

Generate Teaching Hub Training Needs Survey Analysis Autumn Term 2021



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Introduction

As the Teaching School Hub for Halton, Warrington and Wigan, Generate Teaching Hub is tasked by our designation from the DfE with gathering information on local teacher training and development needs. This intelligence is then fed through to our annual delivery plan and a request for the DfE to allocate resources to fund our local training offer to meet priority needs.

This survey is the first undertaken by Generate Teaching Hub and was open throughout November and December 2021. As a completely new service our reach in this period was limited and publicity for the survey was shared through our half termly bulletin (which is sent to all 292 schools in our Hub area), through our partners, networks and online (our website plus social media). **This survey was seen as a pilot to provide indications of how to approach gathering quantitative evidence of training needs.**

The survey was constructed using Google Forms, seeking responses from:

School leaders

Teachers

Teaching assistants

Support staff

It was constructed with a pathway that allowed school leaders to complete a more in-depth response than Teachers, Teaching Assistants and Support Staff. Completion time of the school leader's survey was estimated at 10-15 minutes; completion of all other survey routes was estimated at 5 minutes.

Data supplied by respondents will be kept anonymous and no individual or school / Trust will be identified in any public analysis.

The number of responses was small (n.38) but representation from 10% of our schools was obtained (n.29). However, due to the low response the **results listed below are only taken as initial indicators of views and needs**. No breakdown of patterns of reply by area, phase, role or responsibility was undertaken. A wider response was sought but the Generate Teaching Hub team were also mindful of not adding further to the demands placed on school staff at that time due to the extensive pressure schools were operating under in Autumn 2021 due to the ongoing Covid-19 pandemic.

On its own this survey is *not sufficient* to affirm future plans. The Generate Teaching Hub leadership will be able to add this survey to a range of evidence being gathered for the annual impact report; this report will be published separately

Next Steps

A summary of the survey results will be shared on our website and the full data made available to the Hub Independent Assessor. It will also inform the case for local funded CPD by Generate Teaching Hub in 2022/23, when the DfE release the assessment mechanism in the Summer term 2022.

This survey structure will be reviewed and then the process repeated in the Summer term 2022 (and annually at this time thereafter). We intend to maintain the core of the survey so effective comparison can be made. The next survey is expected to obtain a higher response level, as awareness of Generate Teaching Hub will have grown, our contact database increased by nearly 1,000 due to programme delivery and we will have greater levels of website engagement and social media followings.

Planning & Preparation

When compiling our Hub delivery plan for the Department for Education we included a training needs survey as a key communication tool. It is however, not the only tool for assessing need. There is no long standing tradition in education of assessing the training and development needs of teachers across Local Authority areas, so we intend to test and learn the right approach. The collective guidance for this will come from the new Teaching School Hub community (where 86 other Hubs are also developing a methodology across England), national agencies like the Education Endowment Foundation (EEF) and our Independent Hub Assessor (who provides objective, critical friend recommendations to our Strategic Board).

We intend to triangulate information from three emerging local sources (see figure 1 below).

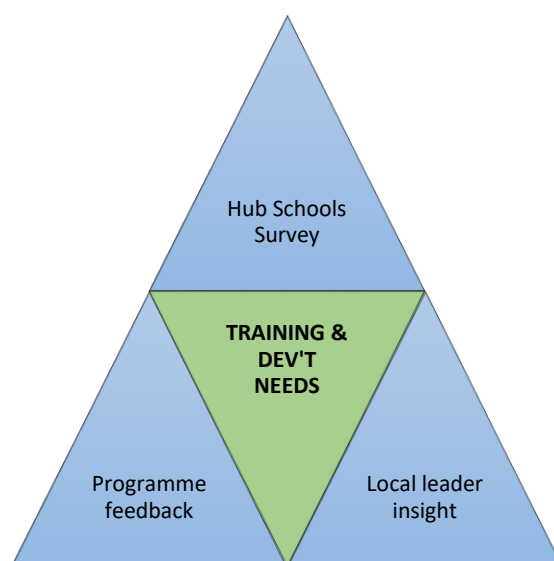


Figure 1. Word cloud of respondents' description of the role of a Teaching School Hub

This regular school survey will be placed alongside new feedback and evaluation from our programme activities (Early Career Framework, National Professional Qualifications and CPD) where local and national partners are gathering evidence of views and impact on individual programmes, modules or courses. It will also be compared to insight from local leaders such as networks, Headteacher forums and Local Authority partners.

To start this survey process the Generate Teaching Hub team participated in the initial national training for Teaching School Hubs led by the EEF, investigated questions to ask of a school survey and decided to use the free Google Survey tool which allowed for specialisation of questions making some segments of responders answer more questions than others. The questions (see Appendix 2) were crafted to allow individuals to give their view on themselves and where appropriate their school's needs.

Where possible questions were set with choices of answers (drop down menu or Likert scale choices) to minimise time required. However, free text, open questions were used more for school leaders to give space to identify nuance and variable views where possible. It was also agreed to ask about what responders need now and in the near future.

Completing the survey was tested by team members to ensure the responders did not experience frustrations or delays in response.

Demographic questions were made optional but considered crucial to begin the process of mapping who are our teacher workforce in Halton, Warrington and Wigan.

Respondent Demographics

From the 38 completed responses we identified 29 different schools or Multi Academy Trusts, with the majority from Warrington (66%) [Table 1]. It is noted that within these 29 schools, 12 are part of two of the Multi Academy Trusts involved in Generate Teaching Hub's core partnership.

School leaders and Teachers were asked to declare the main Key Stage they work with and ¾ shared this information showing an even split as 29% are working in KS1, 25% in each of KS2 and KS3, and 17% in KS4.

Respondents showed a broad spread of career stage [Table 2] and were weighted towards replies from teachers (29%) or school leaders (55%) [Table 3]. The subjects covered in replies were broad, with 14 different subjects declared in addition to Primary and EYFS.

The majority of respondents were female (77%); only 6% declared a disability and all were either White (51%) or English, Welsh, Scottish, Northern Irish or British (49%). There was a broad representation of ages with 32% under 29 years, 21% 30-39 years, 29% 40-49 years and 18% 50 years or above [Table 4].

Respondents were asked about existing qualifications [Table 6] which showed that on average all four survey groups held more than one qualification for their role:

- School leaders had on average 2.5 qualifications each but only 1 declared a Masters level qualification and only leadership NPQs were declared (Senior Leadership; Headship; Executive Leader).
- From the teacher replies, they shared an average of 1.2 qualifications each.
- Teaching Assistants were the 'most' qualified on average with 4 declared qualifications per person. Support Staff declared a range of qualifications at an average number of 3.3 each.

What was striking is that between the 38 respondents a total of 83 areas of responsibility were declared. When broken down by respondent group, senior leaders declared an average of 3.8 roles per person, teachers 1.8 and support staff 1.3. **This indicates a pattern of individual staff members holding multiple roles and that this increases as teachers' progress into leadership.**

Training Needs – Individuals

A professional requires support from their employer to identify, assess and effectively utilise training and development in their workplace. In our survey we asked all respondents if they have a training plan created with or for them; only 42% replied 'Yes' but 50% stated 'No' and 8% were 'Awaiting a Plan'.

In addition, few respondents could share training and development priorities for the current academic year. With Teaching Assistants only 1 expressed a qualification goal (to obtain the Higher Level Teaching Assistant qualification).

The question about where colleagues look or seek advice from on the training they need, generated a wide range of responses. When these were categorised [Table 7] we can determine that

respondents relied upon guidance from a close colleague (54%) such as a line manager, mentor, induction tutor, SLT member or Headteacher. Nearly a third of the answers related to self-directed actions to find answers (30%) but these sources were not all guaranteed to independently validated or evidence based (e.g. Google or a web search).

These answers give an **indication that support for individual training and development needs across our schools is not conducted to a common standard or level.** Without assessment of need being done by professionals who understand the resources and options available, effective professional development will be harder to achieve *and to measure* in schools.

Training Needs – Schools

School leaders were asked about planning and the impact of professional development. All agreed (55%) or Strongly agreed (45%) that school medium to long term planning influenced staff training priorities. And all respondents agreed (64%) or strongly agreed (36%) that training have a measurable, positive impact on pupil outcomes. However, 27% stated that they disagree or strongly disagree that their school has a strong, consistent culture of learning and development [Table 8a].

Open answers were encouraged by respondents to identify the top 3 training and development priorities for their schools. The same was encouraged for training topics leaders were struggling to source. There was a wide range of answers in both with no significantly identifiable need across the school responses [Table 8b and 8c].

The breadth of answers indicates identifying common local need amongst our schools will be difficult.

Awareness of Support

The survey sought to identify where School leaders understand support for training and development is based. The landscape of training and development services to teachers and schools has significantly changed in 2021¹ and it is **no surprise that the results indicated a need to raise awareness of what exists to support the profession.**

When all School leaders were asked about local training providers that they would recommend few answers were given; only 11 sources were cited [Table 9a]. National training providers that are recommended was equally sparse, with 10 providers noted [Table 9b].

Awareness of DfE funded specialist centres of excellence was higher [Table 9c] particularly amongst the core subjects for Maths Hubs, English Hubs and Science Hubs. It would be expected though that every school would be accessing some aspect of the resources, networks or training from a specialist Hub.

¹ All 790 Teaching Schools were de-designated in August 2021, 87 new Teaching School Hubs formed in September 2021, the new Early Career Framework and 2-year new teacher induction launched in September 2021 and the reformed and expanded suite of National Professional Qualifications open for applications from September 2021.

Early Career Framework

At the time of the survey the Early Career Framework (ECF) was only a few weeks old and the implementation of a new national standard for a 2-year induction programme was only just beginning. Generate Teaching Hub is providing the Full Induction ECF programme with the national partner, Teach First. It is helpful to look at the awareness of the ECF and its perception. This question was asked of Senior Leaders and Teachers only.

Not every school will be involved in the ECF as it is only applicable (in this academic year) to those schools who employ teachers in the first year of their career since QTS. It is therefore encouraging to see the high level of engagement from respondents: 74% were involved in the ECF programme and 90% were involved or knew of it [Table 10a].

Feedback given [Table 10b] is mostly positive and contains qualifications about practicalities such as attendance, online access and the challenge of making time for the work. These are also highly understandable reservations given the freshness of the national programme.

All the feedback will be shared with the ECF delivery team for reference and inclusion in our separate evaluations of the work. Though it must be noted that respondents were not asked if they were participating in the local ECF programme delivered by Generate Teaching Hub, so some comments may be about programmes outside of our control. Nonetheless they are important as the ECF is now a mandatory requirement for new teachers.

National Professional Qualifications

The survey was undertaken when the reformed National Professional Qualifications (NPQs) were launching; the first cohorts began during November 2021. The information within this survey is therefore formative and relates to the very start of the programme. Generate Teaching Hub is providing NPQs with the national partner, Best Practice Network.

Awareness of NPQs by School leaders and Teachers is high with 62% replying with a connection to or awareness of the qualifications [Table 11a]. In addition, 64% stated an interest in starting an NPQ within the next 2 years, including the forthcoming additional specialisms of Literacy and Early Years due to launch in September 2022 [Table 11b]. Only one person stated they were unaware of what NPQs are. It would be helpful to explore the reasons for responses that stated future NPQ training is not applicable.

The additional narrative comments supplied are added below [Table 11c] in full and unedited, they reflect observation about the starting of this new programme and the challenge to all providers of the short timeline given by the DfE to launch the new programmes.

Teaching School Hubs

The survey asked respondents what they understood of the role of a Teaching School Hub. As the questions were being asked at the very start of Generate Teaching Hub's existence we expect understanding to have significantly increased in future surveys. It was pleasing to read answers from all bar one respondent. The descriptions of service have been gathered into a word cloud [Figure 2] which shows the most common words as the largest text. This image shows an understanding of the focus of training and development at the heart of Generate's Teaching School Hub remit.



Figure 2. Word cloud of respondents' description of the role of a Teaching School Hub

There were a few additional responses that highlighted a lack of awareness and about a need to clarify the role of a Teaching School Hub [Table 12]. These comments would be expected at the start of our role and are helpful to consider. They will be used to guide to our ongoing communications, as well as a baseline for future surveys.

Summary Observations

As stated above the size of this survey is too small to draw firm conclusions. However, it does provide an understanding of the task at hand for Generate Teaching Hub to build quantitative evidence of training and development needs in our area that complements qualitative and narrative understanding.

From the analysis above the following four statements are indicative observations to highlight:

- Educational professions hold multiple roles in schools and that this increases as teachers become more senior.
- Support for individual training and development needs across our schools is not conducted to a common standard or level
- Identifying common local need amongst our school community will be difficult.
- A need to raise awareness, especially amongst School leaders, of what training and development support exists for the profession and who / when to access it.

This survey is from a smaller pool of responses than preferred but does now offer a baseline for measuring progress. Generate Teaching Hub's rhythm of communications will *include an annual training and development needs survey every summer term*, to offer a measurement of need, change and understanding related to teacher development in Halton, Warrington and Wigan.

Appendix 1: Figures

Localities	Survey Replies	% of All Schools Across in each Hub Area
Halton, Warrington and Wigan	2.6%	- -
Halton	10.5%	23%
Warrington	65.8%	32%
Wigan	21.1%	48%

Table 1. Breakdown of survey respondents by Local Authority

1-2 years	24%
3-5 years	13%
6-10 years	21%
11-20 years	13%
21-30 years	26%
31+ years	3%

Table 2. Respondents' length of career in education

Non-Teaching Staff (e.g. Finance, maintenance, HR, catering, reception, etc.)	8%
Teaching / Learning Assistant	8%
Senior Leader (e.g. Governor, CEO, Executive / Deputy / Assistant Headteacher, Principal / Head of School)	29%
Teacher	55%

Table 3. Classification of respondents

20-29 years	32%
30-39 years	21%
40-49 years	29%
50-59 years	18%
Unknown	11%

Table 4. Ages of respondents

Main responsibility
Administration
Behaviour Lead
Business Manager
CPD
Curriculum Lead*
Data
Early Years Lead
Executive Head
Head Teacher
Induction Lead / Tutor
Key stage 1 lead
KS1 Manager
Leadership coach
LLE/SLE
Mentor of Early Career Teacher*
Mentor of Teacher Trainees*
None of these*
Other roles within school
Safeguarding*
School Direct manager
School Improvement
SEND/CO
Welfare / Well Being
Total

Table 5. Roles in school from respondents (*denotes most common responses)

Qualification	No.
Mentorship L1 & L2	1.4%
NPQ Executive Leader	2.8%
NPQ Headship	7.0%
NPQ Middle Leader	8.5%
NPQ Senior Leader	5.6%
PGCE / QTS or equivalent	32.4%
Postgraduate Degree (MA / MSc) or equivalent	7.0%
Undergraduate degree (B Ed) or equivalent	2.8%
Undergraduate degree (BA / BSc) or equivalent	32.4%

Table 6. Qualifications of School Leader and Teacher respondents

Summary for publication

Self-Directed	30.2%
Colleague (incl. School leader)	53.5%
Agencies	16.3%

Table 7. Sources of information sought by respondents for training guidance

	Our medium to long term planning influenced our staff training priorities.	Staff training had a measurable, positive impact on pupil outcomes.	We have a strong, consistent culture of learning and development.
Strongly agree	45%	36%	36%
Agree	55%	64%	36%
Disagree	0%	0%	18%
Strongly disagree	0%	0%	9%

Table 8a. Training and learning culture in schools, as declared by School leaders

Assessment
Attainment KS1
Attendance
Coaching
Communication with Parents & the wider community
CPD
EAL
Feedback
Pupil Mental Health and wellbeing
Quality first teaching
Return to teaching and learning following COVID
Staff Mental Health and Wellbeing
Teaching and learning
Behaviour Strategy / Policy
Early reading
Phonics
SEND
Maths
Writing
Curriculum
Reading

Table 8b. Top 3 training priorities for schools, as declared by School leaders (responses listed in order; lowest at the top, highest number at the bottom)

Summary for publication

Currently mapping of training needs
Curriculum design
EAL
EHCP
MFL
Music
Provision mapping
SEND support
Writing

Table 8c. Training school leaders are currently struggling to source

EY2P
First 4 maths
Generate Teaching Hub
English Hub
Literacy counts
Maths Hub
NCETM
RWI phonic training
School Improvement Liverpool
TCAT
WPAT

Table 9a. Local training providers recommended by School leaders

Accelerate
Derby Research School
ECM
NASEN
NCETM
Subject associations
Teach First
TES
Best Practice Network
EEF

Table 9b. National training providers recommended by School leaders (responses listed in order; lowest at the top, highest number at the bottom)

Summary for publication

Computing Hub
None of these
Research Schools
Behaviour Hub
RSHE Hub
Language Hub
Workload Reduction Toolkit
STEM Hub
English Hub
Maths Hub

Table 9c. DfE funded centres of excellence for specialist support to teachers and schools accessed (or will be accessed this academic year) by the schools of School leader respondents (responses listed in order; lowest at the top, highest number at the bottom)

Yes - I am an Early Career Teacher	23.7%
Yes - I am a Mentor	23.7%
Yes - I am an Induction Tutor	13.2%
Yes - I am a facilitator	13.2%
No - But I am aware of it	15.8%
No	10.5%

Table 10a. Engagement by Senior Leaders and Teachers in the Early Career Framework

Excellent. Our ECT training materials are clear and accessible and support within school has been excellent.
Good
Good
Good - well-structured and supported
Good resources to deliver training, well organised now things have settled
Good, well organised. A lot to remember and facilitate. Hard to get to grips with what is required, when not directly mentoring an ECT but still overseeing
Great
Helpful and reflective for my practice.
I have led almost all of the seminars since the start of the year.
[redacted] has just started the programme
Positive
Very positive, well-structured with good resources.
Very structured, well-run
Great teacher to mentor, no mentor meetings as of yet due to one being cancelled.
Was tricky to get set up on Brightspace to begin with but after that it's self-explanatory and good.
The training course was useful but I have had troubles accessing the online information.
Easy to follow but very time consuming.
So far the ECT programme has been good everything is up to date and organised but I feel it can be quite challenging as sometimes with little staff in school and teaching in my own class, it can be challenging to get the time. This has been done though.
Complicated - I was receiving emails from the local authority, the diocese and the training provider. I registered my ECT over three times.

Table 10b. Respondents experience of the ECF programme to date²

² All the comments shared are listed unedited except for redacting an identifiable factor; green denotes positive responses; yellow positive responses with a qualification; and, red denotes negative responses.

Summary for publication

I have completed a NPQ before this academic year	8.1%
Yes - I have helped create material	2.7%
Yes - I am an applicant's sponsor	13.5%
Yes - I am a facilitator	5.4%
Yes - I have applied / enrolled to start an NPQ	8.1%
No - but I will be applying for future NPQs	5.4%
No - but I am aware of the programme	18.9%
None to date	37.8%

Table 11a. Engagement by Senior Leaders and Teachers in the reformed NPQ offer

NPQ Executive Leadership	4.3%
NPQ Headship	4.3%
NPQ Senior Leadership	10.6%
NPQ Leading Behaviour and Culture	12.8%
NPQ Leading Teacher Development	17.0%
NPQ Leading Teaching	10.6%
NPQ Leading Literacy (starting Sept. 2022)	4.3%
NPQ Leading in Early Years (starting Sept. 2022)	2.1%
Unaware of what NPQ's are	2.1%
Not applicable	31.9%

Table 11b. Interest in starting an NPQ in the next 1-2 years

As it is online I am struggling to contact my online tutor to receive support
Face to face sessions were of limited value
I am a sponsor for a number of staff in school
I have not completed the NPQ route but have completed a middle leader course elsewhere
It is a heavy workload on top of what has already been a complicated 24 months in education
It is slightly overwhelming as it is new for everyone
The face to face day was useful to meet others in the same boat
The people delivering - who did their ultimate best - still hadn't had some response from Best practice on how the NPQ will be ran moving forward so they did their best to support but they still had some questions themselves as well as us.
Unable to comment fully yet
Varied

Table 11c. Feedback from respondents regarding the reformed NPQ offer

I am new to the role and school so my knowledge is somewhat limited.
I have little knowledge of it.
Not really
Not sure
Not sure.
N/A
I do feel I am a bit ambiguous as the role of the teaching hub other than to give the material to other schools to then deliver.
I am not sure if the teaching hub does any delivery themselves.
The teaching hub is new to myself this year in regards to working closely with them as a school.

Table 12. Respondent comments who were uncertain about the Teaching School Hub remit

Appendix 2: Survey Questions

Section 1 of 11 – For all

Generate Teaching Hub - Training Needs Survey

Thank you for supporting this survey.

As the Teaching School Hub for Halton, Warrington and Wigan we are seeking the views of schools in our area on their training and development needs. This first survey will provide information on what is needed to support schools with training and development and inform our priorities for future activities.

The anonymised results will be published and we will ask for feedback on training needs annually to monitor changes in need and ensure our work matches the requirements of local schools.

The survey allows leaders, individual teachers, teaching assistants and non-teaching staff can complete provide their views.

It will take 5-10 minutes for individuals to complete, as we ask about your training needs; it will take 10-15 minutes for school leaders (as we ask leaders about their individual training needs and that of their school's).

No data identifying individuals or schools will be published, information will be anonymised by grouping such as job roles, programmes of training, phases of schools or geography.

If you have any questions about the survey please contact hub@wpat.uk or call 07897 280 909.

Which school / organisation do you work/volunteer for? *

<Text answer>

Which Local Authority is your school / organisation based in? *

Choose 1 from:

Halton

Warrington

Wigan

All three

How many years (approximately) have you been working in education?

<Text answer>

Which description suits your MAIN ROLE in your school / organisation? *

Choose 1 from:

- Senior Leader (e.g. Governor, CEO, Executive / Deputy / Assistant Headteacher, Principal / Head of School) [<Go to section 2>](#)
- Teacher [<Go to section 3>](#)
- Teaching / Learning Assistant [<Go to section 4>](#)
- Non-Teaching Staff (e.g. Finance, maintenance, HR, catering, reception, etc.) [<Go to section 5>](#)

Section 2 of 11 - For Senior Leaders

Do you have any of these responsibilities? [Please tick ALL that apply] *

Curriculum Lead
Early Years Lead
Behaviour Lead
Induction Lead / Tutor
Mentor of Teacher Trainees
Mentor of Early Career Teacher
NLE
LLE/SLE
Ofsted Inspector
Leadership coach
Safeguarding
SENDCO
Welfare / Well Being
None of these
Other:

(If applicable) What is / are your subject or specialist teaching area/s?

<Text answer>

Which of these qualifications do you hold? [Please tick ALL that apply] *

NPQ Executive Leader
NPQ Headship
NPQ Middle Leader
NPQ Senior Leader
NVQ level 1
NVQ level 2
NVQ level 3
NVQ level 4
NVQ level 5
PGCE / QTS or equivalent
PhD or equivalent
Postgraduate Degree (MA / MSc) or equivalent
Undergraduate degree (BA / BSc) or equivalent
Other:

[<Go to section 6>](#)

Section 3 of 11 - For Teachers

These questions are for school teachers.

Do you have any of these responsibilities? *

Behaviour Lead
Curriculum Lead
Early Years Lead
Induction Lead / Tutor
Leadership coach
LLE/SLE
Mentor of Teacher Trainees

Mentor of Early Career Teacher
NLE
Ofsted Inspector
Safeguarding
SEND/CO
Welfare / Well Being
None of these
Other:

What is the main key stage (KS) that you normally / mainly work with? *

Early Years
KS1
KS2
KS3
KS4
Other:

(If applicable) What is / are your subject or specialist teaching area/s?

<Text answer>

Which of these qualifications do you hold? [Please tick ALL that apply] *

NPQ Executive Leader
NPQ Headship
NPQ Middle Leader
NPQ Senior Leader
NVQ/Diploma level 1
NVQ/Diploma level 2
NVQ/Diploma level 3
NVQ/Diploma level 4
NVQ/Diploma level 5
PGCE / QTS or equivalent
PhD or equivalent
Postgraduate degree MA / MSc or equivalent
Undergraduate degree (BA / BSc) or equivalent
Other:

[<Go to section 9>](#)

Section 4 of 11 - For Teaching Assistant

This question relates to teaching and learning assistant training.

What is the main key stage (KS) that you normally / mainly work with? *

Early Years
KS1
KS2
KS3
KS4
Other:

(If applicable) What is / are your subject or specialist teaching area/s?

<Text answer>

Which of these qualifications do you hold? [Please tick ALL that apply] *

A Levels, BTEC or equivalent
GCSEs or equivalent
Higher Level Teaching Assistant
NVQ/Diploma Level 1
NVQ/Diploma Level 2
NVQ/Diploma Level 3
NVQ/Diploma Level 4
NVQ/Diploma Level 5
PGCE / QTS or equivalent
PhD or equivalent
Postgraduate degree (MA / MSc) or equivalent
Undergraduate degree (BA / BSc) or equivalent
Not applicable
Other:

Are you interested in undertaking any of the following qualifications in the next 1 to 2 years?

[Tick all that apply]

Early Years Initial Teacher Training
Higher Level Teaching Assistant
Initial Teacher Training (e.g., PGCE, School Direct)
Trainee Teacher Apprenticeship
Not seeking a new qualification
Other:

[**<Go to section 9>**](#)

Section 5 of 11 – Non Teaching Staff

These questions are for non-teaching staff.

Do you have any of these responsibilities? *

Administration
Buildings / Estates
Business Manager
Caterer
Data Manager
Finance Manager / Officer
Health and Safety
HR Manager / Officer
Maintenance / Cleaning
Welfare / Well Being
None of these
Other:

Which of these qualifications do you hold? [Tick ALL that apply] *

A Levels, BTEC or equivalent
GCSEs or equivalent
Higher Level Teaching Assistant

NVQ / Diploma Level 1
NVQ / Diploma Level 2
NVQ / Diploma Level 3
NVQ / Diploma Level 4
NVQ / Diploma Level 5
PGCE / QTS or equivalent
PhD or equivalent
Postgraduate degree (MA / MSc) or equivalent
Undergraduate degree (BA / BSc) or equivalent
Not applicable
Other:

[<Go to section 9>](#)

Section 6 of 11 - For Senior Leaders

Looking back at 2020/21

Thinking about your whole school / organisation in the LAST ACADEMIC YEAR - 2020/21 - how would you answer the following statements?

Our medium to long term planning influenced our staff training priorities. *

Strongly disagree
Disagree
Agree
Strongly agree
Not applicable

Staff training had a measurable, positive impact on pupil outcomes. *

Strongly disagree
Disagree
Agree
Strongly agree
Not applicable

We have a strong, consistent culture of learning and development. *

Strongly disagree
Disagree
Agree
Strongly agree
Not applicable

We have an effective succession planning strategy in place. *

Strongly disagree
Disagree
Agree
Strongly agree
Not applicable

[<Go to section 7>](#)

Section 7 of 11 - For Senior Leaders

Looking Ahead for this year (2021/22)

This section is about your school's needs in the CURRENT academic year (2021/22)

What are the TOP 3 training and development priorities for your school / organisation? Please list. *

<Text answer>

What topics or issues you are struggling or need assistance to source training and development for? Please list.

<Text answer>

Which local training and development organisations do you recommend to colleagues as high quality? Please list.

<Text answer>

Which national / international training and development organisations do you recommend to colleagues as high quality? Please list.

<Text answer>

Which of the following DfE funded programmes do you expect your school / organisation to access in some way this year? [Please tick ALL that apply] *

Behaviour Hub

Computing Hub

English Hub

Language Hub

Maths Hub

Research Schools

RSHE Hub

STEM Hub

Workload Reduction Toolkit

None of these

Other:

Has your school / organisation noticed difficulties in recruiting staff? If yes, please state which roles have been affected and why you think this is happening.

<Text answer>

[**<Go to section 8>**](#)

Section 8 of 11 - For Senior Leaders & Teachers

DfE Programme Reform

Two new national programmes to support teacher development were launched in September 2021: The Early Career Framework, a two-year process of mentoring and training support for new teachers; and, the expanded suite of six National Professional Qualifications (known as NPQs).

Have you personally been involved in the newly launched Early Career Framework (ECF) programme? [Please tick ALL that apply] *

Yes - I am an Induction Tutor

Yes - I am a facilitator

Yes - I am a Mentor

Yes - I am an Early Career Teacher

No - But I am aware of it

No

Other:

If applicable, what has been your experience of the ECF programme so far?

<Text answer>

What has been your engagement with the reformed National Professional Qualifications (NPQs) so far? [Please tick ALL that apply] *

Yes - I have helped create material

Yes - I am a facilitator

Yes - I am a coach

Yes - I am an assessor

Yes - I have applied / enrolled to start an NPQ

Yes - I am an applicant's sponsor

No - but I am aware of the programme

No - but I will be applying for future NPQs

None to date

Other:

If applicable, what has been your experience of the reformed NPQ programme so far?

<Text answer>

In the next 1-2 years which NPQs would you like to start any of these programmes? [Please tick ALL that apply] *

NPQ Leading Behaviour and Culture

NPQ Leading in Early Years (starting Sept. 2022)

NPQ Executive Leadership

NPQ Headship

NPQ Senior Leadership

NPQ Leading Literacy (starting Sept. 2022)

NPQ Leading Teaching

NPQ Leading Teacher Development

Not applicable

Other:

[**<Go to section 9>**](#)

Section 9 of 11 - For all

Your Training Needs

This section is about your training and development requirements.

Do you have a training plan created with/for you? *

Yes, an effective plan is in place
Yes but it is not being actioned
I am awaiting a plan
No, I do not have a training plan
Other:

(If you wish to share) What are your training and development priorities for this academic year (2021/22)?

<Text answer>

Where do you go to (e.g. look, contact, ask) find the training you need?

<Text answer>

What do you understand the purpose of a Teaching School Hub to be? *

<Text answer>

Do you have any other views, information or questions about teacher training and development you would like to add?

<Text answer>

[<Go to section 10>](#)

Section 10 of 11 - For all

Demographic Questions

These questions are optional information that you do not have to share. If you do answer, it will help Generate Teaching Hub build a more detailed picture of the context and requirements of training and development in our area. These answers will be held anonymously.

(Optional) What is your age?

<Text answer>

(Optional) How would you describe your ethnicity?

<Text answer>

(Optional) How would you describe your gender?

Female

Male

Non-Binary

Trans-gender

Prefer not to say

Other:

(Optional) Would you describe yourself as someone who lives with a disability?

Yes

No

Prefer not to say

Other:

[<Go to section 11>](#)

Section 11 of 11 - For all

Final Questions

If you would like Generate Teaching Hub to contact you about training and development needs please complete the details below.

We will NOT identify your details in any analysis of this survey; as personal data will be anonymised; analysis of individual school / organisational level data will also NOT be published.

(Optional) Please share your first name

<Text answer>

(Optional) Please share your surname

<Text answer>

(Optional) Please provide your email address

<Text answer>

I consent to Generate Teaching Hub contacting me about future events, information or messages regarding teacher training and development. *

Yes

No

Other: