

# Up close and personal

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*An investigation of headteacher  
departure from Anglican primary schools  
in England*

Volume 2: Appendices

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**Thesis submitted to the University of Nottingham  
for the degree of Doctor of Philosophy**

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## **APPENDICES**



**Headteacher Questionnaire**

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# **An investigation into why headteachers leave their posts**

## **Questionnaire for Headteachers 2008-2009**

### **Details of the research project**

This research project investigates headteacher retention. In particular, it explores what factors influence headteachers in making a decision to leave a post and school, where they 'go to' or go on to do after leaving and what might make headteachers remain in their posts. Further details are outlined in the covering letter sent with this questionnaire. The questionnaire will take about 30 minutes to complete. Thank you for completing it.

### **Guidance for completion and return**

Please tick one response to each question unless indicated otherwise. There is a blank page at the end of the questionnaire for any additional comments if appropriate.

Please return the questionnaire and consent form in the stamped addressed envelope provided. Return within two weeks would be appreciated.

Interviews will be conducted as part of this research project. If you would be prepared to take part in a follow-up interview in the next few months, please indicate this on the final page.

If you would like to receive a summary of the research findings after completion of the research (2010), please indicate this on the final page.

### **Contact details**

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## **Section A: Your school**

Please give the name of your school:

.....

*Please note that the results of the questionnaire will be anonymised and the name of your school disguised through the use of a pseudonym so that both school and headteacher anonymity is maintained.*

*Giving the name of your school means that the length of the questionnaire is reduced and information about your school's characteristics can be collected from publically available documents.*

**Section B: About yourself**

1. Are you:

Male		Female	
------	--	--------	--

2. What will be your age on your last day of employment in your current post?

Under 30		40-44		55-59	
30-34		45-49		60	
35-39		50-54		61 +	

3. What qualifications do you hold?

	Degree (e.g. BA, BSc, other)
	Bachelor of Education (BEd)
	PGCE
	Masters degree (e.g. MA, MSc, MEd, MBA)
	Education Doctorate (Ed D)
	PhD
	National Professional Qualification for Headship (NPQH)
	National Professional Qualification in Integrated Centre Leadership (NPQICL)
	Other <i>(please give details)</i>

4. If you are currently undertaking study towards any of the qualifications listed above, please indicate which one(s):

5. Which of the following best describes your current situation?

single		living with a partner		divorced	
married		separated		widowed	

6. Which of the following currently applies to you?

Christian	
Hindu	
Sikh	
Buddhist	
Other	
Of no faith	
Do not wish to answer	

**Section C: Your career**

6. How long have you been in teaching (including headship)? *(Please answer to the nearest term on the last day of your employment using the traditional three term school year.)*

..... years ..... terms

7. How long have you been a headteacher overall? *(Please answer to the nearest term on the last day of your employment.)*

..... years ..... terms

8. Of how many schools have you been headteacher (including your current school)?

One		Two		Three	
Four		Five		More than five (please give number)	

*If this is your first headship, please proceed to question 9. If you have been headteacher of more than your current school, please proceed to question 10.*

9. If this is your first headship, please indicate how long you have been headteacher. *Please include any period of Acting Headship at this school if appropriate. Please answer to the nearest term on the last day of your employment) and then proceed to question 11.*

I have been headteacher at my current school for ..... years and  
..... terms including ..... (terms) as Acting Headteacher.

10. If you have been headteacher of more than one school, please indicate the duration *(to the nearest complete term and year)* of each headship and the type of school.

	years	terms	Voluntary Aided	Voluntary Controlled	Community Maintained	Grant Maintained	Trust	Foundation	Federation	3-18 school	Other (please state)
1 <sup>st</sup>											
2 <sup>nd</sup>											
3 <sup>rd</sup>											
4 <sup>th</sup>											
5 <sup>th</sup>											
6 <sup>th</sup>											
7 <sup>th</sup>											

If you have been headteacher of more than seven schools, please continue on the back page of the questionnaire.

If you have been headteacher of a federation, please indicate below the type of schools in the federation (e.g. Voluntary Aided, Voluntary Controlled, schools of different denominations, federation of church and non church schools):

11. Which of the following headship induction programmes do you have experience of?

	Have been involved in	Currently involved in	
Headlamp			
Headship Induction Programme (HIP)			
Early Headship Provision (EHP) or New Visions Programme for Early Headship			
None of the above			

12. Please tick any of the following NCSL programmes that you have completed as participant, coach or mentor or are currently undertaking.

	Completed	Currently undertaking	
Leadership Programme for Serving Headteachers (LPSH)			
Heads for the Future Programme			
Associate Headteacher Programme			
International Leadership Learning Programme (ILLP) or International Placement for Headteachers programme (IPH)			
Building Schools for the Future (BSF) Leadership Programme			
Development Programme for Consultant Leadership			
Future Leaders Programme			
Fast Track Teaching Programme			
Leading from the Middle (LftM)			
Leadership Pathways			
Established Leader Programme			
Working Together for Success (WTfS)			
Developing the Capacity for Sustained Improvement (DCSI)			
Multi Agency Team Development Programme (MATD)			
None of the above			

13. Have you been involved in, or are currently involved, in any of the following programmes?

	Have been involved in	Currently involved in
Primary Capital Leadership Programme (PCP)		
The Black Country Challenge		
The Greater Manchester Challenge		
The London Challenge		
None of the above		

14. During your experience as a headteacher of a church school, have you attended training provided by the Diocese that has been helpful in your role as headteacher of church school?

Yes		No	
-----	--	----	--

If so, please give details:

15. Do you currently hold, or are in the process of gaining any of the following accreditations?

	I already hold the accreditation	Currently in process of gaining accreditation
An accredited School Improvement Partner (SIP)		
National Leader in Education (NLE)		
National Consultant Leader		
Accredited Inspector		
None of the above		

16. Have you ever taken a career break from headship (excluding maternity / paternity leave or absence for ill-health) and then returned to headship?

Yes		No	
-----	--	----	--

*If yes, please give details overleaf of the break, duration of the break and reasons for returning; if no, please proceed to Section D.*

(a) Reasons for taking a break from headship

(b) Duration of break .....years ..... terms

(c) What did you do during your break?

(d) What prompted you to return to headship?

(e) After your career break, were you able to resume your career as a headteacher without difficulty?

Yes		No	
-----	--	----	--

If no, please give details if appropriate:



**Section D: Your current post and school**

17. How many hours on average do you work per week?

.....hours

18. Are you a head with a class teaching responsibility?

Yes		No	
-----	--	----	--

If yes, what proportion on average per week is it for? (e.g. 0.4 etc). *If no, please proceed to question 19.*

.....

If yes, do you get Dedicated Headship Time?

Yes		No	
-----	--	----	--

19. If you are a head without a class teaching responsibility, do you teach regularly?

Yes		No	
-----	--	----	--

If yes, what proportion on average per week is it for? (e.g. 0.4 etc). *If no, please proceed to question 20.*

.....

20. Do you have a deputy head?

Yes		No	
-----	--	----	--

21. Approximately how many hours do you and/or your senior staff spend in meetings with other professionals and/or parents about individual pupils during an average week (e.g. Common Assessment Framework (CAF) meetings, Social Services, Child Protection, pastoral support meetings)?

..... hours

22. What proportion of your pupils are eligible for Free School Meals (FSM)?

.....

23. Please tick any of the following that apply to your school.

	Yes	No
Is your school involved in, or has been involved in the Intensifying Support Programme (ISP)?		
Is your school involved in, or has been involved in the Behaviour Intervention Programme (BIP)?		
Is your school involved in, or has been involved in the Primary Leadership Programme (PLP)?		
Was your school involved in the Excellence in Cities programme?		
Was your school designated a Beacon school?		
Has your school been designated a National Support School (NSS)?		
Has your school been categorised as a School Facing Challenging Circumstances (SFCC)?		
Has your Local Authority identified your school as being “at risk” (e.g. Hard to Shift, Cause for Concern)?		
Is your school receiving intensive support from the Local Authority?		
Has your school received intensive support from the Local Authority in the last three years?		

24. Are you involved in supporting other schools to improve their practice?

Yes		No	
-----	--	----	--

If so, how and in what capacity?

25. When did your school last have a denominational inspection?

..... (month) ..... (year)

26. How would you describe your school using the four inspection gradings?

Outstanding (Grade 1)	
Good (Grade 2)	
Satisfactory (Grade 3)	
Inadequate (Grade 4)	

27. When was your school’s last Ofsted Inspection?

..... (month) ..... (year)

28. Was your school placed in any of these categories at its last Ofsted inspection?

	Yes	No
2005 Framework		
Special measures		
Notice to improve		
2003 Framework		
Schools subject to special measures		
Schools with serious weakness		
Underachieving schools		

29. Were there any particular reasons you chose to apply for headship of a Church of England School?

Yes		No	
-----	--	----	--

If yes, what were they? *If no, please proceed to question 30.*

30. Please indicate the type of headship you have and how long this arrangement has been for:

.....years .....terms

One school, one headteacher	
Co-headship / dual headship (1 school, 2 headteachers)	
Executive headteacher (headteacher of two or more two schools)	
Headteacher of more than one school but not called executive headteacher	
Interim headteacher	
Part-time headteacher	
Other <i>(please give details)</i>	

If appropriate, please give further details about the type of headship arrangement you have and whether these arrangements have altered during the course of your headship.

31. Is your school's Governing Body advertising for a different type of headteacher from your current role and position?

Yes		No	
-----	--	----	--

If yes, what is the arrangement they are advertising for?

## **Section E: Your decision to leave your current post**

32. What are you going to do after leaving your current post? *Please tick the most applicable option.*

Retirement at 60 +		Interim headship for the Local Authority	
Retirement at 60		Take up a Local Authority post	
Retirement before 60		Become an independent self-employed education consultant	
Stepping down arrangement		Further professional study	
Take up headship of a different school		Leave the teaching profession	
Executive headship		Leave the education sector altogether	
Headship of a federation		Not work in a paid job (but not retiring)	
Part-time headship		No job to go to at present	
Ofsted / HMI Inspection		No plans at the present time	
Work for DCSF			
Other (please give details)			

If you are going to do a combination of two or more of the above, please give details:

33. If moving to another school, please indicate the type of school. *If not moving to another headship, please proceed to question 37.*

Community Maintained School	
Church of England Voluntary Aided School (VA)	
Church of England Voluntary Controlled School (VC)	
Church of England with another faith or denomination (e.g. Church of England and Methodist)	
Federation where both / all schools are Church of England schools	
Federation where schools are of different status (e.g. VA with VC, faith school with Community Maintained School); <i>please give details in this box</i>	
Trust school	
3-18 school	
Other (please give details)	

34. Please describe the reasons for the choice of your next headship:

(a) My reasons for choosing another church school are:

(b) My reasons for choosing a non-church school are:

35. What is the size of your next school? *(if taking up headship of a federation, please give sizes of each school in the federation)*

.....

36. If leaving your present post for another headship, please complete the following sentence and proceed to question 41.

I intend to remain in headship until the age of .....

37. If not going to another headship, do you intend to return to headship in the future?

Yes		No		Undecided	
-----	--	----	--	-----------	--

38. If you do not intend to return to headship, please list the three most important reasons for that decision:

(1)

(2)

(3)

39. If you are undecided about whether you might return to headship, please indicate the most important three factors that make you undecided:

(1)

(2)

(3)

40. If you are undecided, please state what might influence you to return:

(1)

(2)

(3)

41. (a) Please rate the significance of **all** the following factors in your decision to resign from your current post in the following table.

*1 = extremely significant, 2 = very significant, 3 = significant,  
4 = not very significant, 5 = not significant at all.*

Career advancement	1	2	3	4	5
Planned retirement	1	2	3	4	5
Unplanned retirement	1	2	3	4	5
Retirement on grounds of ill-health	1	2	3	4	5
Impact on personal and family life	1	2	3	4	5
Conflict with staff, governors, parents or pupils	1	2	3	4	5
Expectations of others of "church school" heads	1	2	3	4	5
Disillusionment of being a "church school" head	1	2	3	4	5
Red tape and bureaucracy	1	2	3	4	5
Conflict between learning and management	1	2	3	4	5
Miss contact with pupils as a result of being headteacher	1	2	3	4	5
Wish to reduce teaching commitment	1	2	3	4	5
Initiative and innovation overload	1	2	3	4	5
Increased accountability and expectations of performance, e.g. Ofsted, League Tables, SAT results	1	2	3	4	5
Contextual Value Added (CVA) score < 100	1	2	3	4	5
Contextual Value Added (CVA) score has decreased or is expected to decrease	1	2	3	4	5
Providing emotional support to others	1	2	3	4	5
Stress and workload	1	2	3	4	5
Challenging circumstances particular to your school	1	2	3	4	5
Moving to larger school	1	2	3	4	5
A critical incident	1	2	3	4	5
Higher salary	1	2	3	4	5
Lack of flexibility in working hours / contract	1	2	3	4	5
Lack of professional development	1	2	3	4	5
Teaching commitment	1	2	3	4	5
Specific aspects of the job of being a headteacher	1	2	3	4	5
Changes in Teachers' Pension Scheme arrangements	1	2	3	4	5
Disenchantment with headship	1	2	3	4	5
Other ( <i>please specify</i> )	1	2	3	4	5

(b) Please take the five most significant of the factors you have circled 1 in part (a) of this question and rate them as to their importance. *Please rank them in the order of (1) as the most significant of the five and (5) as the least significant of the five factors*

(1)

(2)

(3)

(4)

(5)

42. Please complete the following:

The things that I find most satisfying about my job are:

(1)

(2)

(3)

43. Has headship had any impact on your family and personal life?

If yes, how?

Yes		No	
-----	--	----	--

44. Have the changes to the Teachers' Pension Scheme in 2007 influenced your decision to resign from this post?

Yes		No	
-----	--	----	--

If so, how?

45. Are there particular pressures on you in being headteacher of a church school?

Yes		No	
-----	--	----	--

If so, what are they?

46. Are there particular positive aspects of headship that you think come from being headteacher of a church school?

Yes		No	
-----	--	----	--

If so, what are they?



47. Has your decision to leave your present post been influenced by community and / or parish expectations?

Yes		No	
-----	--	----	--

If so, how?

48. Have national or local initiatives influenced your decision to leave your present post?

Yes		No	
-----	--	----	--

If so, what were they?

49. Have measures of performance (e.g. Ofsted judgements, League Tables, SATs' results) influenced your decision to leave your present post?

Yes		No	
-----	--	----	--

If so, what measures of performance have influenced your decision and in what ways?

50. Have issues of stress or workload influenced your decision to resign from your present post?

Yes		No	
-----	--	----	--

If so, please give details.

51. Has salary been a consideration in your decision to leave your present post?

Yes		No	
-----	--	----	--

If so, how?

52. Has your decision to leave your current post been influenced by pupil mobility?

Yes		No	
-----	--	----	--

If so, how?

53. Has your decision to leave your current post been influenced by pupil behaviour?

Yes		No	
-----	--	----	--

If so, how?

54. Has your decision to leave been influenced by the needs of pupils with English as an Additional Language?

Yes		No	
-----	--	----	--

If so, how?

55. Has your decision to leave your current post been influenced by your school's most recent or expected Contextual Value Added (CVA) score?

Yes		No	
-----	--	----	--

If so, how?

56. Are there any factors not covered so far in this questionnaire which have influenced your decision to leave?

Yes		No	
-----	--	----	--

If so, please give details below or on a separate sheet of paper.

57. Please indicate how you feel about your decision to leave your present post.  
*Please circle one number below, 1 being very negative, 5 being very positive.*

[ 1 ]   [ 2 ]   [ 3 ]   [ 4 ]   [ 5 ]

58. Please list three adjectives that describe how you feel about your decision to leave:

.....

.....

.....

59. Would anything have persuaded you to remain in your present post?

Yes		No	
-----	--	----	--

If yes, what?

60. Please indicate the extent to which you agree or disagree with the following statements. *Circle one number for each statement.*

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
(a) The role of headteacher is a poisoned chalice	1	2	3	4	5
(b) The role of headteacher is doable	1	2	3	4	5
(c) I am happy with my work-life balance	1	2	3	4	5
(d) My family is happy with my work-life balance	1	2	3	4	5
(e) I see headship as a job I will do until I retire	1	2	3	4	5
(f) Inspections influence what I do	1	2	3	4	5
(g) I am supported in my job by the Diocese	1	2	3	4	5
(h) I am increasingly expected to meet more of the social needs of my school's community	1	2	3	4	5
(i) My health has been adversely affected by headship	1	2	3	4	5
(j) Making a difference to the life chances of my pupils encourages me to remain a headteacher	1	2	3	4	5
(k) Headship is the best job in the world	1	2	3	4	5
(m) My staff are my greatest asset	1	2	3	4	5
(n) The Governing Body fulfil their role and let me fulfil mine	1	2	3	4	5
(o) The decision to leave my current post has been entirely mine	1	2	3	4	5
(p) As headteacher I am able to put into practice my beliefs about education	1	2	3	4	5

61. Did you discuss the reasons for your decision to leave with any of the following people or organisations before resigning? *(Please tick as many as are appropriate.)*

Chair of Governing Body	
School Improvement Partner	
Local Authority Human Resources / Personnel department	
Anyone else at your Local Authority	
Diocesan Director of Education	
Anyone else at the Diocese	
Headteacher Support Worker / Well-being Co-ordinator (or equivalent)	
Occupational Health	
Health professional (e.g. GP)	
Your Professional Association	
Spouse / partner	
Other <i>(please state)</i>	
I did not discuss my decision to resign with anyone before resigning	

62. Please indicate in the table below whether you have been asked to take part in exit interviews or questionnaires.

	Asked to take part	Not asked to take part
An interview with the Local Authority		
An interview with the Diocese		
Complete a Local Authority questionnaire		
Complete a Diocesan questionnaire		
Other <i>(please give details)</i>		

63. If you have been asked to take part in exit interviews or questionnaires, please indicate your decision regarding this and then proceed to question 64. *If you have not been asked, please proceed to Question 64.*

	Have already taken part	Will be taking part in	Will not be taking part in
An interview with the Local Authority			
An interview with the Diocese			
Local Authority questionnaire			
Diocesan questionnaire			
Other <i>(please give details)</i>			

64. If you have not been asked to take part in exit interviews of questionnaires, please indicate whether you would take part if asked.

Yes		No	
-----	--	----	--

What are the reasons for this decision if asked to take part?

*Thank you for taking the time to complete this questionnaire. Please return it within two weeks of receipt if possible. Please return the completed questionnaire with the enclosed consent form to me in the stamped addressed envelope.*

*If you are prepared to take part in a follow-up interview or wish to receive a summary of the research findings, please tick as appropriate and complete the final page giving your details.*

	Yes	No
I am prepared to take part in a follow-up interview		
I wish to receive a summary of the research findings		

Surname: First name: Mr / Mrs / Ms / Dr

School name:

School address:

School telephone number:

School email address:

If you would prefer to be contacted outside of school, please give additional details below:

Address:

Telephone number:

Email address:

*Thank you*

**Headteacher Questionnaire Matrix**

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**Headteacher Questionnaire Matrix**  
**Matrix showing relationship between research questions and headteacher survey**

Research questions	Data category	Aspects	HT survey questions	Additional documentary sources
<b>RQ 1:</b> Who is leaving?  <b>RQ 2:</b> What are the characteristics of those who leave and of their schools?	<b>Demographic</b>	gender; age; qualifications; marital status; religion; accreditations	1,2,3,4,5,15	
	<b>Career</b>	length of time in teaching; length of time in headship; number, length & religious designation of successive headships; acting headship experience; career break; reasons for applying to an Anglican school	6,7,8,9,10,16	
	<b>School context</b>	school religious designation; school phase; programmes school involved in; dates of last SIAS and Ofsted Inspections; FSM; deputy head; own evaluation of school using Ofsted grades; details about headship arrangements; NOR; ages of pupils in school; Ofsted & SIAS grades; Government Region; Diocese; LA	Front page 20,22,23,25,26, 27,28,30,31	School website; School Profile; Ofsted Report; SIAS Report; Government Regions, Diocese & LA listings
	<b>Working lives</b>	headship induction; leadership programmes; diocesan training; hours worked per week; hours in meetings about pupils; class/teaching responsibilities; dedicated headship time; supporting other schools; satisfying aspects of headship, pressures & positive aspects of church school headship; attitudes towards aspects of headship and education	11,12,13,14,17, 18,19,21,24,42, 45,46,60	
<b>RQ 3: Where do headteachers 'go to'?</b>	<b>Destination</b>	destination; if moving to another headship - next school type/religious designation; reasons for next school headship choice; NOR of next school	32,33,34,35	
<b>RQ 4: Why do headteachers leave?</b>	<b>Factors influencing decision to leave</b>	Factors influencing decision to leave; significance of factors; ranking of significant factors; emotions around leaving	41a,41b,43,44, (45),47,48,49, 50,51,52,53,54, 55,56,57,58,60	
<b>RQ 5: What might have persuaded them to stay?</b>	<b>Persuasion to stay &amp; Future Intentions</b>	Intended leaving age; if leaving headship, reasons for decision not to return to headship, to return or indecision;	36,37,38,39,	



**Headteacher Interview Matrix**

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### **Headteacher Interview Schedule Matrix**

*(Draft order: some questions may be rephrased or omitted depending on the interviewees circumstances or information given in earlier answers. Supplementary questions may be asked should these be appropriate or indicate a line of enquiry appropriate to pursue.)*

<b>Interview Question</b>	<b>RQ</b>	<b>Topic</b>
1. What experiences in your life or background inspired you to become a headteacher?	RQ2	Influences on career choices & introductory icebreaker
2. Are there any particular experiences or aspects in your background that influenced your decision to become head of a church school?	RQ2	Influences on career choices
3. Are there ways in which your personal educational or religious beliefs have influenced your career choices?	RQ2	
4. To what extent does any professional persona emerge from a personal persona? Do you have more than one identity? Can you give me examples of this?	RQ2	Identity/persona
5. How have you carved a persona for yourself as headteacher that is consistent with your educational, personal and religious beliefs? How is this manifest in your every day work? Or is there conflict between yourself and another role you fulfil as headteacher?	RQ2	Relationship between identity and beliefs
6. What do you regard as the positive aspects of being a headteacher?	RQ1	Headship
7. What do you regard as the negative aspects of being a headteacher?	RQ1	Headship
8. What are the things that have influenced your decision to leave this school / the profession (depending on questionnaire responses)?	RQ3	Factors influencing decision to leave
9. Of the things you have mentioned, is there one thing that influenced you above all other things in your decision to resign?	RQ3	
10. What influence has being head of a church school had on you?	RQ2	Church school headship
11. Is there anything you wish others (LA, Diocese, GB etc) had done that may have altered your decision? / persuaded you to remain at this school / stay in headship until the age of 60 (phrase dependant on questionnaire details)	RQ4	Persuasion
12. What learning or positive experience have you gained from being a church school head that you will take with you into the next stage of your career / life?	RQ2/3	Church school headship
<u>13. Only for heads with experience of headship of both C of E and non-faith schools:</u> Are there any differences, positive or negative in being a headteacher of a faith school that have sustained you in headship or made headship more difficult?	RQ2	Church school headship
14. Other – interviewees will be asked if there is anything not covered that they feel to be pertinent to their leaving	n/a	Other



**Chair of Governing Body Questionnaire**

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# **An investigation into why headteachers leave their posts**

## **Questionnaire for Chairs of Governing Bodies**

### **2008-2009**

#### **Details of the research project**

This research project investigates headteacher retention. In particular, it explores what factors influence headteachers in making a decision to leave a post and school, where they 'go to' or go on to do after leaving and what might make headteachers remain in their posts.

This questionnaire explores the perceptions of Chairs of Governing Bodies about why their school's current headteacher is leaving or most recent substantive headteacher has left thus creating the need to appoint a new substantive headteacher. Therefore, for ease of reference, the word 'headteacher' refers to the person whose decision to leave the school has created the need for the recent advertisement.

Further details are outlined in the covering letter sent with this questionnaire. The questionnaire will take about 20 minutes to complete. Thank you for completing it.

#### **Guidance for completion and return**

Please tick one response to each question unless indicated otherwise. Please any additional comments on a separate piece of paper if appropriate.

Please return the questionnaire and enclosed consent form in the stamped addressed envelope provided to Headteacher Research Project, PO Box 1032, Lincoln, LN5 5JB. Return within two weeks of receipt would be appreciated.

Interviews will be conducted as part of this research project. If you would be prepared to take part in a follow-up interview in the next few months, please indicate this on the final page. If you would like to receive a summary of the research findings after completion of the research (2010), please indicate this on the final page.

#### **Contact details**

**Researcher:** *Daphne Whiteoak, University of Nottingham, School of Education, Dearing Building, Wollaton Road, Nottingham, NG8 1BB; email: [ttxdaw@nottingham.ac.uk](mailto:ttxdaw@nottingham.ac.uk)*

**Supervisor:** *Professor Pat Thomson, University of Nottingham, School of Education, Dearing Building, Wollaton Road, Nottingham, NG8 1BB; email: [patricia.thomson@nottingham.ac.uk](mailto:patricia.thomson@nottingham.ac.uk); tel: 0115-846-7248*

**School of Education Ethics Coordinator:** *Dr Andrew Hobson, University of Nottingham, School of Education, Dearing Building, Wollaton Road, Nottingham, NG8 1BB; email: [andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk)*

**Section A: Your school**

1. Please give the name of your school:

.....

*Please note that the results of the questionnaire will be anonymised and the identities of both school and Chair of Governors disguised through the use of pseudonyms.*

*Giving the name of your school means that the length of the questionnaire is reduced and information about your school's characteristics can be collected from publicly available documents.*

2. Please indicate the type of headship your school has.

One school, one headteacher	
Co-headship / dual headship (1 school, 2 headteachers)	
Executive headteacher (headteacher of two or more two schools)	
Headteacher of more than one school but not called executive headteacher	
Part-time headteacher	
Other ( <i>see below</i> )	

If appropriate, please give details about the type of headship arrangement your school has.

3. Have these arrangements altered during the course of the headteacher's employment?

Yes		No	
-----	--	----	--

If yes, how?

4. Is your school's Governing Body advertising for a different type of arrangement to that of the headteacher?

Yes		No	
-----	--	----	--

If yes, what arrangement is the Governing Body advertising for?

5. On average, how long do headteachers stay at your school?

..... years

If for four years or less, why do you believe this is? *If more than four years, please proceed to question 6.*

6. Does your headteacher have a class teaching responsibility?

Yes		No	
-----	--	----	--

*If yes, please proceed to question 7. If no, please proceed to question 9.*

7. Please complete this statement:

The headteacher teaches on average per week for ..... (e.g. 0.1 = 1 half day, 0.2 = 1 day, 0.3 = 1 and a half days, 0.4 = 2 days etc).

8. If yes, does he/she receive Dedicated Headship Time?

Yes		No	
-----	--	----	--

*Proceed to question 10.*

9. If your headteacher is a head without a class teaching responsibility, does he/she teach regularly?

Yes		No	
-----	--	----	--

If yes, what proportion on average per week is this for? (e.g. 0.1 (1 half day, 0.2 = 1 day, 0.3 = 1 and a half days, 0.4 = 2 days etc).

.....

*If no, please proceed to question 10.*

10. Does your school have a deputy head?

Yes		No	
-----	--	----	--

11. To the best of your knowledge, is your school, or has your school been involved in any of the following programmes or received a designated category?

	Yes	No	Don't know/ Not sure
Intensifying Support Programme (ISP)			
Behaviour Intervention Programme (BIP)			
Primary Leadership Programme (PLP)			
Excellence in Cities			
Beacon School status			
A National Support School (NSS)			
School Facing Challenging Circumstances (SFCC)			

12. Please complete the following table.

	Yes	No	Don't know/unsure
Has your Local Authority identified your school as being "at risk" (e.g. Hard to Shift, Cause for Concern) in the last three years?			
Has your school received intensive support from the Local Authority in the last three years?			
Is your school receiving intensive support from the Local Authority?			

13. When was your school's last Ofsted Inspection?

..... (month) ..... (year)

14. Was your school placed in any of these categories at its last Ofsted inspection?

	Yes	No
<i>2005 Framework</i>		
Special measures		
Notice to improve		
<i>2003 Framework</i>		
Schools subject to special measures		
Schools with serious weakness		
Underachieving schools		

15. When did your school last have a denominational inspection?

..... (month) ..... (year)

16. Please indicate the extent to which you agree or disagree with the following statement. *Circle one number for each statement.*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The school struggles to attract headteacher applicants.	1	2	3	4	5
The headteacher spends a large proportion of his/her time in resolving behavioural needs of pupils.	1	2	3	4	5
The Governing Body and the headteacher have had a harmonious working relationship.	1	2	3	4	5
The decision of the headteacher to leave was influenced by external judgements about the school's performance (e.g. Local Authority / Ofsted).	1	2	3	4	5
The headteacher is well supported by the Diocese.	1	2	3	4	5

**Section B: About your school's headteacher and their resignation**

17. Our school's headteacher is:

Male		Female	
------	--	--------	--

18. To the best of your knowledge, what will be your headteacher's age on their last day of employment as headteacher of your school?

Under 30		40-44		55-59	
30-34		45-49		60	
35-39		50-54		61 +	

19. How long has your school's headteacher been headteacher at your school? *(Please answer to the nearest term on the last day of their employment if possible).*

.....years ..... terms

20. Please complete the following statement to the best of your knowledge.

I believe this headship is/was our headteacher's ..... (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc) headship.

21. Please indicate whether either of the following statements apply to your school's headteacher:

	Yes	No
The headteacher had been Acting Headteacher at this school before being appointed to the substantive post.		
The headteacher had been Deputy Headteacher at this school before being appointed to the substantive post		

22. To the best of your knowledge, what is your headteacher going to do after leaving your school?

23. What reason(s) has your headteacher given for their resignation?

24. Do you believe that there are additional reasons for the headteacher's decision to resign?

Yes		No	
-----	--	----	--

If so, what do believe they are?

*Please continue on a separate sheet of paper if appropriate.*

25. To the best of your knowledge, did your headteacher discuss the reasons for their decision to leave with any of the following people before resigning?

	Yes	No	Don't know
Chair of Governing Body			
Local Authority representative			
Diocesan representative			

26. Do you believe that anything would have persuaded your headteacher to remain as headteacher at your school?

Yes		No		Not applicable	
-----	--	----	--	----------------	--

If yes, please comment on anything that was done to persuade the headteacher to remain in post.

27. As a result of the headteacher's decision to leave, will the school be altering the role or responsibilities of a future headteacher?

Yes		No	
-----	--	----	--

If yes, please give details.

28. Please indicate how you feel about your headteacher's decision to leave your school. *Please circle one number below, 1 being very negative, 5 being very positive.*

[ 1 ]   [ 2 ]   [ 3 ]   [ 4 ]   [ 5 ]

29. Please list three adjectives or verbs that describe how you feel about your headteacher's decision to leave:

.....  
.....  
.....

*Please turn over to the final page*



*Thank you for taking the time to complete this questionnaire. Please return it within two weeks of receipt if possible. Please return the completed questionnaire with the enclosed consent form to me in the stamped addressed envelope.*

*If you are prepared to take part in a follow-up interview or wish to receive a summary of the research findings, please tick as appropriate and complete the final page giving your details.*

	Yes	No
I am prepared to take part in a follow-up interview		
I wish to receive a summary of the research findings		

Surname:

First name:

Mr / Mrs / Ms / Dr

School name:

School address:

School telephone number:

School email address:

If you would prefer to be contacted outside of school, please give additional details below:

Address:

Telephone number:

Email address:

***Thank you***

**Chair of Governing Body Interview Schedule**

---



### **Chair of Governors Draft Interview Schedule**

*Draft order: some questions may be rephrased or omitted depending on Interviewees' circumstances or information given in earlier answers.*

*Supplementary questions may be asked should these be appropriate or  
If interviews indicate a line of enquiry appropriate to pursue.*

<b>Interview Question</b>	<b>Research Question</b>	<b>Topic</b>
1. Why do you believe your headteacher decided to resign / leave?	RQ4 RQ2	Reasons why heads leave; possible influences on their decision, possible context issues
2. In your view, what characteristics of your school make headship a satisfying job?	RQ3	Context influences on headteacher decision
3. In general, what do you see as the challenges facing a headteacher of this school?	RQ3	Context influences on headteacher decision
4. Was there anything that you, the GB, LA or Diocese did to encourage the headteacher to stay at the school / in headship?	RQ5	What might have persuaded the head to stay?
5. How do you feel about the fact that your head has decided to resign?	RQ2	Context influences



**Audit Trail Table of Data Collection**

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## Audit Trail Table of Data Collection

Dates of adverts	Number of posts advertised	Number of headteachers surveyed	Number of CGBs surveyed
05.09.08	30	30	30
12.09.08	39	39	39
19.09.08	18	18	18
26.09.08	10	10	10
03.10.09	9	9	9
10.10.08	10	10	10
17.10.08	13	13	13
24.10.08	4	4	4
31.10.08	2	2	2
07.11.08	15	15	15
14.11.08	6	6	6
21.11.08	4	4	4
28.11.08	12	12	12
05.12.08	5	5	5
12.12.08	2	2	2
17 & 26.12.08	1	1	1
02.01.09	0	0	0
09.01.09	43	43	43
16.01.09	29	29	29
23.01.09	23	24	24
30.01.09	17	17	17
06.02.09	16	16	16
13.02.09	15	16	16
20.02.09	10	10	10
27.02.09	32	32	32
06.03.09	13	13	13
13.03.09	12	12	12
20.03.09	13	13	13
27.03.09	11	11	11
03.04.09	6	6	6
10.04.09	0	0	0
17.04.09	12	12	12
24.04.09	21	21	21
01.05.09	3	3	3
08.05.09	7	7	7
15.05.09	10	10	10
22.05.09	1	1	1
29.05.09	5	5	5
05.06.09	15	15	15
12.06.09	13	13	13
19.06.09	7	7	7
26.06.09	4	4	4
03.07.09	3	3	3
10.07.09	3	3	3
17.07.09	0	0	0
24.07.09	0	0	0
<b>TOTALS</b>	<b>524</b>	<b>526</b>	<b>526</b>





**Headteacher Interview Letter**

---



Mrs H Teacher  
Hopeful Road Primary CE Primary School  
Dorset  
DH3 5RT

Date XXXXX

Dear

**PhD research project investigating why headteachers leave**

Thank you for offering to participate in an interview about why headteachers leave their post and the factors influencing your decision to resign from your post.

The interview will cover the following areas:

- Demographic information (e.g. age, gender, length of time in post, length of time as a headteacher / teacher)
- Factors affecting your decision to leave your post
- Personal and school characteristics that have influenced your decision
- What might have persuaded you to remain in your post
- Future employment or other plans

The interview will take about an hour and be audio-taped. A transcript and a summary of the interview will be sent to you after the interview for confirmation. Confidentiality will be ensured through the anonymising of participants' identities by the use of pseudonyms. Data will be stored securely in lockable cabinets and electronically through password access. Participation is voluntary and participants are at liberty to withdraw at anytime without prejudice or negative consequences. Data may be shared with my supervisor for validation of analytical techniques. Data will be kept for 7 years and used in this project and others. The research will be published as a thesis (2010) and in peer-reviewed journals. The research may be presented at education conferences and may be published as a book. Data may be used in continuing research in this area.

I can be contacted at the University of Nottingham ([ttxdaw@nottingham.ac.uk](mailto:ttxdaw@nottingham.ac.uk)) as can my supervisor (Professor Pat Thomson: [patricia.thomson@nottingham.ac.uk](mailto:patricia.thomson@nottingham.ac.uk)) or the Ethics Co-ordinator (Andrew Hobson: [andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk)) should you have any questions.

Yours sincerely,

Daphne A Whiteoak

PhD Doctoral Research Student  
University of Nottingham  
School of Education  
The Dearing Building  
Jubilee Campus  
Wollaton Road  
Nottingham  
NG8 1BB  
Email: [ttxdaw@nottingham.ac.uk](mailto:ttxdaw@nottingham.ac.uk)

# HEADTEACHER CONSENT FORM

## (Interview)

**Project title:** *An investigation of headteachers who leave their posts and / or the profession before retirement*

**Researcher's name:** *Daphne Whiteoak*

**Supervisor's name:** *Professor Pat Thomson*

- I have read the Participant Information attached letter and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage without prejudice.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that data collected during this project may be used for subsequent research projects and papers.
- I understand that data will be stored in the following ways (questionnaires and paper analysis in lockable stage cabinets and electronic data on computer with password access) and that only the researcher will have access. Data may be shared with the supervisor for validation purposes.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

**Signed** ..... (research participant)

**Print name** ..... **Date** .....

### **Contact details**

#### **Contact details**

**Researcher:** *Daphne A Whiteoak, University of Nottingham, School of Education, Dearing Building, Wollaton Road, Nottingham, NG8 1BB; email: [ttxdaw@nottingham.ac.uk](mailto:ttxdaw@nottingham.ac.uk)*

**Supervisor:** *Professor Pat Thomson, University of Nottingham, School of Education, Dearing Building, Wollaton Road, Nottingham, NG8 1BB; email: [patricia.thomson@nottingham.ac.uk](mailto:patricia.thomson@nottingham.ac.uk); tel: 0115-846-7248*

**School of Education Research Ethics Coordinator:**  
*[andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk); tel: 0115-951-4417*

**Audit Table of Interviews Conducted**

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# Audit Table of Headteacher Interviews Conducted

(key overleaf)

HT ID	Length (h/m/s)	Length (total)	Interview (time of day)	Home/ school	Telephone/ Face to Face	Notes
106	1/03/46s	64	am	S	tel	TT
107	1/42/41s	103	am	S	Face to face	TT
108	2/53/0s	173	eve	H	tel	SH
109	1/43/27s	103	pm	S	tel	TT
110	1/17/11s	77	eve	H	tel	TT
111	1/17/30s	78	pm	S	tel	TT
112	2/29/29s	150	pm	H	Face to face	Had left
113	2/45/05s	165	pm	S	Face to face	TT
114	1/13/54s	74	am	H	tel	Had left
115	1/5/2s	65	eve	H	tel	TT
116	1/27/02s	87	eve	H	tel	TT
117	1/03/49s	64	pm	S	tel	TT
118	0/55/49s	56	pm	S	tel	TT
119	1/59/21s	119	eve	H	tel	TT
120	1/40/58s	101	pm	S	tel	Int TT-new sch
121	1/10/12s	70	eve	H	tel	SH
122	1/57/43s	118	pm	H	tel	Had left
123	1/06/18s	66	pm	H	tel	SH
124	0/46/38s	47	qm	S	tel	TT
125	0/57/34s	58	pm	S	tel	TT
126	0/37/8s	37	pm	S	tel	TT
127	0/46/4s	46	pm	S	tel	TT
128	0/56/43s	57	am	S	tel	TT
129	0/35/58s	36	am	S	tel	TT
130	0/26/25s	26	eve	H	tel	TT
131	0/11/26s	11	pm	S	tel	TT
132	1/34/42s	95	eve	H	tel	TT
133	0/26/25s	26	pm	S	tel	TT
134	0/54/06s	54	pm	S	tel	TT
135	0/47/28s	47	am	S	tel	TT
136	1/06/39s	67	am	S	tel	Int TT-new sch
137	1/5/55s	66	am	S	tel	TT
138	0/34/24s	34	am	S	tel	TT
139	0/28/03s	28	am	S	tel	TT
140	0/39/38s	40	pm	S	tel	TT
141	0/51/25s	51	am	H	tel	Int TT- new sch
142	1/04/37s	65	pm	S	tel	TT
143	1/22/52s	83	am	H	tel	SH
144	1/38/25s	98	am	H	tel	SH
145	0/44/21s	44	am	H	tel	SH
146	1/0/38s	61	am	H	tel	SH
147	1/45/58s	106	pm	H	tel	SH
148	1/13/19s	73	am	H	tel	SH
149	1/23/45s	84	am	H	tel	SH
150	0/42/01s	42	pm	H	tel	SH
151	1/23/28s	83	am	H	tel	SH
152	1/36/51s	97	am	H	tel	SH
153	1/25/08s	85	am	H	tel	SH



## **Key**

### **Time of day**

am	morning
pm	afternoon
eve	evening

### **Location of interview**

H	Home
S	School
Sch	School
Int	Interview

### **Timing of interviews**

SH	School Holidays
TT	Term time

### **Conducting of interview**

F2F	Face to face
Tel	Telephone

**Chair of Governing Body Interview Letter**

---



Address

Dear

**Ph D research project investigating why headteachers leave**

Thank you for offering to participate in an interview about why headteachers leave their post and perceptions about why your headteacher has resigned.

I will telephone you in the next week to agree a mutually convenient time to interview you by telephone and can offer either day-time or evening interviews.

The interview will cover the following areas:

- School characteristics that may have influenced a headteacher's decision if any
- Strategies that were tried to persuade the headteacher to remain in post
- Length of time headteachers remain post and their destinations
- Your perceptions of why headteachers leave your school

The interview will take about 3/4 of an hour and be audio-taped. A summary of the interview will be sent to you after the interview for confirmation. Confidentiality will be ensured through the anonymising of participants' identities by the use of pseudonyms. Data will be stored securely in lockable cabinets and electronically through password access. Participation is voluntary and participants are at liberty to withdraw at anytime without prejudice or negative consequences. Data may be shared with my supervisor for validation of analytical techniques. Data will be kept for 7 years. The research will be published as a thesis (2010) and in peer-reviewed journals. The research may be presented at education conferences and may be published as a book. Data may be used in continuing research in this area.

I can be contacted at the University of Nottingham ([ttxdaw@nottingham.ac.uk](mailto:ttxdaw@nottingham.ac.uk)) as can my supervisor (Professor Pat Thomson: [patricia.thomson@nottingham.ac.uk](mailto:patricia.thomson@nottingham.ac.uk)) or the Ethics Co-ordinator (Andrew Hobson: [andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk)) should you have any questions.

I would be grateful if you would return the enclosed Interview Consent Form in the enclosed stamped addressed envelope. Thank you.

Yours sincerely,

Daphne A Whiteoak

PhD Doctoral Research Student

Email: [ttxdaw@nottingham.ac.uk](mailto:ttxdaw@nottingham.ac.uk)

## **CHAIR OF GOVERNORS CONSENT FORM (Interview)**

**Project title:** *An investigation of headteachers who leave their posts and / or the profession before retirement*  
**Researcher's name:** *Daphne Whiteoak*  
**Supervisor's name:** *Professor Pat Thomson*

- I have read the Participant Information attached letter and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage without prejudice.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that data collected during this project may be used for subsequent research projects and papers.
- I understand that data will be stored in the following ways (questionnaires and paper analysis in lockable stage cabinets and electronic data on computer with password access) and that only the researcher will have access. Data may be shared with the supervisor for validation purposes.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

**Signed** ..... (research participant)

**Print name** ..... **Date** .....

### **Contact details**

#### **Contact details**

**Researcher:** *Daphne A Whiteoak, University of Nottingham, School of Education, Dearing Building, Wollaton Road, Nottingham, NG8 1BB; email: [ttxdaw@nottingham.ac.uk](mailto:ttxdaw@nottingham.ac.uk)*

**Supervisor:** *Professor Pat Thomson, University of Nottingham, School of Education, Dearing Building, Wollaton Road, Nottingham, NG8 1BB; email: [patricia.thomson@nottingham.ac.uk](mailto:patricia.thomson@nottingham.ac.uk); tel: 0115-846-7248*

**School of Education Research Ethics Coordinator:**  
*[andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk); tel: 0115-951-4417*

**Audit Trail Table of Interviews Conducted with Chairs  
of Governing Bodies**

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## CGB INTERVIEWEES - AUDIT TRAIL – INTERVIEWS

CGB ID	Interview length (h/m/s)	Interview Length (to nearest minute)
24	0/54/17	54
25	0/21/38	22
26	0/15/59	16
27	0/25/07	25
28	0/33/35	34
29	0/47/15	47
30	0/33/30	34
31	0/48/50	49
32	0/38/52	39
33	1/28/37	89
34	0/47/58	48
35	0/16/37	17
36	2/32/13	152
37	1/00/59	61
38	0/49/06	49
39	0/45/15	45
40	0/43/07	43
41	0/26/18	26





## **Appendix 11**

### **Headteacher Survey Frequency Tables**

**(All Headteachers)**

---



**Q1****Are you male/female?**

	Number of respondents	% of respondents
Male	61	39.1
Female	95	60.9

*N=156**A single response item.***Q2****What will be your age on your last day of employment in your current post?**

	Number of respondents	% of respondents
Under 30	0	0.0
30-34	5	3.2
35-39	10	6.4
40-44	18	11.5
45-49	18	11.5
50-54	13	8.3
55-59	67	42.9
60	14	9.0
61+	11	7.1

*N=156**A single response item.*

**Q3a****What qualifications do you hold?**

	Number of respondents	% of respondents
Degree (e.g. BA, BSc, other)	62	39.7
Bachelor of Education (BEd)	66	42.3
PGCE	38	24.4
Masters degree (e.g. MA, MSc, MEd, MBA)	30	19.2
Education Doctorate (EdD)	0	0.0
PhD	0	0.0
National Professional Qualification for Headship (NPQH)	61	39.1
National Professional Qualification in Integrated Centre Leadership (NPQICL)	2	1.3
Other (please give details)	20	12.8

*N=156**A multiple response item.***Analysis of 'Other' responses.**

These were categorised according to education related qualifications and non education related qualifications. See Appendix X for theme descriptors.

	Number of respondents	% of respondents
Education related qualifications	17	85
Non education related qualifications	3	15

*N=20***Q3b**

**If you are currently undertaking study towards any of the qualifications listed above, please indicate which one(s);**

*Analysis of coded response*

	Number of respondents	% of respondents
Masters degree	6	85.7
EdD	1	14.3

*N=7*

These 7 equal 4.5% of all survey respondents (N=156).

**Q4****Which of the following best describes your current situation?**

	Number of respondents	% of respondents
Single	12	7.7
Married	122	78.2
Living with a partner	5	3.2
Separated	4	2.6
Divorced	8	5.1
Widowed	4	2.6

*N=155**A single response item***Q5****Which of the following currently applies to you?**

	Number of respondents	% of respondents
Christian	143	91.7
Hindu	0	0.0
Sikh	0	0.0
Buddhist	0	0.0
Other	0	0.0
Of no faith	10	6.4
Do not wish to answer	3	1.9

*N=156**A single response item.*

**Q6**

How long have you been in teaching (including headship)? *Please answer to the nearest term on the last day of your employment using the traditional three term school year.)*

Headteachers were asked how long they had been in teaching in years and terms.

Average length of time in teaching : n/a

Range is 33 years, the shortest number of years in teaching being 8 years, the longest being 40 years and 2 terms.

Mode is 35 years (12 headteachers)

Responses were then recoded into five year blocks.

	Number of respondents	% of respondents
5-9 years	2	1.3
10-14 year	16	10.3
15-19 year	26	16.8
20-24 years	13	8.4
25-29 years	21	13.5
30-34 years	25	16.1
35-39 years	48	31.0
40-44 years	4	2.6

*N=155*

**Q7**

How long have you been a headteacher overall? *Please answer to the nearest term on the last day of your employment.)*

*Coding: Responses were coded into 5 year block.*

	Number of respondents	% of respondents
< 5 years	28	18.2
5-9 years	45	29.2
10-14 years	29	18.8
15-19 years	29	18.8
20-24 years	14	9.1
25-29 years	8	5.2
30-34 years	1	0.6

*N=156*

**Q8**

**Of how many schools have you been headteacher (including your current school)?**

*If this is your first headship, please proceed to question 9.*

*If you have been headteacher of more than your current school, please proceed to question 10.*

	Number of respondents	% of respondents
One	99	63.9
Two	38	24.5
Three	14	9.0
Four	4	2.6
Five	0	0.0
More than five (Please give number)	0	0.0

*N=155*

*A single response item.*



**Q9**

**If this is your first headship, please indicate how long you have been headteacher.**

**Please include any period of Acting Headship at this school if appropriate. Please answer to the nearest term on the last day of your employment) and then proceed to question 11.**

**If taking up headship of a federation, please sizes of each school in the federation.**

	Number of respondents	% of respondents
1 year +, < 2 years	2	2.0
2 years +, < 3 years	6	6.1
3 years, + < 4 years	8	8.1
4 years +, < 5 years	11	11.1
5 years +, < 6 years	9	9.1
6 years +, < 7 years	7	7.1
7 years +, < 8 years	4	4.0
8 years +, < 9 years	5	5.1
9 years +, < 10 years	6	6.1
10 years +, < 11 years	2	2.0
11 years +, < 12 years	2	2.0
12 years +, < 13 years	5	5.1
13 years +, < 14 year	3	3.0
14 years +, < 15 years	2	2.0
15 years +, < 16 years	8	8.1
16 years +, < 17 years	4	4.0
17 years +, < 18 years	4	4.0
18 years +, < 19 years	2	2.0
19 years +, < 20 years	2	2.0
20 years +, < 21 years	2	2.0
21 years +, < 22 years	1	1.0
23 years +, < 24 years	2	2.0
26 years +, < 27 years	1	1.0
29 years +, < 30 years	1	1.0

*N=99*

*An open response item.*

Average	10.57 years
Mode	Four or more years, but less than 5 years (11 headteachers; 11.1%)
Range	The number of years in headship ranged from 1 year 2 terms (2 headteachers) to 29 years 1 term (1 headteacher).

**Q9b****Length of time as Acting Headteacher**

Responses were analysed in the unit of a school term.

	Number of respondents	% of respondents
0 terms	85	88.5
1 term	4	4.2
2 terms	4	4.2
3 terms	2	2.1
4 terms	1	1.0

*N=96*

*An open response question.*

**Q10**

If you have been headteacher of more than one school, please indicate the duration (*to the nearest complete term and year*) of each headship and the type of school.

***Length of first headship***

	Number of respondents	% of respondents
< 1 year	7	4.6
1 year +, < 2 years	6	3.9
2 years +, < 3 years	12	7.8
3 years, + < 4 years	16	10.5
4 years +, < 5 years	19	12.4
5 years +, < 6 years	16	10.5
6 years +, < 7 years	13	8.5
7 years +, < 8 years	8	5.2
8 years +, < 9 years	7	4.6
9 years +, < 10 years	6	3.9
10 years +, < 11 years	3	2.0
11 years +, < 12 years	2	1.3
12 years +, < 13 years	5	3.3
13 years +, < 14 year	3	2.0
14 years +, < 15 years	2	1.3
15 years +, < 16 years	8	5.2
16 years +, < 17 years	4	2.6
17 years +, < 18 years	4	2.6
18 years +, < 19 years	2	1.3
19 years +, < 20 years	2	1.3
20 years +, < 21 years	2	1.3
21 years +, < 22 years	1	0.7
23 years +, < 24 years	3	2.0
26 years +, < 27 years	1	0.7
29 years +, < 30 years	1	0.7

*N=153*

*This excludes 2 headteachers whose responses were unclear.*

*An open response item.*

Average

8.63 years

Mode

Four or more years but less than 5 years (19 headteachers; 12.4%)

Range

The number of years in headship ranged from less than 1 year (7 headteachers) to 29 years 1 term.

***Length of second headship***

	Number of respondents	% of respondents
< 1 year	2	3.6
1 year +, < 2 years	5	9.1
2 years +, < 3 years	3	5.5
3 years, + < 4 years	6	10.9
4 years +, < 5 years	4	7.3
5 years +, < 6 years	3	5.5
6 years +, < 7 years	2	3.6
7 years +, < 8 years	6	10.9
8 years +, < 9 years	5	9.1
9 years +, < 10 years	1	1.8
10 years +, < 11 years	1	1.8
11 years +, < 12 years	4	7.3
13 years +, < 14 years	4	7.3
15 years +, < 16 years	0	0.0
17 years +, < 18 years	2	3.6
18 years +, < 19 years	1	1.8
19 years +, < 20 years	2	3.6
20 years +, < 21 years	2	3.6
21 years +, < 22 years	1	1.8
23 years +, < 24 years	1	1.8

*N=55*

*This excludes 1 headteacher whose response was unclear.*

*An open response item.*

Average	9.05 years
Mode	Three or more years but less than 4 years (6 headteachers; 10.9%)
Range	The number of years in headship ranged from less than 1 year (2 headteachers) to 23 years (1 headteacher).

***Length of third headship***

	Number of respondents	% of respondents
2 years +, < 3 years	2	11.1
3 years, + < 4 years	4	22.2
4 years +, < 5 years	1	5.6
5 years +, < 6 years	3	16.7
6 years +, < 7 years	1	5.6
8 years +, < 9 years	3	16.7
10 years +, < 11 years	1	5.6
12 years +, < 13 years	1	5.6
16 years +, < 17 years	1	5.6
17 years +, < 18 years	1	5.6

*N=18*

*An open response item.*

Average

7.7 years

Mode

Three years but less than 4 years (4 headteachers; 22.2%)

Range

The number of years in headship ranged from 2 years (2 headteachers; 11.1%) to 17 years (1 headteacher; 5.6%).

***Length of fourth headship***

	Number of respondents	% of respondents
4 years +, < 5 years	2	50.0
5 years +, < 6 years	1	25.0
9 years +, < 10 years	1	25.0

*N=4*

*An open response item.*

Average

6.25 years

Mode

n/a

Range

The number of years in headship ranged from 2 years (2 headteachers, 50.0%) to 9 years 2 terms (1 headteacher, 25.0%).

**Q11**

**Which of the following headship induction programmes do you have experience of?**

	Have been involved in		Are taking part in		No experience of programme	
	Number respondents	% of respondents	Number of respondents	% of respondents	Number of respondents	% of respondents
Headlamp	44	29.5	0	0.0	105	70.5
HIP	36	24.2	0	0.0	113	75.8
EHP or New Visions	27	18.1	2	1.3	120	80.5

*N=149*

*A single response item.*

# Q12

Please tick any of the following NCSL programmes that you have completed as participant, coach or mentor or are currently undertaking.

	Completed		Currently undertaking		No experience of programme	
	Number of respondents	% of respondents	Number of respondents	% of respondents	Number of respondents	% of respondents
LPSH	67	44.4	1	0.7	83	55.0
HfFP	13	8.6	3	2.0	135	89.4
Ass. HT Prog .	1	0.7	0	0.0	150	99.3
ILLP or IHP	7	4.6	0	0.0	144	95.4
BSF	1	0.7	0	0.0	150	99.3
DPCL	10	6.6	0	0.0	141	93.4
Future Leaders	1	0.7	0	0.0	150	99.3
Fast Track	6	4.0	0	0.0	145	96.0
LfM	17	11.3	1	0.7	133	88.1
Leadership Pathways	9	6.0	0	0.0	142	94.0
ELP	1	0.7	0	0.0	150	99.3
WtFS	0	0.0	0	0.0	151	100.0
DCSI	2	1.3	0	0.0	149	98.7
MATD	1	0.7	0	0.0	150	99.3

N=151

A multiple response item so percentages do not sum to 100.

## Key

LPSH	Leadership for Serving Headteachers
HfFP	Heads for the Future Programme
Ass.HT Prog	Associate Headteacher Programme
ILLP	International Leadership Learning Programme
IHP	International Placement for Headteachers Programme
BSF	Building Schools the Future Programme
DPCL	Development Programme for Consultant Leadership
Future Leaders	Future Leaders Programme
Fast Track	Fast Track Teaching Programme
LfM	Leading from the Middle
ELP	Established Leader Programme
WtFS	Working together for Success
DCSI	Developing Capacity for Sustained Improvement
MATD	Multi Agency Team Development Programme

**Q13**

**Have you been involved in, or are currently involved, in any of the following programmes?**

	Have been involved in		Currently involved in		No experience of programme	
	Number of respondents	% of respondents	Number of respondents	% of respondents	Number of respondents	% of respondents
PCP	1	0.7	1	0.7	140	98.6
BCC	2	1.4	2	1.4	138	97.2
GMC	2	1.4	2	1.4	138	97.2
LC	1	0.7	1	0.7	140	98.6

*N=142*

*A multiple response item.*

**Key**

PCP	Primary Capital Leadership Programme
BCC	The Black Country Challenge
GMC	The Greater Manchester Challenge
LC	The London Challenge



**Q14a**

**During your experience as a headteacher of a church school, have you attended training provided by the Diocese that has been helpful in your role as headteacher of a church school?**

	Number of respondents	% of respondents
Yes	127	82.5
No	27	17.5

*N=154*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q14b**

**During your experience as a headteacher of a church school, have you attended training provided by the Diocese that has been helpful in your role as headteacher of a church school? If so, please give details.**

*Analysis of coded responses*

	Number of respondents	% of respondents
Accountability (SIAS, Toolkit/SEF)	43	27.9
Church school distinctiveness - Ethos	23	14.9
Church school distinctiveness - Collective Worship	24	15.6
Church school distinctiveness - RE	17	11.0
Church school distinctiveness - leadership	6	3.9
Induction for new Church school heads	13	8.4
Church school conferences and meetings	33	21.4
Church schools - VA school aspects	19	12.3
Non church school specific courses	14	9.1
Unclear response	42	27.3
No response	6	3.9

*N=154*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q15**

**Do you currently hold, or are in the process of gaining any of the following accreditations?**

	Already hold accreditation		Currently in process of gaining accreditation		Neither hold nor gaining accreditation	
	Number	%	Number	%	Number	%
SIP	6	4.3	6	4.3	129	91.5
NLE	1	0.7	1	0.7	139	98.6
NCL	6	4.3	0	0.0	135	95.7
AI	9	6.4	0	0.0	132	93.6

*N=141*

*A multiple response item so percentages will not sum to 100.*

**Key**

SIP	An accredited School Improvement Partner
NLE	National Leader in Education
NCL	National Consultant Leader
AI	Accredited Inspector

**Q16**

**Have you ever taken a career break from headship (excluding maternity/paternity leave or absence for ill-health) and then returned to headship?**

	Number of respondents	% of respondents
Yes	4	2.6
No	152	97.4

*N=156*

*A single response item.*

Absences from headship due to maternity leave or secondment have been disregarded. Career breaks ranged from 1 term to 2 years during which time respondents worked for the Local Authority on fixed term contracts, travelled or worked overseas.

**Q17**

**How many hours on average do you work per week?**

Hours worked	Number of respondents	% of respondents
35	1	0.7
40	3	2.0
45	8	5.3
47	1	0.7
48	4	2.6
49	1	0.7
50	37	24.5
52	4	2.6
53	5	3.3
54	2	1.3
55	22	14.6
58	7	4.6
60	28	18.5
61.5	1	0.7
65	13	8.6
66	1	0.7
68	2	1.3
70	9	6.0
72	1	0.7
75	1	0.7

*N=151*

*An open response item.*

Average

55.7 hours

Mode

50 hours (37 headteachers, 24.5%)

Range

40 hours, the fewest number of hours worked per week being 35 hours (1 headteacher) and 75 hours being the maximum (1 headteacher).

The hours worked were also coded into blocks of five hours. This showed that the majority of headteachers worked between 50 and 54 hours per week.

Hours worked	Number of respondents	% of respondents
35-39	1	0.7
40-44	3	2.0
45-49	14	9.3
50-54	48	31.8
55-59	29	19.2
60-64	29	19.2
65-69	16	10.6
70-74	10	6.6
75-79	1	0.7

*N=151*

**Q18a****Are you a head with a class teaching responsibility?**

	Number of respondents	% of respondents
Yes	57	36.5
No	99	63.5

*N=156**A single response item.***Q18b****What proportion on average is it for?**

	Number of respondents	% of respondents
<0.1	1	1.8
0.1	1	1.8
0.2	9	15.8
0.3	2	3.5
0.4	12	21.1
0.5	17	29.8
0.6	6	10.5
0.7	2	3.5
0.8	2	3.5
0.9	2	3.5
Unclear	2	3.5
No details given	1	1.8

*N=57**A single response item.***Q18c****Number of Heads with a class teaching responsibility who have Dedicated Headship Time**

	Number of respondents	% of respondents
Yes	28	49.1
No	28	49.1
Unclear response	1	1.8

*N=57**A single response item.*

**Q19a****If you are a head without a class teaching responsibility, do you teach regularly?**

	Number of respondents	% of respondents
Yes	54	54.5
No	45	45.5
Unclear response	1	1.0

*N=99**A single response item.***Q19b****What proportion on average is it for?**

	Number of respondents	% of respondents
<0.1	0	0.0
0.1	20	35.1
0.2	15	26.3
0.3	9	15.8
0.4	4	7.0
0.5	1	1.8
0.6	1	1.8
0.7	0	0.0
0.8	0	0.0
0.9	0	0.0
Unclear	2	3.5
No details given	3	5.3

*N=55**A single response item.*

**Q20**  
**Do you have a deputy head?**

	Number of respondents	% of respondents
Yes	92	59.4
No	63	40.6

*N=155*  
*A single response item.*

**Q21**  
**Approximately how many hours do you and/or your senior staff spend in meetings with other professional and/or parents about individual pupils during an average week (e.g. Common Assessment Framework (CAF) meetings, Social Services, Child Protection, pastoral support meetings)?**

Hours	Number of respondents	% of respondents
0	3	2.0
1	33	21.9
2	36	23.8
3	21	13.9
4	14	9.3
5	18	11.9
6	5	3.3
7	3	2.0
8	3	2.0
9	1	0.7
10	10	6.6
13	2	1.3
15	1	0.7
25	1	0.7

*N=151*  
*An open response item.*

Average        3.7 hours  
Mode            2 hours (36 headteachers, 21.9%)  
Range           The range is 50%. The number of hours ranged from zero (3 headteachers, 2.0%) to 25 hours (1 headteacher, 0.7%).

**Q22****What proportion of your pupils are eligible for Free School Meals (FSM)?***N=149**An open response item.*

Average 10.27%  
 Mode 3%  
 Range The percentage of pupils eligible for FSM ranged from zero  
 (7 headteachers: 4.7%) to 50% (1 headteacher, 0.7%)

**Q23****Please tick any of the following that apply to your school?**

	Number of respondents	Yes		No	
		Number of respondents	% of respondents	Number of respondents	% of respondents
Involvement in Intensifying Support Programme (ISP)	146	23	15.8	123	84.2
Involvement in Behaviour Intervention Programme (BIP)	144	6	4.2	138	95.8
Involvement in Primary Leadership Programme (PLP)	146	67	45.9	79	54.1
Involvement in Excellence in Cities Programme	142	9	6.3	133	93.7
Designated Beacon School	142	12	8.5	130	91.5
Designated a National Support School (NSS)	143	1	0.7	142	99.3
Categorised as a School Facing Challenging Circumstances (SFCC)	144	5	3.5	139	96.5
Identified by LA as being 'at risk' *	145	12	8.3	133	91.7
Receiving intensive support from LA	143	10	7.0	133	93.0
Has received LA intensive support in last 3 years	150	26	17.3	124	82.7

For full wording please see Appendix A: Headteacher Questionnaire.

*A multiple response item so percentages do not sum to 100.*

**Q24****Are you involved in supporting other schools to improve their practice?**

	Number of respondents	% of respondents
Yes	50	32.1
No	106	67.9

*N=156**A single response item.***Q26****How would you describe your school using the four inspection gradings?**

	Number of respondents	% of respondents
Outstanding (Grade 1)	47	31.1
Good (Grade 2)	80	53.0
Satisfactory (Grade 3)	24	15.9
Inadequate (Grade 4)	0	0.0

*N=151**A single response item.***Q27****When was your school's last Ofsted?**

The dates were used to ensure that the school's most recent Ofsted Inspection was used in the collection of 'Overall Effectiveness' grades.

Ofsted Inspection Reports were obtained from [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

	Number of headteachers	% of schools
Outstanding (Grade 1)	25	16.2
Good (Grade 2)	79	51.3
Satisfactory (Grade 3)	50	32.5
Inadequate (Grade 4)	0	0.0

*N=154**No data was available for 2 schools.*



**Q28**

**Was your school placed in any of these categories at its last Ofsted Inspection?**

The questionnaire asked participants to indicate if their school had been placed in a category at its last Inspection. Two Frameworks were offered (2003 and 2005, either of which may have been relevant to a headteacher participant as the survey was conducted during the academic year 2008-2009). For full details of the response options please see Appendix A: Headteacher Questionnaire.

	Number of respondents	% of respondents
Not placed in a category at last Ofsted Inspection	154	99.4
Placed in a category at last Ofsted Inspection	1	0.6

*N=155*

*A single response item.*

**Q29a**

**Were there any particular reasons you chose to apply for headship of a Church of England School?**

	Number of respondents	% of respondents
Yes	96	61.5
No	60	38.5

*N=156*

*A single response item.*

**Q29b**

**Were there any particular reasons you chose to apply for headship of a Church of England School? If yes, what were they? If not, please proceed to question 30.**

*Analysis of coded responses*

	Number of respondents	% of respondents
Personal faith	52	54.2
Characteristics of church school	51	53.1
Partnership	12	12.5
Other	22	22.9
No response	2	2.1

*N=156*

*A single response item.*

**Q30a**

Please indicate the type of headship you have and how long this arrangement has been for:

	Number of respondents	% of respondents
< 1 year	0	0.0
1 year +, < 2 years	3	1.9
2 years +, < 3 years	8	5.2
3 years, + < 4 years	15	9.7
4 years +, < 5 years	16	10.4
5 years +, < 6 years	14	9.1
6 years +, < 7 years	10	6.5
7 years +, < 8 years	8	5.2
8 years +, < 9 years	13	8.4
9 years +, < 10 years	7	4.5
10 years +, < 11 years	3	1.9
11 years +, < 12 years	6	3.9
12 years +, < 13 years	5	3.2
13 years +, < 14 year	7	4.5
14 years +, < 15 years	2	1.3
15 years +, < 16 years	8	5.2
16 years +, < 17 years	5	3.2
17 years +, < 18 years	6	3.9
18 years +, < 19 years	3	1.9
19 years +, < 20 years	4	2.6
20 years +, < 21 years	4	2.6
21 years +, < 22 years	2	1.3
23 years +, < 24 years	3	1.9
26 years +, < 27 years	1	0.6
29 years +, < 30 years	1	0.6

*N=154*

*An open response item.*

**Q30b**

Please indicate the type of headship you have and how long this arrangement has been for:

	Number of respondents	% of respondents
One school, one headteacher	145	96.7
Co-headship/dual headship (1 school, 2 headteachers)	0	0.0
Executive headteacher (headteacher of 2 or more schools)	1	0.7
Headteacher of more than one school but not called executive headteacher	2	1.3
Interim headteacher	1	0.7
Part-time headteacher	1	0.7
Other ( <i>please give details</i> )	0	0.0

*N=150*

*A single response item.*

**Q30c**

**If appropriate, please give further details about the type of headship arrangement you have and whether these arrangements have altered during the course of your headship.**

3 headteachers of changes during their tenure as substantive headteacher:

One school had gone into a 'soft' federation with another school after a period during which the headteacher had supported the school during the absence of the school's substantive headteacher.

One headteacher supported another school until it made a successful substantive appointment.

One headteacher lead her own school and two Children's Centres, one on her own site and one 30 miles away.

*N=3*

*An open response item.*

**Q31a**

**Is your school's Governing Body advertising for a different type of arrangement from your current role and position?**

	Number of respondents	% of respondents
Yes	5	3.2
No	149	96.8

*N=154*

*A single response item.*

**Q31b**

**Is your school's Governing Body advertising for a different type of arrangement from your current role and position? If yes, what is the arrangement they are advertising for?**

Three Governing Bodies are advertising for headteachers of a federation of two schools.

1 Governing Body is advertising for a headteacher of a school being formed from two schools merging.

1 Governing Body is advertising for a headteacher whose responsibilities will be less than those of the headteacher leaving.

*N=5*

*An open response item.*

**Q32**

**What are you going to do after leaving your current post?**

*Please tick the most applicable option.*

	Number of respondents	% of respondents
Retirement at 60+	11	7.1
Retirement at 60	22	14.1
Retirement before 60	38	24.4
Stepping down arrangement	1	0.6
Take up headship of a different school	45	28.8
Executive headship	0	0.0
Headship of a federation	0	0.0
Part-time headship	0	0.0
Ofsted/HMI Inspection	0	0.0
Work for DCSF	1	0.6
Interim headship for LA	2	1.3
Take up a LA post	7	4.5
Become an independent self-employed education consultant	3	1.9
Further professional study	0	0.0
Leave the teaching profession	4	2.6
Leave the education sector altogether	1	0.6
Not work in a paid job (but not retiring)	3	1.9
No job to go to at present	5	3.2
No plans at the present time	4	2.6
Other (please give details)	9	5.8

*N=156*

*A single response item.*

**Analysis of 'Other' responses.**

	Number of respondents	% of respondents
Emigration	2	22.2
Working with Anglican schools	2	22.2
Work overseas	1	11.1
Travelling	1	11.1
Work in Higher Education	3	33.3

*N=9*

NB: 41 headteachers selected more than one option. Where headteachers ticked two or more options additional information given elsewhere in their survey responses was used to establish clarity, e.g. responses to Questions 41a, Q41b and Question 38. Where headteachers had selected 'retirement' and an additional option (e.g. 'no job to go to at present'), retirement was coded as their response.

Three new categories were created from the categories of Q32. These were:

- Group A: Headteachers taking up a subsequent substantive headship
- Group B: Headteachers leaving a post or the profession and not retiring
- Group C: Headteachers retiring.

The categories of Q32 were amalgamated into the new categories as detailed below:

Retirement at 60 +	C
Retirement at 60	C
Retirement before 60	C
Stepping down arrangement	C
Take up headship of a different school	A
Executive headship	A
Headship of a federation	A
Part-time headship	No responses
Ofsted / HMI Inspection	B
Work for DCSF	B
Interim headship for the Local Authority	B
Take up a Local Authority post	B
Become an independent self-employed education consultant	B
Further professional study	B
Leave the teaching profession	B
Leave the education sector altogether	B
Not work in a paid job (but not retiring)	B
No job to go to at present	B
No plans at the present time	B
Other	B

**Q32**  
**Headteacher Groupings**

	Number of Respondents	% of respondents
Group A:		
Headteachers going to another headship	45	28.8
Group B:		
Headteachers leaving headship but not retiring	39	25.0
Group C:		
Headteachers retiring	72	46.2

*N=156*

**Q32 continued**

**If you are going to do a combination of two or more of the above, please give details.**

10 headteachers (Group C headteachers) who had also selected retirement as an option gave details about their hopes and aspirations for retirement for possible future work; one headteacher had obtained a full-time post as a Diocesan Adviser for after retiring.

Two Group B headteachers wrote comments, one repeating option selected and one headteacher leaving headship giving additional details of plans to continue part-time work in local ministry alongside a new post working in a supportive role with their Local Authority.

**Q33**

**If moving to another school, please indicate the type of school. *If not moving to another headship, please proceed to question 37.***

	Number of respondents	% of respondents
Community Maintained School	21	46.7
C of E Voluntary Aided School (VA)	14	31.1
C of E Voluntary Controlled School (VC)	7	15.6
C of E with another faith or denomination	0	0.0
Federation where both/all schools are C of E schools	0	0.0
Federation where schools are of different status	0	0.0
Trust school	0	0.0
3-18 school	0	0.0
Other (please give details)	3	6.7

*N=45*

*A single response item.*

**Q33**

**Analysis of 'Other' responses.**

	Number of respondents	% of respondents
Independent school	1	33.3
Roman Catholic school	1	33.3
Foundation school	1	33.3

*N=3*

**Questions 34, 35 and 36**

Questions 34, 35 and 36 were only applicable to headteachers taking up a subsequent substantive headship (Group A headteachers). The results for these questions are reported in Appendix 12.

**Q37**

**If not going to another headship, do you intend to return to headship in the future?**

	Number of respondents	% of respondents
Yes	3	2.7
No	77	69.4
Undecided	18	16.2
No response	13	11.7

*N=111*

*A single response question.*

*111 headteachers were not going to another headship. 13 of this group did not give a response to this question (11.7%)*

**Q38**

**If you do not intend to return to headship, please list the three most important reasons for that decision.**

*Analysis of open ended responses*

	Number of respondents	% of respondents
Demands of headship	44	57.1
Disapproval	12	15.6
Aspiration	23	29.9
Age/retirement	25	32.5
School circumstances	4	5.2
No reasons given	0	0.0

*N=77*

*An open response item.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*



**Q39**

**If you are undecided about whether you might return to headship, please indicate the most important three factors that make you undecided.**

Analysis of open ended responses

	Number of respondents	% of respondents
Future role	5	27.8
Personal factors	5	27.8
Individual school context	3	16.7
Demands of the role	12	66.7
Measures of accountability	3	16.7
Trust	1	5.6
No reasons given	1	5.6

*N=18*

*An open response item.*

**Q40**

**If you are undecided, please state what might influence you to return.**

Analysis of open ended responses

	Number of respondents	% of respondents
Future role	2	11.1
Personal factors	2	11.1
Individual school context	4	22.2
Demands of the role	6	33.3
Measures of accountability	2	11.1
Trust	1	5.6
Contractual	11	61.1
No response	1	5.6

*N=18*

*An open response item.*

<b>Q41 (a) Please rate the significance of all the following factors in your decision to resign from your current post in the following table.</b>									
	<b>Respondents</b>		<b>Missing responses</b>		<b>Extremely Significant (%)</b>	<b>Very significant (%)</b>	<b>Significant (%)</b>	<b>Not very significant (%)</b>	<b>Not significant at all (%)</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>					
Career advancement	142	91.0	14	9.0	20.4	9.9	5.6	7.7	56.3
Planned retirement	146	93.6	10	6.4	32.9	7.5	7.5	7.5	44.5
Unplanned retirement	136	87.2	20	12.8	5.1	3.7	2.9	5.1	83.1
Retirement on grounds of ill-health	135	86.5	21	13.5	3.7	0.7	2.2	3.0	90.4
Impact on personal and family life	145	92.9	11	7.1	35.2	21.4	19.3	2.1	22.1
Conflict with staff, governors, parents or pupils	146	93.6	10	6.4	6.2	2.7	9.6	10.3	71.2
Expectations of others of "church school" heads	144	92.3	12	7.7	2.1	1.4	6.9	6.9	82.6
Disillusionment of being a "church school" head	144	92.3	12	7.7	2.1	0.7	4.9	3.5	88.9
Red tape and bureaucracy	148	94.9	8	5.1	25.7	16.2	17.6	5.4	35.1
Conflict between learning and management	145	92.3	11	7.1	10.3	11.0	24.8	13.1	40.7
Miss contact with pupils as a result of being headteacher	144	92.3	12	7.7	3.5	5.6	11.8	20.8	58.3
Wish to reduce teaching commitment	138	88.5	18	11.5	10.9	8.0	5.8	8.0	67.4
Initiative and innovation overload	145	92.9	11	7.1	26.9	15.2	17.2	8.3	32.4
Increased accountability and expectations of performance	144	92.3	12	7.7	31.9	13.2	15.3	10.4	29.2
CVA score <100	144	92.3	12	7.7	6.3	10.4	6.9	16.7	59.7
CVA score decreased or expected to decrease	144	92.3	12	7.7	3.5	4.9	9.0	18.1	64.4
Providing emotional support to others	145	92.9	11	7.1	5.5	11.7	17.2	17.2	48.3
Stress and workload	147	94.2	9	5.8	15.6	27.2	22.4	8.8	25.9
Challenging circumstances particular to your school	144	92.3	12	7.7	9.0	6.9	13.9	10.4	59.7
Moving to a larger school	146	93.6	10	6.4	21.2	3.4	3.4	0.0	71.9
A critical incident	142	91.0	14	9.0	1.4	0.0	4.2	4.9	89.4
Higher salary	144	92.3	12	7.7	9.7	7.6	4.2	5.6	72.9
Lack of flexibility in working hours/contract	143	91.7	13	8.3	5.6	9.8	9.8	12.6	62.2
Lack of professional development	142	91.0	14	9.0	2.1	2.8	5.6	8.5	81.0
Teaching commitment	143	91.7	13	8.3	9.1	7.0	7.0	7.7	69.2
Specific aspects of the job of being a headteacher	143	91.7	13	8.3	10.5	12.6	15.4	12.6	49.0
Changes in TPS arrangements	141	90.4	15	9.6	0.0	0.7	4.3	7.1	87.9
Disenchantment with headship	141	90.4	15	9.6	5.7	8.5	8.5	11.3	66.0
Other (please specify)	60	38.5	96	61.5	38.3	3.3	5.0	1.7	51.7
<i>A series of single response items.</i>									

<b>Q41 (b) Most significant 5 influences ranked</b>										
<i>A filter question ranking significance of most significant influences selected in Q 41a.</i>	<b>Ranked 1</b>		<b>Ranked 2</b>		<b>Ranked 3</b>		<b>Ranked 4</b>		<b>Ranked 4</b>	<b>Ranked 5</b>
<i>N=156</i>	Count	%	Count	%	Count	%	Count	%	Count	%
Career advancement	22	14.1	9	5.8	4	2.6	5	3.2	1	0.6
Planned retirement	29	18.6	4	2.6	3	1.9	3	1.9	5	3.2
Unplanned retirement	1	0.6	1	0.6	0	0.0	0	0.0	1	0.6
Retirement on grounds of ill-health	2	1.3	2	1.3	3	1.9	0	0.0	0	0.0
Impact on personal and family life	24	15.4	20	12.8	9	5.8	3	1.9	8	5.1
Conflict with staff, governors, parents or pupils	4	2.6	1	0.6	1	0.6	3	1.9	0	0.0
Expectations of others of "church school" heads	0	0.0	0	0.0	0	0.0	1	0.6	3	1.9
Disillusionment of being a "church school" head	0	0.0	0	0.0	1	0.6	0	0.0	2	1.3
Red tape and bureaucracy	2	1.3	17	10.9	12	7.7	7	4.5	10	6.4
Conflict between learning and management	2	1.3	2	1.3	3	1.9	6	3.8	6	3.8
Miss contact with pupils as a result of being headteacher	0	0.0	0	0.0	3	1.9	0	0.0	1	0.6
Wish to reduce teaching commitment	3	1.9	5	3.2	6	3.8	3	1.9	2	1.3
Initiative and innovation overload	7	4.5	16	10.3	10	6.4	12	7.7	6	3.8
Increased accountability and measures of performance	16	10.3	12	7.7	19	12.2	7	4.5	4	2.6
CVA score <100	0	0.0	3	1.9	1	0.6	3	1.9	1	0.6
CVA score decreased or expected to decrease	0	0.0	1	0.6	2	1.3	0	0.0	1	0.6
Providing emotional support to others	1	0.6	3	1.9	3	1.9	5	3.2	2	1.3
Stress and workload	9	5.8	7	4.5	11	7.1	13	8.3	15	9.6
Challenging circumstances particular to your school	2	1.3	3	1.9	0	0.0	6	3.8	5	3.2
Moving to a larger school	6	3.8	9	5.8	9	5.8	7	4.5	0	0.0
A critical incident	2	1.3	0	0.0	1	0.6	2	1.3	0	0.0
Higher salary	3	1.9	6	3.8	5	3.2	3	1.9	5	3.2
Lack of flexibility in working hours/contract	0	0.0	1	0.6	2	1.3	4	2.6	1	0.6
Lack of professional development	1	0.6	0	0.0	0	0.0	0	0.0	1	0.6
Teaching commitment	0	0.0	2	1.3	1	0.6	1	0.6	1	0.6
Specific aspects of the job of being a headteacher	0	0.0	3	1.9	3	1.9	2	1.3	1	0.6
Changes in TPS arrangements	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Disenchantment with headship	1	0.6	1	0.6	1	0.6	0	0.0	2	1.3
Other (please specify)	7	4.5	7	4.5	11	7.1	2	1.3	4	2.6
No response	9	5.8	21	13.5	32	20.5	56	35.9	65	41.7

**Q42**

**Please complete the following: The things that I find most satisfying about my job are:**

	Number of respondents	Percent of respondents
Relationship with parents/families	38	25.2
Type of relationship	98	64.9
Leadership	89	58.9
Autonomy, power and/or influence	73	48.3

*N=151*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 43a****Has headship had any impact on your family of personal life?**

	Number of respondents	% of respondents
Yes	137	88.4
No	18	11.6

*N=155**A single response item.***Question 43b****Has headship had any impact on your family and personal life? If so, how?***Analysis of coded responses*

	Number of respondents	% of respondents
Impact on family members	4	2.9
Emotional well-being affected	25	18.2
Physical well-being affected	35	25.5
Preoccupation with work	16	11.7
Stolen Life'	32	23.4
Impact on relationships	64	46.7
Home/school boundaries indistinct	50	36.5
Positive aspects of the job	9	6.6
Unclear	1	0.7
No details given	4	2.9

*N=137**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 44a**

**Have the changes to the Teachers' Pension Scheme in 2007 influenced your decision to resign from this post?**

	Number of respondents	% of respondents
Yes	7	4.5
No	148	95.5

*N=155*

*A single response item.*

**Question 44b**

**Have the changes to the Teachers' Pension Scheme in 2007 influenced your decision to resign from this post?**

*Analysis of coded responses*

	Number of respondents	% of respondents
Precautionary	1	14.3
Best option	2	28.6
Acceptable option	2	28.6
No response	2	28.6

*N=7*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 45a**

**Are there particular pressures on you in being headteacher of a church school?**

	Number of respondents	% of respondents
Yes	59	37.8
No	97	62.2

*N=156*

*A single response item.*

**Question 45b**

**Pressures of being a church school head**

*Analysis of coded responses*

	Number of respondents	% of respondents
Good pressures	2	3.4
Expectations	30	50.8
Additional accountabilities	28	47.5
Extra issues/workload - VA schools	7	11.9
Other	6	10.2
Unclear	1	1.7
No details given	1	1.7

*N = 59*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 46a**

**Are there particular aspects of headship that you think come from being headteacher of a church school?**

	Number of respondents	% of respondents
Yes	121	78.1
No	34	21.9

*N=155*

*A single response item.*

**Question 46b**

**Positives of church school headship**

*Analysis of coded responses*

	Number of respondents	% of respondents
Support - clergy	8	10.7
Support - Worshipping community	46	35.5
Support - Non Christian community	21	18.2
Support - Church schools	5	5.0
Support - Church Other	5	2.5
Support - Diocese	41	36.4
Support - Governing Body	16	9.9
Ethos - Shared	47	38.0
Ethos - Personal	13	10.7
Legitimacy and Freedom	14	11.6
No details given	1	0.8

*N = 121*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*



**Question 47a**  
**Has your decision to leave your present post been influenced by community and/or parish expectations?**

	Number of respondents	% of respondents
Yes	8	5.1
No	148	94.9

*N=156*  
*A single response item.*

**Question 47b**  
**Has your decision to leave your present post been influenced by community and/or parish expectations? If so, how?**

*Analysis of coded responses*

	Number of respondents	% of respondents
Expectations related to time and accessibility	8	100.0
Feelings and emotions expressed	3	37.5

*N=8*  
*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 48a****Have national or local initiatives influenced your decision to leave your present post?**

	Number of respondents	% of respondents
Yes	60	38.5
No	96	61.5

*N=156**A single response item.***Question 48b****Have national or local initiatives influenced your decision to leave your present post?****If so, what were they?***Analysis of coded responses*

	Number of respondents	% of respondents
Reinventing the wheel	4	6.7
Change	20	33.3
Multiplicity of national initiatives	31	51.7
Ideological and philosophical issues	14	23.3
Accountabilities and data	19	31.7
Local initiatives	3	5.0
National initiatives	29	48.3
Unclear	1	1.7
No responses	4	6.7

*N=60**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 49a**  
**Have measures of performance (e.g. Ofsted judgements, League Tables, SATs' results) influenced your decision to leave your present post?**

	Number of respondents	% of respondents
Yes	55	35.3
No	101	64.7

*N=156*  
*A single response item.*

**Question 49b**  
**Have measures of performance (e.g. Ofsted judgements, League Tables, SATs' results) influenced your decision to leave your present post?**  
**If so, what measures of performance and in what ways?**

*Analysis of coded responses*

	Number of respondents	% of respondents
Ofsted - Characteristics	18	32.7
Ofsted - Impact Negative on HT	12	21.8
Ofsted Impact Positive on HT	3	5.5
Ofsted - Impact on education	8	14.5
SATs/Data	15	27.3
Performance Management	4	7.3
Philosophical considerations	5	9.1
Unclear responses	2	3.6
No response	2	3.6

*N=55*  
*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 50a****Have issues of stress or workload influenced your decision to resign from your present post?**

	Number of respondents	% of respondents
Yes	97	63.0
No	57	37.0

*N=154**A single response item.***Q50b Have issues of stress or workload influenced your decision to resign from your present post? If so, please give details.***Analysis of coded responses*

	Number of respondents	% of respondents
People and relationships	11	11.3
Conflict between teaching and management	17	17.5
Accountability and bureaucracy	18	18.6
Workload	28	28.9
All-consuming nature of the job	20	20.6
Gradation of feelings	12	12.4
Health	12	12.4
Other	4	4.1
Unclear response	3	3.1
No response	3	3.1

*N=97**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 51a**

**Has salary been a consideration in your decision to leave your present post?**

	Number of respondents	% of respondents
Yes	45	29.4
No	108	70.6

*N=153*

*A single response item.*

**Q51b Has salary been a consideration in your decision to leave your present post?  
If so, please give details.**

*Analysis of coded responses*

	Number of respondents	% of respondents
ISR constraints	13	28.9
Pay differentials	6	13.3
Unappreciative Governing Body	6	13.3
Budget constraints	14	31.1
Strategic	3	6.7
Higher salary	5	11.1
Unclear response	1	2.2
No response	5	11.1

*N=45*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 52a**

**Has your decision to leave your current post been influenced by pupil mobility?**

	Number of respondents	% of respondents
Yes	12	7.8
No	142	92.2

*N=156*

*A single response item.*

**Question 52b**

**Has your decision to leave your current post been influenced by pupil mobility?**

**If so, how?**

*Analysis of coded responses*

	Number of respondents	% of respondents
Falling rolls	7	58.3
Admissions	1	8.3
Redundancy procedures resulting from falling rolls and budget pressures	2	16.7
Head 'too expensive'	1	8.3
No response	1	8.3

*N=12*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 53a**

**Has your decision to leave your current post been influenced by pupil behaviour?**

	Number of respondents	% of respondents
Yes	8	5.2
No	146	94.8

*N=154*

*A single response item.*

**Question 53b**

**Has your decision to leave your current post been influenced by pupil behaviour? If so, how?**

*Analysis of coded responses*

	Number of respondents	% of respondents
Parental attitudes	4	50.0
Challenging/violent pupil behaviour	2	25.0
Time spent on dealing with pupil behaviour	2	25.0
Commitment to inclusion	1	12.5
No response	1	12.5

*N=8*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 54a**  
**Has your decision to leave been influenced by the needs of pupils with English as an Additional Language?**

	Number of respondents	% of respondents
Yes	3	1.9
No	151	98.1

*N=154*  
*A single response item.*

**Question 54b**  
**Has your decision to leave been influenced by the needs of pupils with English as an Additional Language? If so, how?**

*Analysis of coded responses*

*N=3*  
*1 respondent of the 3 headteachers who had responded 'Yes' to Question 54a did not give details.*

The two responses showed that they felt a lack of recognition of progress pupils with EAL made as if pupils had arrived “in KS 2 with no English [they] won’t get a L4 in KS 2 SATs” and that catering for the needs of these children put a “huge strain on staff and resources” and created problems with home/school communication.



**Question 55a**

**Has your decision to leave been influenced by your school's most recent or expected Contextual Value Added (CVA) score?**

	Number of respondents	% of respondents
Yes	12	7.7
No	142	91.6

*N=155*

*A single response item.*

**Question 55b**

**Has your decision to leave been influenced by your school's most recent or expected Contextual Value Added (CVA) score? If so, how?**

*Analysis of coded responses*

	Number of respondents	% of respondents
CVA a pressure	4	33.3
CVA does not recognise pupil/school achievements	3	25.0
Concern that CVA is based on invalid CVA data	1	8.3
CVA scores can change annually	1	8.3
Staff a block to further improvement	2	16.7
CVA proves success	1	8.3
No response	1	8.3

*N=12*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 56a**

**Are there any factors not covered so far in this questionnaire which have influenced your decision to leave?**

	Number of respondents	% of respondents
Yes	55	35.7
No	99	64.3

*N=154*

*A single response item.*

**Q56b**

**Are there any factors not covered so far in this questionnaire which have influenced your decision to leave? If so, please give details below or on a separate sheet of paper.**

*Analysis of coded responses*

	Number of respondents	% of respondents
Quality of life	6	10.9
Personal 'strategic' decision	7	12.7
Parental expectation	6	10.9
Health related aspects	10	18.2
Personal and reasons	7	12.7
Go at the top'	3	5.5
Local context issues	15	27.3
Small school headship syndrome'	4	7.3
Vocation/philosophical/ideological	7	12.7
Unclear response	0	0.0
No response	1	1.8

*N=55*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q57**

Please indicate how you feel about your decision to leave your present post.

Please circle one number below, 1 being very negative, 5 being very positive.

	Number of respondents	% of respondents
Very negative [1]	4	2.7
Negative [2]	6	4.1
Neutral [3]	31	20.9
Positive [4]	37	25.0
Very positive [5]	70	47.3

*N=148*

*A single response item.*

**Q59a**

Would anything have persuaded you to remain in your present post?

	Number of respondents	% of respondents
Yes	55	35.7
No	100	64.5

*N=155*

*A single response item.*

**Q59b**

Would anything have persuaded you to remain in your present post?

*Analysis of coded responses*

	Number of respondents	% of respondents
Relational - National	15	27.3
Relational - Local Authority	9	16.4
Relational - Site	10	18.2
Local - Site Issues	7	12.7
Local Area Issues	12	21.8
Contractual - Salary	11	20.0
Contractual - Working arrangements	6	10.9
Personal Circumstances	4	7.3
School's Needs	4	7.3
Unclear response	1	1.8
No response	1	1.8

*N=55*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q60**

**Please indicate the extent to which you agree or disagree with the following statements. *Circle one number for each statement.***

Statements	Number of respondents	Strongly agree		Agree		Neither agree or disagree		Disagree		Strongly disagree	
		Number	%	Number	%	Number	%	Number	%	Number	%
a The role of headteacher is a poisoned chalice	154	9.0	5.8	23.0	14.9	46.0	29.9	39.0	25.3	37.0	24.0
b The role of headteacher is doable	152	4.0	17.8	26.0	48.7	21.0	13.8	74.0	17.1	27.0	2.6
c I am happy with my work-life balance	155	9.0	5.8	23.0	14.8	31.0	20.0	57.0	36.8	35.0	22.6
d My family is happy with my work-life balance	155	7.0	4.5	18.0	11.6	26.0	16.8	59.0	38.1	45.0	29.0
e I see headship as a job I will do until I retire	151	45.0	29.8	43.0	28.5	16.0	10.6	25.0	16.6	22.0	14.6
f Inspections influence what I do	155	38.0	24.5	65.0	41.9	28.0	18.1	18.0	11.6	6.0	3.9
g I am supported in my job by the Diocese	153	45.0	29.0	60.0	38.7	31.0	20.0	14.0	9.0	5.0	3.2
h I am increasingly expected to meet more of the social needs of my school's community	155	87.0	56.1	56.0	36.1	9.0	5.8	2.0	1.3	1.0	0.6
i My health has been adversely affected by headship	155	15.0	9.7	48.0	31.0	30.0	19.4	34.0	21.9	28.0	18.1
j Making a difference to the life chances of my pupils encourages me to remain a headteacher	155	94.0	60.0	38.0	24.5	18.0	11.6	2.0	1.3	3.0	1.9
k Headship is the best job in the world	155	37.0	23.9	56.0	36.1	34.0	21.9	18.0	11.6	10.0	6.5
l My staff are my greatest asset	156	79.0	50.6	60.0	38.5	14.0	9.0	3.0	1.9	0.0	0.0
m The Governing Body fulfil their role and let me fulfil mine.	156	37.0	23.7	69.0	44.2	18.0	11.5	24.0	15.4	8.0	5.1
n The decision to leave my current post has been entirely mine.	156	114.0	73.1	28.0	17.9	6.0	3.8	7.0	4.5	1.0	0.6
o As headteacher I am able to put into practice my beliefs about education	153	45.0	29.4	62.0	40.5	15.0	9.8	25.0	16.3	6.0	3.9

**Q61**

Did you discuss the reasons for your decision to leave with any of the following people or organisations before? (Please tick as many as are appropriate.)

	Number of respondents	% of respondents
Chair of Governing Body	108	69.2
School Improvement Partner	84	53.8
Local Authority Human Resources/Personnel Department	15	9.6
Anyone else at your Local Authority	11	7.1
Diocesan Director of Education	26	16.7
Anyone else at the Diocese	23	14.7
Headteacher Support Worker/Well-being Coordinator (or equivalent)	4	2.6
Occupational Health	2	1.3
Health Professional (e.g. GP)	8	5.1
Your Professional Association	8	5.1
Spouse/partner	128	82.1
Other (please state)	41	26.3
I did not discuss my decision to resign with anyone before resigning	4	2.6

*N=156*

*A multiple response item so percentages do not sum to 100.*

**Other**

*Analysis of coded responses*

	Number of respondents	% of respondents
Family	18	43.9
Staff	11	26.8
Friends	5	12.2
Headteacher colleagues	2	4.9
Vicar	3	7.3
Not stated	1	2.4

*N=41*

*An open response item.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q62**

Please indicate in the table below whether you have been asked to take part in exit interviews or questionnaires.

	Asked to take part		Not asked to take part	
	Number of respondents	% of respondents	Number of respondents	% of respondents
An interview with the Local Authority	7	4.6	146	95.4
An interview with the Diocese	5	3.3	148	96.7
Complete a Local Authority questionnaire	7	4.6	146	95.4
Complete a Diocesan questionnaire	1	0.7	152	99.3
Other ( <i>please give details</i> )	6	3.9	147	96.1

*N=153*

*A multiple response item so percentages do not sum to 100.*

**'Other'**

*Analysis of coded responses*

	Number of respondents	% of respondents
Governing Body	5	83.3
Headteacher Support Service	1	16.7

*N=6*

*An open response item.*

**Recode**

**Number of headteachers overall who had been asked to take part in an exit interview and/or an exit questionnaire**

	Number of respondents	% of respondents
Yes	21	13.7
No	132	86.3

*N=153*

*Figures for this table come from the compilation of figures in the table above.*

**Q63**

**If you have been asked to take part in exit interviews of questionnaires, please indicate your decision regarding this and then proceed to question 64. *If you have not been asked, please proceed to question 64.***

**(This table shows the numbers of headteachers who have taken part in any form of exit interview and/or questionnaire.**

	Number of respondents	% of respondents
Have already taken part	7	33.3
Will be taking part in	7	33.3
Will not be taking part in	1	4.8
No response	6	28.6

*N=21 (the number of headteachers who had indicated they had been asked to take part (Question 62).  
A single response item.*

**Q64a**

**If you have not been asked to take part in exit interviews or questionnaires, please indicate whether you would take part if asked.**

	Number of respondents	% of respondents
Yes	110	88.7
No	14	11.3

*N=124*

*A single response item.*

**Q64b**

**What are the reasons for this decision if asked to take part?**

*Analysis of coded responses*

	Number of mentions	% of respondents
Desire to help successor	4	3.6
Concern for headteachers generally	51	46.4
Desire to aid recruitment	6	5.5
Share personal reasons for leaving	12	10.9
Good to talk'	7	6.4
Unclear response	3	2.7
No response	52	47.3

*N=110*

*73 out of the 110 headteachers who answered 'Yes' in Q64a gave reasons.*

*12 headteachers who had answered 'No' or who indicated they had already been asked to take part (Question 62 and 63) also gave reasons. These headteachers have not been included in the table above.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*



**School religious designation**

	Number of respondents	% of respondents
Voluntary Aided	76	48.7
Voluntary Controlled	79	50.6
Federation of VA/VC	1	0.6

*N=156*

*Data was gathered from school name, School Profile, school website or Ofsted/SIAS reports*

**Type of school (phase)**

	Number of respondents	% of respondents
Primary	137	87.8
Infant	7	4.5
Junior	6	3.8
First	6	3.8

*N=156*

*Data was gathered from school name, School Profile, school website or Ofsted/SIAS reports*

**Headteacher Crosstabulation tables**  
**(Headteacher Groups A, B, C)**

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## **HT Groups**

This appendix contains cross-tabulations of survey questions with Headteacher Groupings, variable created to explore headteacher destinations after leaving a post/the profession.

The headteachers returning questionnaires were categorised into three groups based upon their responses to Question 32 (see Appendix 11, Q32). The three groups were:

- Group A: headteachers going to another headship (45)
- Group B: headteachers leaving but not retiring (39)
- Group C: headteachers retiring (72).

For questions with open responses which were subject to thematic analysis, results are detailed by the number of mentions.

In the following tables the figures in parentheses are the numbers of headteachers within each group who responded to the question which may be less than the total numbers in each group detailed above.

**Q1**

**Are you male/female?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Male	18	40.0	14	35.9	29	40.3
Female	27	60.0	25	64.1	43	59.7

*N=156*

*A single response item.*

**Q2**

**What will be your age on your last day of employment in your current post?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Under 30	0	0.0	0	0.0	0	0.0
30-34	3	6.7	2	5.1	0	0.0
35-39	7	15.6	3	7.7	0	0.0
40-44	14	31.1	4	10.3	0	0.0
45-49	13	28.9	5	12.8	0	0.0
50-54	2	4.4	10	25.6	1	1.4
55-59	6	13.3	14	35.9	47	65.3
60	0	0.0	0	0.0	14	19.4
61+	0	0.0	1	2.6	10	13.9

*N=156*

*A single response item.*

**Q3a****What qualifications do you hold?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Degree (e.g. BA, BSc, other)	24	53.3	14	35.9	24	33.3
Bachelor of Education (BEd)	22	48.9	24	61.5	20	27.8
PGCE	16	35.6	8	20.5	14	19.4
Masters degree (e.g. MA, MSc, MEd, MBA)	12	26.7	7	17.9	11	15.3
Education Doctorate (EdD)	0	0.0	0	0.0	0	0.0
PhD	0	0.0	0	0.0	0	0.0
National Professional Qualification for Headship (NPQH)	33	73.3	15	38.5	13	18.1
National Professional Qualification in Integrated Centre Leadership (NPQICL)	0	0.0	0	0.0	2	2.8
Other (please give details)	4	8.9	2	5.1	14	19.4

*N=156**A multiple response item.***3b****Analysis of 'Other' responses.**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Education related qualifications	4	8.9	2	5.1	9	12.5
Non education related qualifications	1	2.2	1	2.6	4	5.6

*N=20*

These were categorised according to education related qualifications and non education related qualifications. See Appendix X for theme descriptors.

**Q4****Which of the following best describes your current situation?**

	Group A (45)		Group B (39)		Group C (71)	
	Count	%	Count	%	Count	%
Single	2	4.4	4	10.3	6	8.5
Married	37	82.2	26	66.7	59	83.1
Living with a partner	1	2.2	4	10.3	0	0.0
Separated	1	2.2	1	2.6	2	2.8
Divorced	4	8.9	0	0.0	4	5.6
Widowed	0	0.0	4	10.3	4	5.6

*N=155**A single response item*

**Q5**

**Which of the following currently applies to you?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Christian	44	97.8	33	84.6	66	91.7
Hindu	0	0.0	0	0.0	0	0.0
Sikh	0	0.0	0	0.0	0	0.0
Buddhist	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0
Of no faith	1	2.2	4	10.3	5	6.9
Do not wish to answer	0	0.0	2	5.1	1	1.4

*N=156*

*A single response item.*

**Q6**

**How long have you been in teaching (including headship)? Please answer to the nearest term on the last day of your employment using the traditional three term school year.)**

**Coding: Responses were coded into 5 year blocks.**

	<b>Group A(45)</b>		<b>Group B (39)</b>		<b>Group C (71)</b>	
	Count	%	Count	%	Count	%
5-9 years	2	4.4	0	0.0	0	0.0
10-14 year	9	20.0	7	17.9	0	0.0
15-19 year	15	33.3	8	20.5	3	4.2
20-24 years	9	20.0	2	5.1	2	2.8
25-29 years	6	13.3	7	17.9	8	11.3
30-34 years	2	4.4	8	20.5	15	21.1
35-39 years	2	4.4	7	17.9	39	54.9
40-44 years	0	0.0	0.0	0.0	4	5.6

*N=155*

	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<b>Range</b>	8 to 37 years	11 to 38 years	17 to 41 years
<b>Shortest length of teaching</b>	8 years (1 headteacher)	12 years (2 headteachers)	18 years (1 headteacher)
<b>Longest length of teaching</b>	37 years 2 terms (1 headteacher),	37 years (3 headteachers)	40 years (1 headteacher)
<b>Mode</b>	14, 15 and 21 years (5 headteachers each)	25 years (4 headteachers)	34, 34 and 36 years (9 headteachers each)



**Q7**

How long have you been a headteacher overall? *Please answer to the nearest term on the last day of your employment.)*

*Coding: Responses were coded into 5 year blocks.*

	Group A (45)		Group B (38)		Group C (71)	
	Count	%	Count	%	Count	%
< 5 years	19	42.2	7	18.4	2	2.8
5-9 years	21	46.7	14	36.8	10	14.1
10-14 years	5	11.1	3	7.9	21	29.6
15-19 years	0	0.0	9	23.7	20	28.2
20-24 years	0	0.0	3	7.9	11	15.5
25-29 years	0	0.0	1	2.6	7	9.9
30-34 years	0	0.0	1	2.6	0	0.0

*N=154*

*An en response question*

**Q8**

Of how many schools have you been headteacher (including your current school)?

*If this is your first headship, please proceed to question 9. If you have been headteacher of more than your current school, please proceed to question 10.*

	Group A (45)		Group B (38)		Group C (71)	
	Count	%	Count	%	Count	%
One	36	80.0	24	63.2	39	54.2
Two	6	13.3	8	21.1	24	33.3
Three	3	6.7	5	13.2	6	8.3
Four	0	0.0	1	2.6	3	4.2
Five	0	0.0	0	0.0	0	0.0
More than five (Please give number)	0	0.0	0	0.0	0	0.0

*N=155*

*A single response item.*

**Q9**

**If this is your first headship, please indicate how long you have been headteacher. Please include any period of Acting Headship at this school if appropriate. Please answer to the nearest term on the last day of your employment) and then proceed to question 11.**

**If taking up headship of a federation, please sizes of each school in the federation.**

	Group A (36)		Group B (24)		Group C (39)	
	Count	%	Count	%	Count	%
1 year +, < 2 years	2	5.6	0	0.0	0	0.0
2 years +, < 3 years	4	11.1	2	8.3	0	0.0
3 years +, < 4 years	7	19.4	1	4.2	0	0.0
4 years +, < 5 years	6	16.7	3	12.5	2	5.1
5 years +, < 6 years	7	19.4	2	8.3	0	0.0
6 years +, < 7 years	3	8.3	1	4.2	3	7.7
7 years +, < 8 years	0	0.0	3	12.5	1	2.6
8 years +, < 9 years	5	13.9	0	0.0	0	0.0
9 years +, < 10 years	2	5.6	1	4.2	3	7.7
10 years +, < 11 years	0	0.0	2	8.3	0	0.0
11 years +, < 12 years	0	0.0	0	0.0	2	5.1
12 years +, < 13 years	0	0.0	1	4.2	4	10.3
13 years +, < 14 year	0	0.0	0	0.0	3	7.7
14 years +, < 15 years	0	0.0	0	0.0	2	5.1
15 years +, < 16 years	0	0.0	3	12.5	5	12.8
16 years +, < 17 years	0	0.0	0	0.0	4	10.3
17 years +, < 18 years	0	0.0	2	8.3	2	5.1
18 years +, < 19 years	0	0.0	2	8.3	0	0.0
19 years +, < 20 years	0	0.0	0	0.0	2	5.1
20 years +, < 21 years	0	0.0	1	4.2	1	2.6
21 years +, < 22 years	0	0.0	0	0.0	1	2.6
23 years +, < 24 years	0	0.0	0	0.0	2	5.1
26 years +, < 27 years	0	0.0	0	0.0	1	2.6
29 years +, < 30 years	0	0.0	0	0.0	1	2.6

*N=99*

*An open response item.*

**Q9b****Length of time as Acting Headteacher**

Responses were analysed in the unit of a school term.

	Group A (36)		Group B (23)		Group C (38)	
	Count	%	Count	%	Count	%
0 terms	33	91.7	21	91.3	32	84.2
1 term	0	0.0	2	8.7	2	5.3
2 terms	1	2.8	0	0.0	3	7.9
3 terms	1	2.8	0	0.0	1	2.6
4 terms	1	2.8	0	0.0	0	0.0

*N=96*

*An open response question.*

**Q10****Number of headships**

	Group A (45)	Group B (39)	Group C (72)
Leaving 1 <sup>st</sup> headship	80.0%	64.1%	54.2%
Leaving 2 <sup>nd</sup> headship	13.3%	20.5%	33.3%
Leaving 3 <sup>rd</sup> headship	6.7%	10.3%	8.3%
Leaving 4 <sup>th</sup> headship	0.0%	5.1%	4.2%

**Q11 (RECODE Induction Experience summary)**

Which of the following headship induction programmes do you have experience of?

	Group A (43)		Group B (35)		Group C (71)	
	Count	%	Count	%	Count	%
Taken part	38	88.4	21	60.0	31	43.7
Currently taking part	2	4.7	0	0.0	0	0.0
Not taken part in/currently taking part in	3	7.0	14	40.0	40	56.3

**Q14a**

**During your experience as a headteacher of a church school, have you attended training provided by the Diocese that has been helpful in your role as headteacher of a church school?**

	Group A (45)		Group B (39)		Group C (70)	
	Count	%	Count	%	Count	%
Yes	40	88.9	29	74.4	58	82.9
No	5	11.1	10	43.5	12	17.1

*N=154*

*A single response item.*

**Q14b**

**During your experience as a headteacher of a church school, have you attended training provided by the Diocese that has been helpful in your role as headteacher of a church school? If so, please give details.**

*Analysis of coded responses*

	Group A (45)		Group B (39)		Group C (70)	
	Count	%	Count	%	Count	%
Accountability (SIAS, Toolkit/SEF)	14	31.1	10	25.6	19	27.1
Church school distinctiveness - Ethos	8	17.8	3	7.7	12	17.1
Church school distinctiveness - Collective Worship	9	20.0	3	7.7	12	17.1
Church school distinctiveness - RE	7	15.6	1	2.6	9	12.9
Church school distinctiveness - leadership	3	6.7	1	2.6	2	2.9
Induction for new Church school heads	8	17.8	2	5.1	3	4.3
Church school conferences and meetings	9	20.0	10	25.6	14	20.0
Church schools - VA school aspects	3	6.7	7	17.9	9	12.9
Non church school specific courses	6	13.3	4	10.3	4	5.7
Unclear response	3	6.7	0	0.0	3	4.3
No response	8	17.8	13	33.3	21	30.0

*N=154*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q16a**

**Have you ever taken a career break from headship (excluding maternity/paternity leave or absence for ill-health) and then returned to headship?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	0	0.0	1	2.6	3	4.3
No	45	100.0	38	97.4	69	98.6

*N=156*

*A single response item.*

**Q17**

**How many hours on average do you work per week?**

	Group A (44)		Group B (39)		Group C (68)	
	Count	%	Count	%	Count	%
Hours worked						
35	0	0.0	0	0.0	1	1.5
40	1	2.3	0	0.0	2	2.9
45	2	4.5	3	7.7	3	4.4
47	0	0.0	1	2.6	0	0.0
48	1	2.3	0	0.0	3	4.4
49	0	0.0	0	0.0	1	1.5
50	11	25.0	11	28.2	15	22.1
52	2	4.5	0	0.0	2	2.9
53	3	6.8	1	2.6	1	1.5
54	0	0.0	1	2.6	1	1.5
55	8	18.2	7	17.9	7	10.3
58	1	2.3	2	5.1	4	5.9
60	7	15.9	7	17.9	14	20.6
61.5	1	2.3	0	0.0	0	0.0
65	2	4.5	2	5.1	9	13.2
66	0	0.0	0	0.0	1	1.5
68	1	2.3	0	0.0	1	1.5
70	4	9.1	2	5.1	3	4.4
72	0	0.0	1	2.6	0	0.0
75	0	0.0	1	2.6	0	0.0

	Group A	Group B	Group C
Average	55.7 hours	55.8 hours	55.7 hours
Mode	50 hours (11 headteachers)	50 hours (11 headteachers)	50 hours (15 headteachers)
Range	The number of hours worked ranged from 40 hours (1 headteacher) to 70 hours (4 headteachers)	The number of hours worked ranged from 45 hours (3 headteachers) to 75 hours (1 headteacher)	The number of worked ranged from 35 hours (1 headteacher) to 70 hours (3 headteachers)

*N=151*

*An open response item.*

The hours worked were also coded into blocks of five hours.  
 This showed that the majority of headteachers worked between 50 and 54 hours per week.

	Group A (44)		Group B (39)		Group C (68)	
	Count	%	Count	%	Count	%
Hours worked						
35-39	0	0.0	0	0.0	1	1.5
40-44	1	2.3	0	0.0	2	2.9
45-49	3	6.8	4	10.3	7	10.3
50-54	16	36.4	13	33.3	19	27.9
55-59	9	20.5	9	23.1	11	16.2
60-64	8	18.2	7	17.9	14	20.6
65-69	3	6.8	2	5.1	11	16.2
70-74	4	9.1	3	7.7	3	4.4
75-79	0	0.0	1	2.6	0	0.0

*N=151*

**Q18a****Are you a head with a class teaching responsibility?**

	<b>Group A (45)</b>		<b>Group B (39)</b>		<b>Group C (72)</b>	
	Count	%	Count	%	Count	%
Yes	22	48.9	11	28.2	24	67.9
No	23	51.1	28	71.8	48	71.0

*N=156**A single response item.***Q18b****Proportion of week spent teaching - HTs with class teaching responsibility**

	<b>Group A (22)</b>		<b>Group B (11)</b>		<b>Group C (24)</b>	
	Count	%	Count	%	Count	%
<0.1	0	0.0	0	0.0	1	4.2
0.1	1	4.5	0	0.0	0	0.0
0.2	7	31.8	1	9.1	1	4.2
0.3	1	4.5	1	9.1	0	0.0
0.4	5	22.7	3	27.3	4	16.7
0.5	7	31.8	3	27.3	7	29.2
0.6	0	0.0	1	9.1	5	20.8
0.7	1	4.5	0	0.0	0	0.0
0.8	0	0.0	1	9.1	2	8.3
0.9	0	0.0	0	0.0	2	8.3
Unclear response	0	0.0	1	9.1	1	4.2
No response	0	0.0	0	0.0	1	4.2

*N=57**A single response item.***Q18c****Number of HTs with class responsibility who have Dedicated Headship Time**

	<b>Group A (22)</b>		<b>Group B (11)</b>		<b>Group C (24)</b>	
	Count	%	Count	%	Count	%
Yes	8	36.4	5	45.5	15	62.5
No	12	54.5	6	54.5	9	37.5
No response	1	4.5	0	0.0	0	0.0
Unclear response	1	4.5	0	0.0	0	0.0

*N=57**A single response item.*

**Q19a****Number of HTs without a class teaching responsibility who have a regular teaching commitment**

	Group A (23)		Group B (28)		Group C (48)	
	Count	%	Count	%	Count	%
Yes	9	39.1	16	57.1	30	62.5
No	14	60.9	12	42.9	18	37.5

*N=99**A single response item.***Q19b****Proportion of week spent teaching - HTs without class teaching responsibility but a regular teaching commitment**

	Group A (9)		Group B (16)		Group C (30)	
	Count	%	Count	%	Count	%
<0.1	0	0.0	0	0.0	0	0.0
0.1	3	33.3	5	31.3	12	40.0
0.2	5	55.6	4	25.0	6	20.0
0.3	0	0.0	4	25.0	5	16.7
0.4	1	11.1	2	12.5	1	3.3
0.5	0	0.0	1	6.3	0	0.0
0.6	0	0.0	0	0.0	1	3.3
0.7	0	0.0	0	0.0	0	0.0
0.8	0	0.0	0	0.0	0	0.0
0.9	0	0.0	0	0.0	0	0.0
Unclear response	0	0.0	0	0.0	1	3.3
No response	0	0.0	0	0.0	4	13.3

*N=55**A single response item.***Q20****Do you have a deputy head?**

	Group A (44)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	24	54.5	25	64.1	43	59.7
No	20	45.5	14	35.9	29	40.3

*N=155**A single response item.*



**Q21**

Approximately how many hours do you and/or your senior staff spend in meetings with other professional and/or parents about individual pupils during an average week (e.g. Common Assessment Framework (CAF) meetings, Social Services, Child Protection, pastoral support meetings)?

Hours	Group A (45)		Group B (37)		Group C (69)	
	Count	%	Count	%	Count	%
0	0	0.0	0	0.0	3	4.3
1	7	15.6	10	27.0	16	23.2
2	13	28.9	7.0	18.9	16	23.2
3	8	17.8	2	5.4	11	15.9
4	1	2.2	7	18.9	6	8.7
5	5	11.1	6	16.2	7	10.1
6	3	6.7	1	2.7	1	1.4
7	0	0.0	1	2.7	2	2.9
8	2	4.4	0	0.0	1	1.4
9	1	2.2	0	0.0	0	0.0
10	3	6.7	2	5.4	5	7.2
13	1	2.2	0	0.0	1	1.4
15	1	2.2	0	0.0	0	0.0
25	0	0.0	1	2.7	0	0.0

*N=151*

*An open response item.*

The responses were analysed for average, mode and range:

Average	Group A	4.2 hours
	Group B	3.9 hours
	Group C	3.3 hours
Mode	Group A	2 hours per week (13 headteachers)
	Group B	1 hour per week (10 headteachers)
	Group C	1 hour (16 headteachers) and 2 hours (16 headteachers)
Range	Group A	14 hours: 1 hour per week (7 headteachers) to 15 hours (1 headteacher)
	Group B	24 hours: 1 hour per week (10 headteachers) to 25 hours per week (1 headteacher)
	Group C	13 hours: 0 hours per week (3 headteachers) to 13 hours (1 headteacher)

**Q22****What proportion of your pupils are eligible for Free School Meals (FSM)?**

Responses were analysed for average, mode and range.

Average	Group A	9% FSM
	Group B	7.9% FSM
	Group C	12.4% FSM
Mode	Group A	2% (5 headteachers)
	Group B	2% (4 headteachers)
	Group C	8% (9 headteachers)
Range	Group A	Range 49%: 0% (3 headteachers) to 49% (1 headteacher)
	Group B	Range 37.9%: 0.1% (1 headteacher) to 38% (1 headteacher)
	Group C	Range 50%: 0% (4 headteachers) to 50% (1 headteacher)

*N=149**An open response item.***Q24a****Are you involved in supporting other schools to improve their practice?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	20	44.4	14	35.9	16	22.2
No	25	55.6	25	64.1	56	77.8

*N=156**A single response item.***Q24b****Are you involved in supporting other schools to improve their practice?****If so, how and in what capacity?***Analysis of coded responses*

	Group A (20)		Group B (14)		Group C (16)	
	Count	%	Count	%	Count	%
Leadership	9	45.0	4	28.6	7	43.8
Sharing good practice	5	25.0	5	35.7	9	56.3
Partnership	4	20.0	1	7.1	0	0.0
Secondments	3	15.0	1	7.1	3	18.8
Other	0	0.0	4	28.6	1	6.3
No response	0	0.0	0	0.0	0	0.0

*N=50**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q26**

**How would you describe your school using the four inspection gradings?**

	Group A (45)		Group B (38)		Group C (68)	
	Count	%	Count	%	Count	%
Outstanding (Grade 1)	13	28.9	17	44.7	17	25.0
Good (Grade 2)	25	55.6	16	42.1	39	57.4
Satisfactory (Grade 3)	7	15.6	5	13.2	12	17.6
Inadequate (Grade 4)	0	0.0	0	0.0	0	0.0

*N=151*

*A single response item.*

**Q27**

**When was your school's last Ofsted?**

**The dates were used to ensure that the school's most recent Ofsted Inspection was used in the collection of 'Overall Effectiveness' grades.**

The 'Overall Effectiveness' grades from the school's last Ofsted Inspection were collected from Inspection Reports available at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

	Group A (45)		Group B (39)		Group C (70)	
	Count	%	Count	%	Count	%
Outstanding (Grade 1)	8	17.8	9	23.1	8	11.4
Good (Grade 2)	25	55.6	20	51.3	34	48.6
Satisfactory (Grade 3)	12	26.7	10	25.6	28	40.0
Inadequate (Grade 4)	0	0.0	0	0.0	0	0.0

*N=154*

*No data were available for 2 schools.*

**Q27**

**When was your school's last Ofsted?**

**The dates were used to ensure that the school's most recent Ofsted Inspection was used in the collection of 'Leadership and Management' grades.**

The 'Leadership and Management' grades from the school's last Ofsted Inspection were collected from Inspection Reports available at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

	Group A (45)		Group B (39)		Group C (70)	
	Count	%	Count	%	Count	%
Outstanding (Grade 1)	8	17.8	9	23.1	9	12.9
Good (Grade 2)	27	60.0	21	53.8	37	52.9
Satisfactory (Grade 3)	10	22.2	9	23.1	24	34.3
Inadequate (Grade 4)	0	0.0	0	0.0	0	0.0

*N=154*

*No data were available for 2 schools.*

**Q28**

**Was your school placed in any of these categories at its last Ofsted Inspection?**

The questionnaire asked participants to indicate if their school had been placed in a category at its last Inspection. Two Frameworks were offered, 2003 and 2005, either of which may have been relevant to a headteacher participant as the survey was conducted during the academic year 2008-2009. For full details of the response options please see Appendix A: Headteacher Questionnaire.

2005 Framework	Group A (45)		Group B (39)		Group C (70)	
	Count	%	Count	%	Count	%
Not placed in a category at last Ofsted Inspection	44	97.8	39	100.0	71	100.0
Placed in Special Measures (2005 Framework)	1	2.3	0	0.0	0	0.0

*N=155*

*A single response item.*

**Q29a**

**Were there any particular reasons you chose to apply for headship of a Church of England School?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	34	75.6	24	61.5	38	52.8
No	11	24.4	15	38.5	34	47.2

*N=156*

*A single response item.*

**Q29b**

**Were there any particular reasons you chose to apply for headship of a Church of England School? If yes, what were they? If not, please proceed to question 30.**

*Analysis of coded responses*

	Group A (35)		Group B (23)		Group C (38)	
	Count	%	Count	%	Count	%
Personal faith	17	48.6	13	56.5	22	57.9
Characteristics of church school	22	62.9	12	52.2	17	44.7
Partnership	6	17.1	3	13.0	3	7.9
Other	7	20.0	5	21.7	10	26.3
No response	0	0.0	0	0.0	2	5.3

*N=96*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q30a**

**Please indicate the type of headship you have and how long this arrangement has been for:**

	Group A (45)		Group B (38)		Group C (71)	
	Count	%	Count	%	Count	%
< 1 year	0	0.0	0	0.0	0	0.0
1 year +, < 2 years	2	4.4	0	0.0	1	1.4
2 years +, < 3 years	4	8.9	4	10.5	0	0.0
3 years +, < 4 years	11	24.4	1	2.6	3	4.2
4 years +, < 5 years	8	17.8	5	13.2	3	4.2
5 years +, < 6 years	8	17.8	4	10.5	2	2.8
6 years +, < 7 years	3	6.7	1	2.6	6	8.5
7 years +, < 8 years	1	2.2	5	13.2	2	2.8
8 years +, < 9 years	6	13.3	2	5.3	5	7.0
9 years +, < 10 years	2	4.4	1	2.6	4	5.6
10 years +, < 11 years	0	0.0	3	7.9	0	0.0
11 years +, < 12 years	0	0.0	0	0.0	6	8.5
12 years +, < 13 years	0	0.0	1	2.6	4	5.6
13 years +, < 14 years	0	0.0	0	0.0	7	9.9
14 years +, < 15 years	0	0.0	0	0.0	2	2.8
15 years +, < 16 years	0	0.0	3	7.9	5	7.0
16 years +, < 17 years	0	0.0	0	0.0	5	7.0
17 years +, < 18 years	0	0.0	3	7.9	3	4.2
18 years +, < 19 years	0	0.0	3	7.9	0	0.0
19 years +, < 20 years	0	0.0	0	0.0	4	5.6
20 years +, < 21 years	0	0.0	2	5.3	2	2.8
21 years +, < 22 years	0	0.0	0	0.0	2	2.8
23 years +, < 24 years	0	0.0	0	0.0	3	4.2
26 years +, < 27 years	0	0.0	0	0.0	1	1.4
29 years +, < 30 years	0	0.0	0	0.0	1	1.4

*N=154*

*An open response item.*

The responses were analysed for mode and range

Mode	Group A	3 years +, < 4 years (11 headteachers; 24.4%)
	Group B	4 years +, < 5 years (5 headteachers; 13.2%)
	Group C	13 years +, < 14 years (7 headteachers; 9.9%)
Range	Group A	Range: 1 year +, < 2 years (2 headteachers; 4.4%) to 9 years +, < 10 years (2 headteachers; 4.4%)
	Group B	Range: 1 year +, < 2 years (4 headteachers; 10.5%) to 20 years +, < 21 years (2 headteachers; 5.3%)
	Group C	Range: 1 year (1 headteacher; 1.4%) to 29 years +, < 30 years (1 headteacher; 1.4%)

**Q30b**

Please indicate the type of headship you have and how long this arrangement has been for:

	Group A (44)		Group B (36)		Group C (70)	
	Count	%	Count	%	Count	%
One school, one headteacher	43	97.7	35	97.2	67	95.7
Co-headship/dual headship (1 school, 2 headteachers)	0	0.0	0	0.0	0	0.0
Executive headteacher (headteacher of 2 or more schools)	0	0.0	1	2.8	0	0.0
Headteacher of more than one school but not called executive headteacher	1	2.3	0	0.0	1	1.4
Interim headteacher	0	0.0	0	0.0	1	1.4
Part-time headteacher	0	0.0	0	0.0	0	0.0
Other (please give details)	0	0.0	0.0	0.0	1	1.4

*N=150*

*A single response item.*

**Q30c**

All 3 headteachers who responded were Group C headteachers.

**Q31a**

Is your school's Governing Body advertising for a different type of arrangement from your current role and position?

	Group A (45)		Group B (39)		Group C (70)	
	Count	%	Count	%	Count	%
Yes	0	0.0	1	2.6	4	5.7
No	45	100.0	38	97.4	66	94.3

*N=154*

*A single response item.*

**Q31b**

Is your school's Governing Body advertising for a different type of arrangement from your current role and position? If yes, what is the arrangement they are advertising for?

Three Governing Bodies (1 Group B headteacher and 2 Group C headteachers) are advertising for headteachers of a federation of two schools.

1 Governing Body (Group C headteacher) is advertising for a headteacher of a school being formed from two schools merging.

1 Governing Body (Group C headteacher) is advertising for a headteacher whose responsibilities will be less than those of the headteacher leaving.

*N=5*

*An open response item.*

**Q32****Headteacher Groupings**

	Number of Respondents	% of respondents
Group A:		
Headteachers going to another headship	45	28.8
Group B:		
Headteachers leaving headship but not retiring	39	25.0
Group C:		
Headteachers retiring	72	46.2

*N=156*

**Q33**

**If moving to another school, please indicate the type of school.**

***If not moving to another headship, please proceed to question 37.***

	Number of respondents	% of respondents
Community Maintained School	13	28.9
C of E Voluntary Aided School (VA)	14	31.1
C of E Voluntary Controlled School (VC)	7	15.6
C of E with another faith or denomination	0	0.0
Federation where both/all schools are C of E schools	0	0.0
Federation where schools are of different status	0	0.0
Trust school	0	0.0
3-18 school	0	0.0
Other (please give details)	3	6.7

*N=45*

*A single response item.*

**Q34a****Please describe the reasons for the choice of your next headship:****(a) My reasons for choosing a church school are:**

	Number of respondents	% of respondents
Reasons given	21	100.0
No response given	0	0.0

*N=21 (Group A Headteachers taking up a subsequent headship of an Anglican school)**An open response question.**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.***Q34a****Please describe the reasons for the choice of your next headship:****(a) My reasons for choosing a church school are:***Analysis of open responses*

	Number of respondents	% of respondents
Characteristics of next school	7	33.3
Location of next school	2	9.5
Characteristics of church schools	11	52.4
Personal - faith	8	38.1
Church school status not relevant	1	4.8
No response given	0	0.0

*N=21 (Group A Headteachers taking up a subsequent headship of a church school)**An open response question.**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

This question was only answered by Headteachers who are taking up a subsequent substantive headship of an Anglican school.



**Q34b**

**Please describe the reasons for the choice of your next headship:**

**(b) My reasons for choosing a non-church school are:**

	Number of respondents	% of % of respondents
Reasons given	22	91.7
No response given	2	8.3

*N=24*

*(Group A Headteachers not taking up a subsequent headship of a church school)*

*This number includes 21 Headteachers moving to a Community Maintained school and 3 Headteachers moving to 'Other' schools (Foundation, Independent, Roman Catholic).*

*Analysis of coded responses*

	Count	% of % of respondents
Characteristics of next school	12	50.0
Professional skills	3	12.5
Location of next school	3	12.5
Characteristics of church schools	3	12.5
Personal beliefs - difference	1	4.2
Personal beliefs - faith	1	4.2
No response given	2	8.3

*An open response question.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

This question was only answered by Headteachers who are taking up a subsequent substantive headship of an Anglican school.

**Q35****What is the size of your next school?***If taking up headship of a federation, please sizes of each school in the federation.*

The number on roll (NOR) of the new school were analysed for average, mean and range. Individual NORs were compared with documentary evidence of the school being left which was obtained from publicly available sources (e.g. advert, school website, Ofsted report). This comparison indicated whether the next school had a larger NOR.

<b>New school NOR</b>	
Average	290
Mode	200
Range	51 to 725

	Number of respondents	% of respondents
Number of headteachers moving to a larger school	43	95.6
Number of headteachers not moving to a larger school	2	4.4

*N=45**An open response item.***Q36****If leaving your present post for another headship, please complete the following sentence and proceed to question 41:***I intend to remain in headship until the age of ...*

Responses were analysed for average, mode and range. The most common intended leaving age was 60 years with the second most common age being 55 years. There was an even spread of other ages given ranging from 38 years to 65 years. Two headteachers had not decided and gave a response of "No ideas yet".

<b>Intended leaving age</b>		Number	% of respondents
Average	57.2 years		
Mode	60 years	16	35.6
Second most common intended leaving age	55 years	10	22.2
Range	38 to 65 years		

*N=45**An open response item.*

**Q37**

*If not going to another headship, do you intend to return to headship in the future?*

	Group B (39)		Group C (72)	
	Count	%	Count	%
Yes	3	7.7	0	0.0
No	22	56.4	55	76.4
Undecided	9	23.1	9	12.5
No response	5	12.8	8	11.1

*N=111*

*A single response question.*

*This question was only applicable to Group B and C headteachers.*

**Q38**

*If you do not intend to return to headship, please list the three most important reasons for that decision.*

*Analysis of open ended responses*

	Group B (22)		Group C (55)	
	Count	%	Count	%
Demands of headship	16	72.7	28	50.9
Disapproval	5	22.7	7	12.7
Aspiration	8	36.4	15	27.3
Age/retirement	0	0.0	25	45.5
School circumstances	1	4.5	3	5.5
No reasons given	0	0.0	0	0.0

*N=77*

*An open response item.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q39**

*If you are undecided about whether you might return to headship, please indicate the most important three factors that make you undecided.*

*Analysis of open ended responses*

	Group B (9)		Group C (9)	
	Count	%	Count	%
Future role	2	22.2	3	33
Personal factors	2	22.2	3	33
Individual school context	3	33.3	0	0
Demands of the role	7	77.8	5	56
Measures of accountability	1	11.1	2	22
Trust	0	0.0	1	11
No reasons given	1	11.1	0	0

*N=18*

*An open response item.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q40**

**If you are undecided, please state what might influence you to return.**

**Analysis of open ended responses**

	<b>Group B (9)</b>		<b>Group C (9)</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
Future role	1	11.1	1	11.1
Personal factors	2	22.2	0	0.0
Individual school context	3	33.3	1	11.1
Demands of the role	3	33.3	3	33.3
Measures of accountability	1	11.1	1	11.1
Trust	1	11.1	0	0.0
Contractual	4	44.4	7	77.8
No response	0	0.0	1	11.1

*N=18*

*An open response item.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q41 a: Significance tables**

(a) Please rate the significance of all the following factors in your decision to resign from your current post in the following table.  
1=extremely significant, 2=very significant, 3=significant, 4=not very significant, 5=not significant at all

The following tables are the results for each item in the list of choices listed in Q 41a.

	Group A (45)		Group B (35)		Group C (62)	
	Count	%	Count	%	Count	%
<b>Career advancement</b>						
Extremely significant	25	55.6	3	8.6	1	1.6
Very significant	10	22.2	4	11.4	0	0.0
Significant	6	13.3	2	5.7	0	0.0
Not very significant	3	6.7	7	20.0	1	1.6
Not at all significant	1	2.2	19	54.3	60	96.8

*N=142*

	Group A (40)		Group B (36)		Group C (70)	
	Count	%	Count	%	Count	%
<b>Planned retirement</b>						
Extremely significant	0	0.0	1	3.0	47	67.1
Very significant	0	0.0	2	5.6	9	12.9
Significant	1	2.5	4	11.1	6	8.6
Not very significant	3	7.5	5	13.9	3	4.3
Not at all significant	36	90.0	24	66.7	5	7.1

*N=146*

	Group A (40)		Group B (36)		Group C (60)	
	Count	%	Count	%	Count	%
<b>Unplanned retirement</b>						
Extremely significant	0	0.0	1	3.0	6	10.0
Very significant	1	2.5	2	5.6	2	3.3
Significant	0	0.0	1	2.8	3	5.0
Not very significant	1	2.5	4	11.1	2	3.3
Not at all significant	38	95.0	28	77.8	47	78.3

*N=136*

	Group A (40)		Group B (34)		Group C (61)	
	Count	%	Count	%	Count	%
<b>Ill-health retirement</b>						
Extremely significant	0	0.0	1	0.0	4	6.6
Very significant	0	0.0	0	0.0	1	1.6
Significant	0	0.0	1	2.8	2	3.3
Not very significant	0	0.0	3	8.3	1	1.6
Not at all significant	40	100.0	29	80.6	53	86.9

*N=135*

	Group A (40)		Group B (38)		Group C (67)	
	Count	%	Count	%	Count	%
<b>Impact of headship on family and personal life</b>						
Extremely significant	11	27.5	13	34.2	27	40.3
Very significant	7	17.5	11	28.9	13	19.4
Significant	9	22.5	9	23.7	10	14.9
Not very significant	0	0.0	1	2.6	2	3.0
Not at all significant	13	32.5	4	10.5	15	22.4

*N=145*

	Group A (42)		Group B (37)		Group C (67)	
	Count	%	Count	%	Count	%
<b>Conflict with staff, governors, parents or pupils</b>						
Extremely significant	2	4.8	4	10.8	3	4.5
Very significant	2	4.8	2	5.4	0	0.0
Significant	5	11.9	4	10.8	5	7.5
Not very significant	3	7.1	6	16.2	6	9.0
Not at all significant	30	71.4	21	56.8	53	79.1

*N=146*

	Group A (41)		Group B (36)		Group C (67)	
	Count	%	Count	%	Count	%
<b>Others' expectations of church school heads</b>						
Extremely significant	1	2.4	1	2.8	1	1.5
Very significant	0	0.0	0	0.0	2	3.0
Significant	4	9.8	1	2.8	5	7.5
Not very significant	4	9.8	2	5.6	4	6.0
Not at all significant	32	78.0	32	88.9	55	82.1

*N=144*

	Group A (42)		Group B (36)		Group C (66)	
	Count	%	Count	%	Count	%
<b>Disillusionment with being a 'church school head'</b>						
Extremely significant	1	2.4	1	2.8	1	1.5
Very significant	1	2.4	0	0.0	0	0.0
Significant	3	7.1	2	5.6	2	3.0
Not very significant	0	0.0	3	8.3	2	3.0
Not at all significant	37	88.1	30	83.3	61	92.4

*N=144*

	Group A (41)		Group B (38)		Group C (69)	
	Count	%	Count	%	Count	%
<b>Red tape and bureaucracy</b>						
Extremely significant	1	2.4	11	28.9	26	37.7
Very significant	0	0.0	8	21.1	16	23.2
Significant	6	14.6	5	13.2	15	21.7
Not very significant	4	9.8	3	7.9	1	1.4
Not at all significant	30	73.2	11	28.9	11	15.9

*N=148*

	Group A (40)		Group B (38)		Group C (67)	
	Count	%	Count	%	Count	%
<b>Conflict between teaching and management</b>						
Extremely significant	1	2.5	4	10.5	10	14.9
Very significant	2	5.0	6	15.8	8	11.9
Significant	6	15.0	13	34.2	17	25.4
Not very significant	5	12.5	3	7.9	11	16.4
Not at all significant	26	65.0	12	31.6	21	31.3

*N=145*

	Group A (41)		Group B (37)		Group C (66)	
	Count	%	Count	%	Count	%
<b>Missing contact with pupils</b>						
Extremely significant	1	2.4	1	2.7	3	4.5
Very significant	0	0.0	4	10.8	4	6.1
Significant	2	4.9	3	8.1	12	18.2
Not very significant	6	14.6	7	18.9	17	25.8
Not at all significant	32	78.0	22	59.5	30	45.5

*N=144*

	Group A (40)		Group B (35)		Group C (63)	
	Count	%	Count	%	Count	%
<b>Wish to reduce teaching commitment</b>						
Extremely significant	10	25.0	2	5.7	3	4.8
Very significant	5	12.5	3	8.6	3	4.8
Significant	3	7.5	1	2.9	4	6.3
Not very significant	3	7.5	4	11.4	4	6.3
Not at all significant	19	47.5	25	71.4	49	77.8

*N=138*

	Group A (41)		Group B (37)		Group C (67)	
	Count	%	Count	%	Count	%
<b>Initiative and innovation overload</b>						
Extremely significant	0	0.0	12	32.4	27	40.3
Very significant	0	0.0	6	16.2	16	23.9
Significant	10	24.4	7	18.9	8	11.9
Not very significant	6	14.6	1	2.7	5	7.5
Not at all significant	25	61.0	11	29.7	11	16.4

*N=145*

	Group A (40)		Group B (36)		Group C (68)	
	Count	%	Count	%	Count	%
<b>Increased accountability and performance</b>						
Extremely significant	0	0.0	13	36.1	33	48.5
Very significant	3	7.5	8	22.2	8	11.8
Significant	4	10.0	4	11.1	14	20.6
Not very significant	8	20.0	3	8.3	4	5.9
Not at all significant	25	62.5	8	22.2	9	13.2

*N=144*

	Group A (41)		Group B (37)		Group C (66)	
	Count	%	Count	%	Count	%
<b>Influence of CVA &lt;100</b>						
Extremely significant	0	0.0	1	2.7	8	12.1
Very significant	1	2.4	6	16.2	8	12.1
Significant	1	2.4	4	10.8	5	7.6
Not very significant	6	14.6	6	16.2	12	18.2
Not at all significant	33	80.5	20	54.1	33	50.0

*N=144*



	Group A (41)		Group B (37)		Group C (66)	
	Count	%	Count	%	Count	%
<b>Influence of CVA decrease or expected to decrease</b>						
Extremely significant	0	0.0	1	2.7	4	6.1
Very significant	0	0.0	2	5.4	5	7.6
Significant	2	4.9	4	10.8	7	10.6
Not very significant	7	17.1	7	18.9	12	18.2
Not at all significant	32	78.0	23	62.2	38	57.6

*N=144*

	Group A (41)		Group B (37)		Group C (67)	
	Count	%	Count	%	Count	%
<b>Providing emotional support to others</b>						
Extremely significant	1	2.4	0	0.0	7	10.4
Very significant	3	7.3	7	18.9	7	10.4
Significant	3	7.3	8	21.6	14	20.9
Not very significant	9	22.0	10	27.0	6	9.0
Not at all significant	25	61.0	12	32.4	33	49.3

*N=145*

	Group A (41)		Group B (38)		Group C (68)	
	Count	%	Count	%	Count	%
<b>Stress and workload</b>						
Extremely significant	1	2.4	8	21.1	14	20.6
Very significant	10	24.4	17	44.7	13	19.1
Significant	7	17.1	4	10.5	22	32.4
Not very significant	5	12.2	4	10.5	4	5.9
Not at all significant	18	43.9	5	13.2	15	22.1

*N=147*

	Group A (41)		Group B (36)		Group C (67)	
	Count	%	Count	%	Count	%
<b>Challenging circumstances of school</b>						
Extremely significant	7	17.1	2	5.6	4	6.0
Very significant	3	7.3	2	5.6	5	7.5
Significant	4	9.8	2	5.6	14	20.9
Not very significant	3	7.3	6	16.7	6	9.0
Not at all significant	24	58.5	24	66.7	38	56.7

*N=144*

	Group A (45)		Group B (36)		Group C (65)	
	Count	%	Count	%	Count	%
<b>Move to a larger school</b>						
Extremely significant	30	66.7	1	2.8	0	0.0
Very significant	5	11.1	0	0.0	0	0.0
Significant	4	8.9	1	2.8	0	0.0
Not very significant	0	0.0	0	0.0	0	0.0
Not at all significant	6	13.3	34	94.4	65	100.0

*N=146*

	Group A (41)		Group B (36)		Group C (65)	
	Count	%	Count	%	Count	%
<b>Critical incident</b>						
Extremely significant	0	0.0	2	5.6	0	0.0
Very significant	0	0.0	0	0.0	0	0.0
Significant	5	12.2	0	0.0	1	1.5
Not very significant	2	4.9	3	8.3	2	3.1
Not at all significant	34	82.9	31	86.1	62	95.4

*N=142*

	Group A (45)		Group B (36)		Group C (63)	
	Count	%	Count	%	Count	%
<b>Higher salary</b>						
Extremely significant	13	28.9	1	2.8	0	0.0
Very significant	7	15.6	4	11.1	0	0.0
Significant	6	13.3	0	0.0	0	0.0
Not very significant	6	13.3	2	5.6	0	0.0
Not at all significant	13	28.9	29	80.6	63	100.0

*N=144*

	Group A (41)		Group B (37)		Group C (65)	
	Count	%	Count	%	Count	%
<b>Lack of flexibility in working hours/contract</b>						
Extremely significant	1	2.4	5	13.5	2	3.1
Very significant	2	4.9	4	10.8	8	12.3
Significant	4	9.8	4	10.8	6	9.2
Not very significant	4	9.8	8	21.6	6	9.2
Not at all significant	30	73.2	16	43.2	43	66.2

*N=143*

	Group A (41)		Group B (36)		Group C (65)	
	Count	%	Count	%	Count	%
<b>Lack of CPD</b>						
Extremely significant	1	2.4	0	0.0	2	3.1
Very significant	2	4.9	2	5.6	0	0.0
Significant	5	12.2	2	5.6	1	1.5
Not very significant	6	14.6	8	22.2	4	6.2
Not at all significant	27	65.9	30	83.3	58	89.2

*N=142*

	Group A (41)		Group B (36)		Group C (66)	
	Count	%	Count	%	Count	%
<b>Teaching commitment</b>						
Extremely significant	7	17.1	4	11.1	2	3.0
Very significant	8	19.5	1	2.8	1	1.5
Significant	2	4.9	1	2.8	7	10.6
Not very significant	2	4.9	2	5.6	7	10.6
Not at all significant	22	53.7	28	77.8	49	74.2

*N=143*

	Group A (41)		Group B (37)		Group C (65)	
	Count	%	Count	%	Count	%
<b>Influence of specific aspects of being a headteacher</b>						
Extremely significant	1	2.4	6	16.2	8	12.3
Very significant	1	2.4	11	29.7	6	9.2
Significant	2	4.9	4	10.8	16	24.6
Not very significant	4	9.8	5	13.5	9	13.8
Not at all significant	33	80.5	11	29.7	26	40.0

*N=143*

	Group A (41)		Group B (35)		Group C (65)	
	Count	%	Count	%	Count	%
<b>Influence of changes to TPS</b>						
Extremely significant	0	0.0	0	0.0	0	0.0
Very significant	0	0.0	0	0.0	1	1.5
Significant	0	0.0	1	2.9	5	7.7
Not very significant	3	7.3	3	8.6	4	6.2
Not at all significant	38	92.7	31	88.6	55	84.6

*N=141*

	Group A (41)		Group B (35)		Group C (65)	
	Count	%	Count	%	Count	%
<b>Disenchantment with headship</b>						
Extremely significant	0	0.0	4	11.4	4	6.2
Very significant	0	0.0	4	11.4	8	12.3
Significant	0	0.0	5	14.3	7	10.8
Not very significant	2	4.9	8	22.9	6	9.2
Not at all significant	39	95.1	14	40.0	40	61.5

*N=141*

	Group A (23)		Group B (15)		Group C (22)	
	Count	%	Count	%	Count	%
<b>Other</b>						
Extremely significant	10	43.5	8	53.3	5	22.7
Very significant	0	0.0	0	0.0	2	9.1
Significant	0	0.0	2	13.3	1	4.5
Not very significant	1	4.3	0	0.0	0	0.0
Not at all significant	12	52.2	5	33.3	14	63.6

*N=60*

**Q41 b Ranking of most significant five influences**  
**Aspects ranked 1 - frequency**

	<b>Group A (45)</b>		<b>Group B (39)</b>		<b>Group C (72)</b>	
	Count	%	Count	%	Count	%
1. Career advancement	18	6.7	3	7.7	1	1.4
2. Planned retirement	0	0.0	0	0.0	29	40.3
3. Unplanned retirement	0	2.2	1	2.6	0	0.0
4. Retirement on grounds of ill-health	0	0.0	0	0.0	2	2.8
5. Impact on personal and family life	6	17.8	8	20.5	10	13.9
6. Conflict with staff, governors, parents or pupils	1	4.4	2	5.1	1	1.4
7. Expectations of others of "church school" heads	0	0.0	0	0.0	0	0.0
8. Disillusionment of being a "church school" head	0	0.0	0	0.0	0	0.0
9. Red tape and bureaucracy	0	2.2	1	2.6	1	1.4
10. Conflict between learning and management	0	2.2	1	2.6	1	1.4
11. Miss contact with pupils as a result of being headteacher	0	0.0	0	0.0	0	0.0
12. Wish to reduce teaching commitment	2	0.0	0	0.0	1	1.4
13. Initiative and innovation overload	0	4.4	2	5.1	5	6.9
14. Increased accountability and expectations of performance	0	15.6	7	17.9	9	12.5
15. CVA score <100	0	0.0	0	0.0	0	0.0
16. CVA score decreased or expected to decrease	0	0.0	0	0.0	0	0.0
17. Providing emotional support to others	0	0.0	0	0.0	1	1.4
18. Stress and workload	0	13.3	6	15.4	3	4.2
19. Challenging circumstances particular to to your school	2	0.0	0	0.0	0	0.0
20. Moving to a larger school	6	0.0	0	0.0	0	0.0
21. A critical incident	1	2.2	1	2.6	0	0.0
22. Higher salary	3	0.0	0	0.0	0	0.0
23. Lack of flexibility in working hours/contract	0	0.0	0	0.0	0	0.0
24. Lack of professional development	1	0.0	0	0.0	0	0.0
25. Teaching commitment	0	0.0	0	0.0	0	0.0
26. Specific aspects of the job of of being a headteacher	0	0.0	0	0.0	0	0.0
27. Changes in TPS arrangements	0	0.0	0	0.0	0	0.0
28. Disenchantment with headship	0	0.0	0	0.0	1	1.4
29. Other (please specify)	4	4.4	2	5.1	1	1.4
No response	1	6.7	3	7.7	5	6.9

**Q41 b Most significant 5 influences**  
**Aspects ranked 2 - frequency**

	<b>Group A (45)</b>		<b>Group B (39)</b>		<b>Group C (72)</b>	
	Count	%	Count	%	Count	%
Career advancement	9	20.0	0	0.0	0	0.0
Planned retirement	0	0.0	0	0.0	4	5.6
Unplanned retirement	0	0.0	0	0.0	1	1.4
Retirement on grounds of ill-health	0	0.0	1	2.6	1	1.4
Impact on personal and family life	5	11.1	5	12.8	10	13.9
Conflict with staff, governors, parents or pupils	0	0.0	1	2.6	0	0.0
Expectations of others of "church school" heads	0	0.0	0	0.0	0	0.0
Disillusionment of being a "church school" head	0	0.0	0	0.0	0	0.0
Red tape and bureaucracy	1	2.2	6	15.4	10	13.9
Conflict between learning and management	1	2.2	1	2.6	0	0.0
Miss contact with pupils						
as a result of being headteacher	0	0.0	0	0.0	0	0.0
Wish to reduce teaching commitment	4	8.9	1	2.6	0	0.0
Initiative and innovation overload	0	0.0	5	12.8	11	15.3
Increased accountability and expectations						
of performance	0	0.0	0	0.0	12	16.7
CVA score <100	0	0.0	0	0.0	3	4.2
CVA score decreased or expected to decrease	0	0.0	1	2.6	0	0.0
Providing emotional support to others	1	2.2	0	0.0	2	2.8
Stress and workload	0	0.0	3	7.7	4	5.6
Challenging circumstances particular to						
to your school	2	4.4	1	2.6	0	0.0
Moving to a larger school	9	20.0	0	0.0	0	0.0
A critical incident	0	0.0	0	0.0	0	0.0
Higher salary	5	11.1	1	2.6	0	0.0
Lack of flexibility in working hours/contract	0	0.0	1	2.6	0	0.0
Lack of professional development	0	0.0	0	0.0	0	0.0
Teaching commitment	0	0.0	1	2.6	1	1.4
Specific aspects of the job of						
of being a headteacher	0	0.0	2	5.1	1	1.4
Changes in TPS arrangements	0	0.0	0	0.0	0	0.0
Disenchantment with headship	0	0.0	1	2.6	0	0.0
Other (please specify)	4	8.9	2	5.1	1	1.4
No response	4	8.9	6	15.4	11	15.3

**Q41 b Most significant 5 influences**  
**Aspects ranked 3 - frequency**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count		Count	%
Career advancement	3	6.7	0	0.0	1	1.4
Planned retirement	0	0.0	1	2.6	2	2.8
Unplanned retirement	0	0.0	0	0.0	0	0.0
Retirement on grounds of ill-health	0	0.0	0	0.0	3	4.2
Impact on personal and family life	2	4.4	2	5.1	5	6.9
Conflict with staff, governors, parents or pupils	1	2.2	0	0.0	0	0.0
Expectations of others of "church school" heads	0	0.0	0	0.0	0	0.0
Disillusionment of being a "church school" head	1	2.2	0	0.0	0	0.0
Red tape and bureaucracy	0	0.0	1	2.6	11	15.3
Conflict between learning and management	0	0.0	1	2.6	2	2.8
Miss contact with pupils						0.0
as a result of being headteacher	1	2.2	1	2.6	1	1.4
Wish to reduce teaching commitment	5	11.1	1	2.6	0	0.0
Initiative and innovation overload	0	0.0	4	10.3	6	8.3
Increased accountability and expectations of performance	0	0.0	7	17.9	12	16.7
CVA score <100	0	0.0	1	2.6	0	0.0
CVA score decreased or expected to decrease	0	0.0	0	0.0	2	2.8
Providing emotional support to others	0	0.0	2	5.1	1	1.4
Stress and workload	2	4.4	2	5.1	7	9.7
Challenging circumstances particular to your school						0.0
to your school	0	0.0	0	0.0	0	0.0
Moving to a larger school	9	20.0	0	0.0	0	0.0
A critical incident	1	2.2	0	0.0	0	0.0
Higher salary	5	11.1	0	0.0	0	0.0
Lack of flexibility in working hours/contract	1	2.2	1	2.6	0	0.0
Lack of professional development	0	0.0	0	0.0	0	0.0
Teaching commitment	1	2.2	0	0.0	0	0.0
Specific aspects of the job of of being a headteacher						0.0
of being a headteacher	0	0.0	1	2.6	2	2.8
Changes in TPS arrangements	0	0.0	0	0.0	0	0.0
Disenchantment with headship	0	0.0	1	2.6	0	0.0
Other (please specify)	6	13.3	4	10.3	1	1.4
No response	7	15.6	9	23.1	16	22.2

**Q41 b Most significant 5 influences**  
**Aspects ranked 4 - frequency**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Career advancement	3	6.7	2	5.1	0	0.0
Planned retirement	0	0.0	0	0.0	3	4.2
Unplanned retirement	0	0.0	0	0.0	0	0.0
Retirement on grounds of ill-health	0	0.0	0	0.0	0	0.0
Impact on personal and family life	0	0.0	1	2.6	2	2.8
Conflict with staff, governors, parents or pupils	1	2.2	3	7.7	0	0.0
Expectations of others of "church school" heads	0	0.0	0	0.0	1	1.4
Disillusionment of being a "church school" head	0	0.0	0	0.0	0	0.0
Red tape and bureaucracy	2	4.4	2	5.1	3	4.2
Conflict between learning and management	0	0.0	2	5.1	4	5.6
Miss contact with pupils						
as a result of being headteacher	0	0.0	0	0.0	1	1.4
Wish to reduce teaching commitment	2	4.4	0	0.0	1	1.4
Initiative and innovation overload	0	0.0	2	5.1	10	13.9
Increased accountability and expectations						
of performance	1	2.2	5	12.8	1	1.4
CVA score <100	0	0.0	0	0.0	3	4.2
CVA score decreased or expected to decrease	0	0.0	0	0.0	0	0.0
Providing emotional support to others	0	0.0	2	5.1	3	4.2
Stress and workload	3	6.7	3	7.7	7	9.7
Challenging circumstances particular to						
to your school	2	4.4	1	2.6	3	4.2
Moving to a larger school	7	15.6	0	0.0	0	0.0
A critical incident	1	2.2	1	2.6	0	0.0
Higher salary	3	6.7	0	0.0	0	0.0
Lack of flexibility in working hours/contract	0	0.0	2	5.1	2	2.8
Lack of professional development	0	0.0	0	0.0	0	0.0
Teaching commitment	1	2.2	0	0.0	0	0.0
Specific aspects of the job of						
of being a headteacher	0	0.0	0	0.0	2	2.8
Changes in TPS arrangements	0	0.0	0	0.0	0	0.0
Disenchantment with headship	0	0.0	0	0.0	0	0.0
Other (please specify)	2	4.4	0	0.0	0	0.0
No response	17	37.8	13	33.3	26	36.1



**Q41 b Most significant 5 influences**  
**Aspects ranked 5 - frequency**

	Group A (45)		Group B (39)		Group C (72)	
	Count	Percent	Count	Percent	Count	Percent
Career advancement	1	2.2	0	0.0	0	0.0
Planned retirement	0	0.0	0	0.0	5	6.9
Unplanned retirement	0	0.0	0	0.0	1	1.4
Retirement on grounds of ill-health	0	0.0	0	0.0	0	0.0
Impact on personal and family life	2	4.4	3	7.7	3	4.2
Conflict with staff, governors, parents or pupils	0	0.0	0	0.0	0	0.0
Expectations of others of "church school" heads	1	2.2	1	2.6	1	1.4
Disillusionment of being a "church school" head	2	4.4	0	0.0	0	0.0
Red tape and bureaucracy	1	2.2	2	5.1	7	9.7
Conflict between learning and management	1	2.2	3	7.7	2	2.8
Miss contact with pupils						
as a result of being headteacher	0	0.0	1	2.6	0	0.0
Wish to reduce teaching commitment	2	4.4	0	0.0	0	0.0
Initiative and innovation overload	0	0.0	3	7.7	3	4.2
Increased accountability and expectations						
of performance	1	2.2	0	0.0	3	4.2
CVA score <100	0	0.0	1	2.6	0	0.0
CVA score decreased or expected to decrease	0	0.0	0	0.0	1	1.4
Providing emotional support to others	0	0.0	1	2.6	1	1.4
Stress and workload	1	2.2	3	7.7	11	15.3
Challenging circumstances particular to						
to your school	0	0.0	2	5.1	3	4.2
Moving to a larger school	0	0.0	0	0.0	0	0.0
A critical incident	0	0.0	0	0.0	0	0.0
Higher salary	5	11.1	0	0.0	0	0.0
Lack of flexibility in working hours/contract	0	0.0	0	0.0	1	1.4
Lack of professional development	0	0.0	0	0.0	1	1.4
Teaching commitment	1	2.2	0	0.0	0	0.0
Specific aspects of the job of						
of being a headteacher	0	0.0	1	2.6	0	0.0
Changes in TPS arrangements	0	0.0	0	0.0	0	0.0
Disenchantment with headship	0	0.0	2	5.1	0	0.0
Other (please specify)	2	4.4	2	5.1	0	0.0
No response	25	55.6	14	35.9	26	36.1

**Q42**

**Please complete the following: The things that I find most satisfying about my job are:**

	<b>Group A (44)</b>		<b>Group B (37)</b>		<b>Group C (69)</b>	
	Count	%	Count	%	Count	%
Relationship with parents/families	10	22.7	9	24.3	19	27.5
Type of relationship	25	56.8	25	67.6	48	69.6
Leadership	32	72.7	22	59.5	35	50.7
Autonomy, power and/or influence	29	65.9	17	45.9	27	39.1

*N=151*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 43a**  
**Has headship had any impact on your family of personal life?**

	Group A (45)		Group B (39)		Group C (71)	
	Count	%	Count	%	Count	%
Yes	39	86.7	35	89.7	63	88.7
No	6	13.3	4	10.3	8	11.3

*N=155*  
*A single response item.*

**Question 43b**  
**Has headship had any impact on your family and personal life? If so, how?**

*Analysis of coded responses*

	Group A (45)		Group B (39)		Group C (71)	
	Count	%	Count	%	Count	%
Impact on family members	1	2.2	0	0.0	3	4.2
Emotional well-being affected	5	11.1	8	20.5	11	15.5
Physical well-being affected	5	11.1	9	23.1	21	29.6
Preoccupation with work	3	6.7	5	12.8	8	11.3
'Stolen Life'	7	15.6	5	12.8	19	26.8
Impact on relationships	23	51.1	17	43.6	24	33.8
Home/school boundaries indistinct	12	26.7	13	33.3	27	38.0
Positive aspects of the job	5	11.1	4	10.3	1	1.4
Other	0	0.0	0	0.0	1	1.4
No details given	7	15.6	5	12.8	11	15.5

*N=137*  
*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

The results are ranked below in order of numbers of headteachers who mentioned each aspect/theme.

Group A	Group B	Group C
Impact on relationship (23)	Impact on relationship (17)	Home/school boundaries (27)
Home/school boundaries (12)	Home/school boundaries (13)	Impact on relationships (24)
'Stolen Life' (7)	Physical well-being (9)	Physical well-being (21)
Emotional well-being (=5)	Emotional well-being (8)	'Stolen Life' (19)
Physical well-being (=5)	Preoccupation with work (=5)	Emotional well-being (11)
Positive aspects of job (=5)	'Stolen Life' (=5)	Preoccupation with work (8)
Preoccupation with work (3)	Positive aspects (4)	Impact on family (3)

**Question 44a**  
**Have the changes to the Teachers' Pension Scheme in 2007 influenced your decision to resign from this post?**

	Group A (45)		Group B (39)		Group C (71)	
	Count	%	Count	%	Count	%
Yes	0	0.0	2	5.1	5	7.0
No	45	100.0	37	94.9	66	93.0

*N=155*  
*A single response item.*

**Question 44b**  
**Have the changes to the Teachers' Pension Scheme in 2007 influenced your decision to resign from this post?**

*Analysis of coded responses*

	Group A (0)		Group B (2)		Group C (5)	
	Count	%	Count	%	Count	%
Precautionary	0	0.0	1	50.0	0	0.0
Best option	0	0.0	0	0.0	2	40.0
Acceptable option	0	0.0	0	0.0	2	40.0
No response	0	0.0	1	50.0	1	20.0

*N=7*  
*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 45a****Are there particular pressures on you in being headteacher of a church school?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	24	53.3	11	28.2	24	33.3
No	21	46.7	28	71.8	48	66.7

*N=156**A single response item.***Question 45b****Pressures of being a church school head***Analysis of coded responses*

	Group A (24)		Group B (11)		Group C (23)	
	Count	%	Count	%	Count	%
Good pressures	1	4.2	1	9.1	0	0.0
Expectations	16	66.7	5	45.5	9	39.1
Additional accountabilities	10	41.7	7	63.6	11	47.8
Extra issues/workload - VA schools	1	4.2	2	18.2	4	17.4
Other	2	8.3	2	18.2	2	8.7
Unclear	0	0.0	1	9.1	1	4.3
No details given	0	0.0	0	0.0	1	4.3

*N = 59**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 46a**

**Are there particular positive aspects of headship that you think come from being headteacher of a church school?**

	Group A (44)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	34	77.3	31	79.5	56	78.0
No	10	22.7	8	20.5	16	22.2

*N=155*

*A single response item.*

**Question 46b**

*Analysis of coded responses*

	Group A (34)		Group B (31)		Group C (72)	
	Count	%	Count	%	Count	%
<i>Support - clergy</i>	5	14.7	1	3.2	2	2.8
<i>Support - Worshipping community</i>	10	29.4	13	41.9	23	31.9
<i>Support - Non Christian community</i>	4	11.8	6	19.4	11	15.3
<i>Support - Church schools</i>	2	5.9	0	0.0	3	4.2
<i>Support - Church Other</i>	2	5.9	0	0.0	3	4.2
<i>Support - Diocese</i>	10	29.4	9	29.0	22	30.6
<i>Support - Governing Body</i>	2	5.9	3	9.7	11	15.3
<i>Ethos - Shared</i>	11	32.4	13	41.9	23	31.9
<i>Ethos - Personal</i>	6	17.6	2	6.5	5	6.9
<i>Legitimacy and Freedom</i>	3	8.8	3	9.7	8	11.1
<i>No details given</i>	0	0.0	0	0.0	1	1.4

*N=121*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 47a**  
**Has your decision to leave your present post been influenced by community and/or parish expectations?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	4	8.9	2	5.1	2	2.8
No	41	91.1	37	94.9	70	97.2

*N=156*  
*A single response item.*

**Question 47b**  
**Has your decision to leave your present post been influenced by community and/or parish expectations? If so, how?**

*Analysis of coded responses*

	Group A (4)		Group B (2)		Group C (2)	
	Count	%	Count	%	Count	%
Expectations related to time and accessibility	4	100.0	2	100.0	2	100.0
Feelings and emotions expressed	1	25.0	1	50.0	1	50.0

*N=8*  
*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 48a**

**Have national or local initiatives influenced your decision to leave your present post?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	3	6.7	17	43.6	40	55.6
No	42	93.3	22	56.4	32	44.4

*N=156*

*A single response item.*

**Question 48b**

**Have national or local initiatives influenced your decision to leave your present post?  
If so, what were they?**

*Analysis of coded responses*

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Reinventing the wheel	0	0.0	1	2.6	3	4.2
Change	0	0.0	5	12.8	15	20.8
Multiplicity of national initiatives	1	2.2	9	23.1	0	0.3
Ideological and philosophical issues	0	0.0	2	5.1	0	0.2
Accountabilities and data	0	0.0	6	15.4	0	0.2
Local initiatives	1	2.2	1	2.6	0	0.0
National initiatives	0	0.0	8	20.5	0	0.3
Unclear	1	2.2	0	0.0	0	0.0
No response	0	0.0	2	5.1	0	0.0

*N=60*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*



**Question 49a**

**Have measures of performance (e.g. Ofsted judgements, League Tables, SATs' results) influenced your decision to leave your present post?**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	6	13.3	15	38.5	34	47.2
No	39	86.7	24	61.5	38	52.8

*N=156*

*A single response item.*

**Question 49b**

**Have measures of performance (e.g. Ofsted judgements, League Tables, SATs' results) influenced your decision to leave your present post?**

**If so, what measures of performance and in what ways?**

*Analysis of coded responses*

	Group A (6)		Group B (5)		Group C (34)	
	Count	%	Count	%	Count	%
Ofsted - Characteristics	2	33.3	6	40.0	10	29.4
Ofsted - Impact Negative on HT	0	0.0	3	20.0	9	26.5
Ofsted - Impact Positive on HT	3	50.0	0	0.0	0	0.0
Ofsted - Impact on education	0	0.0	0	0.0	8	23.5
SATs/Data	0	0.0	5	33.3	10	29.4
Performance Management	0	0.0	3	20.0	1	2.9
Philosophical considerations	0	0.0	0	0.0	5	14.7
Unclear responses	1	16.7	0	0.0	1	2.9
No responses	0	0.0	1	6.7	1	2.9

*N=55*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 50a**  
**Have issues of stress or workload influenced your decision to resign from your present post?**

	Group A (44)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	19	43.2	29	76.3	49	68.1
No	25	56.8	9	23.7	23	31.9

*N=154*  
*A single response item.*

**Q50b Have issues of stress or workload influenced your decision to resign from your present post? If so, please give details.**

*Analysis of coded responses*

	Group A (19)		Group B (29)		Group C (49)	
	Count	%	Count	%	Count	%
People and relationships	2	10.5	6	20.7	3	6.1
Conflict between teaching and management	13	68.4	2	6.9	2	4.1
Accountability and bureaucracy	0	0.0	7	24.1	11	22.4
Workload	7	36.8	6	20.7	15	30.6
All-consuming nature of the job	2	10.5	5	17.2	13	26.5
Gradation of feelings	1	5.3	3	10.3	8	16.3
Health	0	0.0	4	13.8	8	16.3
Other	1	5.3	2	6.9	1	2.0
Unclear response	0	0.0	1	3.4	2	4.1
No response	0	0.0	1	3.4	0	0.0

*N=97*  
*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

Group A	Group B	Group C
Conflict between teaching and management (13)	Accountability and bureaucracy (7)	Workload (15)
Workload (7)	People and relationships (6)	All consuming nature of the job (13)
	Workload (6)	Accountability and bureaucracy (11)

**Question 51a**

**Has salary been a consideration in your decision to leave your present post?**

	Group A (44)		Group B (38)		Group C (71)	
	Count	%	Count	%	Count	%
Yes	25	56.8	10	26.3	10	14.1
No	19	43.2	28	73.7	61	85.9

*N=153*

*A single response item.*

**Q51b Has salary been a consideration in your decision to leave your present post? If so, please give details.**

*Analysis of coded responses*

	Group A (25)		Group B (10)		Group C (10)	
	Count	%	Count	%	Count	%
ISR constraints	9	36.0	2	20.0	2	20.0
Pay differentials	3	12.0	1	10.0	2	20.0
Unappreciative Governing Body	1	4.0	3	30.0	2	20.0
Budget constraints	10	40.0	4	40.0	0	0.0
Strategic	2	8.0	0	0.0	1	10.0
Higher salary	3	12.0	1	10.0	1	10.0
Unclear response	0	0.0	0	0.0	1	10.0
No response	3	12.0	2	20.0	0	0.0

*N=45*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 52a**

**Has your decision to leave your current post been influenced by pupil mobility?**

	Group A (44)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	4	9.1	1	2.6	7	9.7
No	40	90.9	37	97.4	65	90.3

*N=156*

*A single response item.*

**Question 52b**

**Has your decision to leave your current post been influenced by pupil mobility? If so, how?**

*Analysis of coded responses*

	Group A (4)		Group B (1)		Group C (7)	
	Count	%	Count	%	Count	%
Falling rolls	3	75.0	0	0.0	3	42.9
Admissions	1	25.0	0	0.0	1	14.3
Redundancy procedures resulting from falling rolls and budget pressures	0	0.0	0	0.0	1	14.3
Head 'too expensive'	0	0.0	0	0.0	1	14.3
No response	0	0.0	1	100.0	0	0.0

*N=12*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 53a**

**Has your decision to leave your current post been influenced by pupil behaviour?**

	Group A (44)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	0	0.0	2	5.3	6	8.3
No	44	100.0	36	94.7	66	91.7

*N=154*

*A single response item.*

**Question 53b**

**Has your decision to leave your current post been influenced by pupil behaviour? If so, how?**

*Analysis of coded responses*

	Group A (0)		Group B (2)		Group C (5)	
	Count	%	Count	%	Count	%
Parental attitudes	0	0.0	1	50.0	3	60.0
Challenging/violent pupil behaviour	0	0.0	0	0.0	1	20.0
Time spent on dealing with pupil behaviour	0	0.0	0	0.0	0	0.4
Commitment to inclusion	0	0.0	0	0.0	0	0.2
Lack of support from LA	0	0.0	0	0.0	0	0.2
Unclear response	0	0.0	1	50.0	0	0.0
No response	0	0.0	0	0.0	1	20.0

*N=8*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 54a**

**Has your decision to leave been influenced by the needs of pupils with English as an Additional Language?**

	Group A (44)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	0	0.0	0	3.0	3	4.2
No	44	100.0	38	69.0	69	95.8

*N=154*

*A single response item.*

**Question 54b**

**Has your decision to leave been influenced by the needs of pupils with English as an Additional Language? If so, how?**

*Analysis of coded responses*

*N=3*

1 of the 3 headteachers who had responded 'Yes' to Question 54a did not give details. All three headteachers were Group C headteachers.

The comments were about a lack of recognition of progress pupils with EAL made as if pupils had arrived “in KS 2 with no English [they] won’t get a L4 in KS 2 SATs” and that catering for the needs of these children put a “huge strain on staff and resources” and created problems with home/school communication.

**Question 55a**

**Has your decision to leave been influenced by your school's most recent or expected Contextual Value Added (CVA) score?**

	Group A (44)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	2	4.5	3	3.0	7	9.7
No	42	95.5	35	69.0	65	90.3

*N=155*

*A single response item.*

**Question 55b**

**Has your decision to leave been influenced by your school's most recent or expected Contextual Value Added (CVA) score? If so, how?**

*Analysis of coded responses*

	Group A (2)		Group B (3)		Group C (7)	
	Count	%	Count	%	Count	%
CVA a pressure	0	0.0	0	0.0	3	42.9
CVA does not recognise pupil/school achievements	0	0.0	1	33.3	2	28.6
Concern that CVA is based on invalid CVA data	0	0.0	0	0.0	1	14.3
CVA scores can change annually	0	0.0	1	33.3	0	0.0
Staff a block to further improvement	1	50.0	1	33.3	0	0.0
CVA proves success	1	50.0	0	0.0	0	0.0
Unclear response	0	0.0	0	0.0	1	14.3
No response	0	0.0	0	0.0	1	14.3

*N=12*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Question 56a**

**Are there any factors not covered so far in this questionnaire which have influenced your decision to leave?**

	Group A (44)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Yes	16	36.4	19	50.0	20	27.8
No	28	63.6	19	50.0	52	72.2

*N=154*

*A single response item.*

**Q56b**

**Are there any factors not covered so far in this questionnaire which have influenced your decision to leave? If so, please give details below or on a separate sheet of paper.**

*Analysis of coded responses*

	Group A (16)		Group B (19)		Group C (20)	
	Count	%	Count	%	Count	%
Quality of life	0	0.0	2	10.5	4	20.0
Personal 'strategic' decision	2	12.5	3	15.8	2	10.0
Parental expectation	3	18.8	1	5.3	2	10.0
Health related aspects	0	0.0	5	26.3	5	25.0
Personal and reasons	1	6.3	3	15.8	3	15.0
'Go at the top'	0	0.0	0	0.0	0	0.2
Local context issues	6	37.5	0	0.4	0	0.1
Small school headship 'syndrome'	3	18.8	0	0.1	0	0.0
Vocation/philosophical/ideological	3	18.8	0	0.1	0	0.1
Unclear response	0	0.0	0	0.0	0	0.0
No response	0	0.0	0	0.0	0	0.1

*N=55*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*



**Q57**

**Please indicate how you feel about your decision to leave your present post. *Please circle one number below, 1 being very negative, 5 being very positive.***

[1] [2] [3] [4] [5]

	Group A (44)		Group B (36)		Group C (68)	
	Count	%	Count	%	Count	%
Very negative [1]	1	2.3	1	2.8	2	2.9
Negative [2]	3	6.8	2	5.6	1	1.5
Neutral [3]	6	13.6	10	27.8	15	22.1
Positive [4]	19	43.2	7	19.4	11	16.2
Very positive [5]	15	34.1	16	44.4	39	57.4

*N=148*

*A single response item.*

**Q59a****Would anything have persuaded you to remain in your present post?**

	Group A (45)		Group B (39)		Group C (71)	
	Count	%	Count	%	Count	%
Yes	14	31.1	21	53.8	20	28.2
No	31	68.9	18	46.2	51	71.8

*N=155**A single response item.***Q59b****Would anything have persuaded you to remain in your present post?***Analysis of coded responses*

	Group A (14)		Group B (21)		Group C (20)	
	Count	%	Count	%	Count	%
Relational - National	0	0.0	6	28.6	9	45.0
Relational - Local Authority	2	14.3	4	19.0	3	4.2
Relational - Site	2	14.3	6	28.6	2	2.8
Local - Site Issues	3	21.4	2	9.5	2	2.8
Local Area Issues	10	71.4	2	9.5	0	0.0
Contractual - Salary	6	42.9	2	9.5	3	4.2
Contractual - Working arrangements	0	0.0	4	19.0	2	2.8
Personal Circumstances	0	0.0	3	14.3	1	1.4
School's Needs	0	0.0	0	0.0	4	5.6
Unclear response	1	7.1	0	0.0	0	0.0
No response	0	0.0	1	4.8	0	0.0

*N=55**Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Q60**

**Please indicate the extent to which you agree or disagree with the following statements.**

*Circle one number for each statement.*

**The role of headteacher is a poisoned chalice**

	<b>Group A (45)</b>		<b>Group B (38)</b>		<b>Group C (71)</b>	
	Count	%	Count	%	Count	%
Strongly agree	1	2.2	4	10.5	4	5.6
Agree	3	6.7	6	15.8	14	19.7
Neither agree nor disagree	16	35.6	9	23.7	21	29.6
Disagree	12	26.7	8	21.1	19	26.8
Strongly disagree	13	28.9	11	28.9	13	18.3

*N=154*

**The role of headteacher is doable**

	<b>Group A (45)</b>		<b>Group B (38)</b>		<b>Group C (69)</b>	
	Count	%	Count	%	Count	%
Strongly agree	10	22.2	7	18.4	10	14.5
Agree	26	57.8	13	34.2	35	50.7
Neither agree nor disagree	6	13.3	8	21.1	7	10.1
Disagree	3	6.7	9	23.7	14	20.3
Strongly disagree	0	0.0	1	2.6	3	4.3

*N=152*

**I am happy with my work-life balance**

	<b>Group A (45)</b>		<b>Group B (39)</b>		<b>Group C (71)</b>	
	Count	%	Count	%	Count	%
Strongly agree	1	2.2	3	7.7	5	7.0
Agree	14	31.1	2	5.1	7	9.9
Neither agree nor disagree	13	28.9	4	10.3	14	19.7
Disagree	9	20.0	17	43.6	31	43.7
Strongly disagree	8	17.8	13	33.3	14	19.7

*N=155*

**My family is happy with my work-life balance**

	Group A (45)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	1	2.2	3	7.9	3	4.2
Agree	9	20.0	1	2.6	8	11.1
Neither agree nor disagree	9	20.0	3	7.9	14	19.4
Disagree	12	26.7	19	50.0	28	38.9
Strongly disagree	14	31.1	12	31.6	19	26.4

*N=155***I see headship as a job I will do until I retire**

	Group A (45)		Group B (37)		Group C (69)	
	Count	%	Count	%	Count	%
Strongly agree	11	24.4	2	5.4	5	32.0
Agree	16	35.6	4	10.8	5	23.0
Neither agree nor disagree	5	11.1	7	18.9	4	4.0
Disagree	11	24.4	9	24.3	23	5.0
Strongly disagree	2	4.4	15	40.5	32	5.0

*N=151***Inspections influence what I do**

	Group A (45)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	6	13.3	12	31.6	20	27.8
Agree	19	42.2	20	52.6	26	36.1
Neither agree nor disagree	11	24.4	4	10.5	13	18.1
Disagree	9	20.0	0	0.0	9	12.5
Strongly disagree	0	0.0	2	5.3	4	5.6

*N=155***I am supported in my job by the Diocese**

	Group A (45)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	12	26.7	10	26.3	23	31.9
Agree	18	40.0	15	39.5	27	37.5
Neither agree nor disagree	9	20.0	10	26.3	12	16.7
Disagree	4	8.9	2	5.3	8	11.1
Strongly disagree	2	4.4	1	2.6	2	2.8

*N=155*

**I am increasingly expected to meet more of the social needs of my school's community**

	Group A (45)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	27	60.0	21	55.3	39	54.2
Agree	14	31.1	12	31.6	30	41.7
Neither agree nor disagree	3	6.7	4	10.5	2	2.8
Disagree	0	0.0	1	2.6	1	1.4
Strongly disagree	1	2.2	0	0.0	0	0.0

*N=155*

**My health has been adversely affected by headship**

	Group A (45)		Group B (38)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	0	0.0	6	15.8	9	12.5
Agree	13	28.9	17	44.7	18	25.0
Neither agree nor disagree	11	24.4	3	7.9	16	22.2
Disagree	10	22.2	8	21.1	16	22.2
Strongly disagree	11	24.4	4	10.5	13	18.1

*N=155*

**Making a difference to the life chances of my pupils encourages me to remain a headteacher**

	Group A (45)		Group B (39)		Group C (71)	
	Count	%	Count	%	Count	%
Strongly agree	38	84.4	18	46.2	38	53.5
Agree	7	15.6	14	35.9	17	23.9
Neither agree nor disagree	0	0.0	4	10.3	14	19.7
Disagree	0	0.0	2	5.1	0	0.0
Strongly disagree	0	0.0	1	2.6	2	2.8

*N=155*

**Headship is the best job in the world**

	Group A (45)		Group B (39)		Group C (71)	
	Count	%	Count	%	Count	%
Strongly agree	19	42.2	5	12.8	13	18.3
Agree	17	37.8	12	30.8	27	38.0
Neither agree nor disagree	6	13.3	10	25.6	18	25.4
Disagree	2	4.4	9	23.1	7	9.9
Strongly disagree	1	2.2	3	7.7	6	8.5

*N=155*

**My staff are my greatest asset**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	20	44.4	18	46.2	41	56.9
Agree	21	46.7	13	33.3	26	36.1
Neither agree nor disagree	3	6.7	8	20.5	3	4.2
Disagree	1	2.2	0	0.0	2	2.8
Strongly disagree	0	0.0	0	0.0	0	0.0

*N=156***The Governing Body fulfil their role and let me fulfil mine**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	5	11.1	9	23.1	23	31.9
Agree	24	53.3	14	35.9	31	43.1
Neither agree nor disagree	4	8.9	6	15.4	8	11.1
Disagree	9	20.0	5	12.8	10	13.9
Strongly disagree	3	6.7	5	12.8	0	0.0

*N=156***The decision to leave my current post has been entirely mine**

	Group A (45)		Group B (39)		Group C (72)	
	Count	%	Count	%	Count	%
Strongly agree	39	86.7	26	66.7	49	68.1
Agree	4	8.9	9	23.1	15	20.8
Neither agree nor disagree	0	0.0	3	7.7	3	4.2
Disagree	2	4.4	0	0.0	5	6.9
Strongly disagree	0	0.0	1	2.6	0	0.0

*N=156***As headteacher I am able to put into practice my beliefs about education**

	Group A (45)		Group B (37)		Group C (71)	
	Count	%	Count	%	Count	%
Strongly agree	20	44.4	8	21.6	17	23.9
Agree	21	46.7	15	40.5	26	36.6
Neither agree nor disagree	1	2.2	3	8.1	11	15.5
Disagree	3	6.7	8	21.6	14	19.7
Strongly disagree	0	0.0	3	8.1	3	4.2

*N=153*

**Q64b**

**What are the reasons for this decision if asked to take part?**

*Analysis of coded responses*

	Group A (34)		Group B (33)		Group C (41)	
	Count	%	Count	%	Count	%
Desire to help successor	1	2.9	0	0.0	3	7.3
Concern for headteachers generally	11	32.4	12	36.4	28	68.3
Desire to aid recruitment	2	5.9	1	3.0	3	7.3
Share personal reasons for leaving	2	5.9	5	15.2	5	12.2
Good to talk'	2	5.9	4	12.1	1	2.4
Unclear	1	2.9	1	3.0	1	2.4
No response	15	44.1	11	33.3	26	63

*81 out of the 110 who answered 'Yes' in Q64a headteachers gave reasons.*

*12 headteachers who had answered 'No' or who indicated they had already been asked to take part (Question 62 and 63) also gave reasons. These headteachers have not been included in the table above.*

*Respondents were at liberty to write as much or as little as they liked so percentages do not sum to 100.*

**Pearson Chi-square Checklist**

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## Chi-square for Independence checklist for interpretation & reporting

Variable	Q. no.	Theme:			
Questions posed	Is there an association bet. Departure ABC and .....[variable/issue/influence]? Are heads in a particular group more likely to be influenced by this aspect? (see also Freqs for groups) Is the proportion the same of different in the 3 groups?				
<b>ASSUMPTIONS CHECK</b>					
1. observations are independent	Yes to all- no two measurements or responses are obtained from the same participant.				Yes
2. sampling deviations of the actual and expected frequency counts is normal in form	Sufficiently large sample evidenced by: 1. no expected frequency values should be under 1 Minimum expected cell frequency: 1. cell count shld be 5 or greater 2. no more than 20% of the expected frequency values are <5. (Cochran, 1954 - see Stern, p. 214); at least 80% of cells have expected frequencies of 5 or more				
3. If problems with sample size/expected freq counts;	(a) 2x2 contingency table; expected frequency be at least 10. [if not, use Fisher's Exact Probability Test; but perhaps ok if total sample exceeds 20 (Camilli and Hopkins 1978, cited in Stern, 2010, p214)] (b) for 2x2 and <u>larger</u> contingency tables total sample size should be at least 4 or 5 times the number of cells (Wilkins 1989 cited in Stern, 2010, p.214).				N/A for ABC grps
<b>STATISTIC/OUTPUT NEEDED</b>					
Which statistic? <small>Depends on contingency table</small> (R= ; C= ; RXC= )	If 2x2 contingency table; should examine and report the <u>CONTINUITY CORRECTION</u> (Yates' Correction for Continuity) statistic. If contingency table is larger than 2x2 should examine and report the <u>PEARSON CHI-SQUARE</u> statistic. (NB: report statistic to 2 decimal places)				N/A for HT grps  YES
Crosstabulation checks	Have xtabs been run? Have freqs for groups been examined? Have freqs been recorded in excel Have freqs been transferred to appendix? Have significance statistic & summary statements been added to grid where appropriate?				
<b>INTERPRETATION</b>					
Effect size R - 1 = C - 1 = Use?	(a) Is contingency table 2x2? If yes: --> use phi coefficient [higher values indicate a strong association] (b) Is contingency table <u>larger</u> than 2x2 (e.g. when comparing groups ABC)? If yes: --> <b>report Cramer's V</b> (report statistic to 2 decimal places)				N/A for HT grps  Yes
Cohen's effect size: which criteria to use (select smaller value-see notes)	R-1 or C-1 equals 1 (two categories): small effect = .10; medium effect = .30, large effect = .50. R-1 or C-1 equal to 2 (three categories): small effect = .07, medium effect = .21, large effect = .35. R-1 or C-1 equal to 3 (four categories): small effect = .06; medium effect = .17; large effect = .29.				
Significance (of Asympt.Sig (2-sided) [figure marked d])	Is value significant? [.05 or <.05] Is value not significant? [>.05]				Yes/No
Conclusion:	(a) The proportion of each group <u>IS / IS NOT</u> significant. (b) There appears to be <u>AN ASSOCIATION / NO ASSOCIATION</u> between HTs in leaving (movers, leavers, retirees) and the variable _____.				
<b>REPORTING</b>					
REPORTING	If a 2x2 table: (1) report Yates Continuity Correction figure (in Chi-square Tests table); (2) ensure correct Cohen effect size criteria. If table is larger than 2x2 (1) report Pearson Chi-Square figure (in Chi-Square tests table); (2) ensure correct Cohen effect size criteria.				N/A  Yes
MY STATISTICS FOR REPORTING	(a) Degrees of freedom	(b) Number of valid cases	(c) Pearson chi-square (> 2x2) or Continuity Correction (2x2)	(d) Asympt.Sig (2-sided) indicates significance	(e) Phi (2x2) or Cramer's V (>2x2) (effect size)
	(	N= ) =	,	P= . ,	Phi=



**Headteacher Pearson Chi-square Statistics**

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## Headteacher Pearson chi-square statistics

Q	Categorical Question theme	
NV	School by religious designation (VA/VC)	$\chi^2 = (2, n = 156) = 2.183, p = .336, \phi = .118$
NV	School phase (infant/junior/primary) [leaving school]	$\chi^2 = (6, n = 156) = 6.210, p = .400, \phi = .141$
NV	Group size (1-5) of school being left	$\chi^2 = (8, n = 156) = 5.961, p = .652, \phi = .138$
1	Gender (M/F)	$\chi^2 = (2, n = 156) = 0.225, p = .893, \phi = .038$
3a	Qualifications/highest qualification (options)	$\chi^2 = (4, n = 156) = 24.941, p = .000, \phi = .283$
4	Marital status (options)	$\chi^2 = (10, n = 155) = 25.557, p = .004, \phi = .287$
5	Religious faith (options)	$\chi^2 = (4, n = 155) = 5.614, p = .230, \phi = .134$
10	Number of headships	$\chi^2 = (6, n = 156) = 10.169, p = .118, \phi = .181$
11	Headship programmes	$\chi^2 = (4, n = 149) = 30.888, p = .000, \phi = .322$
12	NCSL programme involvement/experience - LPSH	$\chi^2 = (4, n = 151) = 23.183, p = .000, \phi = .277$
	- Heads for the future	$\chi^2 = (4, n = 151) = 14.111, p = .007, \phi = .216$
	- Leading from the Middle	$\chi^2 = (4, n = 151) = 7.435, p = .115, \phi = .157$
14a	Attended helpful diocesan training (Y/N)	$\chi^2 = (2, n = 154) = 3.064, p = .216, \phi = .141$
18a	Class responsibility commitment (Y/N)	$\chi^2 = (2, n = 156) = 4.447, p = .108, \phi = .169$
18c	Dedicated headship time	$\chi^2 = (2, n = 55) = 2.374, p = .305, \phi = .208$
19a	Regular teaching commitment (Y/N)	$\chi^2 = (2, n = 99) = 3.479, p = .176, \phi = .187$
18a & 19a	Nature of teaching commitment (NV)	$\chi^2 = (4, n = 156) = 7.488, p = .112, \phi = .155$
20	DHT (Y/N)	$\chi^2 = (2, n = 155) = 0.790, p = .674, \phi = .071$
23	Intervention programmes involvement (options)	$\chi^2 = (2, n = 150) = 1.221, p = .543, \phi = .090$
24	Involved in supporting others (Y/N)	$\chi^2 = (2, n = 156) = 6.632, p = .036, \phi = .206$
25	SIAS Inspection Grades: - Christian Distinctiveness	$\chi^2 = (4, n = 144) = 4.911, p = .297, \phi = .131$
	- Collective Worship	$\chi^2 = (6, n = 144) = 2.697, p = .846, \phi = .097$
	- RE (VA schools only)	$\chi^2 = (4, n = 73) = 8.513, p = .074, \phi = .241$
	- Effectiveness of Leadership & Management	$\chi^2 = (4, n = 144) = 4.681, p = .322, \phi = .127$
29a	Reasons for applying for CE headship (Y/N)	$\chi^2 = (2, n = 156) = 6.070, p = .048, \phi = .197$
30b	Type of headship (options)	$\chi^2 = (8, n = 150) = 6.241, p = .620, \phi = .144$



Q	Categorical Question theme	
37	Intention to return to headship (Y/N)	$\chi^2 = (2, n=98) = 8.782, p = .012, \phi = .299$
41b	Ranked top five significant influences	$\chi^2 = (38, n=145) = 136.517, p = .000, \phi = .686$
	Ranked 1	
	Ranked 2	$\chi^2 = (44, n=136) = 124.469, p = .000, \phi = .676$
	Ranked 3	$\chi^2 = (46, n=122) = 103.863, p = .000, \phi = .649$
	Ranked 4	$\chi^2 = (42, n=100) = 80.034, p = .000, \phi = .633$
	Ranked 5	$\chi^2 = (46, n=88) = 77.628, p = .002, \phi = .664$
43a	Impact on personal/family life (Y/N)	$\chi^2 = (2, n=155) = 0.208, p = .901, \phi = .037$
44a	TPS changes influenced decision (Y/N)	$\chi^2 = (2, n=155) = 3.213, p = .071, \phi = .144$
45a	Pressures of being church school HT (Y/N)	$\chi^2 = (2, n=156) = 6.755, p = .034, \phi = .208$
46a	Positive aspects of church school headship (Y/N)	$\chi^2 = (2, n=155) = 0.066, p = .968, \phi = .021$
47a	Influence of community/parish expectations (Y/N)	$\chi^2 = (2, n=156) = 2.216, p = .335, \phi = .117$
48a	National/local initiatives influence (Y/N)	$\chi^2 = (2, n=156) = 28.542, p = .000, \phi = .428$
49a	Measures of performance influence (Y/N)	$\chi^2 = (2, n=156) = 14.167, p = .001, \phi = .301$
50a	Stress/workload an influence (Y/N)	$\chi^2 = (2, n=154) = 11.092, p = .004, \phi = .268$
51a	Salary an influence (Y/N)	$\chi^2 = (2, n=153) = 24.128, p = .000, \phi = .397$
52a	Pupil mobility an influence (Y/N)	$\chi^2 = (2, n=154) = 1.885, p = .390, \phi = .111$
53a	Pupil behaviour (Y/N)	$\chi^2 = (2, n=154) = 3.851, p = .146, \phi = .158$
54a	EAL an influence (Y/N)	$\chi^2 = (2, n=154) = 3.485, p = .175, \phi = .150$
55a	Recent CVA (Y/N)	$\chi^2 = (2, n=154) = 1.019, p = .601, \phi = .081$
56a	Other factors influenced decision (Y/N)	$\chi^2 = (2, n=154) = 5.361, p = .069, \phi = .187$
59a	Persuadable (Y/N)	$\chi^2 = (2, n=155) = 7.779, p = .020, \phi = .224$
61	People/organisations decision discussed with	$\chi^2 = (2, n=156) = 8.651, p = .013, \phi = .235$
	- CGB	
	- SIP	$\chi^2 = (2, n=156) = 10.486, p = .005, \phi = .259$
	- Someone else at the LA	$\chi^2 = (2, n=156) = 6.843, p = .033, \phi = .209$
62a	Asked to take part in exit procedures	$\chi^2 = (2, n=153) = 8.786, p = .012, \phi = .240$
64a	Would take part in exit procedures if asked (Y/N)	$\chi^2 = (2, n=125) = 0.739, p = .691, \phi = .077$





## **Appendix 15**

### **Headteacher one way ANOVA Statistics**

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**Q6 Length of teaching career**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
20.29	25.72	34.93	.000*

**Q7 Length of headship career**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
6.64	12.08	16.58	.000*

**Q8: Number of headships**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
1.27	1.55	1.63	.043*

**Q9 Length of first headship (those leaving first headship ONLY)**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
5.61	10.67	15.10	.000*

**Q10: Length of headships**

Significant differences in means of HT groups

*Q10a Length of first headship**Q10b Length of second headship**Q10c Length of third headship**Q10d Length of fourth headship*

A	B	C	Sig.
Mean	Mean	Mean	
5.48	8.13	10.86	.000*
4.44	8.07	10.78	.017*
5.00	8.83	7.78	.517
n/a	5.00	7.00	.580

**Q17 Average length of working week**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
55.65	55.82	55.74	.995

**Q18 Length of headships**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
3.64	4.60	5.27	.014*

NB: proportions are always reported as 0.1, 0.2 etc of working week:

A=0.36 of working week

B=0.46 of working week

C=0.52 of working week

**Q19b Regular (but not class responsibility) teaching commitment (proportion of week)**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
1.89	2.38	1.96	.490

A=0.18 of working week

B=0.23 of working week

C=0.196 of working week

**Q18b and Q19b combined Teaching commitment (proportion of week)**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
3.13	3.23	3.51	.687

A=0.31 of working week

B=0.32 of working week

C=0.35 of working week

**Q21 Average hours spent in mtgs about pupils**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
4.16	3.95	3.35	.422

**Q22 FSM % of schools**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
9.01	7.93	12.36	.083

**Q25 SIAS grades**

Significant differences between HT Groupings ABC

*Christian distinctiveness**Collective Worship**RE (VA schools only)**Effectiveness of Leadership and Management*

A	B	C	Sig.
Mean	Mean	Mean	
1.52	1.51	1.68	.258
1.90	1.78	1.92	.578
1.89	1.72	2.05	.178
1.81	1.76	1.83	.855

**Q26 HTs' own views of school using Ofsted gradings**

Significant differences between HT Groupings ABC

A	B	C	Sig.
Mean	Mean	Mean	
1.87	1.68	1.93	.200

**Q27 Ofsted grades**

Significant differences between HT Groupings ABC

*Overall Effectiveness**Achievement and Standards**Personal Development and Well-being**Quality of Provision: Teaching and Learning**Quality of Provision: Curriculum**Quality of Provision: How well pupils are cared for**Effectiveness of Leadership and Management**EYFS (where appropriate)*

A	B	C	Sig.
Mean	Mean	Mean	
2.09	2.03	2.29	.111
2.09	2.05	2.30	.110
1.64	1.56	1.67	.615
2.09	2.05	2.33	.054
2.02	1.97	2.19	.226
1.93	1.95	1.99	.918
2.04	2.00	2.21	.198
1.80	1.86	2.00	.662

**41a Significance of influence/influencers/factors in list**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>Sig.</b>
	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	
<b>Q41 influences/aspects/influencers</b>				
<i>Career advancement</i>	<b>4.22</b>	2.00	1.08	.000*
<i>Planned retirement</i>	1.13	1.64	<b>4.29</b>	.000*
<i>Unplanned retirement</i>	1.10	1.44	1.63	.050*
<i>Retirement on grounds of ill-health</i>	1.00	1.26	1.39	.074
<i>Impact on personal and family life</i>	3.08	3.74	3.52	.142
<i>Conflict with staff, governors, parents or pupils</i>	1.64	1.97	1.42	.063
<i>Expectations of others of "church school" heads</i>	1.39	1.22	1.36	.646
<i>Disillusionment of being a "church school" head</i>	1.31	1.31	1.15	.470
<i>Red tape and bureaucracy</i>	1.49	<b>3.13</b>	<b>3.65</b>	.000*
<i>Conflict between learning and management</i>	1.68	<b>2.66</b>	<b>2.63</b>	.001*
<i>Miss contact with pupils</i>	1.34	1.78	<b>1.98</b>	.011*
<i>Wish to reduce teaching commitment</i>	<b>2.60</b>	1.66	1.52	.000*
<i>Initiative and innovation overload</i>	1.63	3.19	<b>3.64</b>	.000*
<i>Increased accountability and expectations</i>	1.63	3.42	<b>3.76</b>	.000*
<i>CVA score &lt;100</i>	1.27	1.97	<b>2.18</b>	.001*
<i>CVA score decreased or expected to decrease</i>	1.27	1.68	<b>1.86</b>	.017*
<i>Providing emotional support to others</i>	1.68	2.27	2.24	.053
<i>Stress and workload</i>	2.29	<b>3.50</b>	<b>3.10</b>	.000*
<i>School's challenging circumstances</i>	2.17	1.67	1.97	.264
<i>Moving to a larger school</i>	<b>4.18</b>	1.17	1.00	.000*
<i>A critical incident</i>	1.29	1.31	1.06	.088
<i>Higher salary</i>	<b>3.02</b>	1.50	1.00	.000*
<i>Lack of flexibility in working hours/contract</i>	1.54	<b>2.30</b>	1.77	.024*
<i>Lack of professional development</i>	1.63	1.33	1.22	.055
<i>Teaching commitment</i>	<b>2.41</b>	1.64	1.48	.002*
<i>Specific aspects of headship</i>	1.37	<b>2.89</b>	<b>2.40</b>	.000*
<i>Changes in TPS arrangements</i>	1.07	1.14	1.26	.180
<i>Disenchantment with headship</i>	1.05	<b>2.31</b>	1.92	.000*
<i>Other (please specify)</i>	2.78	3.40	2.27	.213

NB: Only one school was a federation so this is not reported to maintaining anonymity of participants.

**Q57 Positivity/negativity re leaving by HT Groupings ABC**  
*feelings abt decision to leave*

<b>A</b>	<b>B</b>	<b>C</b>	<b>Sig.</b>
<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	
4.00	3.97	4.24	.353

# **Q60 Attitudes/agreement with set of statements**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>Sig.</b>
	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	
<i>The role of headteacher is a poisoned chalice</i>	3.73	3.42	3.32	.183
<i>The role of headteacher is doable</i>	3.96	3.42	3.51	<b>.033*</b>
<i>I am happy with my work-life balance</i>	2.80	2.10	2.41	<b>.021*</b>
<i>My family is happy with my work-life balance</i>	2.36	2.05	2.28	.454
<i>I see headship as a job I will do until I retire</i>	3.51	2.16	4.04	<b>.000*</b>
<i>Inspections influence what I do</i>	2.51	1.95	2.32	.055
<i>I am supported in my job by the Diocese</i>	3.76	3.82	3.85	.902
<i>Increasing expectations to meet school community's social needs</i>	1.53	1.61	1.51	.818
<i>My health has been adversely affected by headship</i>	3.42	2.66	3.08	<b>.025*</b>
<i>Making a difference encourages me to remain a headteacher</i>	4.84	4.18	4.25	<b>.000*</b>
<i>Headship is the best job in the world</i>	4.13	3.18	3.48	<b>.000*</b>
<i>My staff are my greatest asset</i>	4.33	4.26	4.47	.296
<i>The Governing Body fulfil their role and let me fulfil mine.</i>	3.42	3.44	3.93	<b>.024*</b>
<i>The decision to leave my current post has been entirely mine.</i>	4.78	4.51	4.50	.168
<i>I am able to put into practice my beliefs about education</i>	4.29	3.46	3.56	<b>.001*</b>

NB: Only one sch was a federation so this is not reported to maintain anonymity of participants.

\* Statistically significant

\*2 = nearly statistically significant

## **Size of school being left (raw NOR, not Recode 1 or 2)**

**NOR of School being left (raw data not recode 1 or recode 2)**

Significant differences between HT Groupings ABC

<b>A</b>	<b>B</b>	<b>C</b>	<b>Sig.</b>
<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	
144.49	165.92	194.64	<b>.082</b>





**Thematic analysis of Headteacher open response  
questions**

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**Thematic Analysis of Headteacher Survey Open Response Questions (Filter items only)**

Question	Number of respondents who answered Yes in part (a) (all HTs)	Number of detailed responses given to part (b) or open response questions (all HTs)	Number of responses in selected THOR subsample (figures in parenthesis are the number of HTs in the subsamples)			Number of responses in 'collapsed' THOR			Actions taken/ Decision made  Comment/Rationale
			Group A (12)	Group B (10)	Group C (18)	Group A (12)	Group B (10)	Group C (18)	
14	154	154	40/45	29/39	58/72	n/a	n/a	n/a	Categorised by list; one word responses
16	4	4	n/a	n/a	n/a	n/a	n/a	n/a	Insufficient number of responses
24	50	50	n/a	n/a	n/a	5/12	2/10	6/18	Collapsed THOR
29	96	95	10/12	8/10	9/18	n/a	n/a	n/a	THOR
31	5	5	n/a	n/a	n/a	0/5	1/1	4/18	Collapsed THOR
34a	21	21	n/a	n/a	n/a	21/21	n/a*	n/a*	Collapsed THOR
34b	24	22	n/a	n/a	n/a	22/24	n/a	n/a	Collapsed THOR
43	137	133	9/12	9/10	15/18	n/a	n/a	n/a	THOR
44	7	5	n/a	n/a	n/a	0/0	2/2	5/5	Collapsed THOR
45	59	58	7/12	4/10	4/18	n/a	n/a	n/a	THOR
46	121	120	6/12	8/10	15/18	n/a	n/a	n/a	THOR
47	8	8	n/a	n/a	n/a	4/4	2/2	22	Collapsed THOR
48	60	56	2/12	4/10	12/18	n/a	n/a	n/a	THOR
49	55	53	0/12	3/10	7/12	n/a	n/a	n/a	THOR amended (see file notes)
50	97	94	3/12	8/10	13/18	n/a	n/a	n/a	THOR
51	45	40	n/a	n/a	n/a	22/25	8/10	10/10	Collapsed THOR
52	12	11	n/a	n/a	n/a	4/11	0/11	7/11	Collapsed THOR
53	8	7	n/a	n/a	n/a	0	2/7	5/7	Collapsed THOR
54	3	2	n/a	n/a	n/a	0	0	2/2	Collapsed THOR
55	12	11	n/a	n/a	n/a	2/11	3/11	6/11	Collapsed THOR
56	55	55	3/12	5/10	6/18	n/a	n/a	n/a	THOR
59	55	55	3/12	6/10	9/18	n/a	n/a	n/a	THOR
64	110	81	8/12	7/10	10/18	n/a	n/a	n/a	THOR

**Key:** \* Denotes question not applicable to specific group(s); Collapsed THOR: Responses categorised together due to less than the 25% threshold figure needed



### Thematic Analysis of Headteacher Open Response Questions (Survey)

Question	Number of respondents who gave details	Number of responses in selected THOR subsample (figures in parenthesis are the number of HTs in the subsamples)			Number of responses in 'collapsed' THOR			Process conducted or Comment/Rationale
		Group A (12)	Group B (10)	Group C (18)	Group A (12)	Group B (10)	Group C (18)	
38	77	n/a*	6/10	13/18	n/a	n/a	n/a	THOR
39	18	n/a*	n/a	n/a	n/a*	9/9	9/9	Collapsed THOR
40	18	n/a*	n/a	n/a	n/a*	9/9	9/9	Collapsed THOR
42	151	11/12	9/10	18/18	n/a	n/a	n/a	THOR
34a	21	n/a	n/a	n/a	21	n/a*	n/a*	Collapsed THOR
34b	24	n/a	n/a	n/a	22	n/a	n/a	Collapsed THOR
58	150	n/a	n/a	n/a	n/a	n/a	n/a	Adjective responses grouped

**Key:**

\* Denotes question not applicable to specific group(s)

Collapsed THOR: Responses categorised together due to less than the 25% threshold figure needed



## **Appendix 17**

### **Mindmaps: an example**

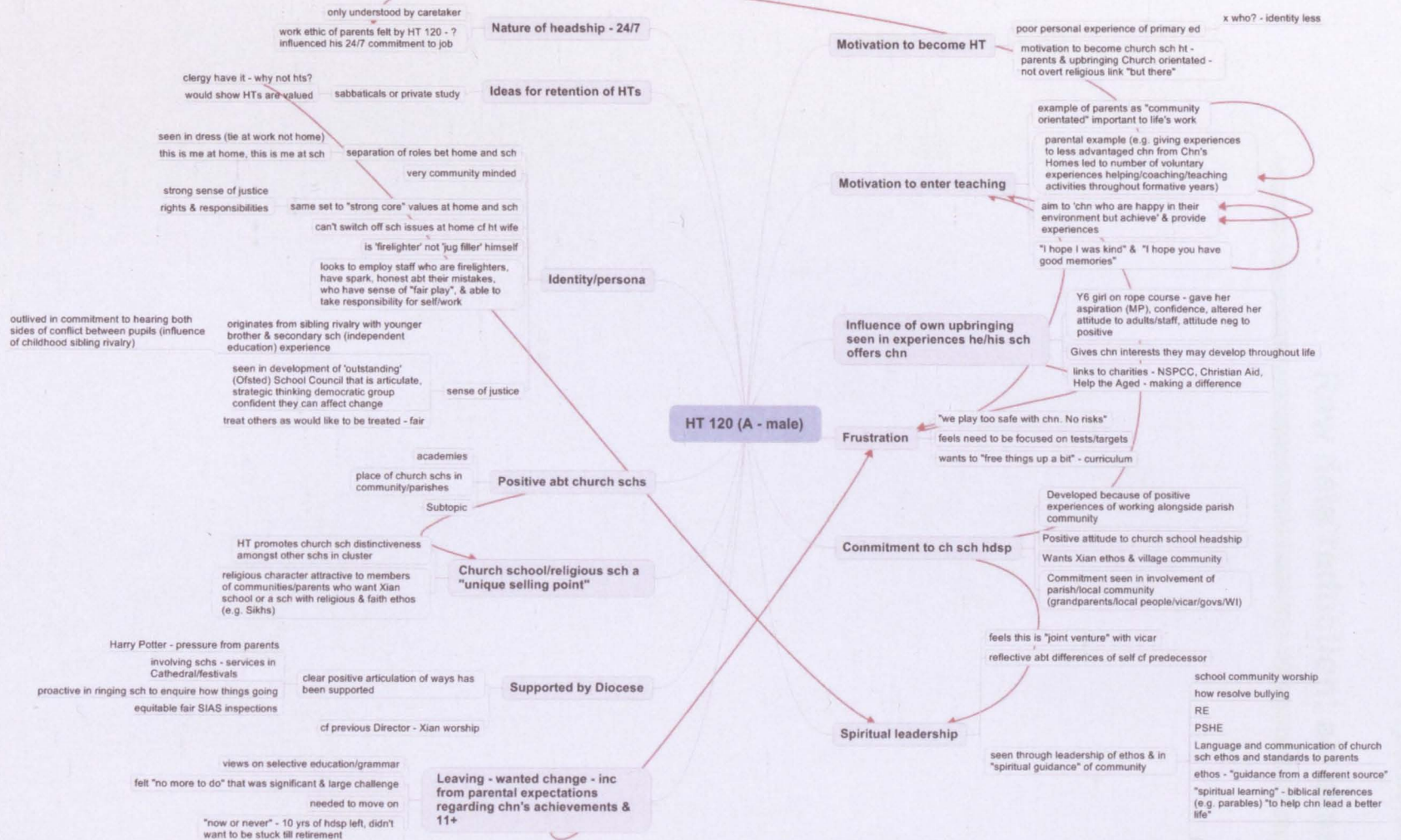
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Appendix

Table 1. Summary of the data

Table 2. Summary of the data





**Raw data reduction: an example**

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### Q43 Impact on family and personal life Details

Q. Has headship had any impact on your family and personal life? *If yes, how?*

#### Analysis of subsample responses (subsample responses highlighted)

Group	Number in Group	Number to be selected (25%)	HTs selected (see file lists)
Group A	45	12	HTs 4,12,24,41,66,71,80,103,108,136,143,156
Group B	39	10	HTs 1,23,46,63,73,96,122,137,147,153
Group C	72	18	HTs 2,7,21,29,33,39,49,57,61,78,83,92,99,107,112,118,126,131

Included in subsample?	HT ID	Grp	Responses	Summary/paraphrase of response
√	1	B	Long hours – no time for family during the week	Long hours mean no time for family during week.
√	2	C	Stolen my life – life revolves around school – always in my mind – lack of sleep through worrying affects mood and relationship. Can't do things when I want due to "school commitments"	Stolen life Life revolves around school Always in mind Lack of sleep Worrying Impact on mood Impact on relationship Sch commitments cause constraints
	3	C	Long hours, worry and stress over staff, pupils, governors. Difficult parents, difficulties with SEN	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			funding. Constant change to curriculum, LAs, Governors role. Failure of LA to support HTs effectively.	
√	4	A	Can only visit grandchildren in holidays so I cannot support my family.	Amount of support can give family/grandchildren reduced to holiday times.
	5	C	Time! Don't have any as I work around the clock and throughout holidays taking little time out to recharge my batteries!	
	6	C	Time.	
√	7	C	- I am too exhausted to spend as much time with my new grandchildren as I would like. - Not enough time with my husband during term.	Exhaustion Reduced time for family (grandchn) Insufficient time with husband (term-time)
	8	C	[No]	
	9	A	Tired, stress, workload...	
	10	A	Hours spent working limits my personal and social time during term time. School is my Priority!	
	11	A	Reduced time to spend with my family, especially my own children.	
√	12	A	Don't see as much of family as I would like – but then again, how many jobs give you 6 weeks holiday?	- ve regret doesn't see as much of family as would like +ve 6 wks holiday
	13	A	Stress due to overload in terms of hours perceived to be needed in order to complete tasks. Not enough time to be with family. Exciting topics of conversation!!	
	14	A	I am very energetic, enthusiastic and clearly enjoy my job. I have a lot of job satisfaction and this shows in my home life. Life is never dull. I keep very fit to ensure that I have the health and vitality need. Last year, for	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			instance, I cycled from John O'Groats to Lands' End in part of the summer holidays: I never take my school holidays for granted – (after 20 yrs in industry)	
	15	B	Released me from panning and preparation as a teacher – increased stress and tension – bouts of depression	
	16	A	666 even though ticked Yes	
	17	C	No time for me. I work at least a 60+ hour week leaving home at 7.00am and returning after 6pm – I work weekends and <u>all</u> holidays.	
	18	C	Long hours – always more work to do when you get home. Difficult to go “out” mid week – preparation needed for next day's lesson. At really stressful times – unable to “leave wok behind” when home.	
	19	B	666 even though answered Yes	
	20	B	No	
√	21	C	My wife tells me I am a different person during term-time. I find it difficult to switch off and have felt very tired. Can be short-tempered and irritable as a result.	Different person during term-time Hard to switch off (to job) Tiredness Short-tempered/irritable
	22	C	It is an all-consuming job which never leaves you. Has caused stress in the past.	
√	23	B	At times – stress, lack of sleep, lack of time.	Stress Lack of sleep Lack of time
√	24	A	My whole family have become involved in all I do as support and in a teaching role and are unpaid volunteers	Family has become involved as unpaid volunteers (support) [?positive or not]



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			as well!	
	25	A	No	
	26	B	It can be a struggle to keep up a "normal" life, i.e. do and talk abt things other school.	
	27	C	The time commitment required in the early years of headship was a factor in my divorce.	
	28	C	<i>No* ["I refuse to let it rule my life. It is a job like any other that I rarely "take home"]</i>	
√	29	C	Time devoted to work which really belonged to my family	Family lose out because of time at work
	30	C	Weekends are not free enough to do the things I want/would like to do.	
	31	C	Came very close to break up of marriage – it has survived just! Not enough time spent with our children as they grew up – same ahs happened with grandchildren.	
	32	C	No	
√	33	C	No	N/A as no details given
	34	C	Term-time – many hours spent on school. If it was not for my home in Spain that I can go to every holiday – I would not be able to juggle work/life balance.	
	35	A	No	
	36	C	Health Well-being emotionally Affected relationships with family members	
	37	B	My own children missed out on having a stress free mum – school always coming first	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			Stress related illness – high blood pressure, late onset asthma	
	38	C	Constantly thinking about Don't want to go anywhere/do anything outside of school life.	
√	39	C	-Keep falling asleep when I want to watch football? - Less time for me – as I get older the job takes longer!	Tiredness (e.g. falling asleep in front of tv) Less time for me Job takes longer (related to age)
	40	A	No	
√	41	A	Yes but no response 666	n/a for subsample as 666
	42	C	No	
	43	A	Time commitments especially child care 7.30-6pm as I have to be on site.	
	44	C	At times in my career it has consumed my time to the detriment of family. Stress has also, no doubt, meant I have been less happy than I otherwise would have been.	
	45	B	I don't have a life!	
√	46	B	I have less and less time to spend with my husband and grown-up children. The stress and preoccupation make me irritable and difficult to live with! I needed a period of time on anti-depressants, although I did not take sick leave.	Increasingly reduced time to spend with family (husband/grown-up chn). Stress Preoccupation Am irritable / difficult to live with Has resulted in medication (for depression/anti-depressants)
	47	C	Time Stress	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			Weariness	
	48	B	Affecting how I am at home – always thinking abt school – which affects my mood. Lack of energy to do things outside of school. I am also in my 2 <sup>nd</sup> marriage after a break up affected by my working.	
√	49	C	Lack of time for hobbies and friends. Pressure on family to keep things going at home.	Lack of time for hobbies/friends
	50	A	Sometimes the stress makes me distracted from family life. The out of hours commitments, e.g. evening meetings especially.	
	51	C	Tired all the time, no energy to engage with family. School has often had to come before family.	
	52	C	Workload/time	
	53	A	My children are virtually orphans but they would be hungry orphans too without my working. (Single parent, 3 children)	
	54	B	Conflict of time with husband as a vicar and busy most evening and weekends with church/school.	
	55	B	Taken up most of my life!	
	56	C	Takes up a considerable amount of time and can be stressful.	
√	57	C	No	N/A as no details given
	58	C	Lack of time for them.	
	59	C	Stress, conflict with parents, Ofsted, too much accountability.	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
	60	C	Reduced the time spent with them – personal life – remained single – too much time spent helping to raise other people's children, but loved it.	
√	61	C	Divorce Time needed to do properly.	Divorce Time needed do (?job) properly
	62	C	Less time for family and friends. Luckily husband is in education too and understands – we have bounced ideas off each other, cried on each others' shoulders, celebrated successes and moved on from disappointments and survived 35 years together.	
√	63	B	Less time and energy to spend on family life.	Less time for family life Less energy for family life
	64	C	Wife (also a teacher) taking early retirement at same time.	
	65	B	Not enough time at home.	
√	66	A	Long periods/hours away from my family, not seeing young children often enough.	Not seeing young chn enough due to long hours
	67	A	Tired in the evenings and lack of time spent with family during term time due to evening meetings but we make up for it in the holidays.	
	68	A	More evenings/holiday times with school commitments.	
	69	A	Currently live on site – not good! Disruption to family life – family home 28 miles away. Travelling problems also.	
	70	B	No	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
√	71	A	At times I have had very little personal life. IN early teaching headship I had to work 7 days a week and through holidays to survive. In Special Measures there were times when the pressure had a detrimental impact on my health and family life.	Little personal life (worse at some times)  -ve detrimental effect on health -ve detrimental impact on family life
	72	B	I am too tired/busy to enjoy quality time at home, often in evenings and weekends.	
√	73	B	No - 666	N/A as no details give
	74	A	Committed to after school meetings Workload in the evenings Balance with having a young family.	
	75	A	Miss spending time with my new grandson and my husband gets fed up with all the hours I spend at school and on school work at home – even having school needs top of our shopping list at the weekend!	
	76	C	Weekdays are wholly school. Tiredness – Fridays night crash out. Sunday pm – all beings again. Catch up on reading professional documents. Demands of parents increasing and cannot be meet whilst I a working full time. No time for social life (plus doctor, dentist, hairdresser etc in holiday time)	
	77	A	Work/life balance is non-existent	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
√	78	C	Stress causing tiredness and lack of time to maintain relationships with husband.	Stress Tiredness Lack of time to maintain relationship with husband
	79	C	Time for family limited – particularly in this post as the school had a great deal of long term sickness initially. .	
√	80	A	Work long hours – lots of evenings. More income – children and university.	-ve long hours especially evenings  +ve more income to spend on children and their (university) education
	81	C	666	
	82	C	Hours worked has meant a social life is all but impossible in term-time and has an impact on holidays.	
√	83	C	No time for anything “extra-curricular” and only fleeting time at weekends.	No time for ‘extra-curricular’ Lack of time at w/ends
	84	B	Regret the amount of time I have <u>not</u> spent with my family.	
	85	B	I wasn’t able to take my own son to school as SH was in SW	
	86	C	Lack of time, energy etc to get involved in as many activities beyond work as I would like. Just keeping in touch with friends can be a challenge!	
	87	B	Leisure time is affected due to constant worrying abt keeping too many juggling ball sin the air. Stress and tiredness.	
	88	A	Reduces time with wife and family, saps much of my emotional/mental thinking time.	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
	89	A	It sometimes doesn't allow me to spend as much time with my family.	
	90	C	Only 1 free day in a weekend.	
	91	C	Term – during term time very difficult to make time for family, hobbies etc. Health – impact of job on health-sleepless nights, exhaustion. Difficult to make time to exercise.	
√	92	C	No details	N/A as no details given
	93	C	Find it difficult to find time to take regular exercise. Feeling guilty abt not spending enough time with elderly parents. Weekends are always taken up with school and catching at home.	
	94	A	Very time consuming career choice. Rarely time for me – always something on my mind and often on call (school open 48 weeks a year)	
	95	C	Reducing contact time Not getting the necessary rest	
√	96	B	It has had a <u>beneficial</u> effect in terms of financial security, position in society and has helped me to be a better father.	+ ve financial security + ve position in society +ve helped me become better father
	97	C	Amount of time you have to give to the job.	
	98	B	School life is all-consuming.	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
√	99	C	Little time for my family due to workload.	Workload Little time for family
	100	C	No	
	101	C	My husband retired early from a very successful school due to disenchantment and an earlier heart attack. We have been 24/7 at this job for 40 years between us. It has affected our health – no time to enjoy family – too tired at weekends and holidays to go anywhere - always on call every day of the year. No rest, no peace, no time to relax.	
	102	C	Have been very tired physically and of the constant need to respond to ever more change – under the banner of “development”.	
√	103	A	Limits family time which is precious with a young family.	Precious family time with young family limited
	104	A	Ended up divorced from my deputy headteacher husband who didn't think I could do it.	
	105	A	Hours at school too long – not time for a home life.	
	106	A	Lack of quality time with family.	
√	107	C	I am a head, my wife is a deputy head of a 1 form entry high achieving village school. The professional combination of these 2 posts means that “school” spills into every evening and at last one day on the weekend leading less time for hobbies, family visits and feelings really relaxed. The nature of the jobs now impinge on	School impacts on every evening and weekend Less time for hobbies/family/feeling relaxed Impinges on holidays/sch breaks



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			half term holidays and the Summer, Easter and Christmas holidays. We have been married for 35 years and been teachers throughout the time. The job is getting harder not easier, even with PPA!)	
√	108	A	No details given	N/A as 666
	109	C	I work abt 70 hours per week and have very little tie to do anything else. No evening time, and I spend around of every holiday working.	
	110	C	Time, commitment, stress.	
	111	C	Caused the break up of my 1 <sup>st</sup> marriage or at least contributed to it.	
√	112	C	It is totally absorbing during term time and there are many late nights. IT is very difficult if not impossible to detach myself form the job. This necessitates marginalising my wife and 5 children. I am often too tired to be proactive with them.	Absorbing (?preoccupation) Many late nights Hard to detach self from job Wife & chn marginalised Tiredness Reduced proactivity with family
	113	C	I don't see much of my husband, and don't have any time for social or church events in the week. Often too tired by the weekend.	
	114	C	Being constantly tired/falling asleep every evening. Too many evenings spent working: meetings, PTA events. Seeming to care more about work than home life (a perception, not reality – I hope!)	
	115	A	Lack of time for own family.	
	116	C	Being a pain to live with especially (worryingly!) during	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			the holidays – the first week usually.	
	117	B	No	
√	118	C	666 - Yes but no comment	N/A as no details given
	119	A	Less time for wife and children Stress: health issues (worry/sleeplessness etc) Some “friction” at home.	
	120	A	Workload affects amount of time at home.	
	121	B	Very demanding on time. Living in the community has its drawbacks particularly having children attend the school, and always under scrutiny.	
√	122	B	How long have you got!! I stopped work due to severe stress and depression. This manifested itself in many ways at home. My life <u>now</u> is a 100 x better, especially relationships.	Comment suggests many/infinite number of things (e.g. How long have you got?) Stress Depression Home life affected Affected relationships (negatively)
	123	C	Constantly worn out/headteachers etc unable to take holidays in term time. Very long hours/evening meetings impact on caring for elderly mother.	
	124	C	My family have found it difficult to understand my going into work at weekends and working at home in the evenings. In term time this has put a lot of strain on us, particularly at difficult times for the school!	
	125	C	It has taken up much time in the week – e.g. meetings,	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			some weekends for fayres, meetings etc.	
√	126	C	I don't have the time and energy to do everything I want to do. It has given me a pension that allows me to retire early.	Lack of time Lack energy (Unfulfilled desires?) +ve pension/financial flexibility (to retire early)
	127	C	Missed early development of my children.	
	128	B	My family consider I am never available for them. Particularly conflict with my personal time is interrupted (e.g. 7am 'phone calls to say staff not coming in to school and phone calls during holiday period re building work).	
	129	C	Not enough time to do the things I want to do.	
	130	C	Not enough time to spend with family. My husband (children grown up now) bears the brunt of my pressures.	
√	131	C	Need to spend time with my wife who is also a part-time teacher.	Need time/lack of time – re relationship with wife
	132	B	Work 2-3 evenings a week, often at school for meetings, plus increasingly events on Saturday/Sunday I need to attend. Missed out on a lot of my children's milestones and things they have done as a result.	
	133	C	Long hours – late meetings. Tired out.	
	134	B	Unable to switch off and be the mum I want to be to out 10 year old son and loving husband.	



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			Constant broken sleep. Constant tiredness.	
	135	C	I do not have the energy to follow interests with my family. Time is also difficult due to long working hours. The Children's Centre work I do is all year round not just term time.	
√	136	A	No details given	N/A as 666
√	137	B	1. Time to spend with family when young. 2. Frequent tiredness. 3. Job dominates thinking!	Time with family when young Tiredness Thinking dominates (preoccupation)
	138	A	Divorced	
	139	C	Caused stress in family due to my stress.	
	140	A	Commitment to my job can be difficult when there are family difficulties, e.g. ill parents who live some distance away. The inflexibility of school terms can be difficult for families.	
	141	A	I am more tired and stressed – often this continues into the holidays.	
	142	B	<ul style="list-style-type: none"> <li>- Returning home late, not helping to prepare evening meals</li> <li>- On occasions expecting my husband to listen to my moans (I have a <b>very</b> understanding and patient husband)</li> <li>- Extremely tired at weekends and in particular on</li> </ul>	-



Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
			holidays and only wanting to rest/sleep - Work/life balance <u>very</u> difficult to manage at times and have very little time to myself.	
√	143	A	Distance between school and home means I frequently miss being home for my children's bath/bedtimes.	Limits time with children e.g. miss bath times
	144	B	Caused problems with excessive stress. Expensive holidays and inflexible holidays.	
	145	A	Newly married, incredible workload, no time spent with my husband!	
	146	B	Many positive aspects but unfortunately also negative due to long hours and increased demands of breakfast and evening meetings.	
√	147	B	Late night meetings. Long working hours. 'Phone calls etc at home. Not a clear distinction between home and school.	Late night mtgs Long hours Phonecalls at home (?intrusion of sch into home life) No clear distinction between home and sch
	148	B	Time needed beyond the school day.	
	149	B	Had very little time in the past to spend with them - I always seemed to be working.	
	150	B	Less time to be with family.	
	151	A	Negative: Less time with my own children Negative: Less time to be involved in my own church. Positive: My own children see a successful adult. Positive: wider opportunities such as trusteeships offered.	

Included in sub-sample?	HT ID	Grp	Responses	Summary/paraphrase of response
	152	A	No	
√	153	B	Evening meetings!! But how do you get around this when people work during the day? Weekend commitments. Schools are expected to be everything as well as places for learning.	Evening mtgs W/e commitments Expectations of schools
	154	B	Was fine when just me and my husband, but too much to “juggle” with 2 young children. Not a job can be done well part-time.	
	155	B	Initially as head, spending and focussing time on job at expense of family. Now see job as <u>part</u> of my life.	
√	156	A	Fewer hours spent at home. Husband taking on more responsibility around home. Less leisure time.	Less hours at home Less leisure time Husband takes on more responsibility around home





### Identifying potential themes within subsample

GROUP A	GROUP B	GROUP C
Impact on others <ul style="list-style-type: none"> <li>- family members have become unpaid volunteers involved in life of school</li> <li>- other family members have to do more around home (e.g. husband)</li> <li>- lack of time to spend with own (young children)</li> <li>- lack of time to support family members e.g. grandchildren</li> <li>- negative impact on family life</li> </ul>	Home/school boundaries unclear / Intrusion of school into home life includes <ul style="list-style-type: none"> <li>- 'phonecalls at home</li> <li>- evenings meetings,</li> <li>- long hours</li> </ul>	'Stolen life' <ul style="list-style-type: none"> <li>- 'less time for me'</li> <li>- Negative words e.g. less, reduced, not enough, lack of x</li> <li>- Unfulfilled desires / school brings constraints/curtails own desires</li> <li>- No time for 'extra-curricular', hobbies, friends</li> </ul>
Little time for personal life / leisure time	Preoccupation with work <ul style="list-style-type: none"> <li>- thinking dominates</li> </ul>	Preoccupation with work <ul style="list-style-type: none"> <li>- preoccupied</li> <li>- 'always in mind'</li> <li>- 'hard to switch off'/remain detached</li> <li>- Absorbing</li> </ul>
Impact on health negative	Emotional health affected <ul style="list-style-type: none"> <li>- depression</li> <li>- irritability</li> <li>- difficult to live with</li> <li>- medication needed (depression)</li> </ul>	Impacts on mood/emotional well-being <ul style="list-style-type: none"> <li>- mood</li> <li>- irritable</li> <li>-</li> </ul>
	Impact on physical well-being <ul style="list-style-type: none"> <li>- tiredness</li> <li>- lack of sleep</li> <li>- loss of energy</li> </ul>	Impact on physical well-being <ul style="list-style-type: none"> <li>- tiredness/exhaustion, lack of sleep</li> <li>- lack energy</li> <li>- stress</li> </ul>
	Impact on home life <ul style="list-style-type: none"> <li>- relationships affected</li> <li>-</li> </ul>	Affects relationships with family members <ul style="list-style-type: none"> <li>- divorce</li> <li>- lack of time to maintain relationship with x (e.g. husband)</li> <li>- wife/children marginalised</li> <li>- time reduced with family members</li> <li>- reduced 'pro-activity' with family</li> </ul>
		Time needed to do the job <ul style="list-style-type: none"> <li>- late evenings, weekends, school impinging on school holidays</li> </ul>
Positive of the job <ul style="list-style-type: none"> <li>- length of school holidays</li> <li>- more income to spend on family (e.g. chn and university)</li> </ul>	Positives of the job <ul style="list-style-type: none"> <li>- financial security</li> <li>- position in society</li> <li>- made me a better parent</li> </ul>	
	Deficiency language	





**Potentially differentiating themes – an example**

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## Comparing potentially differentiating themes across subsample HTs

	Group A	Group B	Group C
<b>Impact on family members</b>			
Become involved in sch life/unpaid volunteers	24		
Others do more at home	156		
Negative impact on family life/less time with young chn	12,66,103,143	46, 63, 122, 137	29, 99
Less time to support grandchn	14	46	7, 99
<b>Impact on home life/relationships</b>			2, 17, 61, 112, 78
Little time for personal life	71		
Little time for leisure	156		
<b>Impact on health</b>			
<b>Emotional health is affected</b>			
Irritability		46	21
Depression		46, 122	
Difficult to live with		46	
Medication needed (e.g. depression)		46	
Mood			2
<b>Physical health is affected</b>	71		
Tired		137	7, 21, 39, 78
Lack of sleep		23	2
Loss of energy		63	126
Stress(ed)		23, 122	78
<b>Preoccupation</b>		46	112
Always in the mind		137	2
Hard to switch off			21
Hard to remain detached			
<b>Home/school boundaries indistinct (time to do job now added here)</b>		147, 23	39, 61, 122, 131
'Phonecalls at home		147	
Weekends/evenings	71, 80	147, 153	83, 107
Long hours	66, 80	147	
Sch impinge son school holidays	71		107
<b>Stolen life</b>			
Stolen life	12		2
Less time for me	80		39
Less time for extra-curricular/friends/hobbies			2, 83, 49, 107
<b>Positives of the job</b>			
Length of school holidays			
Good income for bringing up family/univ fees			
Financial security		96	126
Position in society		96	
Enable one to become better parent		96	



**Revised themes showing differentiation between  
subsamples: an example**

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## REVISED THEMES SHOWING DIFFERENTIATION BETWEEN SUBSAMPLES

*(plus some that don't –see below under Differentiation & Reflection)*

### **THEME 1**

**Label:**

***Impact on family members***

**Definition:**

The person describes how their job and its requirements affect those in their immediate and extended family.

**Indicators:**

(i) Job has an impact on other family members, sometimes to the extent that they become involved in the life of the school as unpaid volunteers.

(ii) The demands of the job have a negative impact on family life, with other family members having to do more at home.

(iii) There is reduced time to spend with the one's own young children.

(iv) There is less time to see/support grandchildren.

**Differentiation:**

HTs 24, 156, 12, 66, 103, 143 and 4 showed this theme. HTs in Group B and C only refer to (iii) and (iv).

### **THEME 2**

**Label:**

***Emotional well-being affected***

**Definition:**

The person describes how their emotional health is affected.

**Indicators:**

Examples include: irritability, depression, making one difficult to live with, sometimes requiring medication (e.g. for depression).

**Differentiation:**

This theme is not present at all in HTs in Group A subsample. It is present only in 1 HT in Group C. It is most present in HTs in Group B.

### **THEME 3**

**Label:**

***Physical well-being affected***

**Description:**

The person describes physical effects they experience.

**Indicators:**

Affected by tiredness, lack of sleep and loss of energy. Feels exhausted/exhaustion. Feels stress(ed).

**Differentiation:**

This is shown in responses of Group B and C headteachers but only in one HT A response.

### **THEME 4**

**Label:**

***Preoccupation with work***

**Description:**

The person describes how the job preoccupies their mind/thinking

**Indicators:**

Thinking about school dominates the mind. Absorbing.' Always in the mind'. 'Hard to switch off'. 'Hard to remain detached'.

**Differentiation:**

This theme is shown in Group B and C HTs only.



### **THEME 5**

**Label:**

**Description:**

**Indicators:**

#### ***'Stolen life'***

The person describes how life is less than they would like it to be.

Life can be 'stolen', have 'less time for me', less time for 'extra-curricular' activities such as friends and hobbies. Life contains unfulfilled desires. Negative words indicate this such as less, reduced, not enough, lack of. Talks of being a different person during term-time.

**Differentiation:**

This theme only appears in responses from HTs in Group C.

### **THEME 6**

**Label**

**Description:**

**Indicators:**

#### ***Impact on relationships***

The person describes how and with whom relationships are affected.

Less time with (young children). Less time to support other family members (e.g. grandchildren). Refers to impact on family life in negative terms (e.g. less/reduced). May refer to specific aspects of life (e.g., missing bath times).

Relationships marginalised (spouse/chn). Lack of pro-activity in family/family activities. Lack of time to maintain key relationships (e.g. with spouse).

Refers to breakdown of relationships (e.g. divorce).

**Differentiation:**

This theme can be found in responses of HTs in all 3 groups.

### **THEME 7**

**Label:**

**Definition:**

**Indicators:**

#### ***Home/school boundaries are indistinct***

School intrudes into home life

Through 'phone-calls at home, evening meetings and long hours. School impinges on school holidays.

**Differentiation:**

This is mentioned by HTs in all 3 groups but although there does not appear to be any differentiation between the groups, decision is to include as a theme at this point.

### **THEME 8**

**Label:**

**Definition:**

**Indicators:**

#### ***Positive aspects of the job***

The person describes how the job can be positive

(i) Length of the school holidays

(ii) Provides a good income to spend on family needs (children and university costs)

(iii) Position in society

(iv) Enables person to become a better parent

**Differentiation:**

HTs 12 and 80 in Group A showed this theme as did HT 96 in Group B and HTs 126, 21, and 99 in Group C. However, decision at this stage to leave the theme in as could be interesting point to explore even though theme as it stands doesn't differentiate.

**REFLECTION AT THIS STAGE**

Themes that reflect clear differentiation between the subsamples:

- 2 Emotional well-being affected
- 3 Physical well-being affected
- 4 Preoccupation with work
- 5 ‘Stolen life’

Themes were there is some presence in all three groups of headteachers (sometimes only 1 HT in a Group) and which (for now) will be included in the coding of all headteachers:

- 1 Impact on family members
- 6 Impact on relationships
- 7 Home/school boundaries indistinct
- 8 Positive aspects of the job



**Subsample outlines: an example**

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## **HT 106 Subsample outline**

### **Influence on career choices**

- Thinking he can do headship better

### **Identity/persona**

- 2 ways of 'being'
- Pressure of expectations

### **Relationship between identity/persona and Educ'al/personal/religious beliefs**

- Faith fundamental to all he does (e.g. sustainable schools)
- Couldn't be a HT without being a Xian
- Feels the 'presence of God'
- Faith and ECM/educational agenda unified not in conflict

### **Headship – positives**

- 'Freedom to spread the word'

### **Headship – negatives**

- Impact on family negative (headship has resulted in him letting his family down)
- Led to decision to change his circumstances
- Isolation of job
- Weight of responsibility (pupils, staff, parents) – their learning & their emotional wellbeing
- Weight of responsibility (schs have) to alter society/socio-economic factors

### **Factors influencing leaving**

- Additional (external) accountability (SIAS)
- 'bare-faced accountability' (system inequitable in public services – focus on educators)
- GB expectations – "services the GB" + issue re hours/contractually no limit

### **Church school headship**

- Negative – additional accountability a pressure – see earlier section
- Positive – "freedom to spread the word" – see earlier section

### **Persuasion**

- 

### **Other**

- Sense of 'woundedness'/hurt comes through (?latent)



**Identifying themes across subsamples: an example**

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## Subsample Analysis (Code development)

### Identifying themes across subsamples ABC

#### Key: **Similarities**; **Differences**

	<b>Group A (HTs 106, 120, 141, 152)</b>	<b>Group B (HTs 117, 132, 144, 149)</b>	<b>Group C (HTs 109, 113, 123, 127, 133)</b>
<b>Identity/persona</b>	<b>2 lives</b> (identity conceived in terms of work life balance) → <b>maintained</b> → achieve work-life balance; "it's just a job" [how/strategies/factors mentioned]	→ <b>Headship has status</b> → <b>HT persona can be adopted/acted</b> deliberately in response to others' behaviours/perceptions	No over-riding/common themes emerge  (nature of job <b>24/7 all consuming</b> (2 HTs))
<b>Identity/persona</b>	<b>Self awareness</b> – strengths/weaknesses/personality (e.g. more challenge desired) [appears to influence choices] - appears to influence choices	→ <b>Personality influences career decisions</b> → <b>Self awareness influences timing of leaving;</b> imp not to lose objectivity by closeness (emotionally) to school	No over-riding themes/common experiences evident beyond own experiences (inc. personal, negative) influenced career choices
<b>Identity/persona</b>	<b>Upbringing influences career choices, sense of self/identity</b> → "You could do this" → "I could do this" → upbringing experiences	<b>Influence of upbringing</b>	
<b>Attitude towards headship</b>	<b>Positive about headship</b>	<b>Headship positives</b> → Headship changed person (for better) → Seeing "light go on" "in chn" → Proud of team "what shall we do" not "what will HT do"	
<b>Demands of contemporary headship</b>	<b>Demands of contemporary headship</b> → cause feelings of isolation → have negative impact on family → Weight of responsibility for others/society → "bare-faced accountability"	<b>Demands of contemporary headship</b> → Urgent v important → Stuck in the middle of people's expectations → Small school headship: affects workload → HT role changed: greater expectation, leadership distracts from core purpose	<b>Demands of contemporary headship</b> – impact on health and wellbeing
<b>Additional church (external) accountabilities negative</b>	<b>Additional church school accountabilities</b> influence leaving seen as negative → <b>SIAS</b> [Q. are these mentioned by just those going to non church new headship?]	<b>Additional demands of church school headship</b> seen as negative → <b>SIAS</b> → implied expectations (church attendance) → VA schools: funding (10%/ Devolved Funding), GB as employer	





	Group A (HTs 106, 120, 141, 152)	Group B (HTs 117, 132, 144, 149)	Group C (HTs 109,113, 123, 127, 133)
Church school positives – additional opportunities/freedoms	<b>Church sch headship positives:</b> → <b>X factor</b> (defined as openness possible for staff/pupils to explore issues re any faith → share vision wider “freedom to spread the word”	<b>Church school positives:</b> → shared expectations, openness → partnership (parish)	<b>Positive about church school headship</b> (4/5), one chose VA school career, one with no faith asks himself “what would Jesus do?”  <b>Purpose of schools – meeting community needs through ethos</b> (4/5) seem to agree with this premise
Additional aspects of ch sch headship role	<b>Additional ch sch leadership aspects</b> → requires “ <b>spiritual leadership</b> ” → joint venture/partnership – Vicar → manifest in sch practices → Leads “spiritual learning” of pupils → spiritual leaders need respite – role aspect equated with that of ordained minister	<b>Conflict re faith leadership – how is it defined?</b>	<b>Purpose of schools – meeting community needs through ethos</b> (4/5) seem to agree with this premise
Role of personal faith in headship	<b>Personal faith</b> (1) important to daily life of headship	<b>“Calling”/sense of vocation can influence leaving</b> → “ <b>Life is a journey</b> ”  <b>Xianity &amp; headship intertwined</b> → Vision (sch)/motivations influenced by beliefs → some conflict between beliefs & HT role (inclusion) & “anything that is not measured is not valued”  <b>But → is personal religious faith necessary for effective ch sch headship?</b>	<b>Faith and awareness/articulation of Christian ethos appears to be linked.</b>
Site specific	<b>Site specific factors</b> influence leaving	<b>Site specific factors</b> influence leaving (GB micro-management)	<b>Site specific/local aspects:</b> small sch headship demands; PFI; GB lack of pastoral care  Relationship (or lack of relationship with LA); Lack of LA support/realism (2/5)
Emotions		<b>Weariness</b> (“ <b>death by a thousand cuts</b> ” that causes “ <b>tiredness in the wider sense</b> ”)	
Manner of leaving		Fait accompli Emotions	Some succession planning occurring



**Appendix 23**

**Interview themes**

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<b>LABEL</b>	<b>Identity/persona: Acting/playing a part</b>
<b>DEFINITION</b> <i>(of what the theme concerns (i.e. characteristic or issue constituting the theme))</i>	The headteacher describes aspects of their personal and/or professional life in terms of <b>acting or playing a part</b> .
<b>INDICATORS</b> <i>(of how to know when the theme occurs - indicators of how to 'flag' the theme)</i>	<p>Acting/playing a part is what headteachers may do to enable them to fulfil their role/the role they perceive is expected, to support others, to establish themselves, to enhance their status, as a result of <b><i>their</i></b> assessment of their role/situation/expectations.</p> <p>Individuals:</p> <ol style="list-style-type: none"> <li>1. describe dress code /dress/uniform differences</li> <li>2. describe how they act/speak in different ways in different contexts (they give examples of this) and may modify their behaviour according to context (e.g. personal/professional contexts)</li> <li>3. describe how they modify their personal behaviour/purchases (e.g. car, hair streaks)</li> <li>4. refer to leading two lives, having 2 identities, 2 personas</li> </ol>
<b>EXCLUSIONS</b> <i>(Description of any qualifications or exclusions to the identification of the theme)</i>	Acting/playing a part comes from a decision made by the headteacher in response to situations/expectations; this theme is not coded if the action or behaviour of the HT is a direct result of an <i>instruction</i> from another (e.g. GB GB/LA, Diocese).
<b>EXAMPLES</b> <i>(positive &amp; negative)</i>	<p>'I am me at home'</p> <p>'It's just a job'</p> <p>Changed car as decided sports car was not appropriate car</p> <p>Didn't have blue streaks put in hair even though would have liked to</p>
<b>DIFFERENTIATION</b>	<p>Group A HTs 106, 120, 141 showed this theme (2 males, 1 female) (152 did not).</p> <p>Group B and Group C heads did not show this theme</p>



<b>LABEL</b>	<b>Calling</b>
<b>DEFINITION</b> <i>(of what the theme concerns (i.e. characteristic or issue constituting the theme))</i>	<p>Calling is a term used to describe the ways in which they feel /believe they are 'led' into a new situation, into the next stage of their life's journey/pathway or to describe a belief that they are to work in a specific field.</p> <p>It appears to be connected to a religious belief/faith in 'God'; the language of relationship and of a personal faith rather than religious observance may be present.</p>
<b>INDICATORS</b> <i>(of how to know when the theme occurs - indicators of how to 'flag' the theme)</i>	<p>Refers to:</p> <ol style="list-style-type: none"> <li>1. 'calling'</li> <li>2. being 'led' into or out of x situation into another (one job to another, into/out of teaching)</li> <li>3. concept of 'life as a journey or being on a pathway</li> <li>4. may refer to 'mission', sharing</li> <li>5. reference is <i>personal</i>, not generic i.e. is unique to them, their beliefs and circumstances</li> <li>6. refers to how they know they should take a specific action/course (e.g. prayer in the decision making process)</li> <li>7. refers to faith, aspects of Christianity as being impetus for decision</li> </ol>
<b>EXCLUSIONS</b> <i>(Description of any qualifications or exclusions to the identification of the theme)</i>	<p>Qualification:</p> <p>Calling is different to vocation in that</p> <ol style="list-style-type: none"> <li>(a) person indicates a responsiveness to another, in this case God, and expresses idea of a God who has sovereignty</li> <li>(b) calling sometimes means doing /going somewhere unexpected or undesired</li> </ol>
<b>EXAMPLES</b> <i>(positive &amp; negative)</i>	<p>Language: pathway, journey, 'calling'/felt 'called'</p>
<b>DIFFERENTIATION</b>	<p>Group A: No Group A heads showed this theme.</p> <p>Group B: HTs 132 and 144 (B) showed this theme.</p> <p>Group C: only one HT (HT 113) showed this theme.</p>

LABEL	Completion
<b>DEFINITION</b> <i>(of what the theme concerns (i.e. characteristic or issue constituting the theme))</i>	Completion is a feeling/sense of satisfaction expressed by individuals when they believe/consider that they have done a good (or better) job as HT or has done as much as they can do/achieve in that school context.
<b>INDICATORS</b> <i>(of how to know when the theme occurs - indicators of how to 'flag' the theme)</i>	The person describes: <ol style="list-style-type: none"> <li>1. <u>how</u> they have achieved their aims, put their aims/philosophies into practice</li> <li>2. their feelings of having done all <u>they</u> can, have run out of ideas</li> <li>3. reflects on how they perceive others may see them</li> <li>4. reflects/judges/evaluates that others may meet needs of school better, move the school further on</li> </ol>
<b>EXCLUSIONS</b> <i>(Description of any qualifications or exclusions to the identification of the theme)</i>	It is a reflective, evaluative statement of judgement.  <u>Excludes:</u> Specific references to Ofsted Outstanding/Good Inspection judgements where <u>only</u> these or other <u>external</u> judgements are referred to. Theme may be coded as long as personal reflections are made.  [Do not code references to desire for career progression per se]
<b>EXAMPLES</b> <i>(positive &amp; negative)</i>	'outlived my usefulness' 'others can take the school further on' May refer to examples of having prepared others for their departure, CPD succession planning.
<b>DIFFERENTIATION</b>	Group A: No HTs showed this theme. Group B: No HTs showed this theme. Group C: HTs 113 and 127 showed this theme.

<b>LABEL</b>	<b>Expectations/additional demands of church school headship</b> (Label: Church school headship)
<b>DEFINITION</b> (of what the theme concerns (i.e. characteristic or issue constituting the theme))	The headteacher mentions/describes church school headship as having additional demands and expectations (not associated with non church school headship).  [NB. They <i>may</i> refer to the aspects as being positive or negative, or just mention/describe factually as part of their experiences.]
<b>INDICATORS</b> (of how to know when the theme occurs - indicators of how to 'flag' the theme)	Refers to: <ol style="list-style-type: none"> <li>1. Aspects of headship unique to church schools e.g. VA designation (funding, 10%, Devolved Formula/budgets, Admissions, GB as employer etc)</li> <li>2. Relational aspects additional to CE schools, (diocese, GB as employer) and having to relate to Diocese <i>and</i> LA</li> <li>3. Accountability issues re. SIAS (additional inspection), GB as employer, being accountable to both LA <i>and</i> Diocese</li> <li>4. Implied expectations - church attendance - and how they <i>feel</i> about them</li> <li>5. 'Spiritual' leadership as an important responsibility, element and part of role for which they may or may not feel equipped</li> <li>6. When mentioned negatively, may refer to tension being a result of expectations (for themselves or their families)</li> </ol>
<b>EXCLUSIONS</b> (Description of any qualifications or exclusions to the identification of the theme)	Qualification:
<b>EXAMPLES</b> (positive & negative)	See under Indicators
<b>DIFFERENTIATION</b>	Sporadic in each group, mentioned more than explained. Positives across all three headteacher subsamples. However, church school aspects mentioned more negatively than positively by Group B heads (HT144, 132).

**Heuristics: four examples**

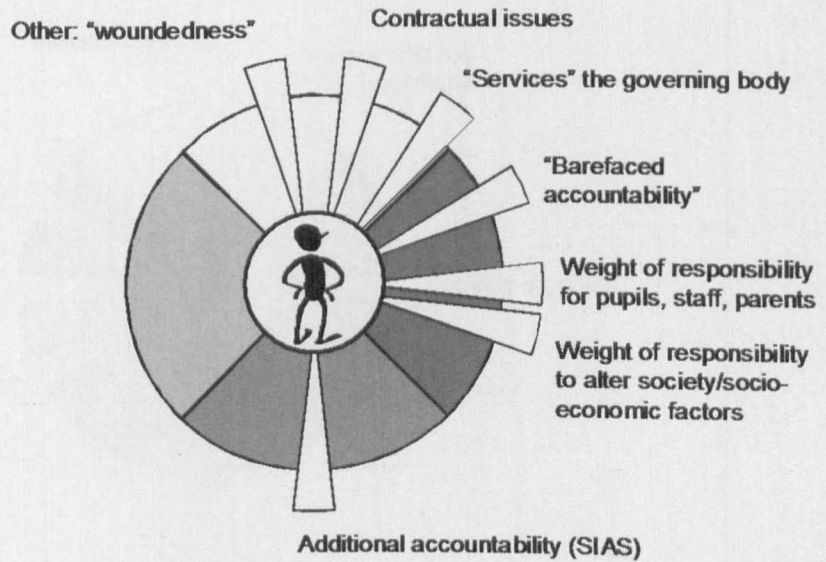
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**HT 106 (M; 40 – 44)**

Group A headteacher

Destination: Community maintained school headship

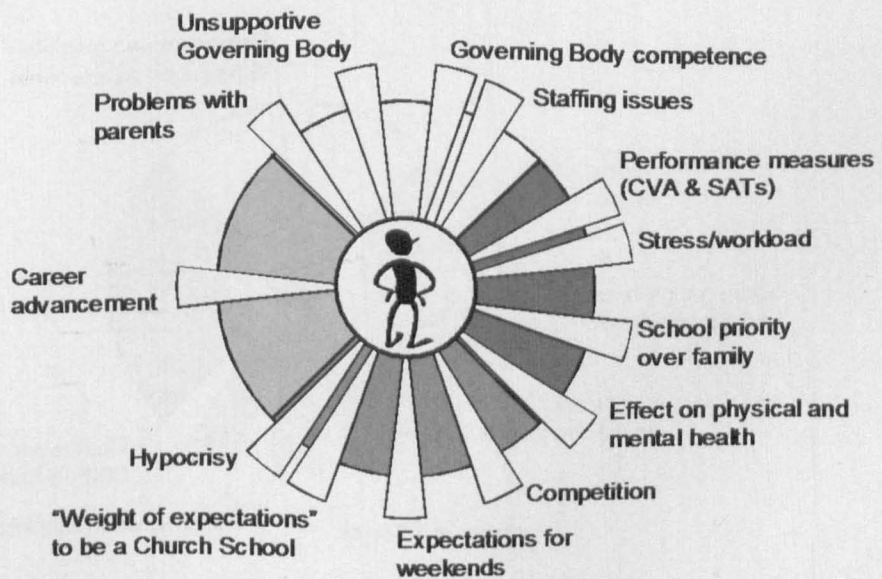


Site Specific The historical self Church school headship Contemporary headship

**HT 119 (M; 35 – 39)**

Group A headteacher

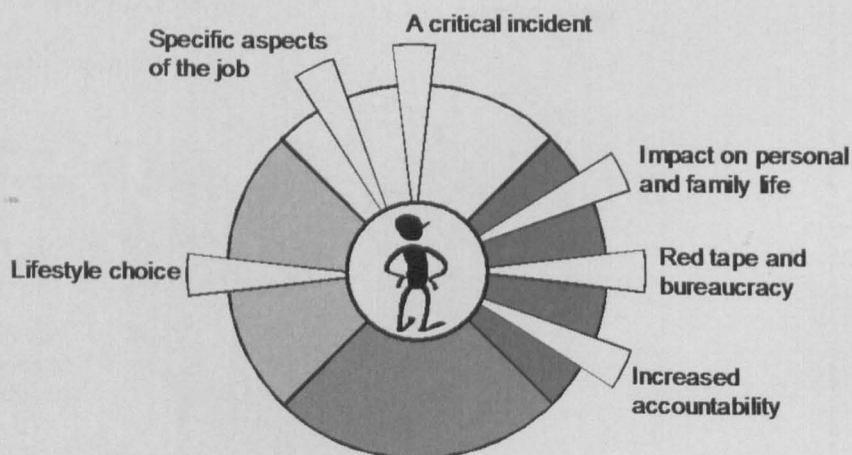
Destination: Community Maintained School headship



Site Specific The historical self Church school headship Contemporary headship

**HT 134 (F; 40 – 44)**

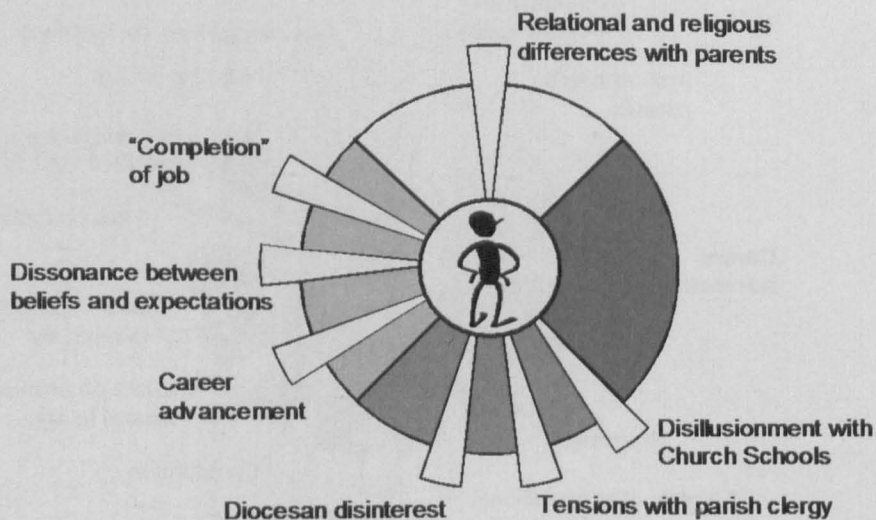
Group B headteacher  
Destination: Emigration



Site Specific The historical self Church school headship Contemporary headship

**HT 115 (F; 40 – 44)**

Group A headteacher  
Destination: Community Maintained School headship



Site Specific The historical self Church school headship Contemporary headship