

Teachers' Survey 2017-2018

Report on survey results

Department for Children, Young People,
Education and Skills

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Introduction

About the survey

This report presents the results of the 2017-2018 Teachers' Survey. The Teachers' Survey was first run in 2015 by the Education Department (now the Department for Children, Young People, Education and Skills) and collects information on a range of topics affecting teachers working in Jersey.

The survey is run by the States of Jersey Department for Children, Young People, Education and Skills in partnership with trade unions in order to provide a better understanding of the issues affecting teachers and schools, primarily so that decisions made by the Department can be made from a more informed standpoint.

The survey deals broadly with issues relating to professional development, resources, pupil behaviour, classroom practice and teaching and learning strategies. It also seeks the views of teachers on the ethos, leadership and management of the school where they work.

Sample size and response rate

All qualified teaching professionals in Jersey were sent a survey form, or invited to complete the survey online from September 2017. Teachers in all sectors were given the opportunity to complete and return the survey i.e. in the States non-fee paying, States fee-paying and non-provided (private) schools and colleges. The response from teachers was good, with 49 per cent completing the survey (over 500 teachers). Of the responses received, 26 per cent were completed online.

Weighting

Statistical weighting techniques have been used to compensate for different patterns of non-response from different sub-groups of the teaching profession. The survey results can therefore be considered to be broadly accurate and representative of Jersey's entire teaching population. All analysis presented in this report uses weighted responses.

See the background notes section of this report for more detail on the process, weighting and definitions used in this survey.

The Department for Children, Young People, Education and Skills wishes to thank all the respondents who took the time to take part in the survey.

Job satisfaction and perceptions of value

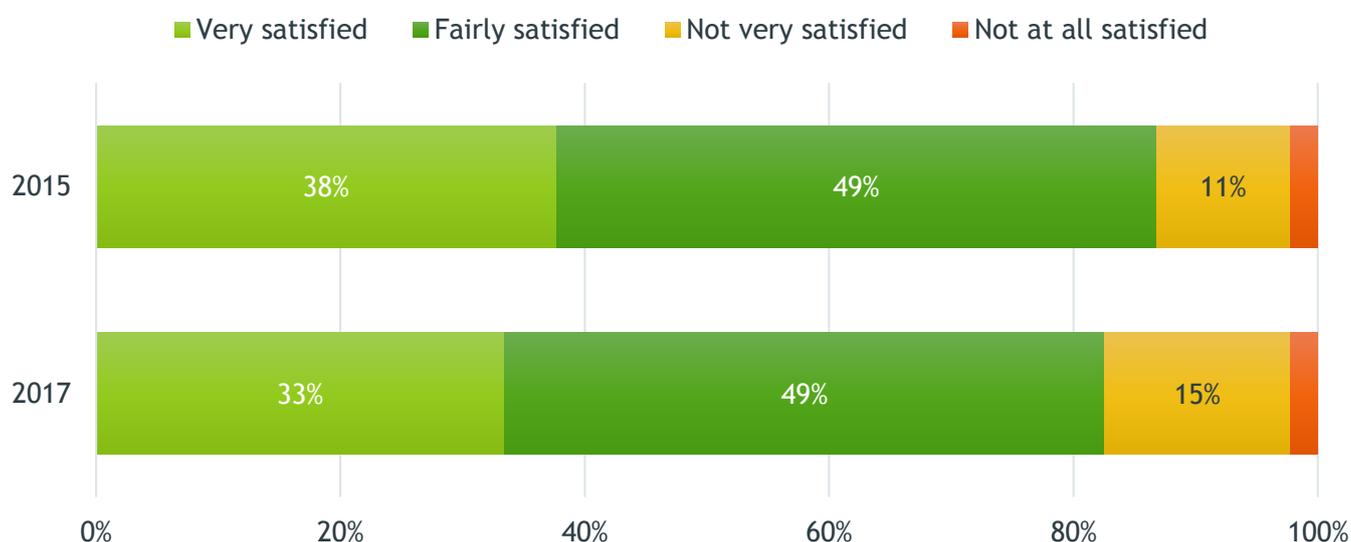
○	<u>What you need to know:</u>	
	👍 83% of teachers are satisfied with their roles	
	Aspect of role most liked = Interactions & relationships with pupils	
	Aspect of role most concerned about = Working long hours	
		This has decreased since 2015
○	Overall teachers felt valued by their colleagues but a lower proportion felt valued by the wider community	←
	2/3 Teachers would recommend their school as a good place to work	

Job satisfaction

Jersey teachers were asked to rate how satisfied they were in their current role. Results show that at the time the survey ran, 83 per cent of teachers were either ‘very satisfied’ (33 per cent) or ‘fairly satisfied’ (49 per cent) with their current role. Only 2 per cent of teachers reported being ‘not at all satisfied’.

Comparing these latest results to those of the 2015 survey shows that levels of satisfaction among Jersey teachers has remained largely unchanged (Figure 1).

Figure 1: “overall, how satisfied are you in your current role?” 2015 and 2017 results



Overall satisfaction was found to vary significantly by the type of role held, with over half (52 per cent) of teachers in ‘senior leadership teams’ reporting to be ‘very satisfied’ with their role, compared to around a third of classroom teachers (33 per cent) and middle managers (27 per cent).

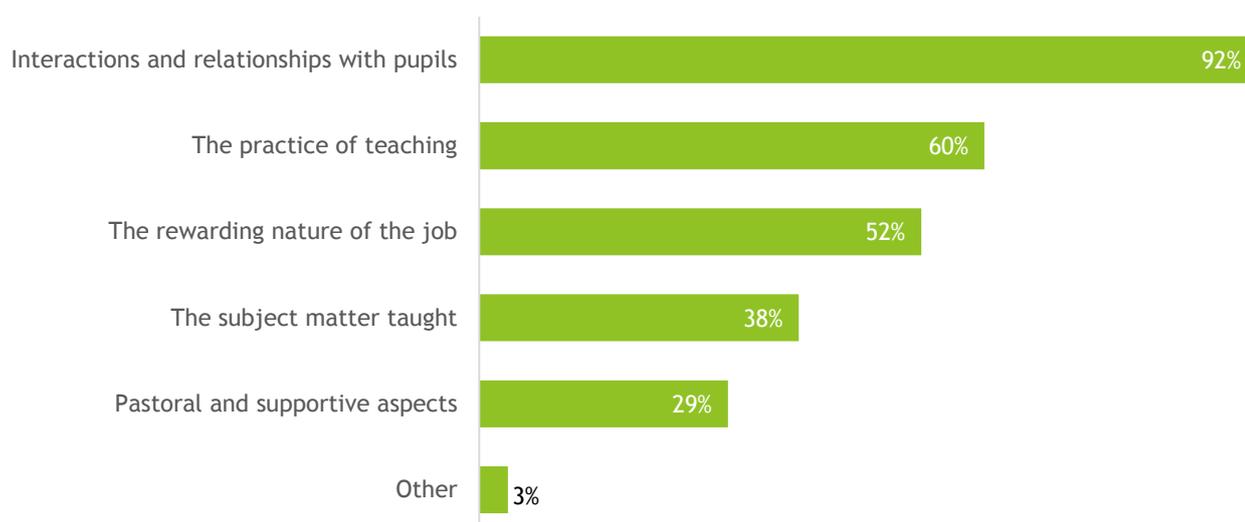
Satisfaction was also found to vary by sector with around one in five teachers working in the States non-fee paying sector reported being unsatisfied, to some extent, with their current role (21 per cent), compared to 14 per cent of teachers working in non-provided schools, and around one in ten teachers working in States fee-paying schools.

A greater proportion of primary school and early years teachers reported being ‘very satisfied’ with their job (42 per cent) compared to secondary school and further education teachers (27 per cent). In contrast, the proportion of secondary school and further education teachers who were unsatisfied to some extent was twice that of primary school teachers (22 per cent compared to 11 per cent, respectively).

Positive and negative aspects of the role

‘Interactions and relationships with pupils’ was the most frequently cited aspect of the role that teachers liked, with 92 per cent of respondents to the 2017 survey selecting this option (Figure 2).

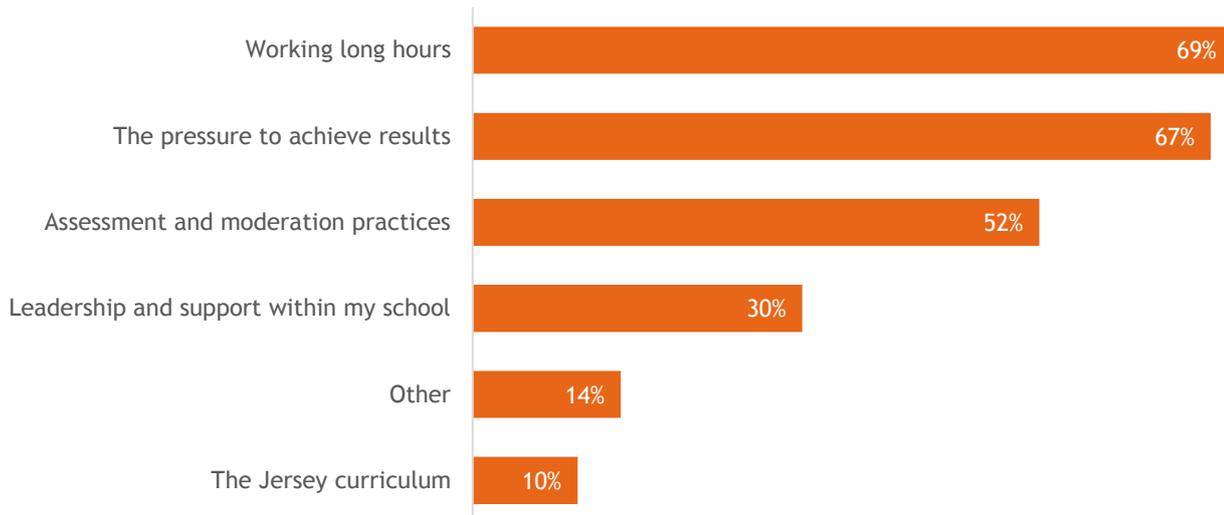
Figure 2: aspects of the role most liked (respondents were able to select up to three options)



Responses to the ‘other’ aspects included relationships with colleagues, making a positive difference to children’s lives, and holidays.

In comparison, the aspects of the role that teachers felt most concerned about were the ‘long working hours’ (69 per cent), the ‘pressure to achieve results’ (67 per cent) and ‘assessment and moderation practices’ (52 per cent).

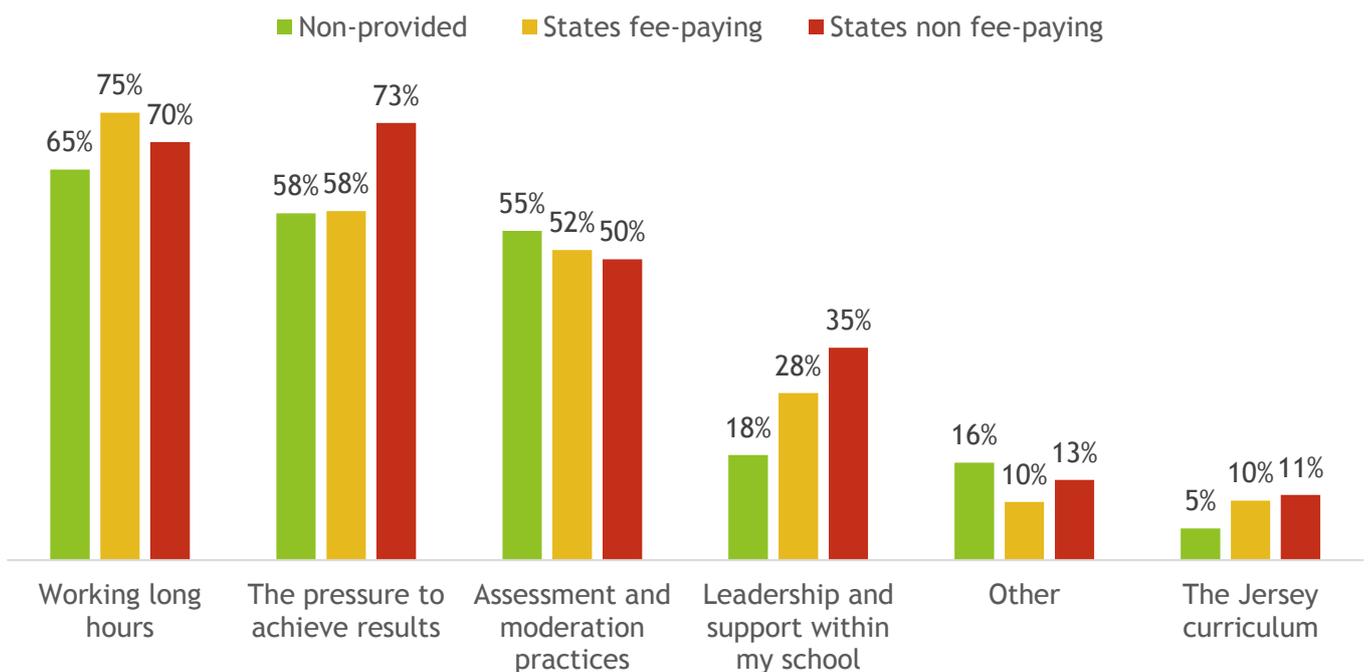
Figure 3: aspects of the role most concerned about



Responses to the 'other' option included the amount of work, pay and conditions, poor leadership and pressure from parents.

A greater proportion of teachers working in the States non-fee paying sector were concerned with the pressure to achieve results (73 per cent) than in the States fee-paying (58 per cent) and the non-provided schools (58 per cent).

Figure 4: aspects of the role most concerned about, by sector



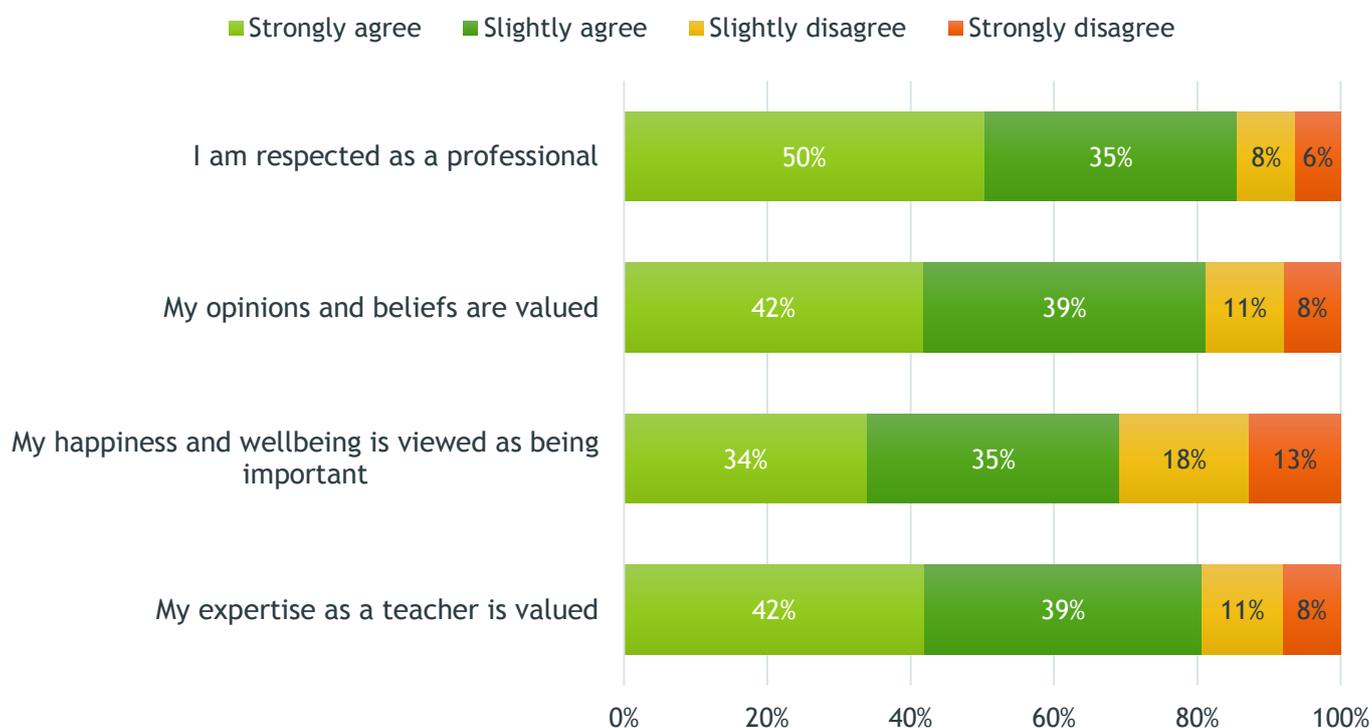
Leaving current role

Respondents to the survey were asked if they had considered leaving their role in the last 12 months. Just over half (58 per cent) reported they had considered leaving, a similar proportion to the 2015 round of the survey (54 per cent). Reasons for wanting to leave were not explored in the survey, however this question could be interpreted by respondents in a number of ways; for example, as leaving the profession, leaving the school, wanting a promotion or for family reasons. Around one in four (24 per cent) of those respondents who reported being 'very satisfied' with their current role had said they had considered leaving their job in the past 12 months.

Perceptions of value

In the survey, teachers were asked to what extent they agreed with statements about how the people they worked with valued them. Overall, teachers were positive, with 86 per cent agreeing, to some extent, that they felt respected as a professional by colleagues, while 81 per cent agreed, to some extent, that their opinions and beliefs were valued by co-workers (Figure 5).

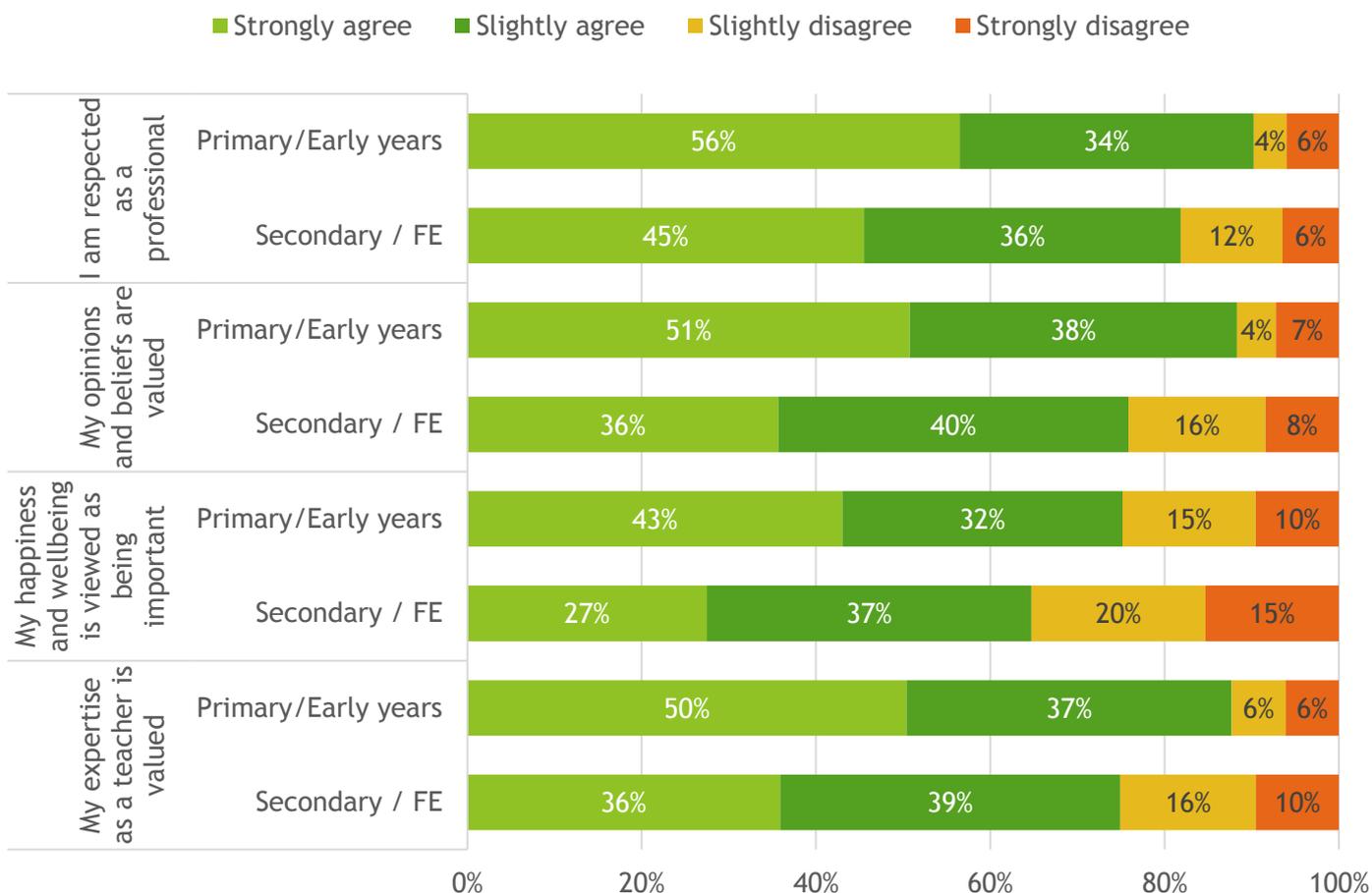
Figure 5: "thinking about the people you work with, please indicate how much you agree or disagree with the following statements"



Perceptions of value by co-workers have remained similar to findings from the 2015 Teachers' Survey.

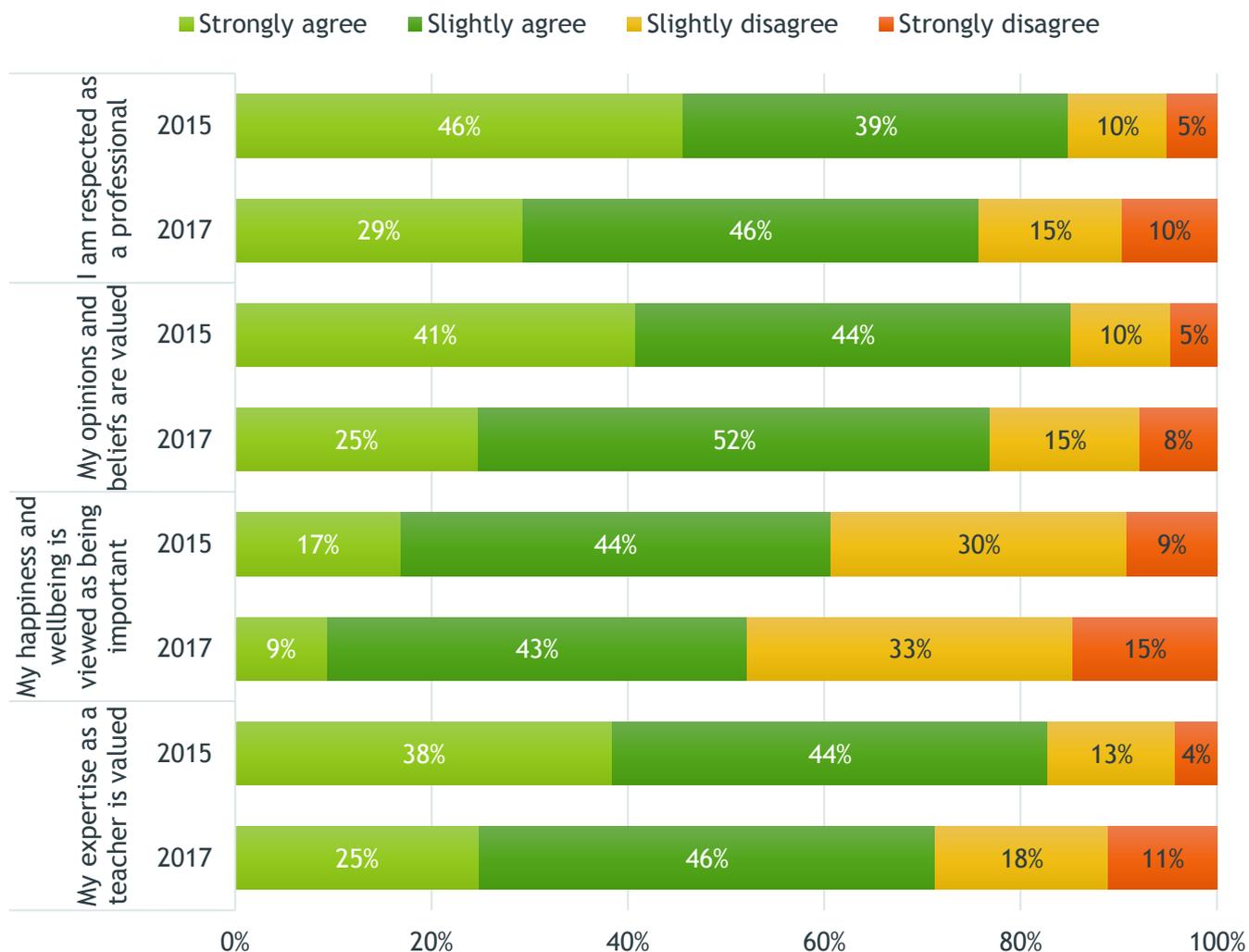
Perceptions of value differed significantly depending on the school type that teachers worked in, with a greater proportion of primary school and early years teachers responding positively than those working in secondary or further education settings (Figure 6).

Figure 6: “thinking about the people you work with, please indicate how much you agree or disagree with the following statements” by school type



Respondents to the latest survey were also asked to consider how valued they felt by the wider community, including pupils, parents and members of the public. Jersey teachers were less positive about these statements and the proportions agreeing to some extent has decreased over the last two years (Figure 7).

Figure 7: “thinking about the wider community i.e. pupils, parents and members of the public, please indicate how much you agree or disagree with the following statements” 2015 and 2017 results



Attitudes towards the school

Two-thirds (67 per cent) of teachers in Jersey said they would recommend their school as a good place to work. Responses to this question were found to vary significantly depending on the school type, sector and teaching role held within the school. Four-fifths (81 per cent) of primary school and early years teachers would recommend their school as a good place to work, compared to just over half (56 per cent) of teachers working in secondary schools and further education.

Table 1 shows that almost double the proportion of teachers in States non-fee paying schools would not recommend their school (19 per cent) compared to States fee-paying (10 per cent) and non-provided schools (8 per cent).

Table 1: “would you recommend your school as a good place to work?” by sector and role type, percentage

	Yes	No	Not sure
Role type			
<i>Classroom teacher</i>	66	13	21
<i>Middle manager</i>	59	20	21
<i>Senior leadership team</i>	89	8	3
Sector			
<i>Non-provided</i>	78	8	14
<i>States fee-paying</i>	71	10	19
<i>States non fee-paying</i>	62	19	20
All teaching professionals	67	15	18

**Numbers in this table have been independently rounded*

Teachers were also asked whether they would recommend their school to their friends who were considering a school for their children. Three-quarters (76 per cent) of all teachers said that they would recommend their school, one in ten (10 per cent) said they would not and a further one in seven (14 per cent) reported that they were unsure. Again, a significant difference was found between the proportion of teachers in ‘senior leadership’ roles (91 per cent) and middle managers and classroom teachers (76 and 70 per cent, respectively) who responded positively to the question. The proportion of teachers recommending their schools has remained largely unchanged over the two years since the 2015 round of the survey.

Responses to this question were also found to differ significantly between the school sectors (Table 2).

Table 2: “would you recommend your school to your friends, to send their children to?” by sector, percentage

	Yes	No	Not sure
<i>Non-provided</i>	93	1	6
<i>States fee-paying</i>	85	2	13
<i>States non fee-paying</i>	67	15	18
All teaching professionals	76	10	14

**Numbers in this table have been independently rounded*

Workload challenges

Teachers were asked to describe, in open text, the tasks they felt were unnecessary and unproductive that took up too much of their time. Two-fifths (40 per cent) of teachers identified administrative tasks, such as photocopying, completing paperwork, responding to emails, ordering resources and filling out risk assessments as taking up much of their time. One in five (20 per cent) also identified recording, analysing and monitoring data as another such task. More specifically, teachers commented on having to record data in multiple areas, having to record every contact they have with students and parents, and having to record feedback that has already been verbally given as unnecessary or unproductive. Figure 8 shows the proportion of responders who identified 11 key themes.

Figure 8: “tell us about any unnecessary and unproductive tasks that take up too much of your time” percentage identifying key themes

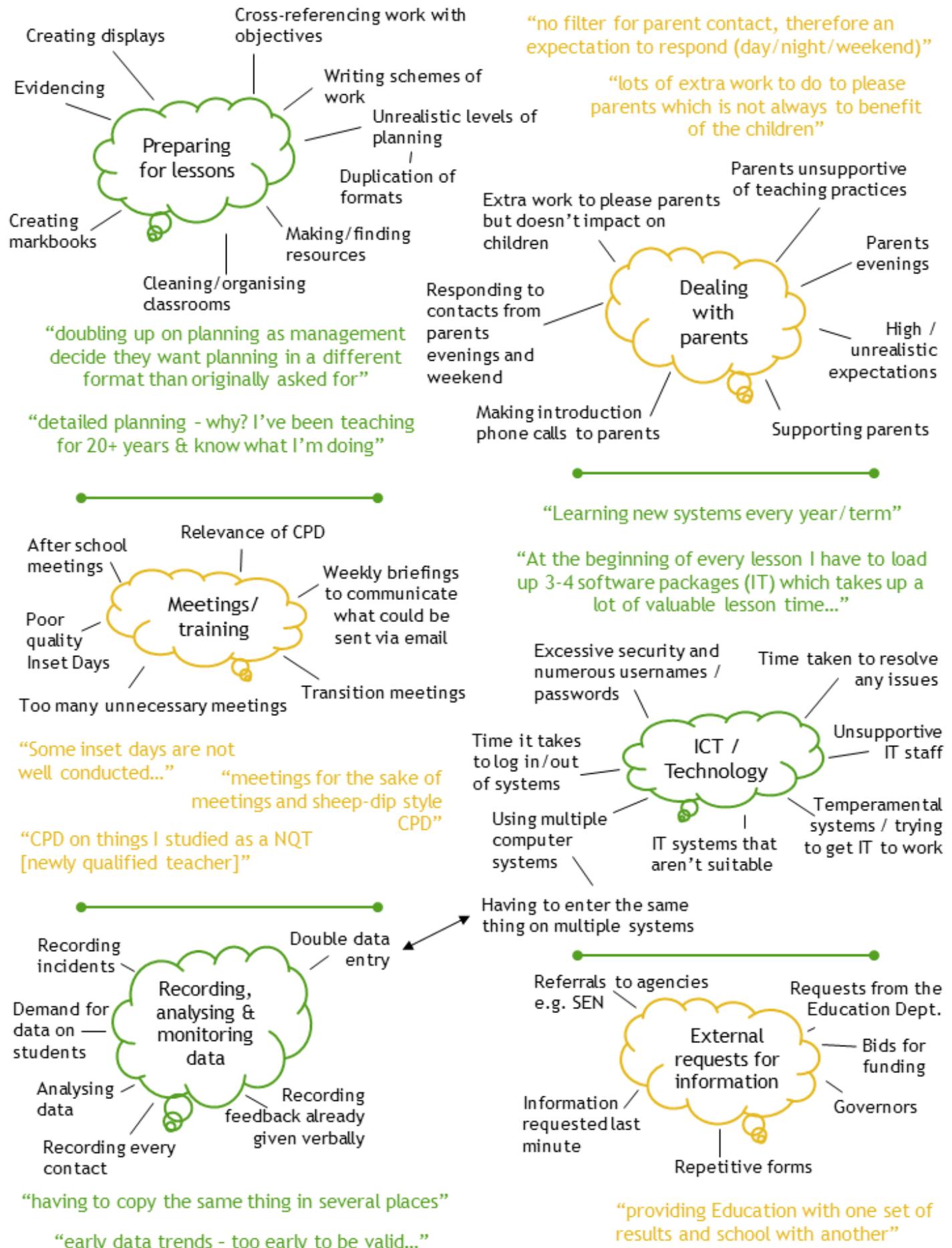


The 2015 Teachers’ Survey also found that basic administrative tasks and the recording, analysing and monitoring of data were the most frequently cited unnecessary or unproductive tasks that teachers felt took up too much of their time.

Some variation in responses to the latest survey were found between primary and secondary school teachers in the latest survey. Around three in ten (29 per cent) primary school teachers commented about lesson preparation causing too many hours, compared to 5 per cent of secondary school teachers, while a quarter (24 per cent) of secondary school teachers cited meetings and CPD as unnecessary or unproductive, compared to 8 per cent of primary school teachers.

To explore this data further, Figure 9 provides more detail around each key theme.

Figure 9: “tell us about any unnecessary and unproductive tasks that take up too much of your time” themes and quotes



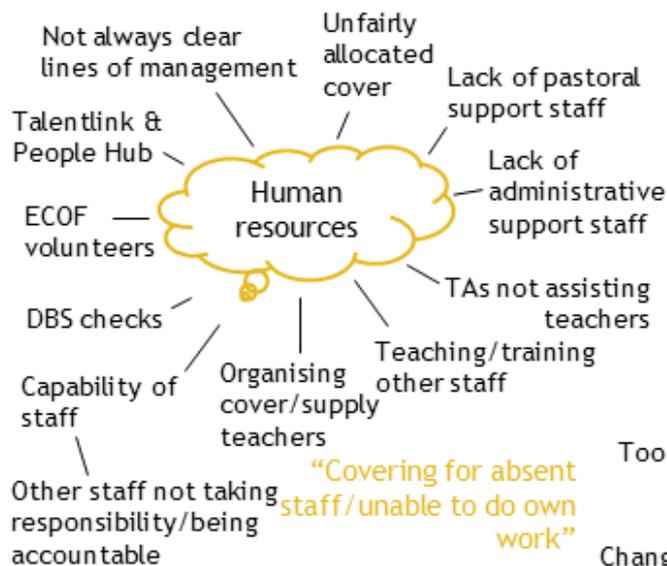


“Saturday morning sport - big impact upon personal family life”

“Too much pressure put on teachers and not enough support from leadership”

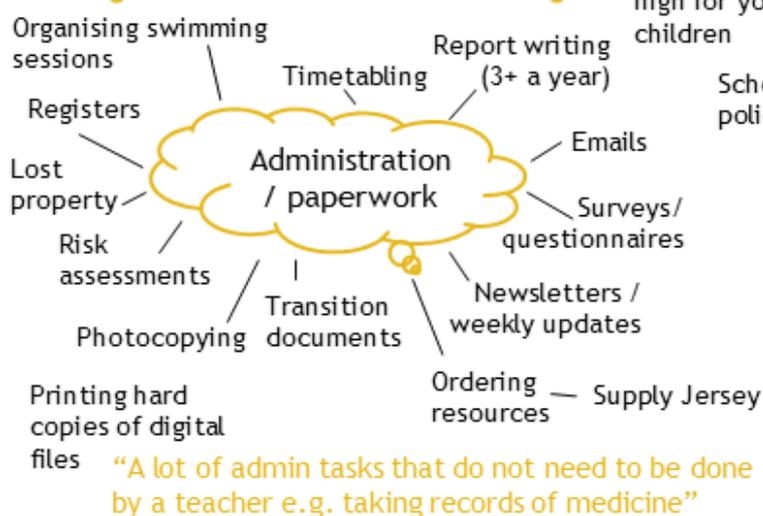
“Sometimes there are extra initiatives introduced and we are expected to do research and use them as a framework. I wouldn't mind focussing on one but so many are thrown at us”

“dealing with issues stemming from outside school”
 “Giving up lunchtimes to sit with students whilst they do work they should have completed at home/in class...”

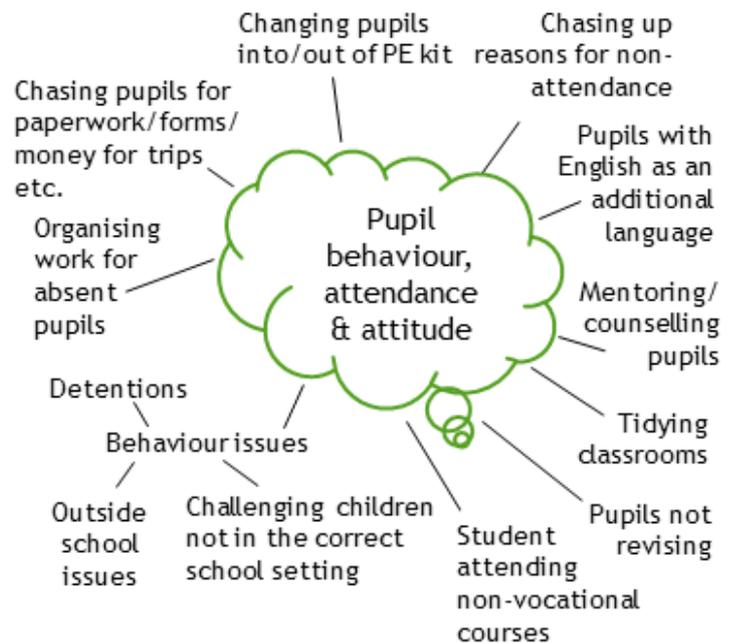


“Covering for absent staff/unable to do own work”

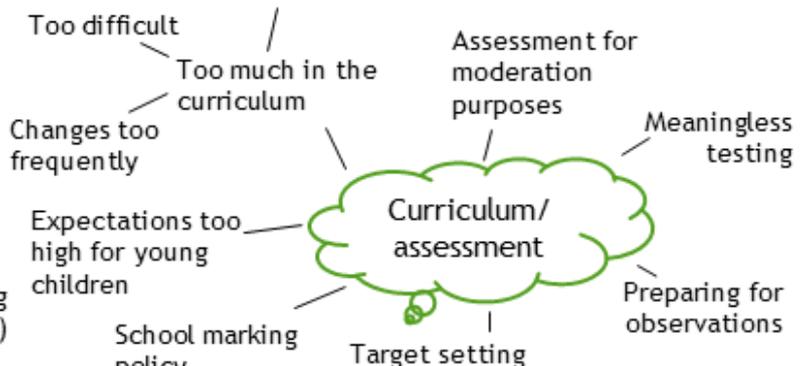
“TA's are attached to children for learning not used as assistants [for teachers]”



“A lot of admin tasks that do not need to be done by a teacher e.g. taking records of medicine”



Not enough time to teach



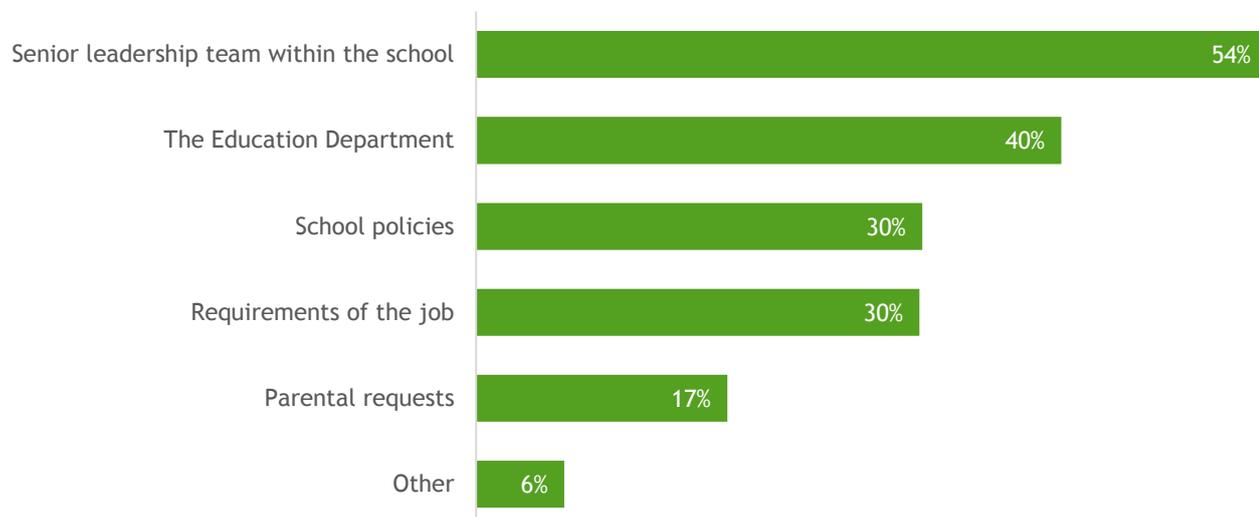
“A lot of assessment is a paper exercise which, if teachers' professional judgement was trusted, would not be necessary”

“too much marking and extremely short time to complete the curriculum”

“Admin jobs that take up time that could be spent focussing on the children”

When asked where these unnecessary and unproductive tasks came from, the most common responses from teachers were ‘Senior leadership team within the school’ (54 per cent) and ‘the Education Department’ (40 per cent).

Figure 10: source of unnecessary and unproductive tasks



Other sources included the States of Jersey, colleagues, and exam boards.

Over three-quarters (78 per cent) of teachers said that administrative tasks resulted in them working more hours than they felt were reasonable. Other activities identified included assessment and moderation practices (67 per cent), recording and analysing data (60 per cent) and meetings (55 per cent).

Figure 11: “do any of the following activities result in your working more hours overall than you feel is reasonable?” percentage answering ‘yes’



Health and wellbeing

	<p><i>What you need to know:</i></p>		
	<p> 59% of teachers rate their health as good or very good</p>		
	<p> Time was the most common reason stopping teachers from taking part in physical activity & adopting a healthy lifestyle</p>		
	<p>Teachers would like social & emotional wellbeing addressed in workplace health and wellbeing programmes</p>	<p>Stress, quality of sleep and fatigue were all indicated by teachers as affecting their ability to perform daily work tasks</p>	<p>ZZZ</p>

Weekly after work

This has decreased slightly since 2015

Less than the general population

General health

Three-fifths (59 per cent) of teachers described their general health as ‘Good’ or ‘Very good’, while one in ten (10 per cent) described their general health as ‘bad’ or ‘very bad’ in the most recent survey.

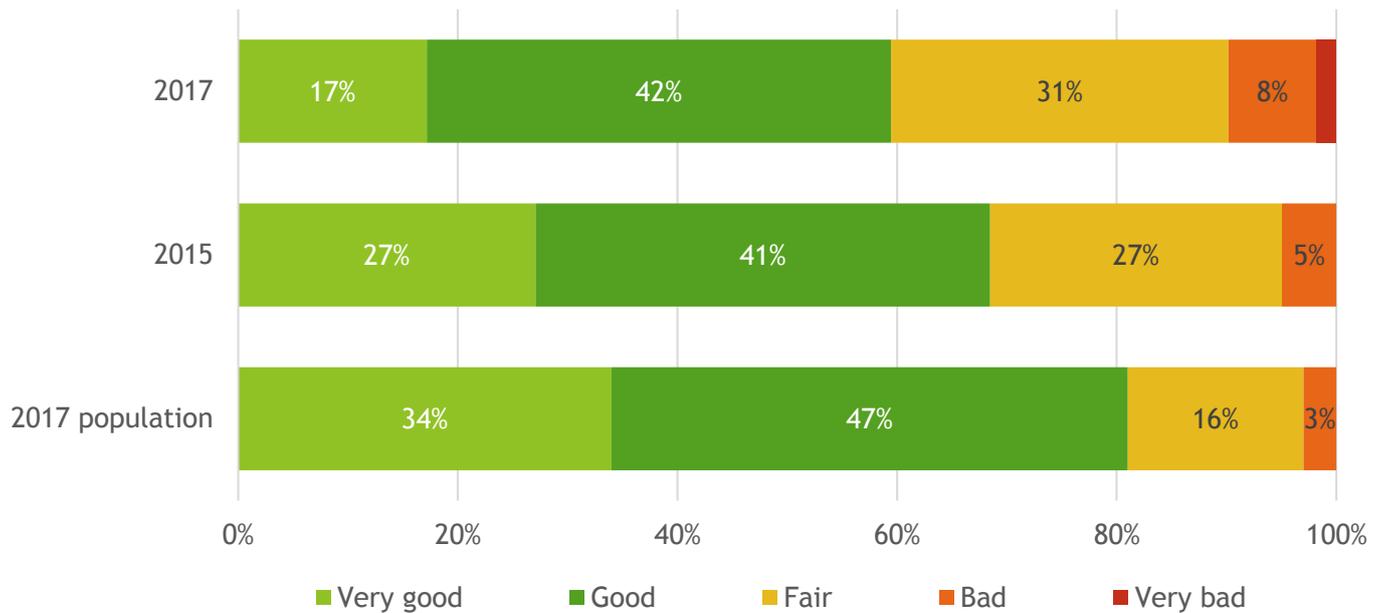
The Jersey Opinions and Lifestyle Survey (JOLS), formerly the Jersey Annual Social Survey, collects information on a wide range of social issues in Jersey. The 2017¹ iteration of this survey included a similar question on general health, finding that 81 per cent of the Jersey population aged 16 or over consider their general health to be ‘Good’ or ‘Very good’.

In 2017, the proportion of teachers describing their general health as ‘Very good’ was found to have decreased by 10 percentage points compared to the 2015 survey responses and to be around half the proportion in the overall Jersey resident population. The proportion describing their health as ‘bad’ or worse has doubled over the same period, from 5 per cent in 2015 to 10 per cent most recently.

Figure 12 shows the comparison between the results from the 2015 Teachers’ Survey, the 2017 Jersey population and the latest figures.

¹ Statistics Jersey, Jersey Opinions and Lifestyle Survey 2017, published 30 November 2017, available from www.gov.je

Figure 12: self-rated general health, 2015, 2017 and the 2017 Jersey population



Source: 2015 and 2017 Teachers Survey, JOLS 2017

Differences in self-rated general health were found between sectors, with over two-thirds of non-provided and States fee-paying teachers reporting ‘good’ or ‘very good’ general health (67 and 71 per cent, respectively) compared to just over half (54 per cent) of teachers working in States non fee-paying schools (Table 3).

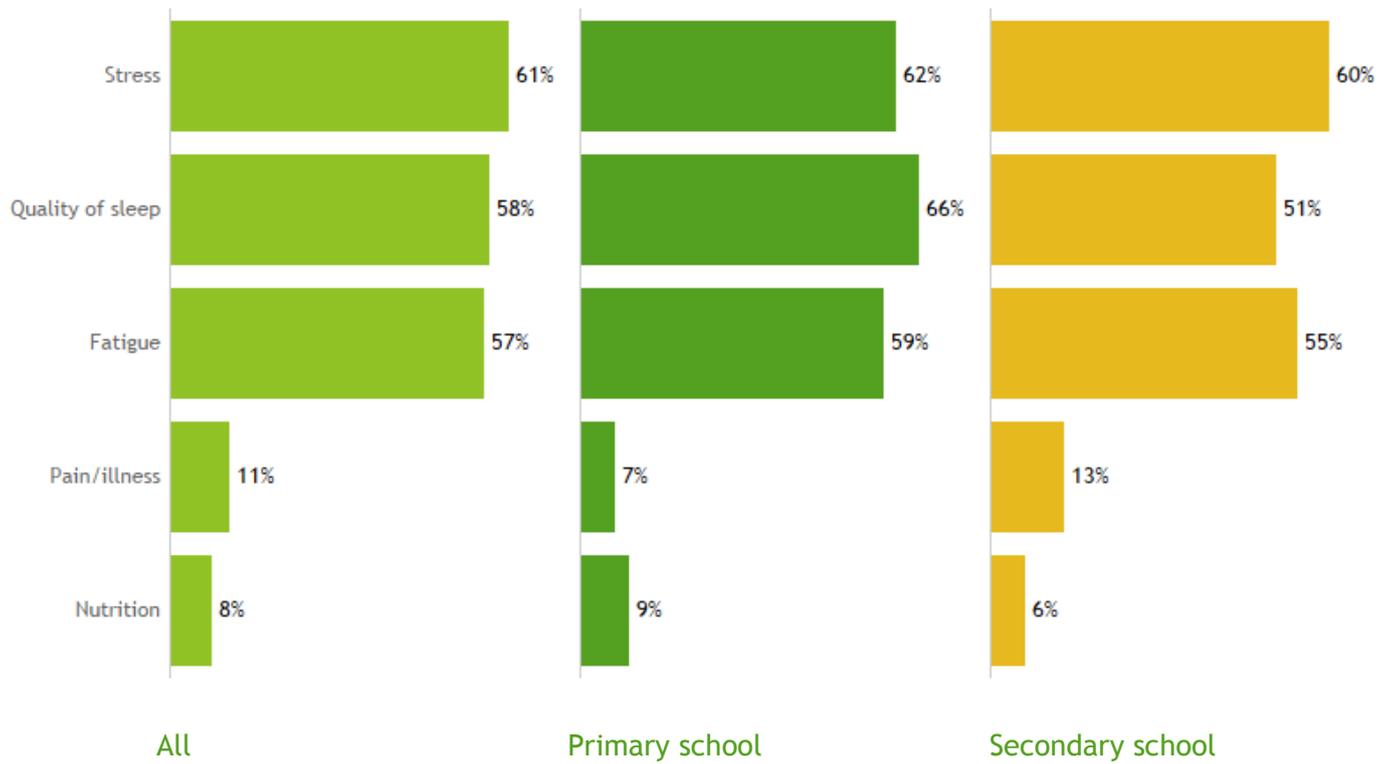
Table 3: self-rated general health 2017, percentage distribution by sector

	Very good	Good	Fair	Bad	Very Bad
<i>Non-provided</i>	19	47	31	3	0
<i>States fee-paying</i>	22	49	23	6	0
<i>States non fee-paying</i>	15	39	32	10	3
All	17	42	31	8	2

Factors which impact on performance

Stress, quality of sleep, and fatigue were the most frequently reported factors which impact on teachers’ abilities to perform their daily work tasks.

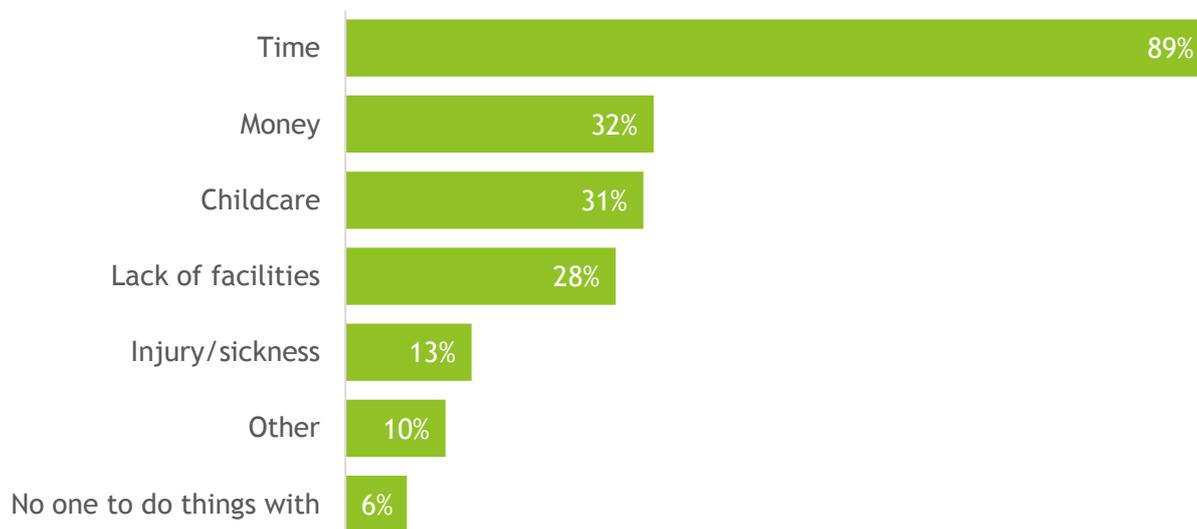
Figure 13: “do any of the following have an impact upon your ability to perform daily work tasks?” by school type



Barriers to a healthy lifestyle

Nine-tenths (89 per cent) of teachers reported time being a reason for not taking part in physical activity or adopting a healthy lifestyle (Figure 14).

Figure 14: “what reasons would stop you from taking part in physical activity and adopting a healthy lifestyle?”

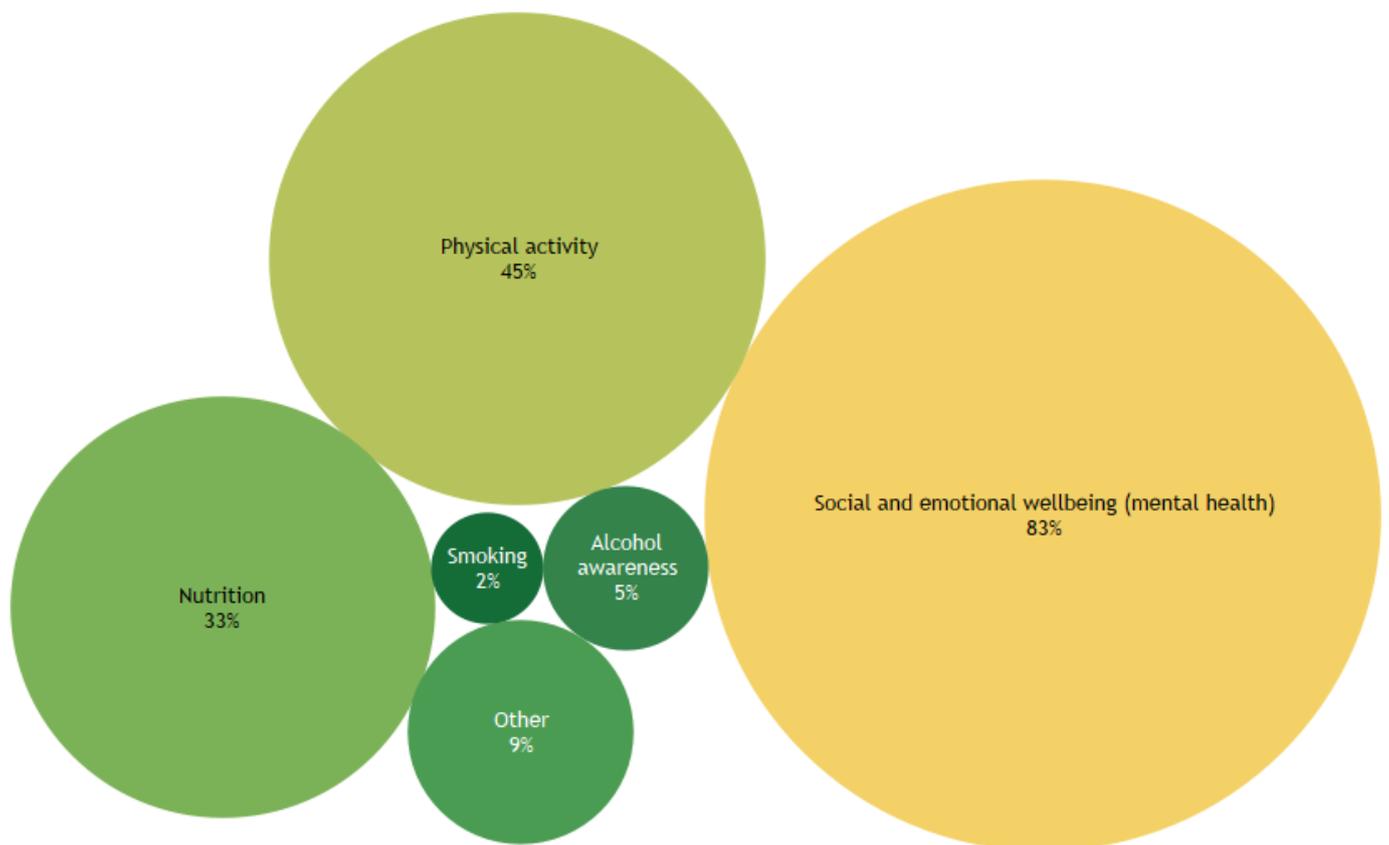


Other reasons given by teachers included tiredness, long working hours, lack of motivation and a lack of healthy food options available in school canteens.

Workplace health and wellbeing initiatives

The majority of respondents (83 per cent) indicated that social and emotional wellbeing (mental health) was one of the most important health issues they wanted to see addressed in workplace health and wellbeing programmes. In addition, almost half (45 per cent) would like physical activity addressed, while a third (33 per cent) would like nutrition to be included in programmes.

Figure 15: health issues to be addressed in a workplace health and wellbeing programme, percentage



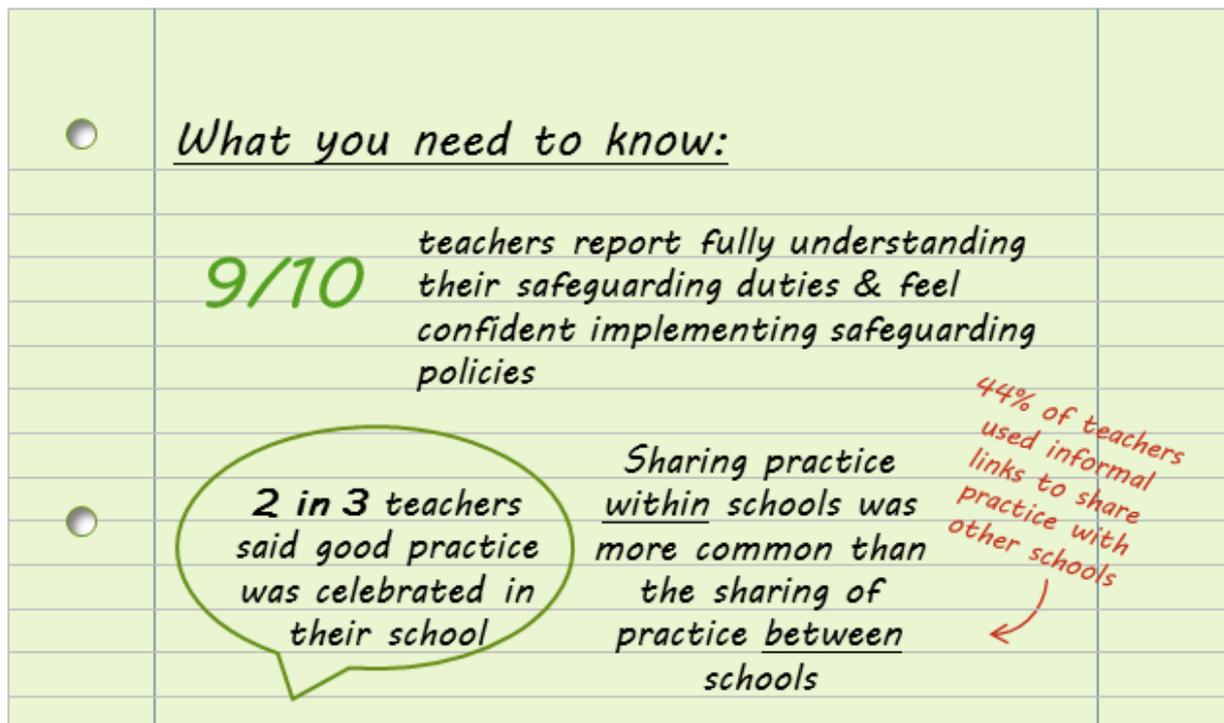
Other suggestions included stress, work/life balance, time management and sleep deprivation.

After work was the most popular option for when activities focusing on health and wellbeing should occur (63 per cent), followed by lunchtimes (39 per cent) and before work (34 per cent), while only 9 per cent of teachers would prefer weekend activities.

Over two-fifths (44 per cent) of teachers would like health and wellbeing initiatives to happen weekly, 18 per cent would like activities to happen fortnightly, while a further 30 per cent would like to see them occur monthly.

Email was the most popular way teachers wanted to find out about initiatives, with 74 per cent of respondents indicating that this was a preferred method. Similar proportions of teachers would also prefer to find out from managers and team leaders (24 per cent) and by information leaflets and posters (23 per cent). Around one in five (18 per cent) preferred noticeboard information, while 14 per cent would prefer to find out about initiatives in a newsletter.

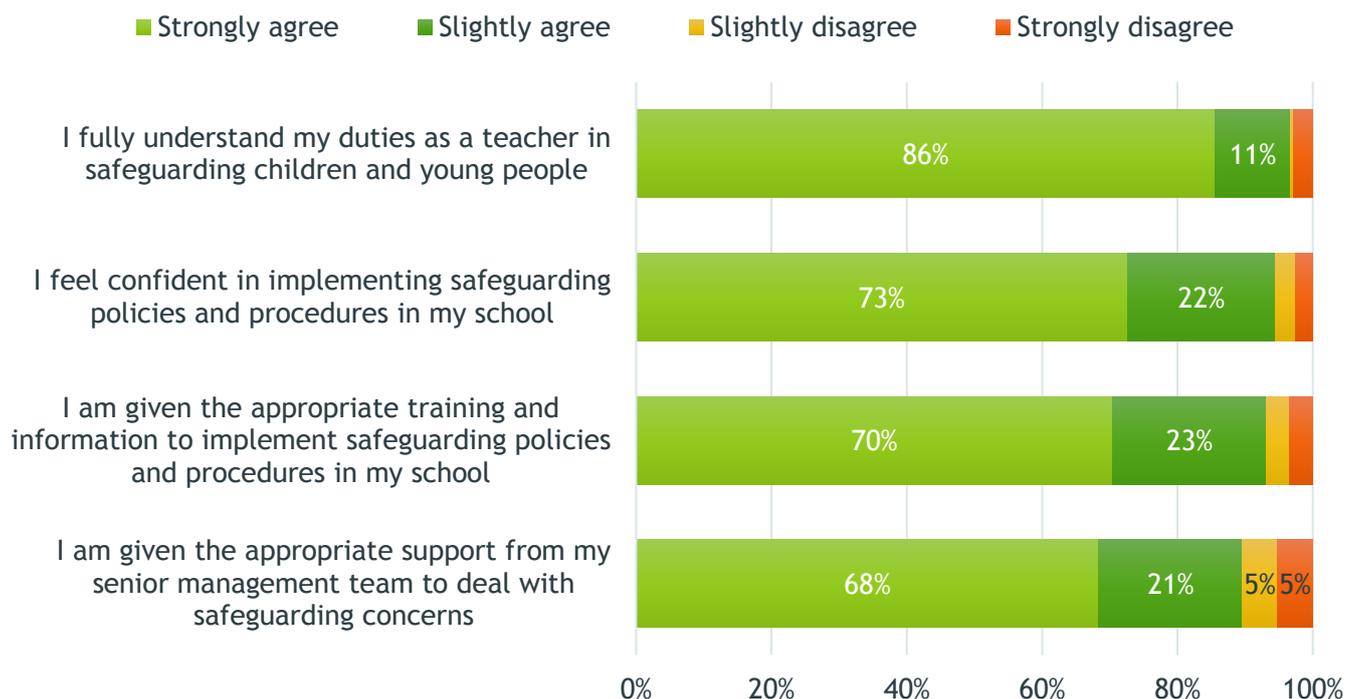
Practices in schools



Safeguarding

Questions about safeguarding practices were included in the survey for the first time in 2017.

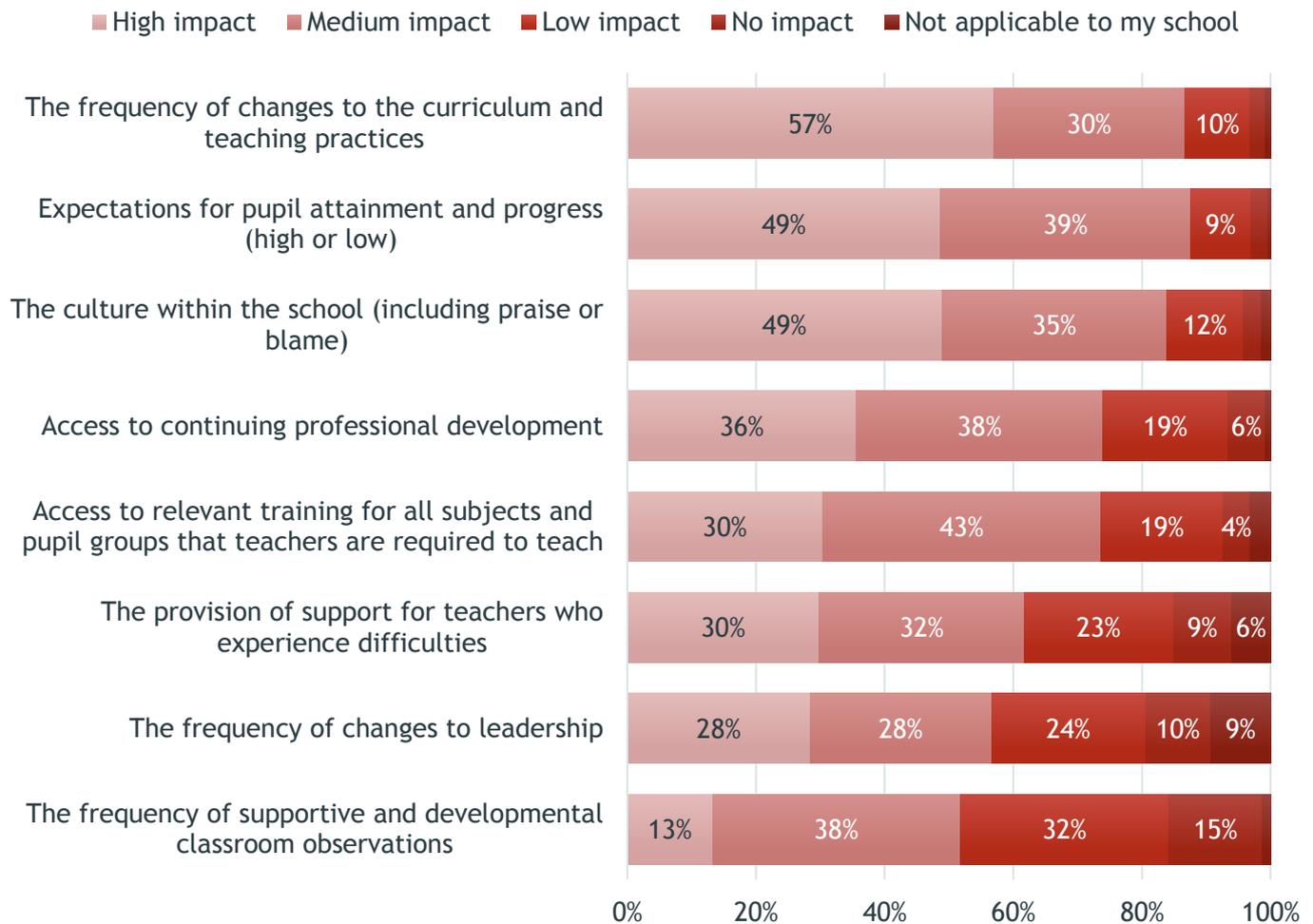
Figure 16: “please indicate how much you agree or disagree with the following statements”



Quality of teaching

Teachers were asked about the issues that impacted on the quality of teaching in schools; over half (57 per cent) of teachers reported that the ‘frequency of changes to the curriculum and teaching practices’ had had a high impact over the last three years (Figure 17).

Figure 17: “thinking about your school over the past three years, please indicate how much the following issues impact the quality of teaching”



Sharing of practice

Within schools, teachers reported that the sharing of practice and expertise happens frequently or infrequently. However, sharing of practice with other schools was generally infrequent or never happened (Table 4).

Table 4: ‘please indicate how frequently you undertake the following activities’, percentage

	Within your school			With other schools		
	Frequently	Infrequently	Never	Frequently	Infrequently	Never
<i>Share practice and expertise in the delivery of the curriculum</i>	55	40	5	20	48	32
<i>Share practice and expertise in planning and management (i.e. timetabling, CPD, etc.)</i>	42	44	13	14	38	48
<i>Share practice and knowledge in the assessment and the tracking of pupil progress</i>	60	35	5	16	46	38
<i>Share other teaching practice and knowledge</i>	52	44	4	17	51	32

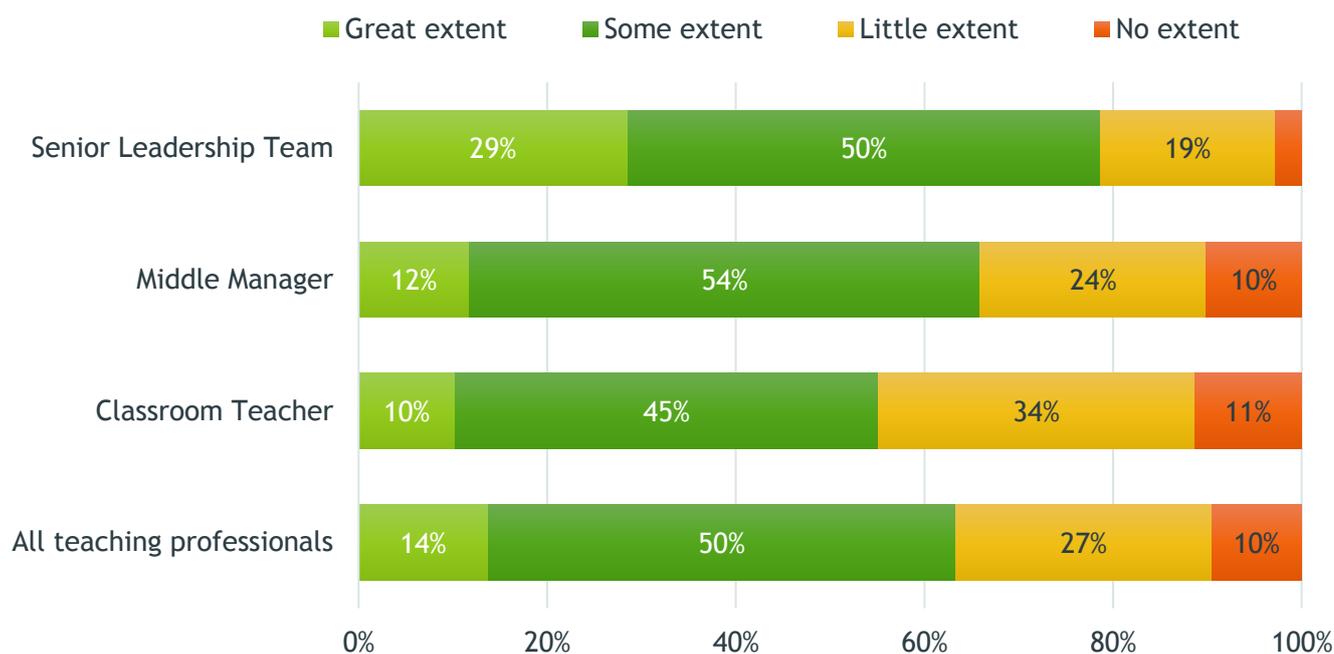
One in four (25 per cent) teachers shared practice between their school and other schools through formal links developed by the school leadership team, while a greater proportion (44 per cent) shared practice through informal links developed by themselves or other teachers. Around one in three (31 per cent) teachers shared expertise through both formal and informal links with other schools.

Celebrating teaching practice

Around two-thirds of teachers said that good teaching practice was celebrated in their school to some extent (50 per cent) or to a great extent (14 per cent). One in ten teachers (10 per cent) reported that good practice was not celebrated at all in their institutions. These proportions remain largely unchanged since 2015, when the question was also asked.

Similarly to the previous round of the survey, responses to this question varied by role type. Figure 18 shows that a greater proportion of teachers in ‘senior leadership teams’ (79 per cent) reported that good practice was celebrated to ‘some extent’ or a ‘great extent’ in their school, than classroom teachers (55 per cent).

Figure 18: “please indicate to what extent good teaching practices are celebrated in your school”, by role type



Impact of teaching practices on pupils

Over half of respondents to the survey strongly agreed that ‘teachers have high expectations for attainment and progress of pupils’ (68 per cent) and that ‘pupils are given opportunities to demonstrate their talents’ (59 per cent). Around one in five (22 per cent) of respondents disagreed, to some extent, that ‘information is presented to pupils according to their individual learning styles’.

Table 5: “thinking about your school over the past three years, please indicate how much you agree or disagree with the following statements”, percentage

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
<i>Active learning techniques are frequently employed in the classroom</i>	30	57	10	3
<i>Teachers have high expectations for attainment and progress of pupils</i>	68	25	4	3
<i>Pupils are frequently provided with feedback on their performance in classroom tasks</i>	52	39	6	2
<i>Diversity is respected and celebrated</i>	55	34	8	3
<i>Pupils are given opportunities to demonstrate their talents</i>	59	34	4	3
<i>Information is presented to pupils according to their individual learning styles</i>	25	54	17	5

Resources and processes in schools

Around half (51 per cent) of teachers agreed, to some extent, that sufficient processes are in place to transfer information effectively when a pupil moves school, while around one in five (19 per cent) strongly disagreed. The distribution of responses to the statement ‘there is sufficient time to teach the core curriculum in the current school day’ was equally split between those who agreed and disagreed (Table 6).

Table 6: “please indicate how much you agree or disagree with the following statements”, percentage

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
<i>When a pupil moves schools, sufficient processes are in place to transfer information effectively</i>	11	40	30	19
<i>The moderation process has resulted in higher levels of consistency in teacher assessments between schools</i>	12	47	29	13
<i>There is sufficient time to teach the core curriculum in the current school day</i>	13	37	28	22
<i>I have access to up-to-date teaching resources</i>	29	41	21	9
<i>I am given the appropriate support to meet the needs of pupils who have English as an additional language</i>	7	40	33	21

Working with the Education Department

Changing school terms

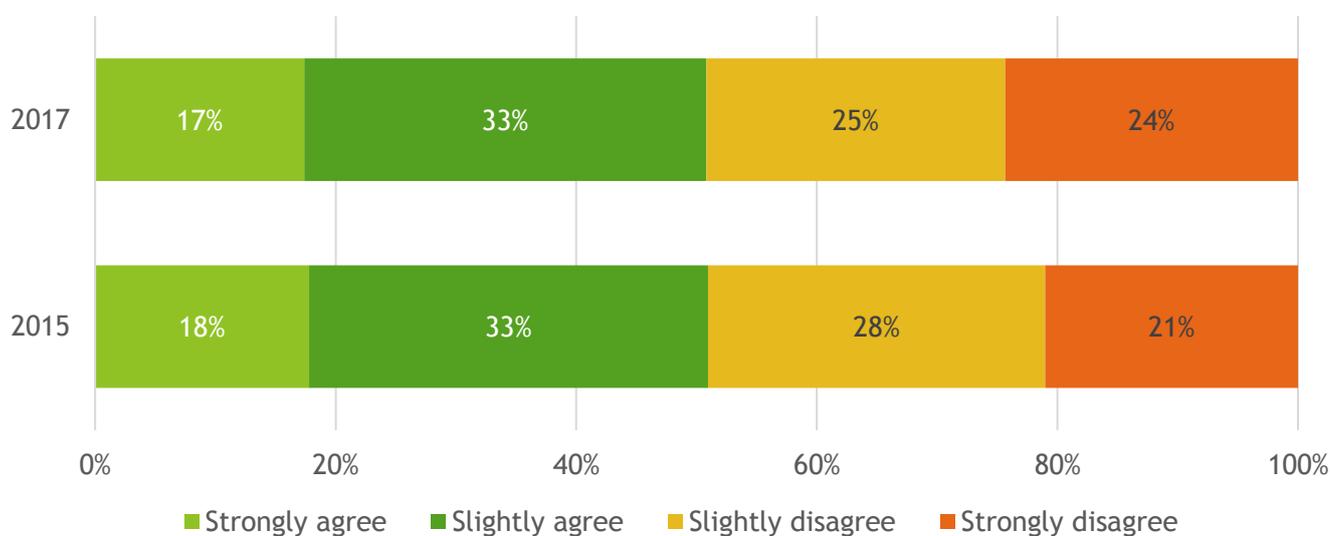
Overall, more than half of teachers (57 per cent) were found to disagree to some extent with the statement ‘restructuring the academic year, so that there are four shorter terms, would lead to better outcomes for pupils’. A similar proportion (56 per cent) were also found to disagree that the same change would be positive to the wellbeing of teachers.

Responses were similar in primary and secondary schools, but teachers working in Special schools or alternative provision were more positive about these changes with 74 per cent agreeing to some extent that shorter terms would lead to better outcomes for pupils and 54 per cent agreeing to some extent that it would be positive to the wellbeing of teachers.

Supplementary allowances

One in three (33 per cent) of teachers slightly agreed that supplementary allowances were distributed fairly and transparently in their school, a further 17 per cent strongly agreed. There has been little change in the proportions agreeing with this statement since the last round of this survey (Figure 19).

Figure 19: proportion of teachers who agree or disagree with the statement: ‘in my school, supplementary allowances are distributed fairly and transparently’



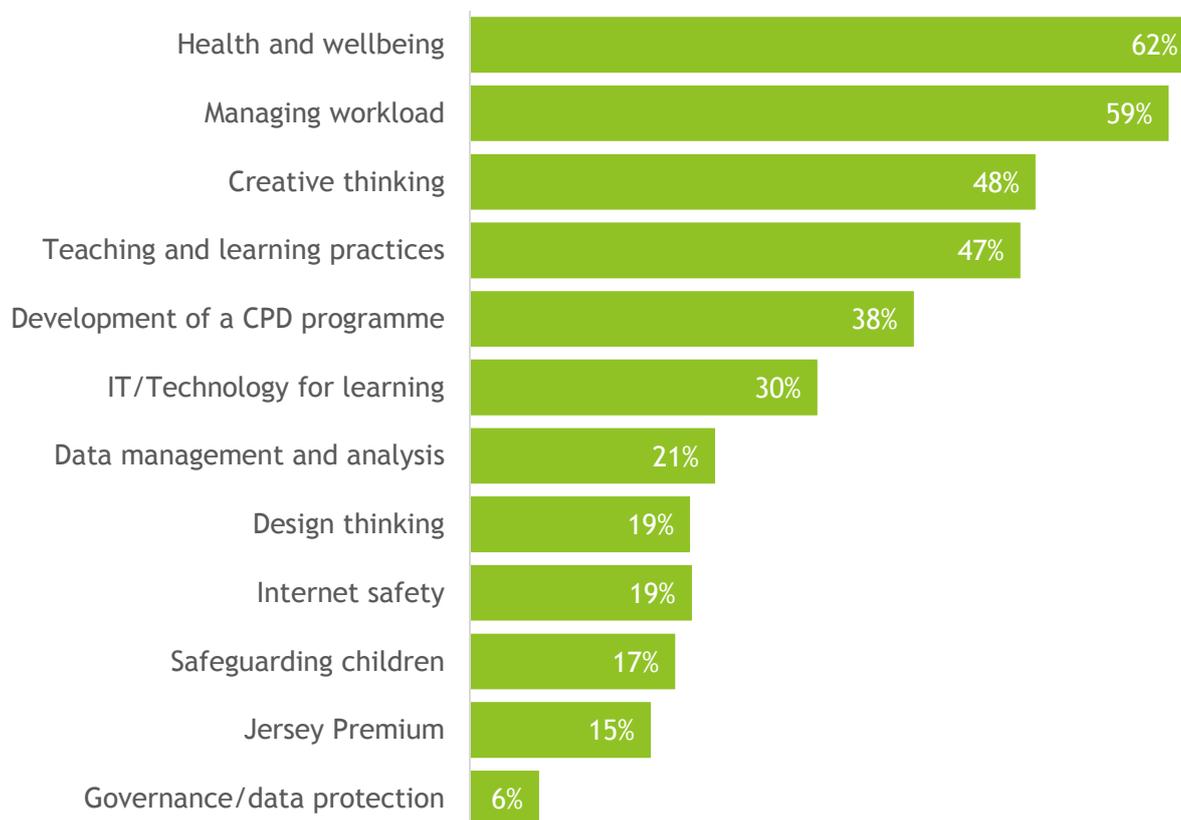
Changes to inset days

Over half (58 per cent) of teachers agreed to some extent that ‘there should be an increased number of standardised inset days’ while the same proportion (58 per cent) also agreed to some extent that ‘there should be an increased number of floating inset days’.

Future Education Conference topics

Teachers were asked to select key educational issues they would like to see covered at a future education conference. More than half of respondents indicated that health and wellbeing (62 per cent) and managing workloads (59 per cent) should be covered.

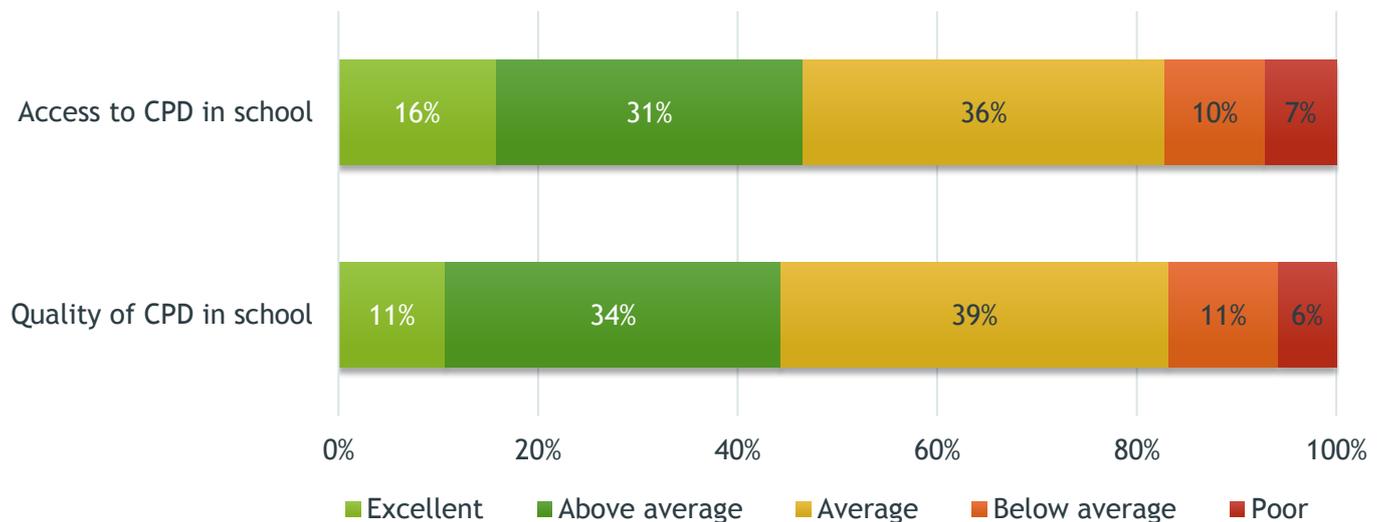
Figure 20: Key educational issues which should be covered at a future Education conference



Continuing professional development

Survey respondents were asked to rate the access and quality of continuing professional development (CPD) in their schools (Figure 21).

Figure 21: rating of access to and quality of CPD in schools



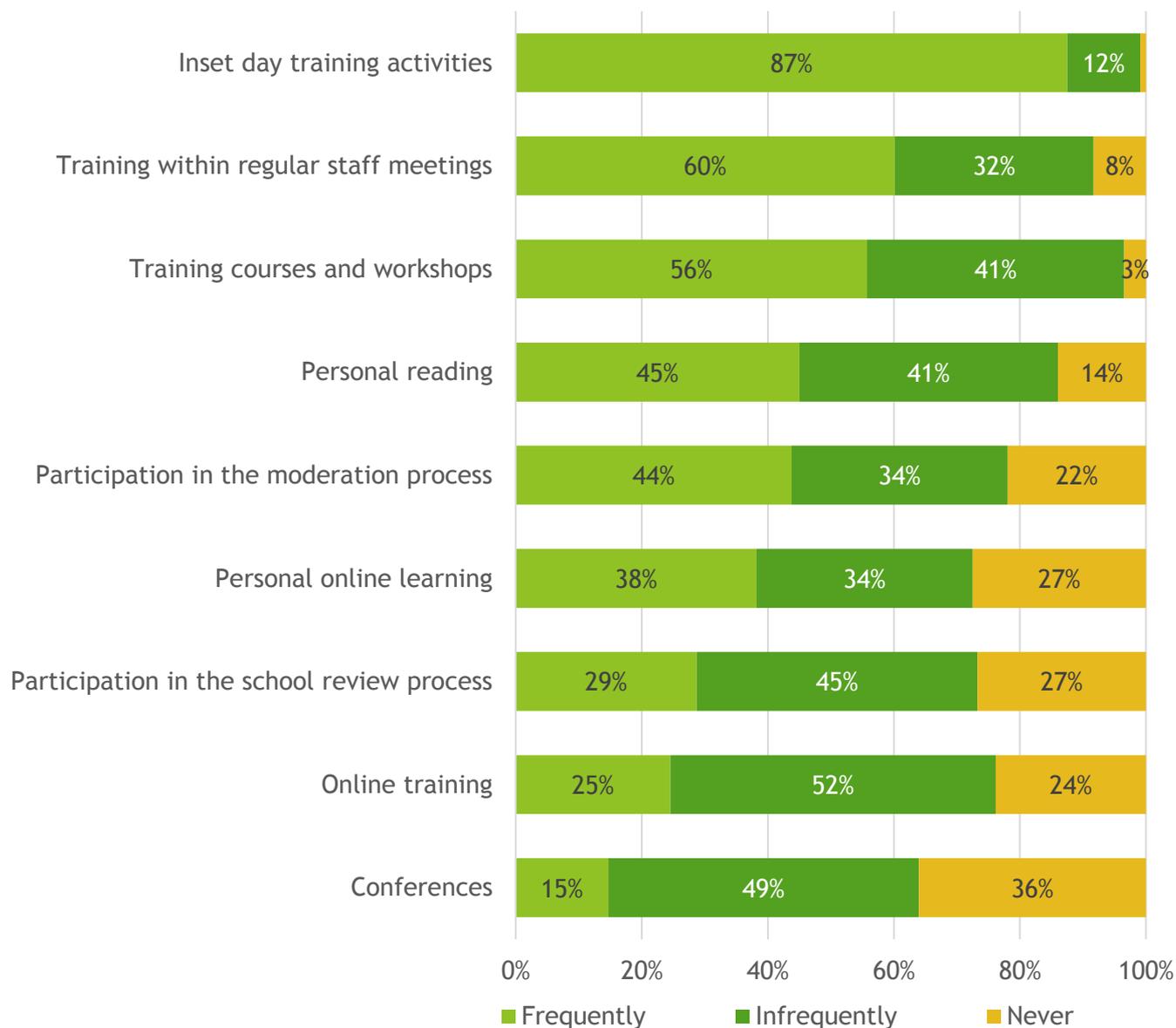
Ratings of access and quality of CPD were similar across sectors and school type. However, a greater proportion of senior leaders rated the access (63 per cent) and the quality (62 per cent) of CPD as 'above average' or 'excellent' compared to classroom teachers (41 per cent and 39 per cent, respectively).

Table 7: rating of access to and quality of CPD in schools, percentage distribution by profession

	Access to CPD			Quality of CPD		
	Classroom teacher	Middle manager	Senior leadership team member	Classroom teacher	Middle manager	Senior leadership team member
<i>Excellent</i>	14	14	26	12	9	8
<i>Above average</i>	27	32	37	27	34	54
<i>Average</i>	38	37	32	43	36	36
<i>Below average</i>	13	10	2	11	14	1
<i>Poor</i>	8	7	3	7	7	1

Inset day training activities were the most frequently reported type of CPD teachers had participated in over the past three years (Figure 22).

Figure 22: frequency of participation in CPD activities over the past three years



Other CPD activities specified by respondents included observing colleagues for inspiration, further study, marking for exam boards and coaching.

Teachers were asked to rate the impact that CPD activities had on the quality of teaching. Training courses and workshops were given the highest average impact rating, while conferences, participation in the school review process and online training rated as having the lowest impact (Table 8).

Table 8: average rating of the impact of CPD activities on the quality of teaching, scale of 1 to 4 where a rating of 1 represents no impact and a rating of 4 represents great impact

	Average impact rating
<i>Training courses and workshops</i>	2.7
<i>Personal reading</i>	2.6
<i>Inset day training activities</i>	2.6
<i>Training within regular staff meetings</i>	2.4
<i>Personal online learning</i>	2.4
<i>Participation in the moderation process</i>	2.3
<i>Conferences</i>	2.1
<i>Participation in the school review process</i>	2.1
<i>Online training</i>	2.1

Pupil behaviour management

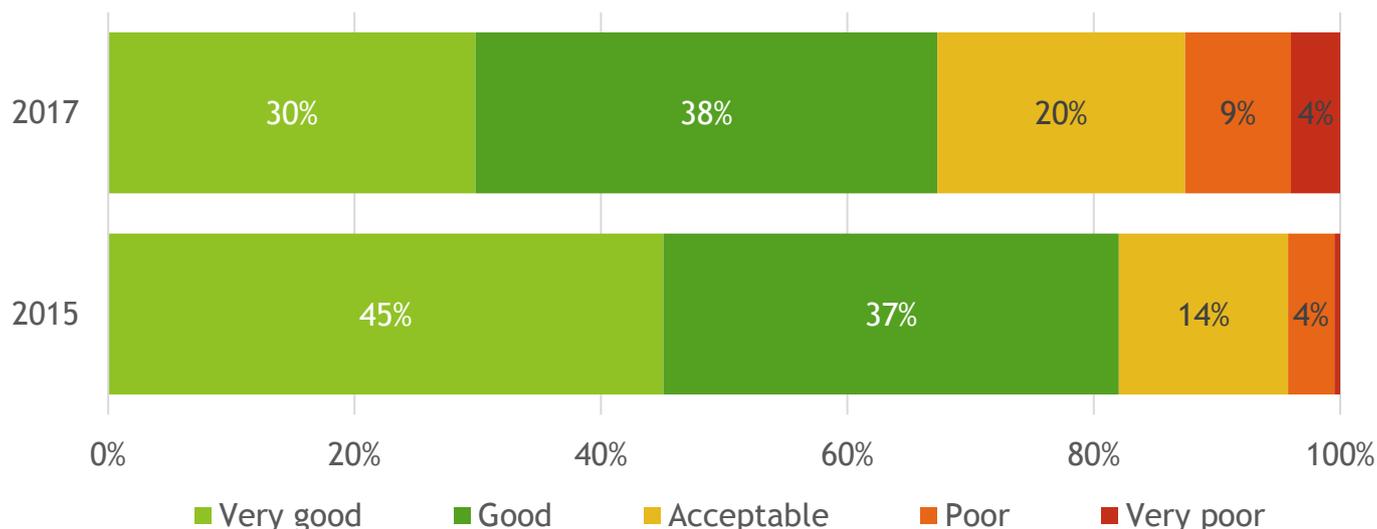
○	<u>What you need to know:</u>	
★	$30\% + 37\% = 67\%$	<i>This has decreased by 15 percentage points since 2015</i>
	very good behaviour	good behaviour
		of teachers rate the behaviour of pupils in their school as good or better
○	<i>88% of teachers identified 'a pupils home life / parental guidance' as a main cause of poor behaviour</i>	
	 <i>2 in 5 teachers report being verbally abused by a pupil in the past year</i>	
	 <i>23% of teachers report being verbally abused by a parent in the past year</i>	<i>This has increased since 2015</i>

Pupil behaviour

Two-thirds (67 per cent) of teachers rated the behaviour of pupils in their school as either 'good' or 'very good', with a further 20 per cent describing behaviour as 'acceptable'.

Comparing the latest results for this question to those from the 2015 Teacher Survey, the proportion of teachers rating behaviour as 'good' or better has decreased by 15 percentage points, from 82 per cent in 2015 to 67 per cent most recently.

Figure 23: “overall, how would you rate the pupil behaviour in your school?” 2015 and 2017



In 2017, 90 per cent of teachers working in non-provided schools rated pupil behaviour as ‘good’ or ‘very good’ compared to 56 per cent of teachers working in States non fee-paying schools.

Table 9: “overall, how would you rate the pupil behaviour in your school?” percentage by sector

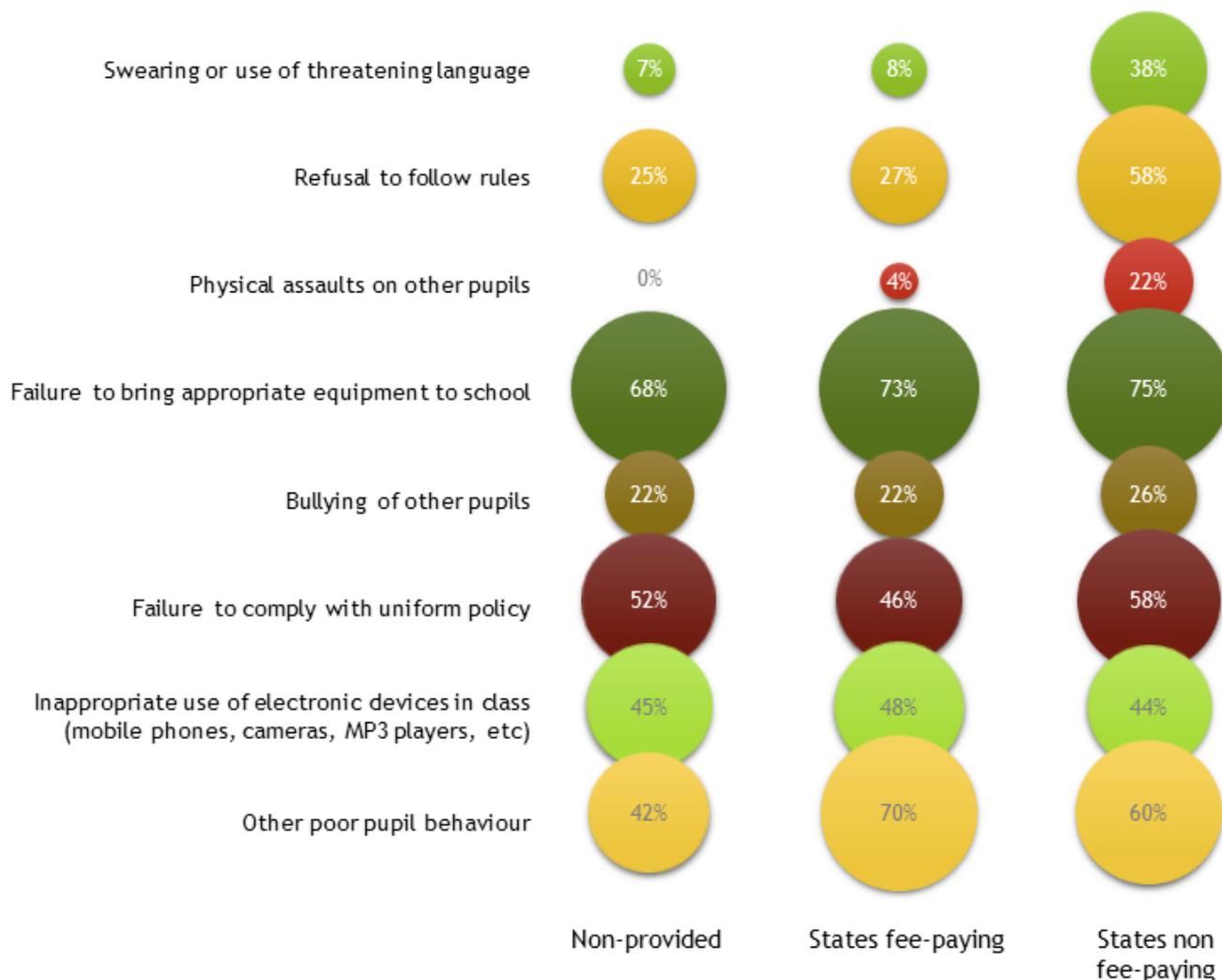
	Very good	Good	Acceptable	Poor	Very poor
<i>Non-provided</i>	68	22	7	4	0
<i>States fee-paying</i>	28	51	14	5	3
<i>States non fee-paying</i>	15	41	27	11	6
All teaching professionals	30	38	20	9	4

**Numbers in this table have been independently rounded*

The most frequent types of poor pupil behaviour experienced by teachers over the past three years included ‘failure to bring appropriate equipment to school’, with 49 per cent of teachers reporting this happened daily or almost daily, and ‘failure to comply with the uniform policy’ (31 per cent said this happened daily or almost daily).

Figure 24 shows the proportion of teachers reporting specific types of poor pupil behaviour which occur weekly or more frequently by sector.

Figure 24: “thinking about your school over the past three years, please indicate how frequently you have encountered the following aspects of poor pupil behaviour”, weekly or daily or almost daily by sector

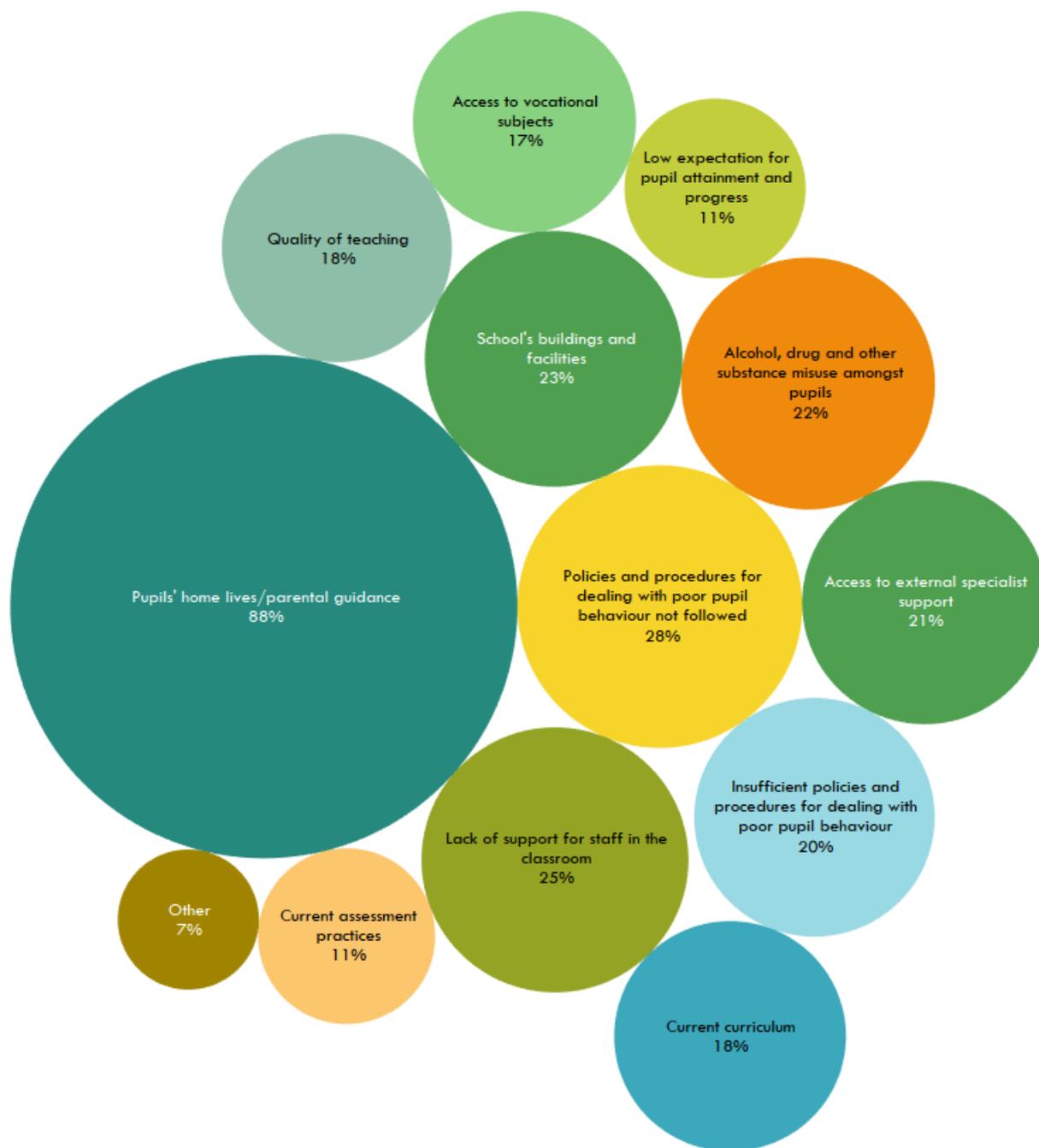


Other poor pupil behaviour included low level disruption, defiance and lack of respect for staff, truancy, assaults on staff and online bullying.

Teachers were asked what they believed to be the main reasons for poor pupil behaviour in their school (discounting factors such as special educational needs and disability).

More than four-fifths (88 per cent) of teachers identified a ‘pupil’s home life/parental guidance’ as a main cause of poor pupil behaviour in their school. Other contributing factors identified by teachers included ‘policies and procedures for dealing with poor pupil behaviour not being followed’ (28 per cent) and ‘lack of support for staff in the classroom’ (25 per cent).

Figure 25: “research has shown that special educational needs and disabilities are factors in some pupils’ challenging behaviour. Discounting these factors, what do you think are the main reasons for poor pupil behaviour in your school?”



Other reasons for poor pupil behaviour identified by teachers included the approach of Senior Leadership Teams, quality of external support, student resilience, attitudes towards teachers and the inclusive nature of the Jersey school system.

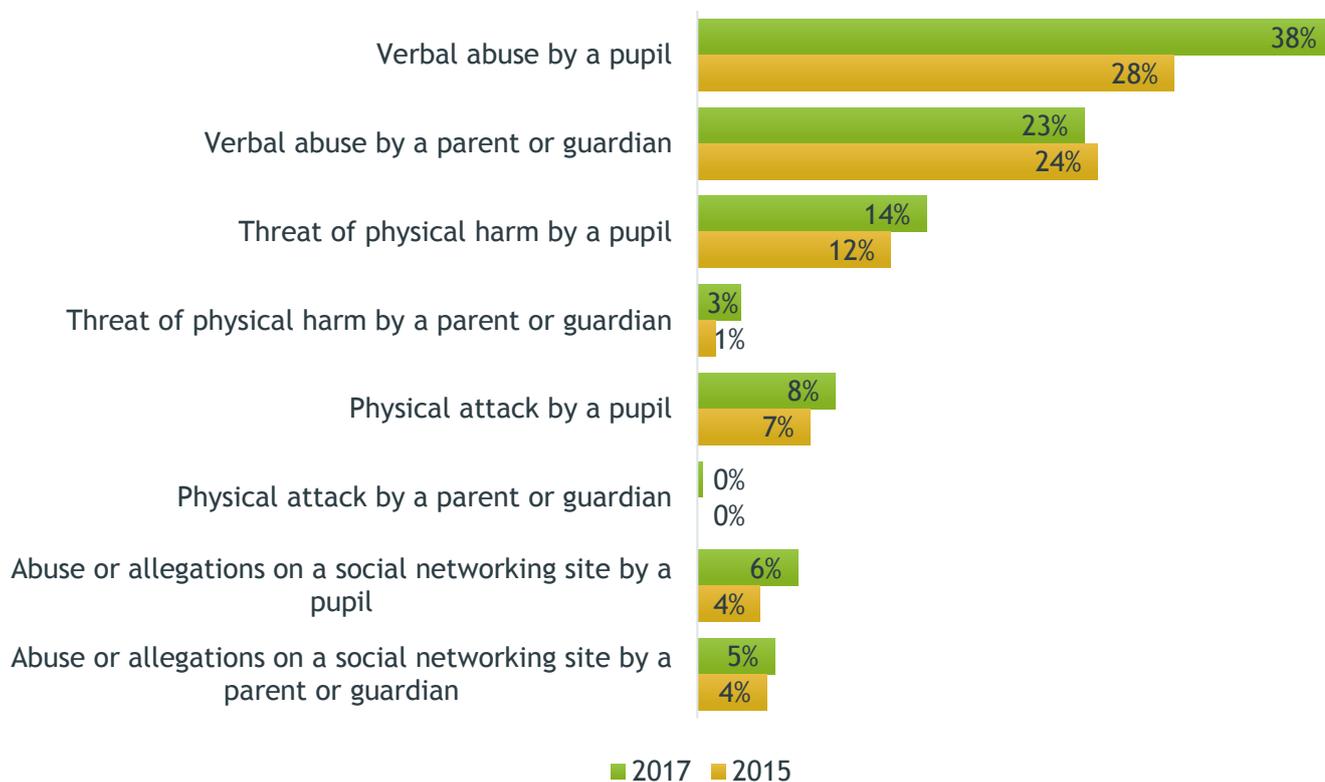
Experience of unacceptable behaviour

Almost two-fifths (38 per cent) of teachers report having been verbally abused by a pupil in the past year, while roughly one in four (23 per cent) teachers have experienced verbal abuse from a parent.

In the last year, half (52 per cent) of teachers in States non fee-paying schools have experienced verbal abuse by a pupil, while the proportion experiencing verbal abuse from parents is around half this (25 per cent). In contrast, the proportion of teachers in non-provided schools who have experienced verbal abuse by parents (24 per cent) is almost double the proportion who have experienced verbal abuse by pupils (13 per cent). Experience of verbal abuse by parents and pupils in States fee-paying schools is roughly similar (14 per cent and 17 per cent, respectively).

Compared to the 2015 Teacher Survey results, the level of verbal abuse by pupils experienced by teachers in the last year has increased from 28 per cent in 2015 to 38 per cent most recently. The proportion of teachers experiencing other forms of unacceptable behaviour by pupils and parents has remained largely unchanged.

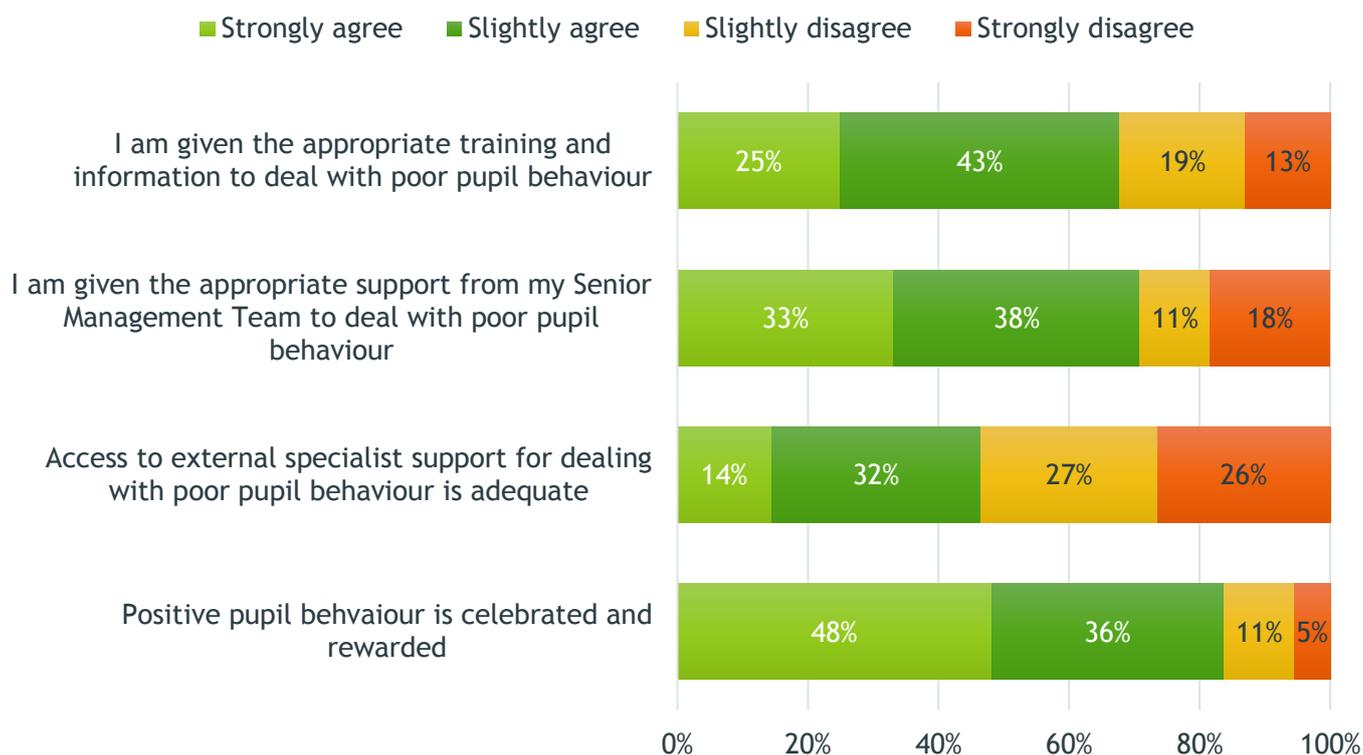
Figure 26: “during the past year, have you been subject to any of the following”? percentage answering ‘yes’, 2015 and 2017



Behaviour management

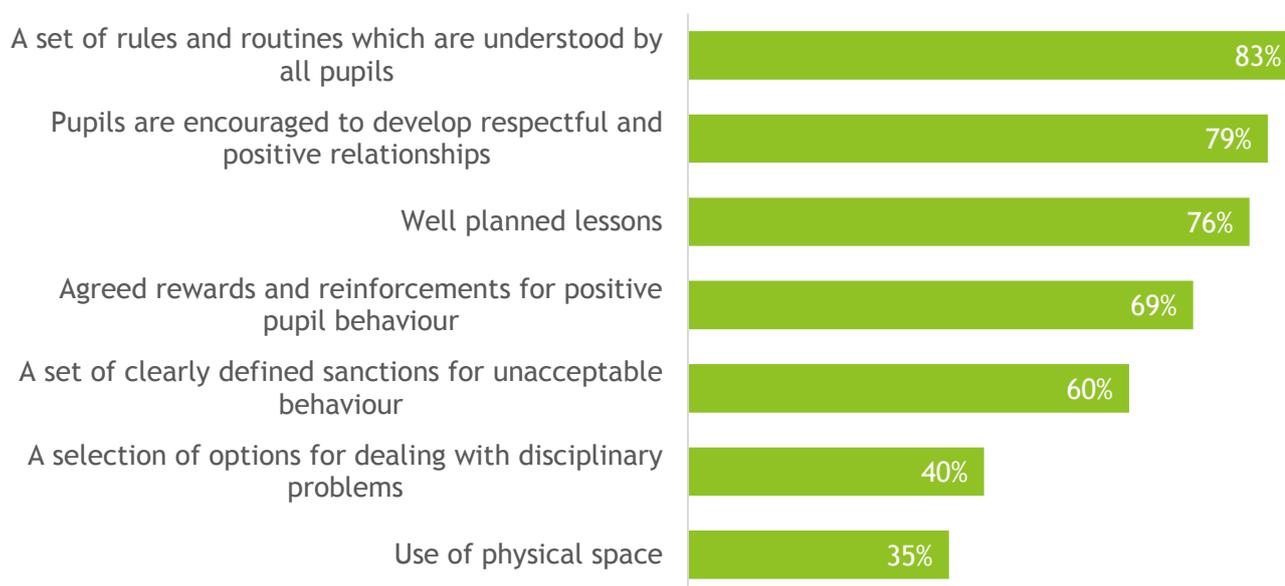
Two-thirds of teachers (68 per cent) agreed, to some extent, that they are given the appropriate training and information to deal with poor pupil behaviour in their school. In contrast, over half (53 per cent) did not agree that they had adequate access to external specialist support for dealing with poor pupil behaviour (Figure 27).

Figure 27: “please indicate how much you agree or disagree with the following statements”



Teachers were asked about the systems in place in their schools to promote positive pupil behaviour. Over four-fifths (83 per cent) reported the use of ‘a set of rules and routines which are understood by all pupils’, while the use of physical space was reported by around one in three (35 per cent) teachers (Figure 28).

Figure 28: “please indicate which of the following systems are used in your school to promote positive pupil behaviour”



Background Notes

Methodology

The Jersey Teachers' Survey was sent to all qualified teaching professionals in Jersey (around 1,000) to complete from September 2017. An online version and paper forms were available for completion. Survey responses were collated and analysed by the Education Insight Team.

Response rate and weighting

The overall response rate to the 2017 survey was 49 per cent; a good response rate for a voluntary survey.

Survey data has been weighted to match the school type and sector profile of teachers working in Jersey using data from the Human Resources Information System and payroll data for States fee-paying and non-fee-paying, and data provided by private schools. This calibration process ensures consistency between survey and population numbers and, additionally, compensates for potential bias that might arise from differential non-response among different sub-groups of teachers.

Definitions

For results published by sector

- **non-provided** includes teachers working at FCJ, Helvetia, St Christopher's School, St George's School, St Michael's School, De La Salle College and Beaulieu Convent School
- **States fee-paying** includes teachers working at Jersey College Preparatory School, Victoria College Preparatory School, Jersey College for Girls and Victoria College
- **States non fee-paying** includes Bel Royal School, d'Auvergne School, First Tower School, Grands Vaux School, Grouville School, Janvrin School, La Moye School, Les Landes Primary School, Mont à L'Abbé School, Mont Nicolle School, Plat Douet School, Rouge Bouillon School, Samarès Primary School, Springfield School, St Clement's School, St John's School, St Lawrence School, St Luke's Primary School, St Martin's Primary School, St Mary's School, St Peters Primary School, St Saviour's School, Trinity Primary School, Grainville School, Haute Vallée School, Hautlieu School, Le Rocquier School, Les Quennevais School, Highlands College, d'Hautrée House and Alternative Curriculum
- **other** includes those teachers working for the department, agencies or supply for example

Rounding

Numbers are rounded to the nearest integer. All calculations are independently rounded and so totals in published tables may not necessarily sum to the corresponding row or column totals.

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