3%	62.0%
Wales	28.5%	8.1%	1.3%	0.9%	0.4%	60.9%
Northern Ireland	32.6%	10.4%	2.7%	0.5%	0.5%	53.4%
UK Isles	16.9%	13.6%	3.4%	0.0%	0.0%	66.1%

Appendix Data Tables:

What ongoing level of annual membership would you be willing to pay for a College of Teaching?

Length of tenure	Under £25	£25-£50	£50-£75	£75-£100	Over £100	I would not want to pay any annual subscription
Less than 1 Year	42.6%	18.5%	0.0%	1.9%	0.0%	37.0%
1-2 Years	42.4%	23.5%	4.7%	1.2%	0.0%	28.2%
2-3 Years	42.7%	24.3%	3.9%	1.9%	0.0%	27.2%
3-4 Years	36.6%	14.5%	2.8%	1.4%	0.0%	44.8%
4-5 Years	42.4%	18.8%	3.6%	0.4%	0.4%	34.4%
5-10 Years	48.4%	2.6%	5.2%	3.6%	0.7%	39.5%
10-20 Years	33.6%	21.6%	4.1%	2.8%	0.5%	37.4%
20-30 Years	29.6%	22.5%	5.4%	4.1%	0.8%	37.6%
30+ Years	21.3%	25.9%	6.1%	5.5%	0.0%	41.3%

Job role	Under £25	£25-£50	£50-£75	£75-£100	Over £100	I would not want to pay any annual subscription
Administration and Support (non-teaching)	20.8%	15.6%	5.2%	2.1%	0.0%	56.3%
Adviser/Consultant	48.9%	15.6%	4.4%	8.9%	0.0%	22.2%
Classroom/Subject Teacher	34.9%	17.3%	3.3%	1.7%	0.2%	42.7%
Executive Head Teacher/Head Teacher/Principal	23.4%	32.1%	9.2%	10.1%	2.1%	23.2%
NQT	45.8%	18.8%	0.0%	0.0%	0.0%	35.4%
Other	31.1%	23.8%	4.3%	2.7%	0.5%	37.5%
Pastoral/Year Head	36.6%	19.2%	4.1%	2.1%	0.6%	37.5%
Senior Leadership Team	31.6%	25.7%	5.5%	3.7%	0.5%	32.9%
Subject Leader	33.8%	20.1%	3.7%	2.4%	0.5%	39.5%
Teaching Assistant/Classroom Support	25.0%	17.5%	1.3%	1.3%	0.0%	55.0%

Phase	Under £25	£25-£50	£50-£75	£75-£100	Over £100	I would not want to pay any annual subscription
01 Early Years	33.3%	25.3%	4.6%	1.1%	1.1%	34.5%
02 Primary	34.9%	21.5%	4.1%	3.3%	0.5%	35.8%
03 Secondary	30.4%	22.0%	4.7%	3.3%	0.7%	38.9%
04 Full Age Range	30.3%	24.8%	6.1%	3.9%	0.9%	34.0%
05 FE / HE	28.2%	24.9%	6.0%	5.0%	0.5%	35.4%

Funding	Under £25	£25-£50	£50-£75	£75-£100	Over £100	I would not want to pay any annual subscription
FE / HE	28.2%	24.9%	6.0%	5.0%	0.5%	35.4%
Independent	28.5%	27.0%	8.1%	5.5%	1.4%	29.5%
Direct from Govt (inc Academies)	32.2%	22.2%	4.4%	3.2%	0.6%	37.4%
Via local authority	33.4%	20.9%	3.9%	3.0%	0.4%	38.4%

Region	Under £25	£25-£50	£50-£75	£75-£100	Over £100	I would not want to pay any annual subscription
North West	33.6%	19.9%	4.1%	2.7%	0.4%	39.2%
North East	35.7%	21.1%	4.2%	3.0%	0.7%	35.2%
Yorkshire and the Humber	35.4%	20.4%	3.7%	2.0%	0.2%	38.3%
West Midlands	31.6%	22.7%	3.6%	3.0%	0.4%	38.7%
East Midlands	30.6%	22.6%	4.6%	2.4%	0.1%	39.7%
East of England	32.1%	21.5%	6.3%	3.7%	0.8%	35.6%
South West	33.3%	22.0%	4.1%	4.0%	0.4%	36.2%
South East	30.5%	24.5%	4.9%	4.2%	0.8%	35.3%
London	31.9%	24.9%	6.2%	4.7%	1.5%	30.8%
Scotland	30.6%	21.9%	3.7%	2.3%	0.3%	41.1%
Wales	31.5%	18.5%	3.9%	3.4%	0.0%	42.7%
Northern Ireland	36.1%	16.9%	4.1%	3.7%	0.0%	39.3%
UK Isles	22.0%	13.6%	11.9%	8.5%	1.7%	42.4%