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The School Snapshot Survey: Winter 2019

2: Workforce

Research report

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Executive Summary

This report covers the workforce related findings from the fifth wave of the School Snapshot Survey. In the Winter 2019 wave, a total of 802 surveys were conducted with school leaders and 1,013 surveys with teachers. In this report leaders includes staff that were headteachers, deputy headteachers, assistant headteachers and acting headteachers. The term 'teachers' refers to classroom teachers only. Where results are presented for both groups combined this is noted by reference to 'leaders and teachers'. The survey covers a range of educational topics, but this report focusses on the leaders' and teachers' views on a range of policy areas relating to the workforce.

Refer to the 'Curriculum' and 'Support for Pupils' reports for findings on the other educational topics explored in the survey.

Career progression

As part of the Winter 2019 wave of the School Snapshot Survey, leaders and teachers were asked a series of questions related to their career, including their views on progression pathways and the role of CPD.

Both groups were asked if they had considered career progression. Three-quarters (75%) of teachers agreed that they had considered career progression in the last 12 months; significantly higher than the proportion of leaders who had done so (61%). Primary leaders were less likely to have considered career progression than secondary leaders (58% compared to 67% of secondary leaders).

Leaders tended to be more positive than teachers about the career progression pathways available to them, even though leaders and teachers were generally most and least positive about the same aspects of career progression. Leaders (83%) and teachers (69%) were most positive about how clear they were about career progression pathways open to them. Both leaders (41%) and teachers (41%) were least likely to agree that the range of progression pathways available to them were attractive.

Teachers were asked how important a range of factors were in influencing their career progression choices. Both job satisfaction (99%) and becoming more effective in their job (99%) were considered important by nearly all teachers and more than nine-in-ten (94%) felt being challenged in their role was important. Completing qualifications, was considered to be the least important factor, but was still important to nearly two-thirds (64%) of teachers.

When considering the role of CPD on their teaching careers, leaders were significantly more likely to agree that they could access high-quality CPD than teachers (81% vs. 71%). Teachers were asked the extent to which they agreed that the CPD they undertake has a positive impact on their teaching practice. Overall, eight-in-ten (79%) thought it had

a positive impact, although agreement was significantly higher among primary (86%) teachers compared to secondary (71%) teachers.

Retention in role

Leaders and teachers were asked whether they expected to be in the same role in 12 months' time. Leaders were significantly more likely than teachers to expect to be in the same role (85% vs. 73%). Teachers were three times more likely to be unsure whether they would be in the same role (15% of teachers compared to 5% of leaders).

Unsurprisingly, leaders' and teachers' views on whether they would be in the same role in 12 months' time was closely linked to their levels of job satisfaction, although this did vary depending on their reason for leaving.

Leaders and teachers were also asked where they intended to be in 12 months' time, if they were envisaging leaving their current role. Both groups were most commonly intending to seek a promotion, within their school or another, although teachers were significantly more likely to be doing this than leaders (58% vs. 31%, respectively).

Workload reduction

Leaders and teachers were asked about the actions their schools have undertaken to reduce workload and the impact these actions have had on their workload.

All leaders (100%) and the vast majority of teachers (97%) reported that their school had undertaken at least one action to reduce workload in the last 12 months. Significantly more leaders than teachers reported that their school had taken at least three actions (99% vs. 82%) or at least five actions (90% vs. 55%).

Similar to previous survey waves, about two-thirds (65%) of teachers reported that the actions taken by their school had made their workload more manageable and one-third (35%) reported that they had not. The opposite was true for leaders, where one third (35%) of leaders reported that the actions had made their workload more manageable and two-thirds reported that they had not. However, it should be noted that Deputy Headteachers (64%) and Assistant Headteachers (71%) were significantly more likely than Headteachers (26%) to say that actions taken by their school had made their own workload a bit or a lot more manageable.

Teachers were significantly more likely to say that the actions taken by their school had made their own workload more manageable if they reported their school had taken five or more actions to reduce workload; 79% of teachers within this category reported their workload was more manageable. This compares to 55% of teachers reporting their workload had become more manageable where they said that their school had taken three of four actions to reduce workload, and 28% of teachers in schools where they said their school had taken only one or two actions.

Working culture in schools

Leaders and teachers were asked about the working culture within their school. The vast majority (95%) of leaders reported that they felt they were able to create a culture in their school which supported teachers to carry out their roles effectively. In contrast, a significantly smaller proportion of 77% of teachers agreed that leaders at their school promoted such a culture.

Flexible working

Leaders and teachers were asked a series of questions about flexible working arrangements within their school.

Flexible working was defined as “*Working arrangements which allow employees to vary the amount, timing, or location of their work. Schools that work flexible might offer things such as part-time working, job sharing, compressed hours and staggered hours.*”

Compared to their views of the working culture within their school, leaders and teachers were generally less positive about how supportive their school was of flexible working. Over three-quarters (78%) of leaders agreed that their school was supportive of flexible working, compared with around half (53%) of teachers.

While most (70% of leaders and 72% of teachers) did not work flexibly, roughly one-in-three (29%) leaders did, comparable to a quarter (24%) of teachers. One percent of leaders and 4% of teachers did not know if they worked flexibly or not.

Personal wellbeing

This wave leaders and teachers were asked ONS validated questions about their personal wellbeing. This included questions about their life satisfaction, the extent to which they felt the things they did in life were worthwhile, how happy they felt yesterday and their anxiety levels.

Generally, leaders' and teachers' levels of life satisfaction, perceived worthwhileness and happiness broadly aligned with the UK General population scores as calculated by ONS. However, school leaders were more likely to think that the things they did in their life were worthwhile compared to the average across the UK population (with a mean score of 8.6 compared to the national average of 7.9). Leaders and teachers were also more likely to display higher levels of anxiety in comparison to the general population. When asked about their anxiety levels, leaders and teachers both had a mean score of 3.6 out of 10 compared to the mean score of 2.9 for the general population.

Compared to teachers, leaders had significantly higher scores for life satisfaction (84% vs. 70%), perceived worthwhileness (92% vs. 76%) and happiness (75% vs. 64%). Yet there was no significant difference between leaders and teachers' levels of anxiety; with

52% of leaders and 48% of teachers providing scores that indicated that they are not anxious, even though they have higher levels of anxiety than the general public. Although leaders seemed to score higher on personal wellbeing measures, there were no subgroups of leaders (e.g. older leaders) that seemed to do consistently better across these measures than other types of leaders.

Job satisfaction

Following the same pattern as the measures of personal wellbeing, leaders were significantly more likely to say they were satisfied with their job than teachers. Just over eight-in-ten leaders (81%) were satisfied with their job, compared with seven-in-ten teachers (71%). Leaders in London schools were significantly less likely to be satisfied with their job (71%). Teachers working in 'outstanding' (82%) and 'good' (70%) schools were significantly more satisfied with their jobs than teachers in schools that 'required improvement' (56%). Younger teachers (under 35) were more likely to be satisfied with their jobs than older teachers (82% vs. 71% average).

School teachers were also asked to what extent they agreed that they felt recognised by school leaders for the work they did. In general teachers showed strong levels of agreement to this statement with almost four-in-five (76%) either agreeing or strongly agreeing. Teachers in primary schools were more likely to feel recognised by school leaders for the work they did than teachers in secondary schools (81% vs. 71%).

Teaching Assistants

In 2015 the Education Endowment Foundation (EEF) released guidance on 'Making Best Use of Teaching Assistants'.¹ Primary and secondary school leaders were asked whether they were aware of the guidance, if they had read the guidance, and for those who had read it, how useful it was.

Leaders showed a high level of awareness of the EEF guidance, with close to nine-in-ten (87%) leaders reporting to be aware of it and of those who were aware, 92% had read it. Almost all leaders that had read the guidance reported that they found it to be helpful (95%), with two in five finding it 'very helpful' (40%).

¹ <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

Winter 2019 Workforce Infographic

2. Workforce

Career progression

75% of teachers considered **career progression** in the last 12 months...
...compared to **61%** of leaders.



However, leaders felt clearer about the **career progression pathways** open to them than teachers.

L: 83%  **T: 69%**

99% of teachers considered **job satisfaction** and **becoming more effective** as influential to their career progression choices.

Retention in role

Leaders are significantly more likely than teachers to expect to be in the same role in the next 12 months.

L: 85%   **T: 73%**

Working culture in schools

95% of leaders felt able to create a **culture which supports teachers** to carry out their roles effectively...



...and **77%** of teachers agreed that leaders promoted a supportive culture.

Flexible working

A relatively small proportion of leaders and teachers work **flexibly**.

L: 29%  **T: 24%**

Personal wellbeing

Leaders more likely than the average UK population to think the things they do in life are **worthwhile**.

 **L: 8.6/10 vs. UK Pop: 7.9/10**

But leaders and teachers experienced higher than average levels of **anxiety**.

 **L/T: 3.6/10 vs. UK Pop: 2.9/10**

31% of leaders and **58%** of teachers do not expect to be in the same role in the next 12 months are **seeking a promotion**.

Workload reduction

99% of leaders and **82%** of teachers said their school undertook at least 3 actions to reduce workload in the last 12 months.

The **two most common** actions were:

Consulting with staff in other ways **Reviewing workload related to marking**

L: 95% **T: 78%** **L: 94%** **T: 78%**

65% of all teachers said the actions had made their **workload more manageable**...

...compared to **35%** of leaders.



Job satisfaction

Job satisfaction was higher amongst leaders than teachers.

L: 81%   **T: 71%**

 **76%** of teachers said they feel recognized by leaders for the work they do.

P: 81%   **S: 71%**

Teaching assistants

87% of leaders were **aware** of the **EEF guidance about teaching assistants**.



95% of those that had read it, **found the guidance helpful**.

Very helpful **Somewhat helpful**
40%  **55%**

Background

This report covers the workforce related findings from the Winter 2019 School Snapshot Survey. Since Winter 2017, this survey has been conducted bi-annually to better understand the opinions of leaders and teachers in primary and secondary schools on a range of educational topics.

Methodology

A sample of 1,666 schools was drawn from the Department's database of schools, 'Get Information about Schools' and these schools were invited to take part in both the school and teacher components of the School Snapshot Survey. A further 300 schools were selected just to take part in the teacher component.

At each school, one leader was surveyed (predominantly via a telephone methodology) and up to three teachers were surveyed (using a combination of online and telephone interviewing). A total of 802 surveys were conducted with school leaders and 1,013 with teachers. This was split by primary and secondary schools as shown in Table 1. Of the leaders, most were headteachers (73%) and just less than one in five were deputy headteachers (18%) (see the appendices for more detail).

Table 1. Completed surveys by teacher level and school type

	Leaders		Teachers	
	Primary	Secondary	Primary	Secondary
Completed surveys	401	401	519	494

Fieldwork took place between 4 November – 20 December 2019.

Interpreting the findings

Data presented in this report are from a sample of teachers and senior leaders rather than the total population of teachers and leaders. Although the leader sample and the teacher sample have been weighted to be nationally representative (by school and by teacher demographics), the data is still subject to sampling error. Differences between sub-groups and previous waves are only commented on in the text if they are statistically significant at the 95 percent confidence level, unless otherwise stated. This means there is no more than a 5 per cent chance that any reported differences are a consequence of sampling error.

Depending on the question, responses from school leaders have been weighted to represent the school view or to represent their individual view as a senior teacher (see the Technical Report for more details on the weighting). The report attempts to make this distinction clear by referring to responses from schools when the school-based weighting has been applied, and referring to leader responses when the teacher-based weighting (which utilises individual demographic details) has been applied. At the school-level we have used the general population of schools for weighting, however when comparing results by academy status or by level (i.e. primary schools vs. secondary schools) it is worth noting that in the general population the majority of secondary schools (68%) are now academies whereas only 32% of primary schools are academies.

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools in England were put into a list of ascending order of the proportion of pupils that they have that are entitled to FSM. This ordered list was then split into five equal groups (or quintiles). Quintile 1, which is referred to as the 'lowest proportion' throughout the report represents the schools with the lowest proportion of pupils entitled to FSM. The proportion of pupils entitled to FSM increases progressively as the quintiles increase. Schools in the 'highest proportion' quintile (quintile 5), represent the schools with the highest proportion of pupils entitled to FSM. In the report, significant differences tend to be tested between schools with the lowest proportion of FSM pupils and schools with the highest proportion of FSM pupils.

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables. Further information on the overall study methodology and weighting approach is available in the Technical Report.

Workforce

In the survey, leaders and teachers were asked for their views and experiences on a number of areas relating to their working lives including career progression, workload, the ability to work flexibly and their personal wellbeing.

2.1 Career progression

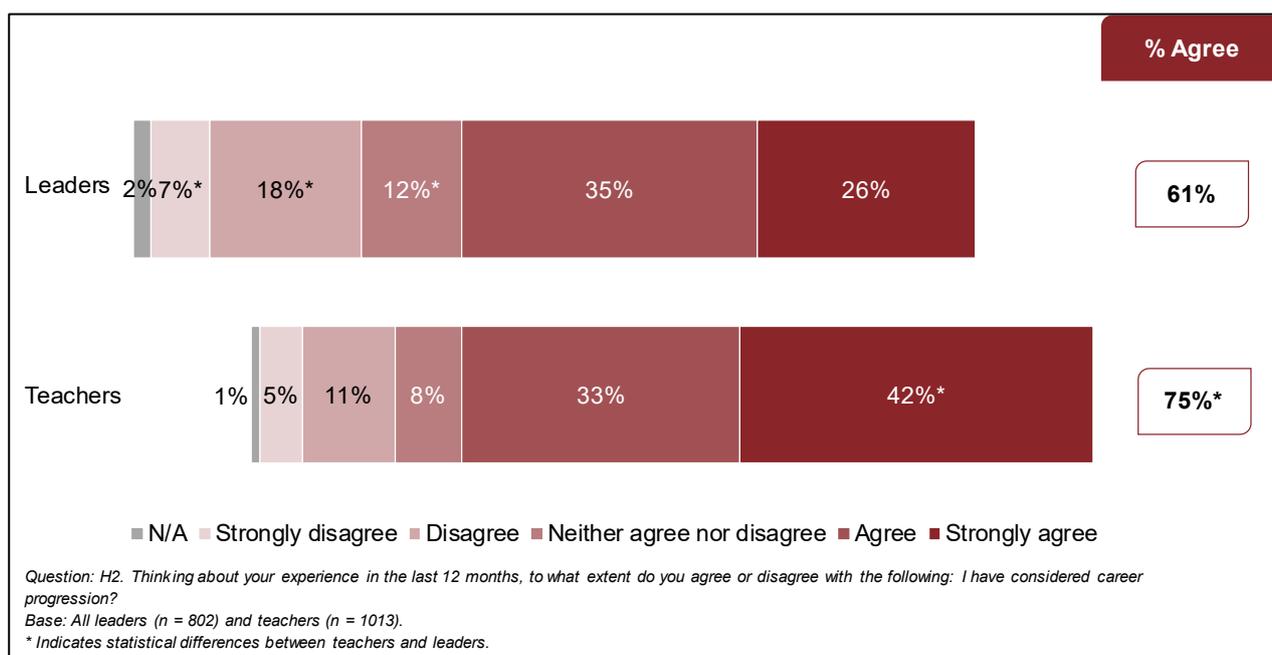
As part of the Winter 2019 wave of the School Snapshot Survey, leaders and teachers were asked a series of questions related to their career. This section summarises findings for:

- The proportion of leaders and teachers that have considered career progression in the last 12 months;
- Leaders' and teachers' views on the career progression pathways available to them;
- The factors teachers consider to be important when thinking about career progression; and
- The role of CPD in leaders' and teachers' careers.

Considering career progression

At an overall level, teachers were significantly more likely to agree that they had considered career progression in the last 12 months than leaders (75%, compared with 61% of leaders). Further, over two-in-five (42%) teachers strongly agreed with the statement, compared with around one-quarter (26%) of leaders.

Figure 1. Leaders and teachers' level of agreement with the statement: I have considered career progression (in the last 12 months)



Differences among leaders

Among leaders, the likelihood of considering career progression differed by school phase. Secondary leaders were significantly more likely to agree that they had considered career progression in the last 12 months (67%, compared with 58% of primary leaders).

There was also some regional variation in leaders' responses, with leaders in the North West significantly less likely to agree they had considered career progression in the last 12 months (51%, compared to 61% on average).

Additionally, leaders with the following characteristics were significantly more likely to agree that they had considered career progression in the last 12 months:

- *Males* (67%, compared with 57% of females); and
- *Assistant headteachers* (69%) and *deputy headteachers* (74%), compared with 53% of headteachers).

In part reflecting the fact that those who were older and more experienced were more likely to be in headteacher roles, Leaders that had been in the profession for more than 20 years, and those aged 55 or over, were also significantly less likely to have considered career progression. Around half (52%) of leaders that had been in the profession for more than 20 years, and a third (36%) of those aged 55 or over had considered career progression, compared to 61% on average.

Differences among teachers

The likelihood of teachers considering career progression in the last 12 months also varied by pay bracket. Four-in-five (81%) qualified teachers on the main pay range agreed that they considered career progression in the last twelve months, compared with around two-thirds (69%) of qualified teachers on the upper pay range.

Teachers that had been teaching for two to ten years were significantly more likely to have considered career progressing in the last 12 months compared to teachers that had been teaching for 11 or more years. With more than four-in-five teachers that had been teaching between 2-3 years (84%), 4-5 years (85%) or 6-10 years (84%) reporting to have considered their career progression compared with less than three-quarters of teachers that had been teaching 11-20 years (72%) and half of the teachers that had been teaching for 20 years or more (50%).

In line with these findings it is clear younger teachers were significantly more likely to have considered their career progression in the last 12 months compared with older teachers and that the likelihood of considering career progression decreases by age. Close to nine-in-ten teachers aged 18-34 (88%) had considered their career progression, which is significantly more than all other age groups including the three-quarters (75%) of teachers aged 35-44 years old. Yet the 35-44 year olds were significantly more likely to have considered it than older colleagues including those aged 44-54 years (58%), and in turn the 44-54 years were significantly more likely to have considered it than those aged 55 or more (33%).

There was also some regional variation in the proportion of teachers agreeing with the statement. Teachers in the South West were significantly less likely to agree that they had considered career progression in the last 12 months (64%, compared with 75% on average).

Career progression and progression pathways

Leaders and teachers gave their views on a range of statements related to career progression and progression pathways, from knowing what is needed to progress to the next level of their career, to the attractiveness and range of progression pathways available. To reflect the different circumstances of each group, leaders' and teachers' responses have been separated in the report.

Leaders

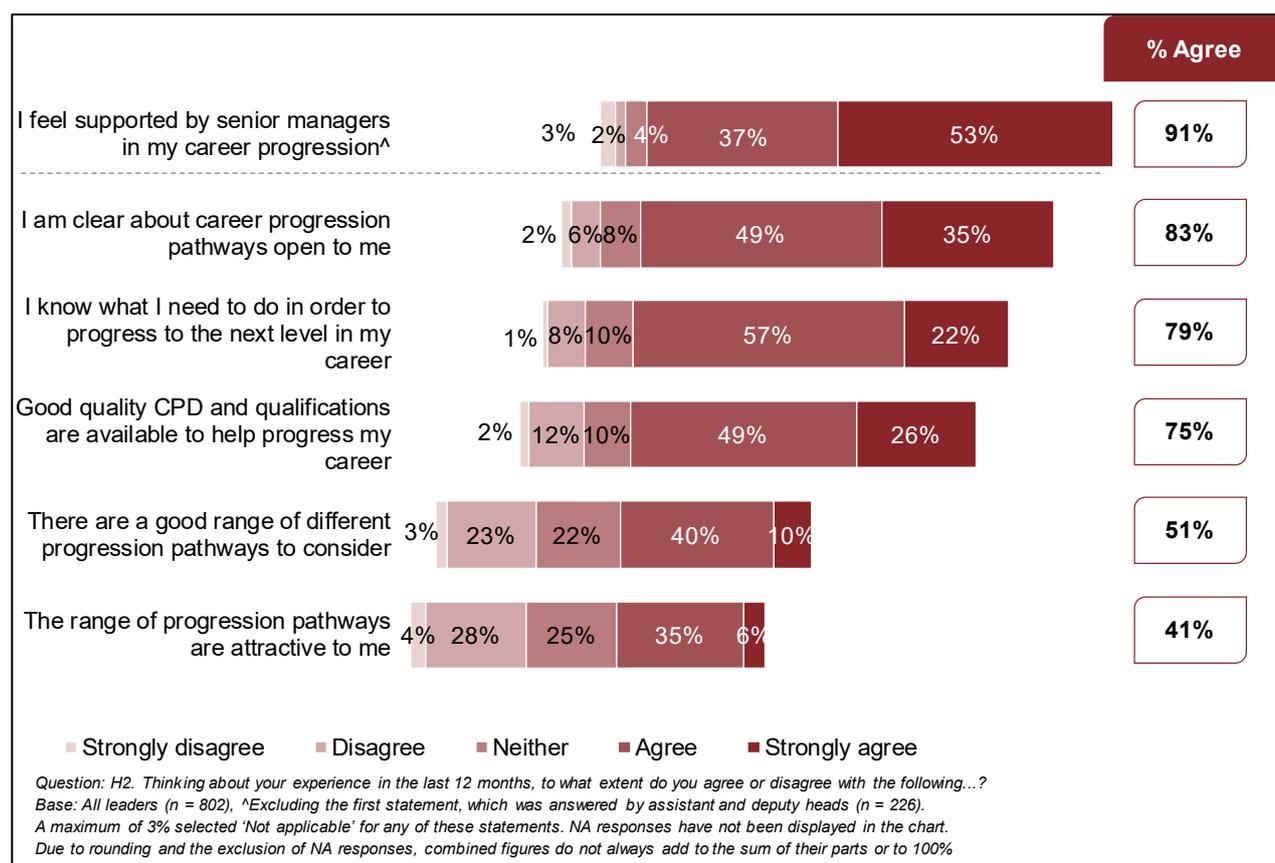
Leaders' views on the progression pathways available to them were largely positive. Most agreed that:

- They were clear about the progression pathways open to them (83%);
- They knew what they needed to do in order to progress to the next level of their career (79%); and
- Good quality CPD and qualifications were available to them to help progress their career (75%).

They were, however, less positive about the range of progression pathways. Half (51%) agreed there were a good range of progression pathways to consider, and two-in-five (41%) agreed that the range of progression pathways was attractive to them (see Figure 2).

Additionally, assistant headteachers (81%) and deputy headteachers (93%) felt supported by senior managers in their career progression.

Figure 2. Leaders' views on career progression pathways available to them



Secondary leaders were generally more positive about progression pathways available to them than primary leaders. They were significantly more likely to agree that:

- They were clear about the career progression pathways open to them (87%, vs. 82%);
- They knew what they needed to do in order to progress to the next level in their career (86% vs. 76%); and
- The range of progression pathways were attractive to them (47% vs. 38%).

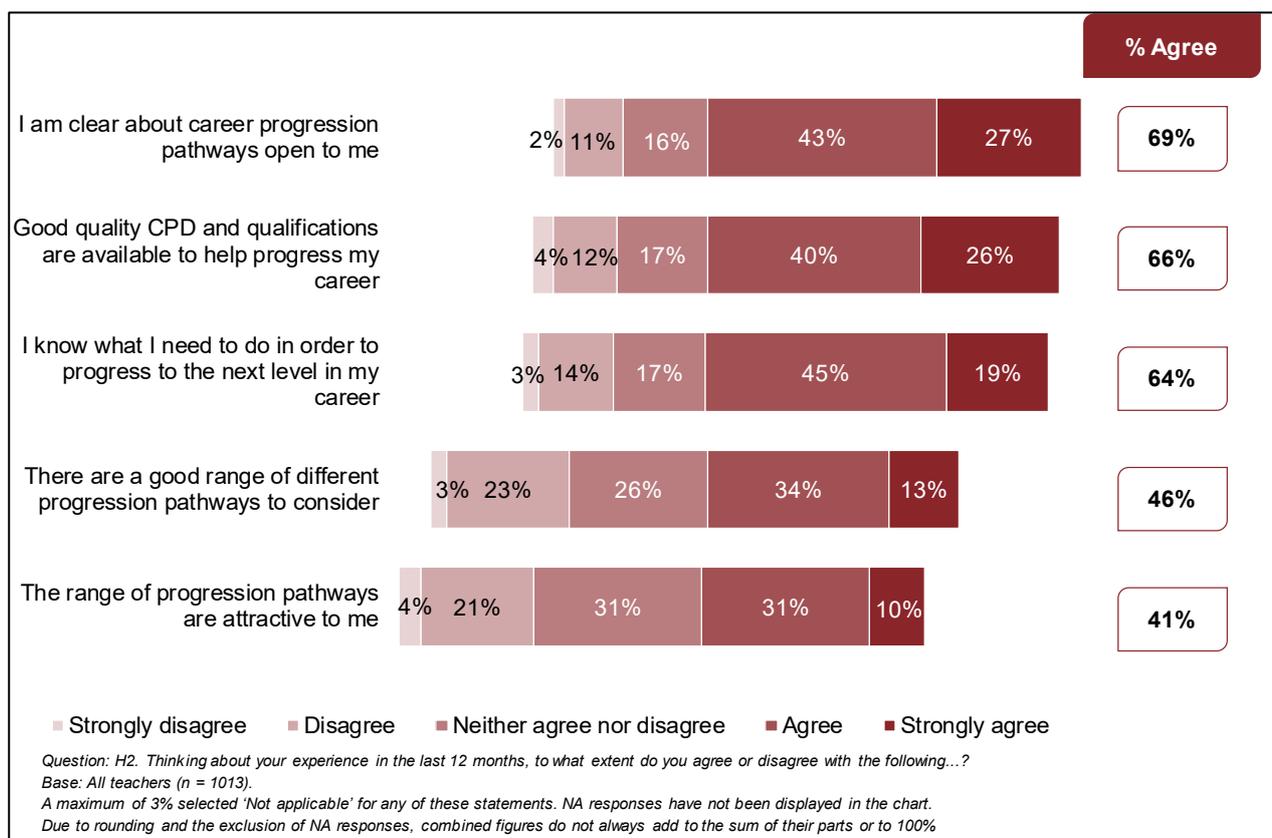
The leaders' current job role also had an influence on their views of career progression and progression pathways. Assistant and deputy headteachers were significantly more likely to agree with the statements than headteachers. For instance, around nine-in-ten assistant headteachers (94%) and deputy headteachers (86%) agreed that there was good quality CPD to help them progress in their career, compared to seven-in-ten (69%) headteachers. This pattern was reflected in differences by age and length of time in teaching; where older, more experienced leaders (i.e. those more likely to be in headteacher roles) were less likely to agree with a range of the statements.

Teachers

Although teachers were significantly less positive than leaders about most aspects of career progression and career progression pathways, the overarching trends were similar.

Like leaders, teachers were most positive about: how clear progression pathways were to them (69% agreed with this); the availability of good-quality CPD to help progress their career (66%); and knowing what to do in order to progress in their career (64%). They were least positive about the range of progression pathways available to them (46%) and how attractive those progression pathways were (41%).

Figure 3. Teachers' views on career progression pathways available to them



Primary and secondary teachers' views of career progression and progression pathways did not differ, suggesting their experiences of both are relatively similar.

Consistent with findings for leaders, teachers' current pay brackets influenced how positive they were about career progression and progression pathways. Teachers on the main pay range were significantly more likely to agree with many of the statements, including whether the range of progression pathways were attractive compared with those on the upper pay range (46% compared with 34% respectively). Echoing this, younger, less experienced teachers were also significantly more positive about career progression pathways. For instance, over half (55%) of teachers under 35 years agreed

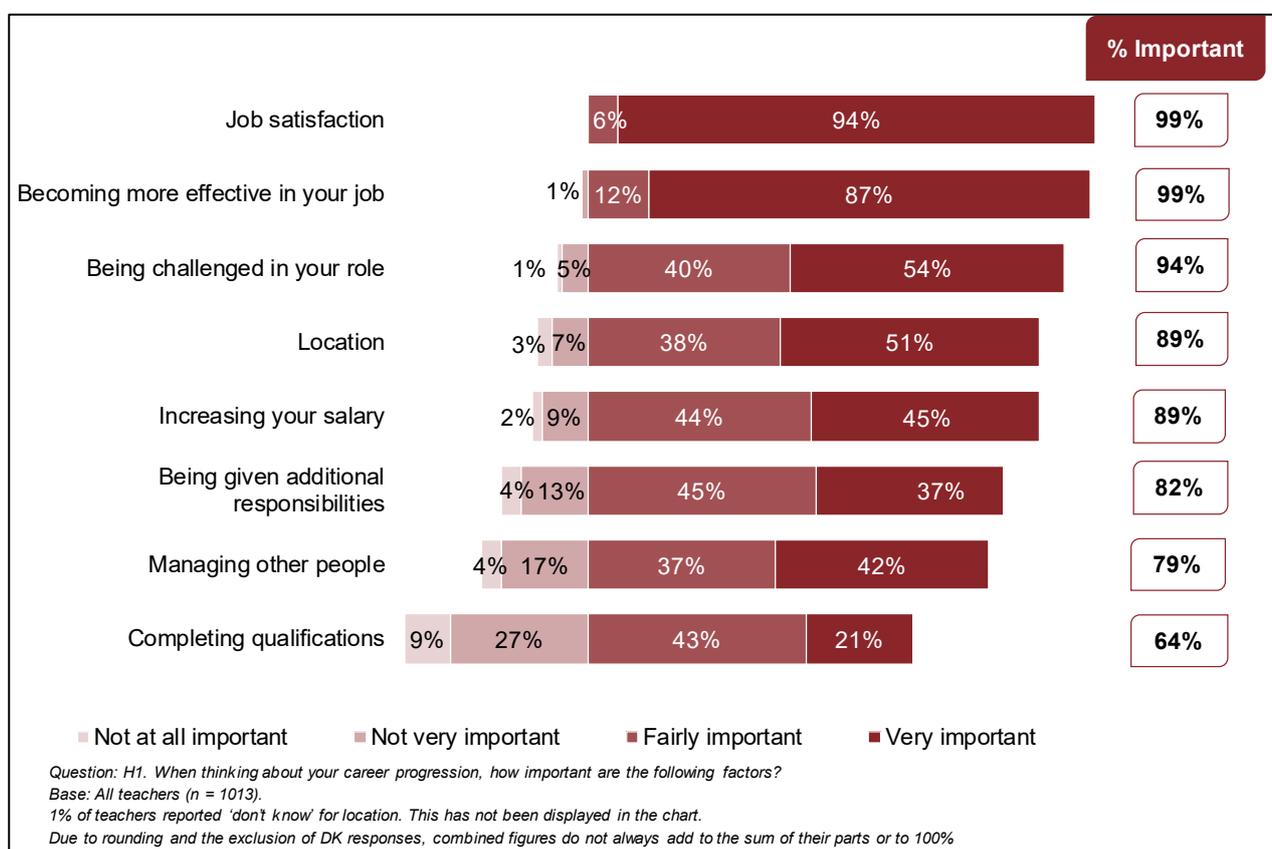
that there were a good range of progression pathways available to them compared with less than a third (29%) of teachers aged 55 or more.

Factors influencing teachers' career progression choices

Teachers were asked how important a range of factors were in influencing their career progression choices.

The majority of factors were considered fairly or very important by at least four-in-five teachers, from managing other people (79%) to job satisfaction (99%). Both job satisfaction and becoming more effective in their job were considered important by practically all teachers (99%) and more than nine-in-ten (94%) felt being challenged in their role was important. Completing qualifications, was considered to be the least important factor, but was still important to nearly two-thirds (64%) of teachers.

Figure 4. Importance of factors influencing teachers' career progression choices



Two-thirds (67%) of primary teachers reported that completing qualifications was an important career progression consideration for them, which was significantly more than the three-in-five (60%) secondary teachers that said the same.

Age was a key driver of teachers' views on the factors influencing their career progression choices. Younger teachers were significantly more likely than older teachers

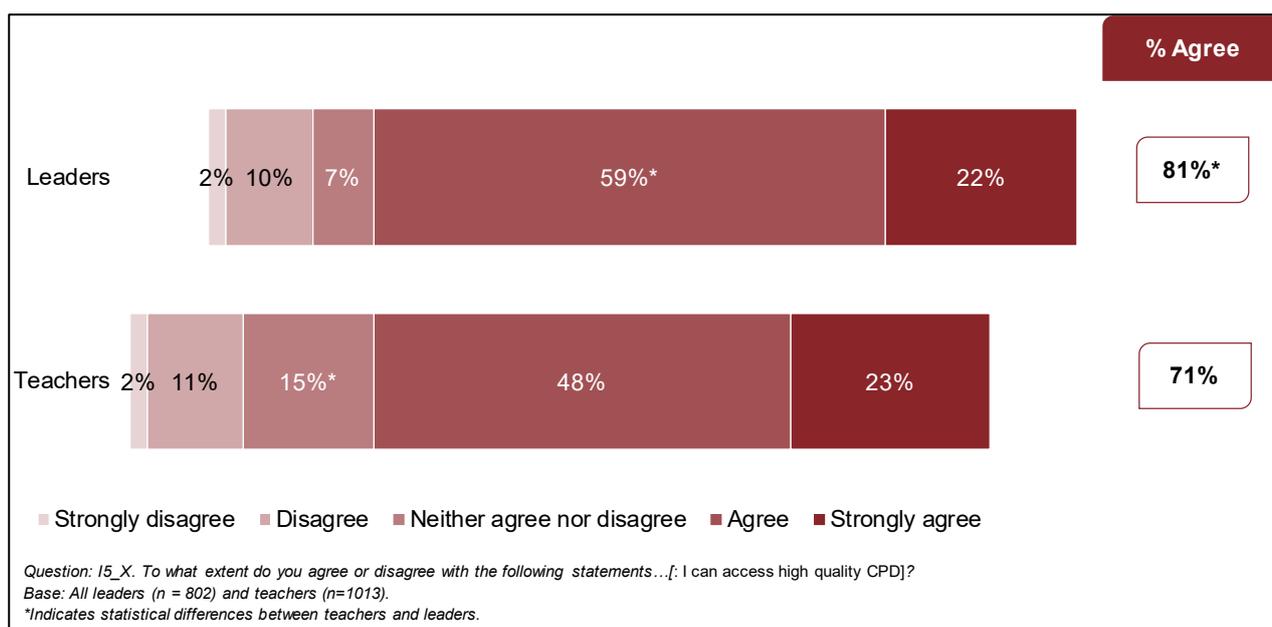
to consider a range of factors to be important when thinking about career progression. For instance, nine-in-ten (90%) teachers aged 35 or less reported that being given additional responsibilities was important for their career progression, compared with two-thirds (66%) of teachers aged 55 or over.

Reflecting these differences, a similar pattern of responses was observed by length of time teaching. Teachers that had been in the profession for more than 20 years were less likely to consider many of these factors to be important. This included completing qualifications, which was considered important by 45% of teachers in this group, significantly fewer than the 64% average.

Continuing Professional Development

Related to career progression, leaders and teachers were also asked for their views on the Continuing Professional Development (CPD) available to them. Leaders were significantly more likely to agree that they could access high-quality CPD (81%, compared with 71% of teachers). There was, however, no difference between leaders and teachers' results in terms of disagreement with the statement, highlighting the relatively high proportion of teachers (15%) that reported they were unsure whether they could access high-quality CPD.

Figure 5. Leaders and teachers' views on whether they could access high-quality CPD



Differences among leaders

Leaders' views on whether they could access high-quality CPD differed by their job role. Assistant headteachers (92%) and deputy headteachers (92%) were more likely to report they could access high-quality CPD (compared with 78% of headteachers).

Differences among teachers

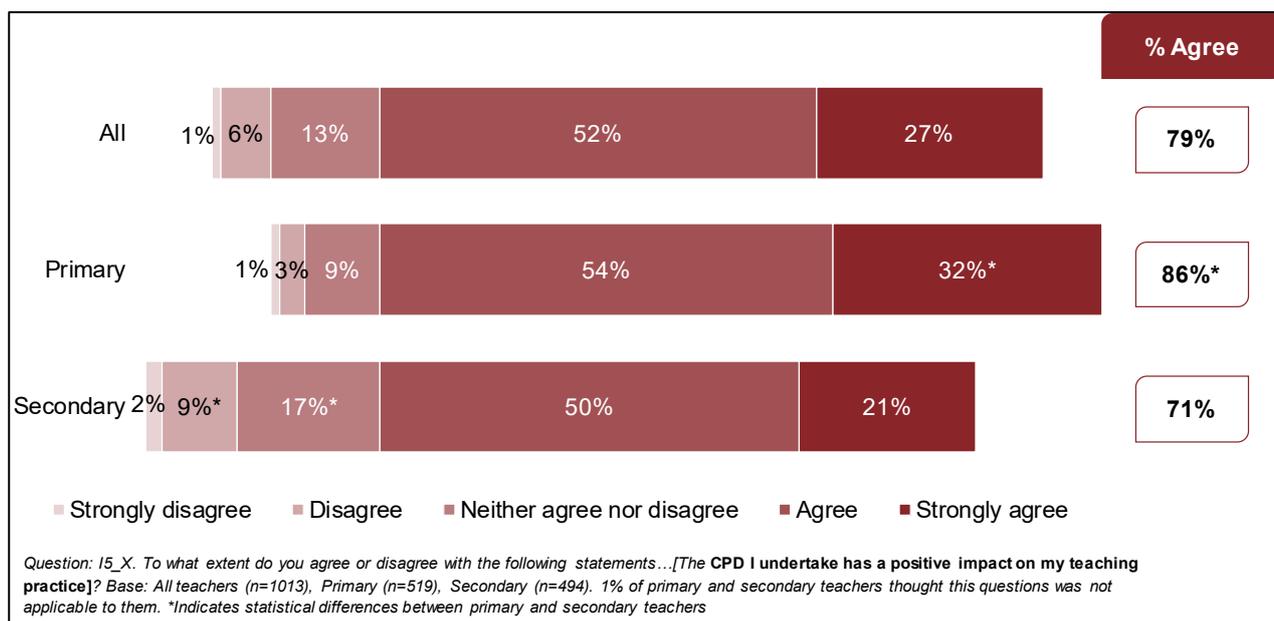
Unlike for leaders, teachers' views on whether they could access high-quality CPD did not differ by job role. There were, however, some regional variation in teachers' responses. Teachers in the North East were significantly more likely to agree that they could access high-quality CPD (90%, compared with 71% on average).

Impact of CPD on teaching practice

As well as understanding teachers' views on the accessibility of high-quality CPD, the Winter 2019 survey also covered the impact of CPD on teaching practice. Teachers were asked to what extent they agreed that the CPD they undertake has a positive impact on their teaching practice.

Primary teachers were significantly more likely than secondary teachers to agree that the CPD they undertake has a positive impact on their teaching practice (86% and 71%, respectively).

Figure 6. Primary and secondary teachers' views on whether the CPD they undertake has a positive impact on their teaching practice

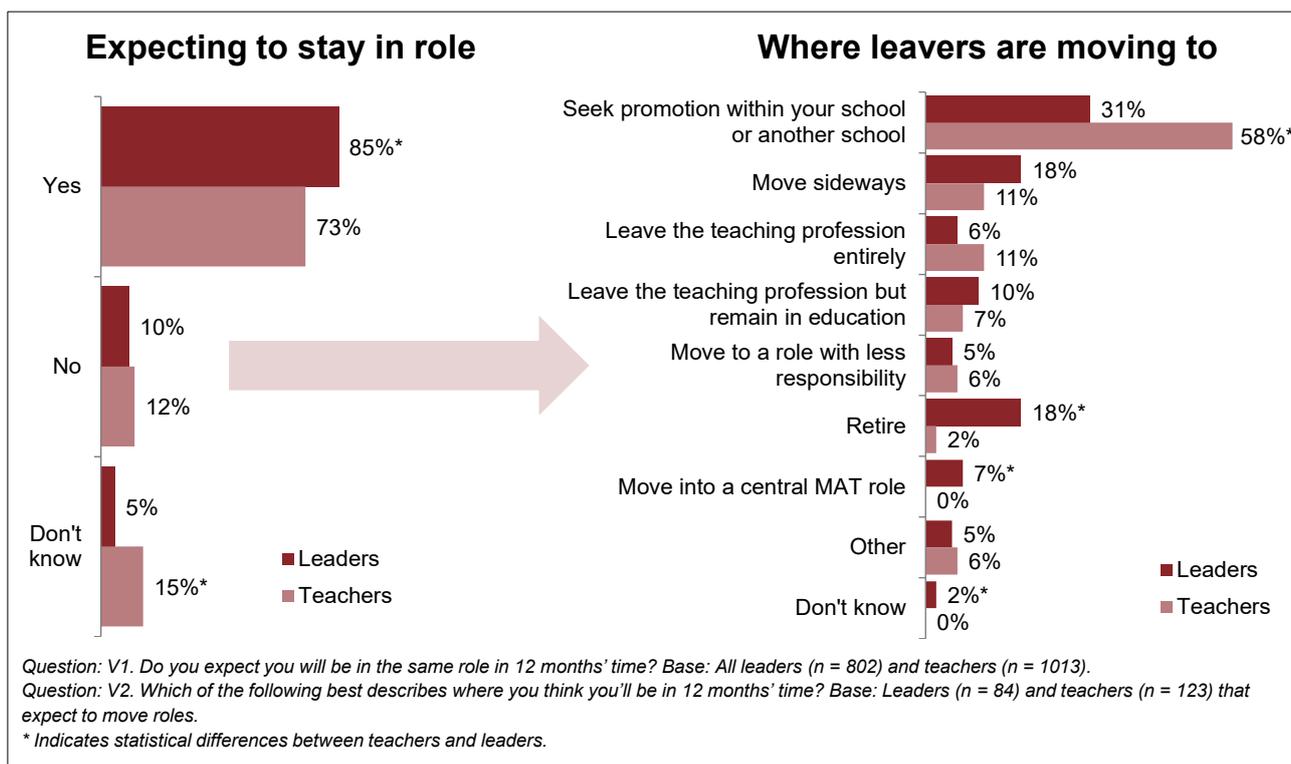


2.2 Retention in role

Leaders and teachers were asked whether they expect to be in the same role in 12 months' time, and if not, where they intended to be. Leaders were significantly more likely than teachers to expect to be in the same role (85% vs. 73%) whereas teachers were three times more likely to be unsure whether they would be in the same role (15% of teachers compared to 5% of leaders).

For leaders and teachers that did not expect to be in the same role in 12 months' time, both groups were most commonly intending to seek a promotion, within their school or another; with more than half of the teachers (58%) and about one-third of the leaders (31%) stating this (a significant difference). Of these leaders and teachers that do not expect to be in the same role in 12 months time, about one-in-twenty (6%) leaders and one-in-ten (11%) teachers were intending to leave the profession entirely and a further 18% of leaders and 2% of teachers were planning to retire.

Figure 7. Leaders' and teachers' role expectations for the next 12 months



Differences among leaders

Leaders' likelihood of remaining in the same role differed by job satisfaction. Leaders who were satisfied with their job were significantly more likely to expect to be in the same role in 12 months' time (89%, compared with 54% that were dissatisfied with their job).

The proportion of leaders' expecting to leave their role differed by age. Leaders aged 55 and over were twice as likely to expect not to be in the same role in 12 months' time as any other age group (18%, compared with 9% of leaders aged 45 to 54, the age group with the second largest proportion of leaders expecting to leave their role). However this is conflated by the greater proportion of older leaders that expect to retire in the next 12 months; more than half (56%) of leaders aged 55 or more were not planning to be in the same role because they plan to retire, significantly more than the 4% of 45-54 years olds that reported the same.

Due to the relatively low base size, no subgroup differences were found for leaders in relation to where they intended to be in 12 months' time.

Differences among teachers

Whilst there were no differences by school phase for leaders, secondary teachers were significantly less likely than primary teachers to expect to be in the same role in 12 months' time (70% vs. 76%).

Expectation of being in the same role also differed by teachers' gender. Male teachers were 50% more likely than female teachers to report that they were expecting not to be in the same role in 12 months' time (15% of male teachers, compared with 10% of female teachers).

Consistent with the findings for leaders, the likelihood of teachers remaining in their role was linked to job satisfaction. Four-in-five (80%) teachers satisfied with their job expected to be in the same role in 12 months' time, compared with less than half (46%) of teachers dissatisfied with their job.

Job satisfaction also influenced where teachers leaving their role intended to be in 12 months' time. Teachers satisfied with their job were significantly more likely to seek a promotion (73%, compared with 33% who were dissatisfied). This shows that for the minority of teachers that were satisfied with their job but were intending to leave, their motivation for doing so was positive. In contrast, teachers dissatisfied with their job were over four times more likely to be intending to leave the profession entirely (17%, compared with 4% of teachers satisfied with their job).

2.3 Workload reduction

Reducing workload is a priority for the Department for Education and an important element of the Recruitment and Retention Strategy published in January 2019. The strategy sets out how the Department will support headteachers to create positive and supportive cultures in their schools, including by driving down unnecessary workload.

This section considers the actions schools have undertaken to reduce workload and whether these have made a difference to the workload of leaders and teachers. Data for leaders and teachers are presented independently.

Action taken by schools to reduce workload (school leaders)

Every leader surveyed in Winter 2019 reported that their school had undertaken at least one action to reduce workload in the last 12 months, 99% reported having undertaken at least three actions and 90% of leaders reported taking at least five actions.

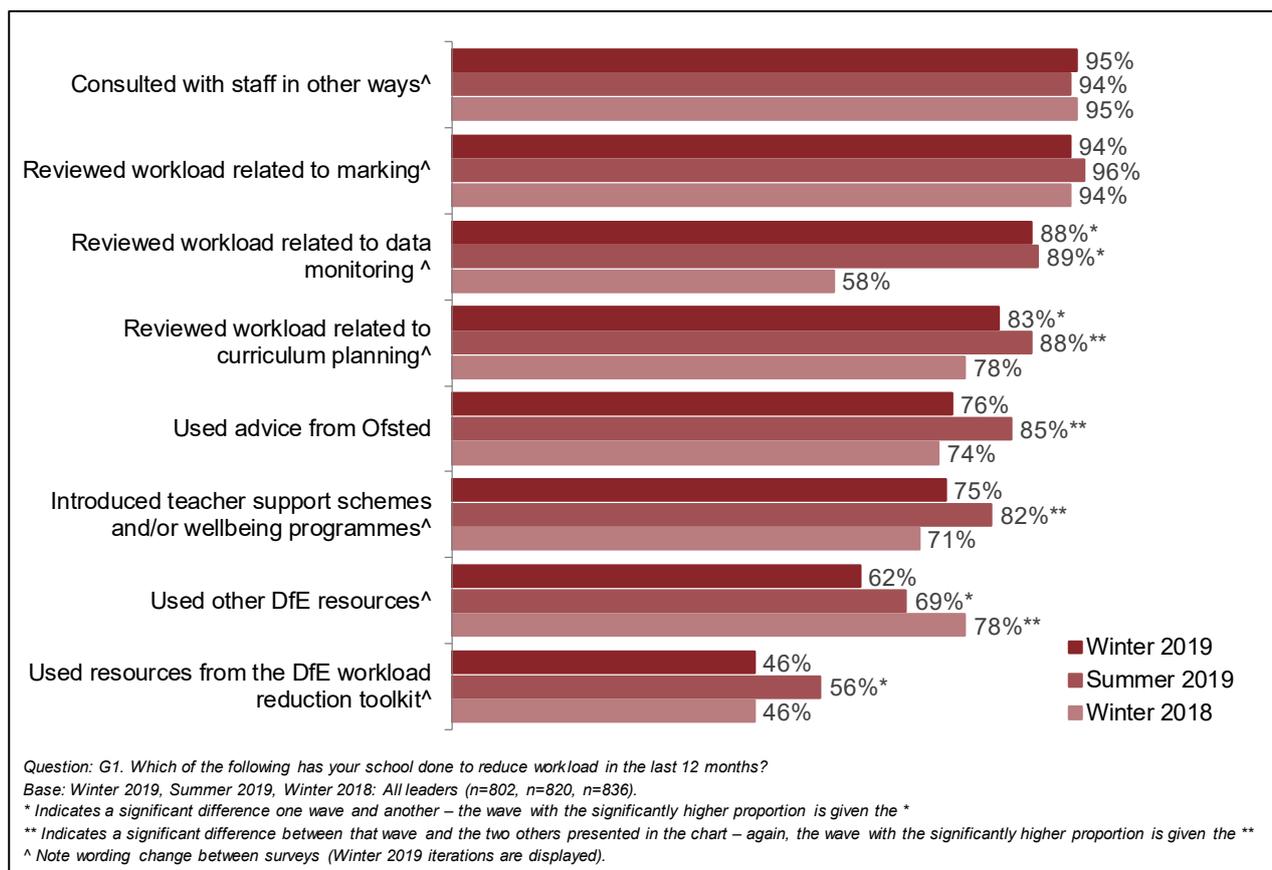
The different types of action taken in the three most recent waves of the School Snapshot Survey, covering the last 18 months (Winter 2018, Summer 2019, and Winter 2019) are shown in Figure 8. The question and some response categories have undergone slight changes between waves to improve clarity, so direct comparison between survey waves should be treated with caution. However, the central intention of the question has not changed; it asks leaders to report actions they have undertaken to address workload.²

As with the previous two surveys, the three most commonly cited actions by leaders were consulting with staff in ways other than those listed (95%), reviewing workload related to marking (94%) and reviewing workload related to data monitoring or the number of data drops (88%).

Apart from these most common actions, the proportion of leaders reporting that their school had taken each of the other actions significantly decreased compared to Summer 2019. These included reviewing workload related to curriculum planning (83%, compared with 88% in Summer 2019); using advice from Ofsted to change practice in the school (76%, compared with 85% in Summer 2019); introducing teacher support schemes and/or wellbeing programmes (75%, compared with 82% in Summer 2019); used other DfE resources (62%, compared with 69% in Summer 2019); used resources from the DfE workload reduction toolkit (46%, compared with 56% in Summer 2019).

² The question changed from “What has your school done to evaluate and reduce unnecessary workload?” in the 2018 Summer wave, to “What has your school done to reduce unnecessary workload?” in the 2018 Winter iteration to “Which of the following has your school done to reduce workload in the last 12 months?” in the 2019 Summer wave.

Figure 8. Actions taken by schools to reduce workload in the last 12 months – responses from school leaders



Consistent with the two previous waves, in Winter 2019, secondary leaders were significantly more likely than primary leaders to report that their school had:

- Reviewed workload related to data monitoring or the number of data drops (95% compared with 86% of primary leaders); and
- Introduced teacher support schemes and/or wellbeing programmes (88% compared with 73%).

New to this wave, however, secondary leaders were also significantly more likely to have reviewed workload related to marking (97% compared with 94% of primary leaders).

Leaders from schools with the highest proportion of FSM pupils were significantly more likely than leaders from schools with the lowest proportion of FSM pupils to report that their school had:

- Reviewed workload related to marking (95% vs. 86%);
- Reviewed workload related to data monitoring or the number of data drops (94% vs. 76%);
- Reviewed workload related to curriculum planning (85% vs. 76%);

- Introduced teacher support schemes and/or wellbeing programmes (80% vs. 68%).

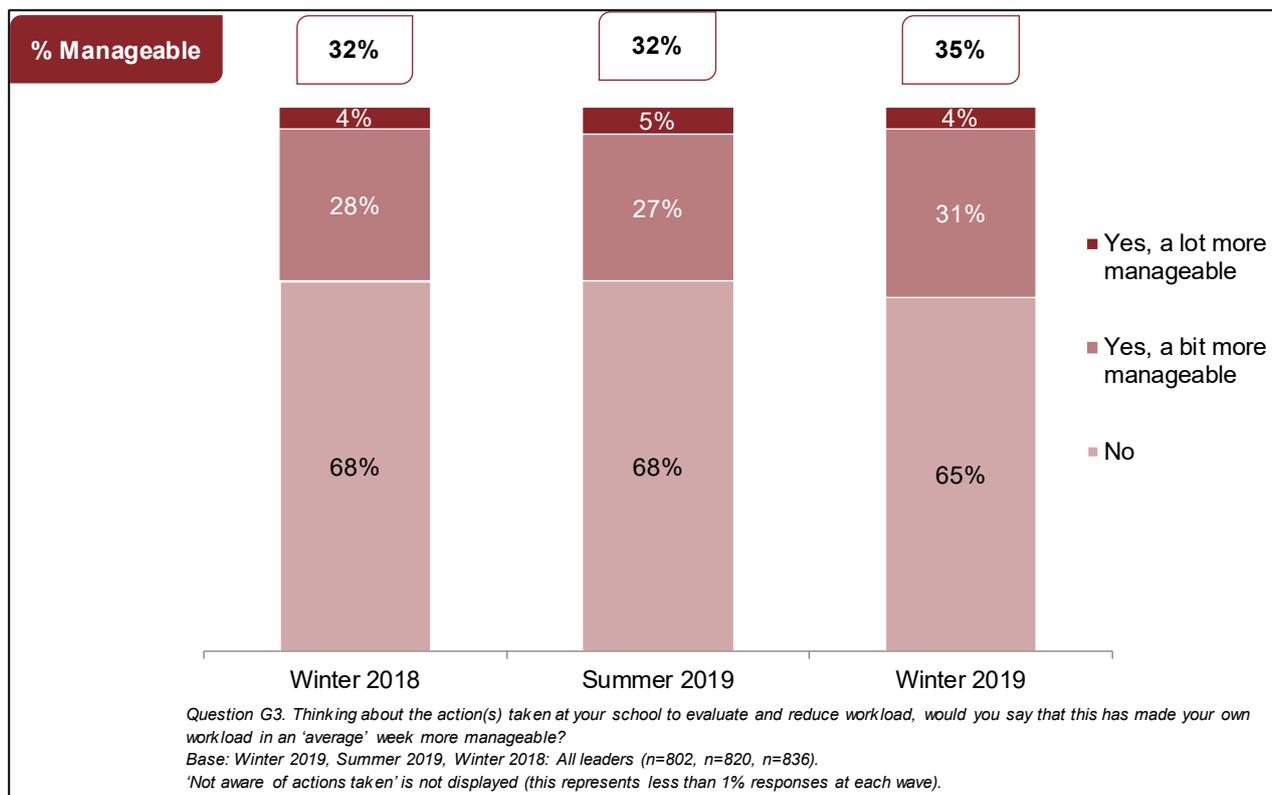
In each of the last three waves, schools with the highest proportion of FSM pupils were consistently more likely than schools with the lowest proportion to have reviewed workload related to curriculum planning as a means of reducing teacher workload (Winter 2019 95% vs. 86%; Summer 2019 93% vs. 83%; Winter 2018 83% vs 73%).

Leaders from schools with the lowest proportion of FSM pupils were more likely to report that their school had used advice from Ofsted (81%), compared with leaders from schools with the highest proportion of FSM pupils (67%). This difference was new to this wave of the survey.

Impact on manageability of workload (school leaders)

Leaders who stated that their school had taken action to reduce workload were asked whether these actions had made their own workload in an average week more manageable. As can be seen in Figure 9, just over one-third (35%) either said that these actions had made their own workload in an average week a bit more manageable (31%) or a lot more manageable (4%). Two-thirds (65%) of leaders stated that the actions had not made their workload more manageable. This is broadly consistent with the impact reported by leaders in Summer 2019 and Winter 2018.

Figure 9. Impact on manageability of workload – responses from school leaders



However, it is important to note that Deputy Headteachers (64%) and Assistant Headteachers (71%) were significantly more likely than Headteachers (26%) to say that actions taken by their school had made their own workload a bit or a lot more manageable. These differences were sustained in the Summer 2019 and Winter 2018 surveys, suggesting headteachers' workloads are least affected by actions taken by schools to reduce workload.

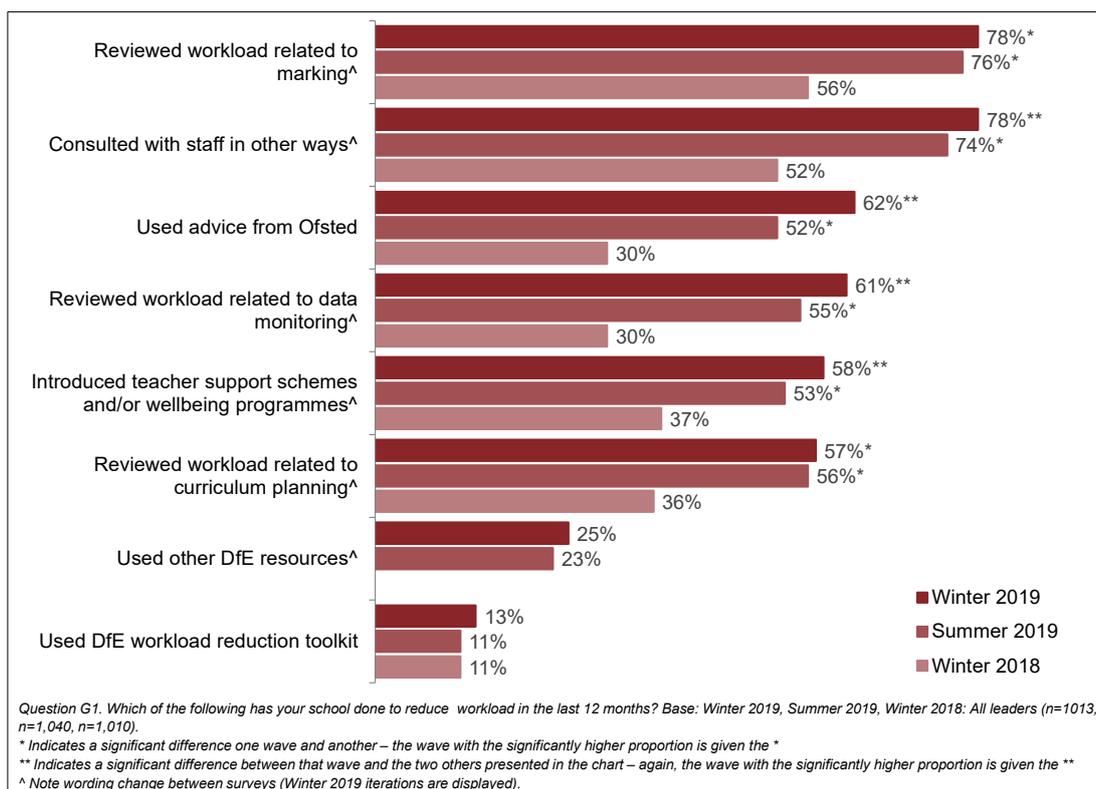
Action taken by schools to reduce workload (teachers)

Teachers were also asked about actions that their school had taken in the last 12 months to reduce workload.³ Teachers in Winter 2019 reported a significant increase in actions taken by their school to reduce workload compared with Summer 2019 and Winter 2018 waves, as shown in Figure 10. While the vast majority (97%) reported that their school had taken at least one action, significantly fewer teachers than leaders reported that their school had taken several actions; with 82% of teachers reporting that their school had taken three or more actions (compared with 99% of leaders), and 55% of teachers reported their school had taken five or more actions (compared with 90% of leaders).

The most common actions reported by teachers were reviewing workload related to marking (78%) and consulting with staff in ways other than those listed (78%), which were also the two actions most commonly reported by leaders (94% and 95% respectively).

³ The question changed from "What has your school done to evaluate and reduce unnecessary workload?" in the 2018 Summer wave, to "What has your school done to reduce unnecessary workload?" in the 2018 Winter wave, to "Which of the following has your school done to reduce workload in the last 12 months?" in the 2019 Summer and Winter waves.

Figure 10. Actions taken by schools to reduce workload in the last 12 months – responses from teachers



There were differences in actions reported by primary and secondary teachers. Following trends established in the Summer 2019 and Winter 2018 surveys, and also seen in the leaders' responses in Winter 2019, secondary school teachers in the Winter 2019 survey were significantly more likely than primary teachers to report that their school had:

- Reviewed workload related to data monitoring (65% of secondary teachers vs. 57% of primary teachers), and
- Introduced teacher support schemes and/or wellbeing programmes (67% vs. 50%).

Primary teachers were significantly more likely than secondary teachers to report that their school had:

- Reviewed workload related to curriculum planning (67% vs. 46% of secondary), and
- Used other DfE resources (28% vs. 22%).

Of the activities mentioned above, primary schools were also significantly more likely than secondary schools to have reduced workload relating to curriculum planning in the Summer 2019 (66% vs. 46%) and Winter 2018 (45% vs. 27%) surveys.

Compared to teachers in schools with the highest proportion of FSM pupils, teachers in schools with the lowest proportion of FSM pupils were significantly more likely to report that their school had introduced teacher support schemes and/or wellbeing programmes (63% vs. 52%) and they were also significantly less likely to report that their school had used other DfE resources (24% vs. 34%). These differences were unique to the Winter 2019 survey.

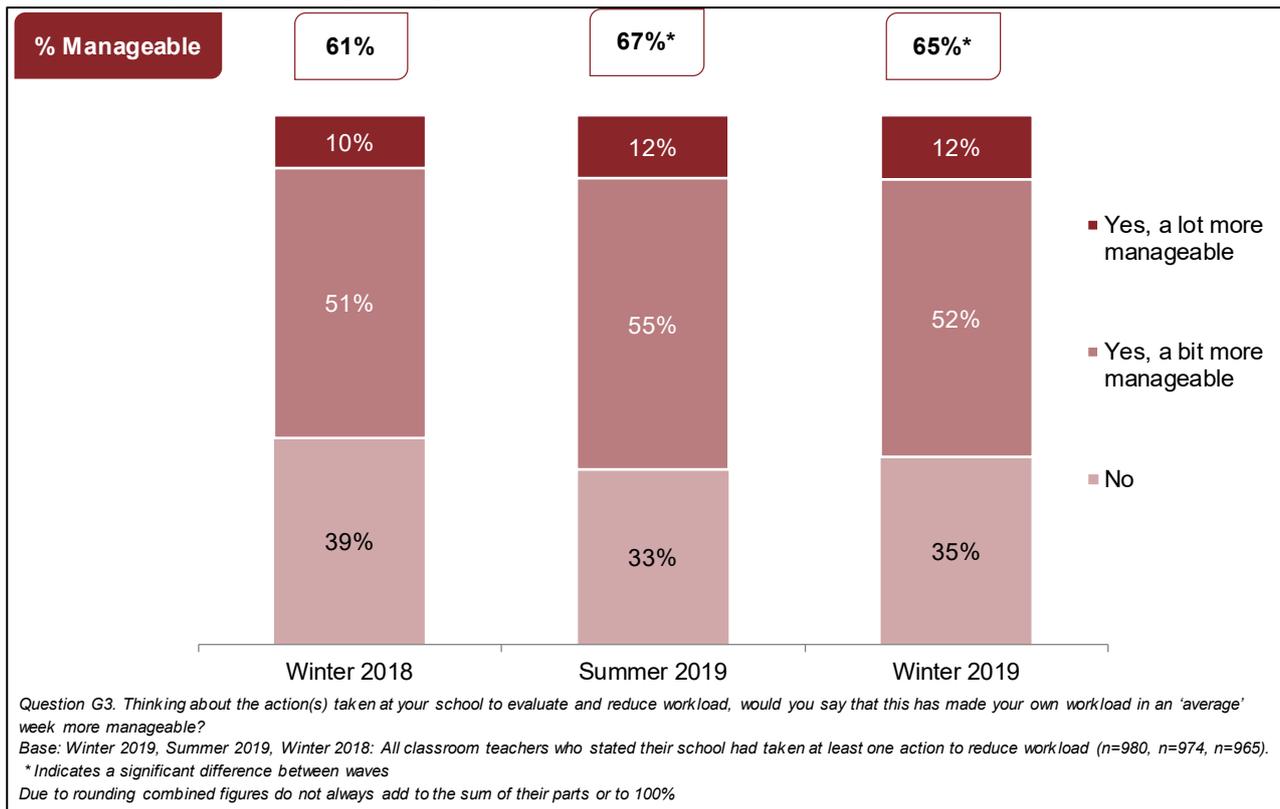
Impact on manageability of workload (teachers)

Teachers were asked whether the actions taken in their school to evaluate and reduce workload had made their own workload in an average week more manageable. Two-thirds (65%) reported that these actions had made their own workload in an average week either a bit more manageable (52%) or a lot more manageable (12%).⁴ This is in line with the findings from Summer 2019 and Winter 2018.

Teachers were significantly more likely to say that the actions taken by their school had made their own workload more manageable if they reported their school had taken five or more actions to reduce workload; 79% of teachers within this category thought their workload was more manageable. This compares to 55% of teachers reporting their workload had become more manageable where they said that their school had taken three or four actions to reduce workload, and 28% of teachers in schools where they said their school had taken only one or two actions.

⁴ Due to rounding to the nearest whole number, combined figures do not always add to the sum of their parts or to 100%.

Figure 11. Impact on manageability of workload – responses from teachers

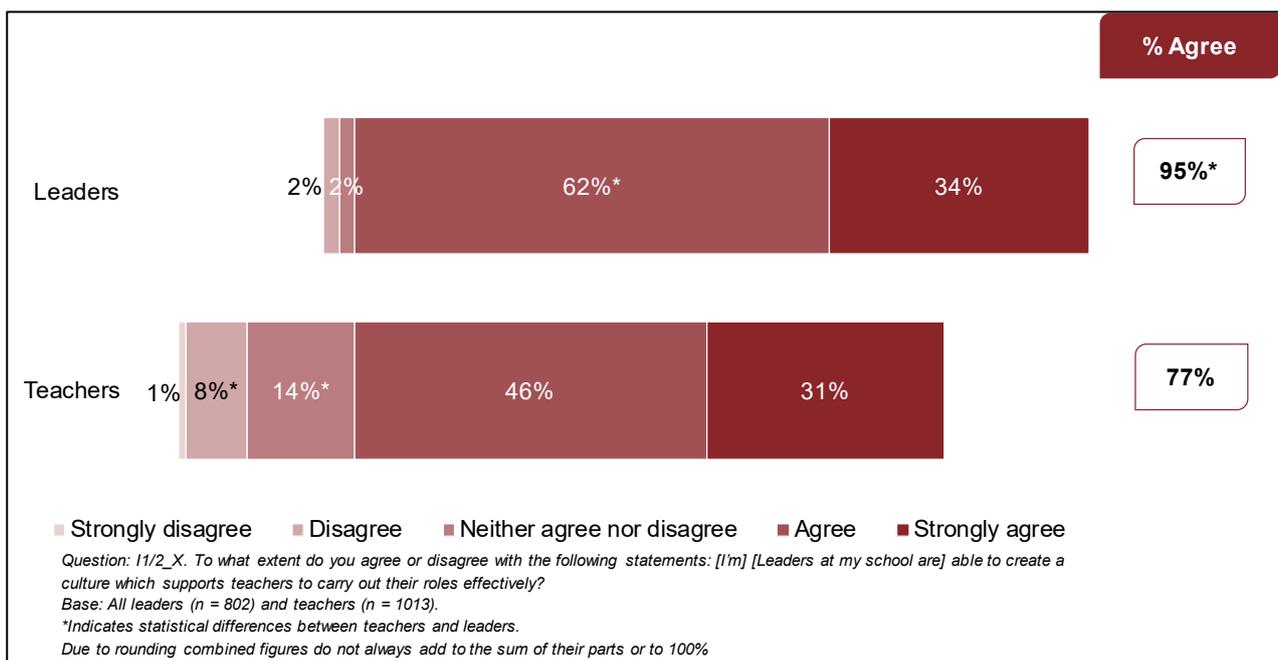


2.4 Working culture in schools

Leaders and teachers were asked about the working culture within their school. Specifically, leaders were asked the extent to which they are able to create a culture which supports teachers to carry out their roles effectively; and teachers were asked the extent to which they agree that leaders at their school are able to do this.

The vast majority (95%) of leaders either 'agreed' or 'strongly agreed' that they are able to create a culture in their school that supported teachers to carry out their roles effectively. In contrast, a significantly smaller proportion of teachers (77%) either 'agreed' or 'strongly agreed' that leaders at their school were able to do this. Although significantly fewer teachers agreed with this statement than leaders, just under one-in-ten teachers (9%) either 'disagreed' or 'strongly disagreed' and 14% neither agreed nor disagreed. So, while agreement about leaders' ability to promote a work culture that supports teachers to carry out their roles effectively is lower among teachers than leaders, it was not necessarily because a high proportion of teachers disagreed with the statement; they were just less certain.

Figure 12. Leaders' and teachers' views on their school's ability to promote a culture that supports teachers to carry out their role effectively



Differences among leaders

Owing to the near-universal agreement among leaders that they were able create a culture which supported teachers to carry out their roles effectively, there were few differences by sub-groups of leaders, although there was some regional variation. Eighty-six percent of leaders in London-based schools agreed they were able to create this culture, significantly lower than the 95% average, and the only region where agreement was below 90%.

Differences among teachers

The picture among teachers was more varied. Primary teachers were significantly more likely to agree that leaders at their school were able to promote a culture that enabled them to carry out their role effectively (82%, compared with 71% of secondary teachers).

Agreement also varied by teachers' personal wellbeing scores. Echoing findings across other wellbeing measures, teachers that were satisfied with their job were over twice as likely as dissatisfied teachers to agree that the culture at their school allowed them to carry out their role effectively (81% vs. 39%).

2.4 Flexible working

The focus on expanding and promoting flexible working opportunities for school leaders and teachers is a key element of the Department's Recruitment and Retention Strategy, published in January 2019.⁵

Since the publication of the Recruitment and Retention Strategy, the Department has published a suite of flexible working resources (October 2019) to support school leaders to expand flexible working practices.⁶ The Department also undertook a research project aimed at exploring flexible working practice in schools, with results so far published in January and June 2019 respectively.⁷

As part of the Winter 2019 survey, leaders and teachers were asked a series of questions about the flexible working arrangements within their school, including whether:

- The school was supportive of flexible working;
- They worked flexibly;
- Among those who worked flexibly, whether they could reorganise their tasks and meetings to accommodate their own flexible working practice; and whether
- They could work flexibly or access flexible working if they did not currently work flexibly.

Flexible working was defined in the survey as:

“Working arrangements which allow employees to vary the amount, timing, or location of their work. Schools that work flexibly might offer things such as part-time working, job sharing, compressed hours and staggered hours.”

Support for flexible working within schools

In comparison to their views on whether the culture of their school supported teachers to carry out their role effectively (see pages 30-31), leaders and teachers were generally less positive about how supportive their school was of flexible working.

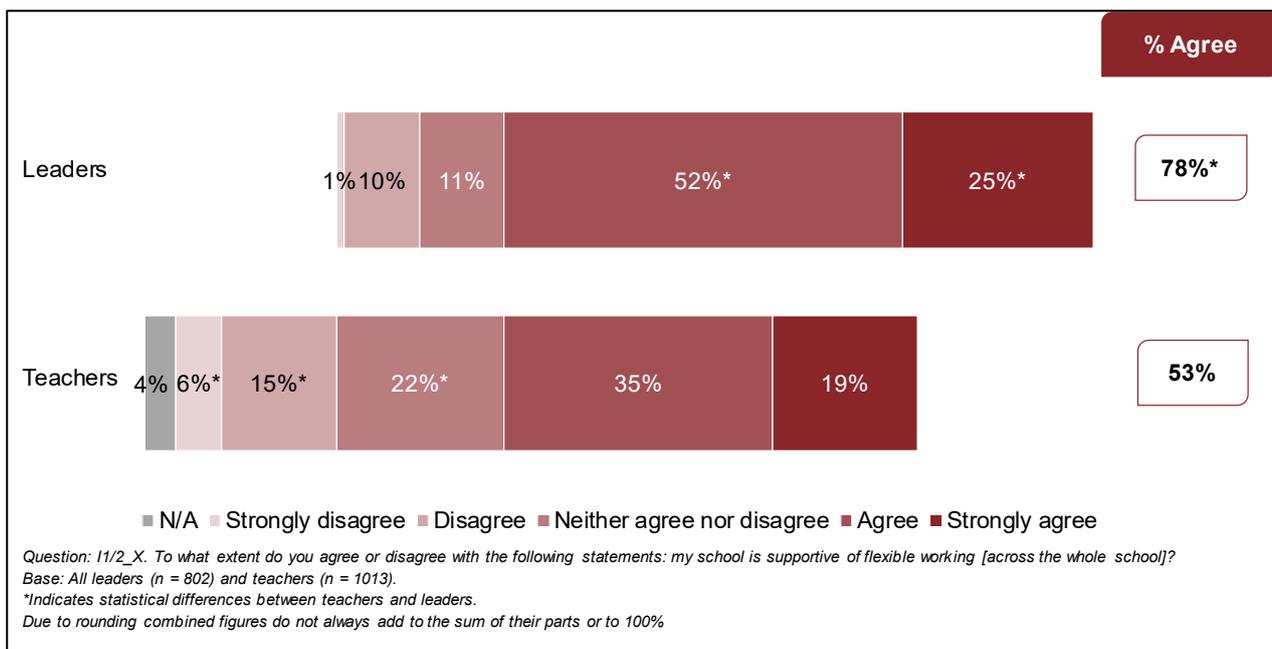
Mirroring the findings reported for schools' working culture, leaders were significantly more positive than teachers; over three-quarters (78%) agreed that their school was supportive of flexible working, compared with around half (53%) of teachers.

Figure 13. Leaders and teachers' views on whether their school is supportive of flexible working

⁵ <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

⁶ <https://www.gov.uk/government/publications/flexible-working-in-schools>

⁷ See interim findings from the [literature review](#) and [nationwide survey](#) (CGR, 2019)



Leaders' and teachers' responses varied by a range of survey characteristics, most notably by Ofsted rating. Leaders from schools rated as 'outstanding' by Ofsted were significantly more likely to agree that their school supports flexible working than those in schools rated as 'requires improvement' by Ofsted. Around four-in-five (82%) leaders in 'outstanding' rated schools agreed with this, compared with just over half (55%) of leaders from 'requires improvement' rated schools. Likewise, teachers from schools rated as 'outstanding' by Ofsted were also significantly more likely to agree than teachers in schools rated as 'requires improvement' (56% vs. 42%).

Leaders' and teachers' responses also differed by the proportion of FSM pupils at their schools. Leaders of schools with lowest proportion of FSM pupils were significantly more likely to agree that their school supported flexible working than leaders of schools with the highest proportion of FSM pupils (84% vs. 72%). Similarly, teachers from schools with the lowest proportion of FSM pupils were also significantly more likely to agree than teachers from schools with the highest proportion of FSM pupils (62% vs. 47%).

Leaders based in London schools were significantly less likely to agree that their school was supportive of flexible working compared to the regional average (63% vs. 78%).

Uniquely to teachers, there were also differences by school phase, with primary teachers significantly more likely to agree that their school supported flexible working compared to secondary teachers (62% vs. 44%).

Leaders and teachers who work flexibly

In Winter 2019, leaders and teachers were also asked whether they work flexibly within their role.⁸ Results showed that a similar proportion of leaders and teachers worked flexibly: over a quarter of leaders (29%) and just under a quarter of teachers (24%) had flexible working arrangements.⁹

Among leaders, the likelihood of working flexibly varied by school phase and age. Leaders with the following characteristics were significantly more likely to report working flexibly:

- *Primary leaders* (30% vs. 20% of secondary leaders);
- *Leaders aged 34 or under* (39% vs. 27% average).

Teachers with the following characteristics were significantly more likely to work flexibly:

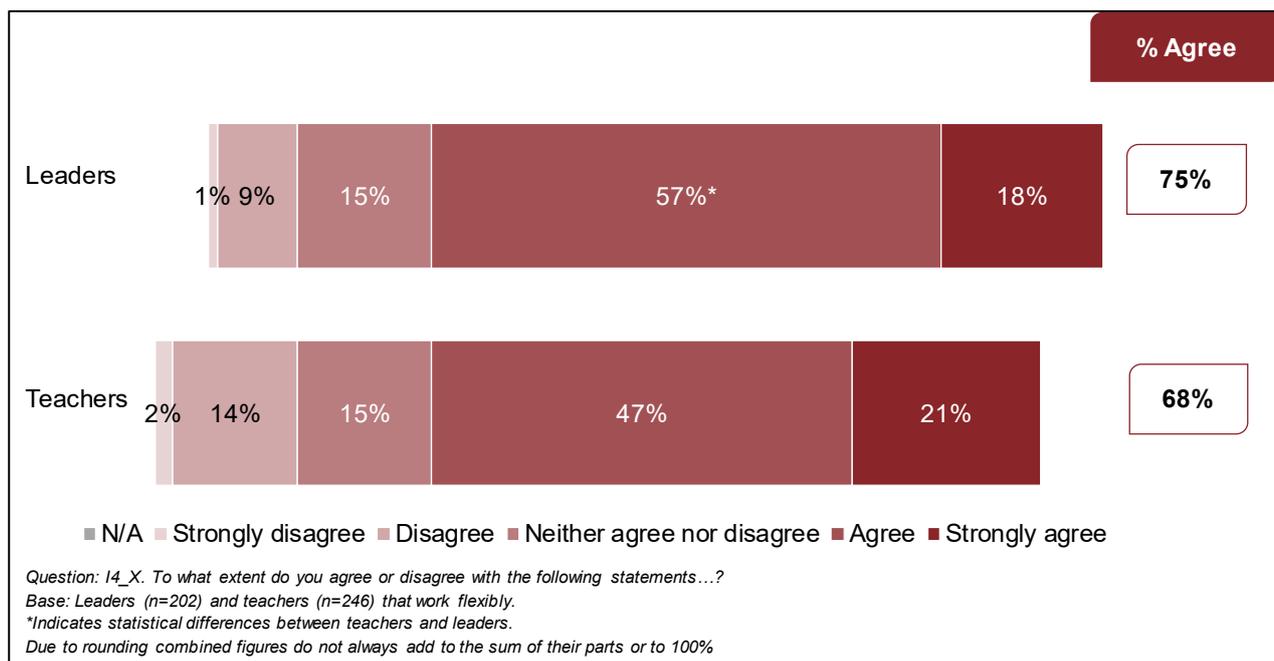
- *Primary teachers* (33% vs. 15% of secondary teachers).
- *Female teachers* (28% vs. 16% of male teachers).
- *Teachers aged between 45 and 54* (30% vs. 24% average).
- *Teachers based outside of London* (24% average vs. 14% in London).

Leaders and teachers who worked flexibly were asked if they could effectively reorganise their tasks and meetings to accommodate working flexibly. Over three-quarters (75%) of leaders and two-thirds (68%) of teachers who worked flexibly either 'agreed' or 'strongly agreed' that they were able to do this. Teachers were significantly more likely to either 'disagree' or 'strongly disagree' that this was possible (16% compared with 9% of leaders), suggesting teachers are less able to reorganise their work to suit their flexible working pattern.

⁸ The definition provided for flexible working within the survey is outlined on page 33.

⁹ Most leaders (70%) and teachers (72%) did not work flexibly and just a small proportion of 1% of leaders and 4% of teachers did not know if they worked flexibly or not.

Figure 14. Whether leaders and teachers working flexibly were able to accommodate this through reorganising meetings



Differences among leaders and teachers in terms of accommodating flexible working

Among those working flexibly, primary teachers (74%) were significantly more likely than secondary teachers (54%) to agree that they could effectively reorganise their tasks and meetings to accommodate working flexibly.

Due to the relatively low number of leaders who worked flexibly, there were no significant differences between different sub-groups of leaders.

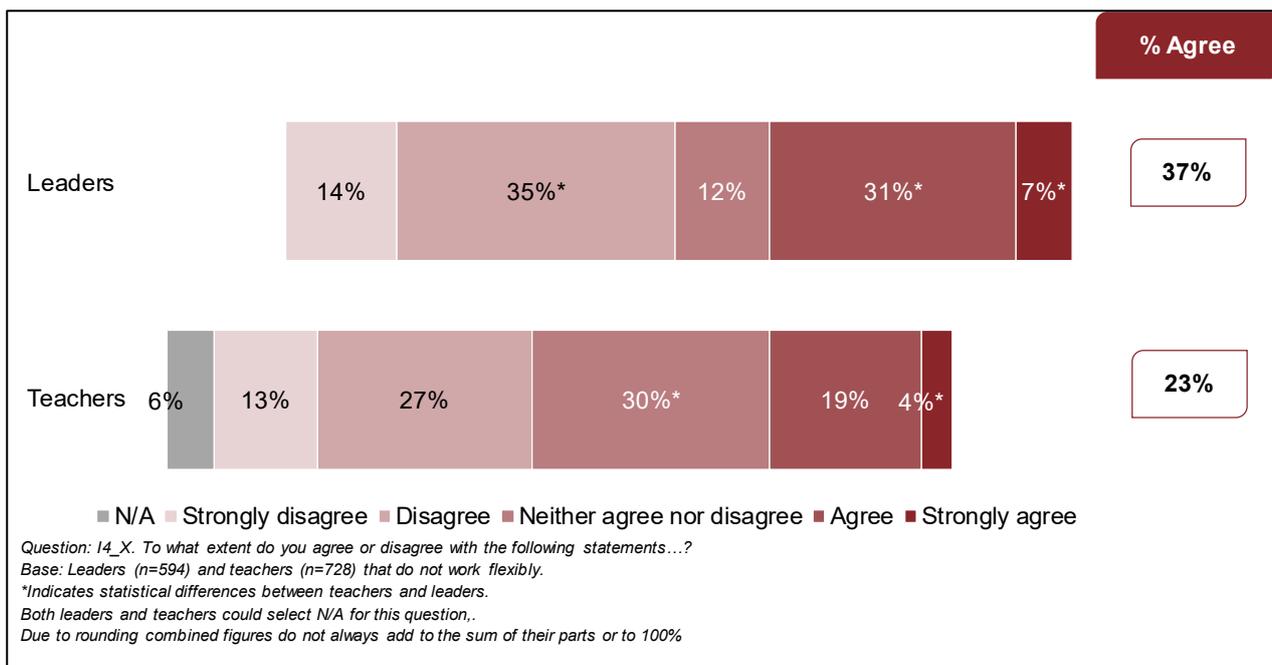
Accessing flexible working arrangements

Leaders and teachers who did not work flexibly were asked if they could access flexible working if they wished.

Leaders were significantly more likely than teachers to ‘agree’ or ‘strongly agree’ that they could access opportunities to work flexibly if they wished (37% vs. 23%). They were also, however, significantly more likely to ‘disagree’ or ‘strongly disagree’ (50% of leaders, compared with 40% of teachers) highlighting that leaders are generally clearer than teachers on their school’s flexible working policy.¹⁰ Indeed, almost one third (30%) of teachers were unsure if they could access flexible working opportunities if they wished to do so.

Figure 15. Whether leaders and teachers can access flexible working opportunities if they wish

¹⁰ Due to rounding to the nearest whole number, combined figures do not always add to the sum of their parts or to 100%.



Differences among leaders

Key differences by school phase and the proportion of pupils on FSM were evident within the leader findings. As well as primary leaders being significantly more likely to work flexibly (31% vs. 20% of secondary leaders), those not working flexibly were also significantly more likely to 'agree' or 'strongly agree' they could access flexible working opportunities if they wished (42%, compared with 31% of secondary leaders).

Leaders' agreement on whether they could access flexible working opportunities also differed by job role, with assistant and deputy heads significantly more likely to agree that they could access these opportunities if they wished than headteachers (46% vs. 34%).

Differences among teachers

Among teachers who did not work flexibly, there was some regional variation but relatively few sub-group differences in terms of whether they thought they could access flexible working opportunities if they wished. Teachers working in schools in the Yorkshire and Humber were significantly more likely to report being able to access flexible working opportunities compared to the regional average (35% vs. 23%).

2.5 Personal wellbeing

In Winter 2019, Office for National Statistics (ONS)-validated questions about personal wellbeing were added to the survey. Leaders and teachers were asked about their life satisfaction, the extent to which they feel the things they do in life are worthwhile, how happy they felt yesterday and their anxiety levels.

Leaders' and teachers' perceptions of life satisfaction, worthwhileness and happiness broadly aligned with the UK General population scores as calculated by ONS.¹¹ School leaders were, however, more likely to think that the things they did in their life were worthwhile (with a mean score of 8.6 on this scale, compared with the national average of 7.9). Potentially of concern were the higher levels of anxiety experienced by both leaders and teachers in comparison to the general population. When asked about their levels of anxiety, leaders and teachers both had a mean score of 3.6 out of 10 compared to the mean score of 2.9 for the general population.

Leaders' and teachers' responses highlighted the strong correlation between the measures of personal wellbeing. Generally speaking, leaders and teachers who gave more positive scores for one of the measures also gave positive scores across the other wellbeing measures.

For instance, around half (52%) of leaders were not anxious, but of these leaders, over nine-in-ten were also: satisfied with their life (95%); felt the things they did were worthwhile (98%); and happy (92%). In contrast, only one percent of leaders who were not anxious were dissatisfied with their life or felt the things they did were not worthwhile. Two percent of leaders who were not anxious were unhappy.

The interconnectedness of the personal wellbeing measures for leaders and teachers is displayed Table 2 and Table 3, respectively.

¹¹ The ONS collects data on personal wellbeing through the Annual Population Survey (APS). The APS figures presented in the report are based on figures collected for adults over the age of 16 between March 2018 and March 2019. The tables from which these figures are taken can be downloaded here: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/headlineestimatesofpersonalwellbeing>

Table 2. Interconnectedness of the personal wellbeing measures for leaders

	Life satisfaction		Worthiness of daily tasks		Happiness		Anxiety	
	Satisfied (7-10)	Dissatisfied (0-4)	Life is worthwhile (7-10)	Not worthwhile (0-4)	Happy (7-10)	Not happy (0-4)	Not anxious (0-3)	Anxious (6-10)
Total	84%	4%	92%	1%	75%	7%	52%	27%
Leaders that are...								
Satisfied with life (7-10)			99%	0%	86%*	3%	58%*	23%
Think the things they do in life are worthwhile (7-10)	91%	1%			81%	5%	55%	25%
Happy (7-10)	96%	0%	99%	0%			63%	19%
Not anxious (0-3)	95%	1%	98%	1%	92%	2%		

* Indicates that of the leaders included in the base (e.g. leaders that were satisfied with life), they were also significantly more likely to report the option reflected in the column that the * is in (e.g. that their life is worthwhile rather than not worthwhile).

Table 3. Interconnectedness of the personal wellbeing measures for teachers

	Life satisfaction		Worthiness of daily tasks		Happiness		Anxiety	
	Satisfied (7-10)	Dissatisfied (0-4)	Life is worthwhile (7-10)	Not worthwhile (0-4)	Happy (7-10)	Not happy (0-4)	Not anxious (0-3)	Anxious (6-10)
Total	70%	6%	76%	4%	64%	9%	48%	26%
Teachers that are...								
Satisfied with life (7-10)			95%	1%	83%*	4%	61%*	21%
Think the things they do in life are worthwhile (7-10)	88%	1%			80%	4%	57%	24%
Happy (7-10)	91%	1%	95%	1%			65%	18%
Not anxious (0-3)	89%	3%	91%	1%	87%	3%		

* Indicates that of the leaders included in the base (e.g. leaders that were satisfied with life), they were also significantly more likely to report the option reflected in the column that the * is in (e.g. that their life is worthwhile rather than not worthwhile).

Although the four measures of wellbeing are likely to be influenced by factors external to the participants' career in education, it is evident that aspects of their career/role have some influence. For example, leaders tended to have higher scores than teachers across these personal wellbeing measures. Due to the significant differences between leaders and teachers on these measures, subgroup analysis has focussed on these two groups separately, rather than looking at leaders and teachers combined. Further, the personal nature of the questions means analysis has been done using leader responses weighted to represent the demographics of leaders, rather than the characteristics of the schools they represent.¹²

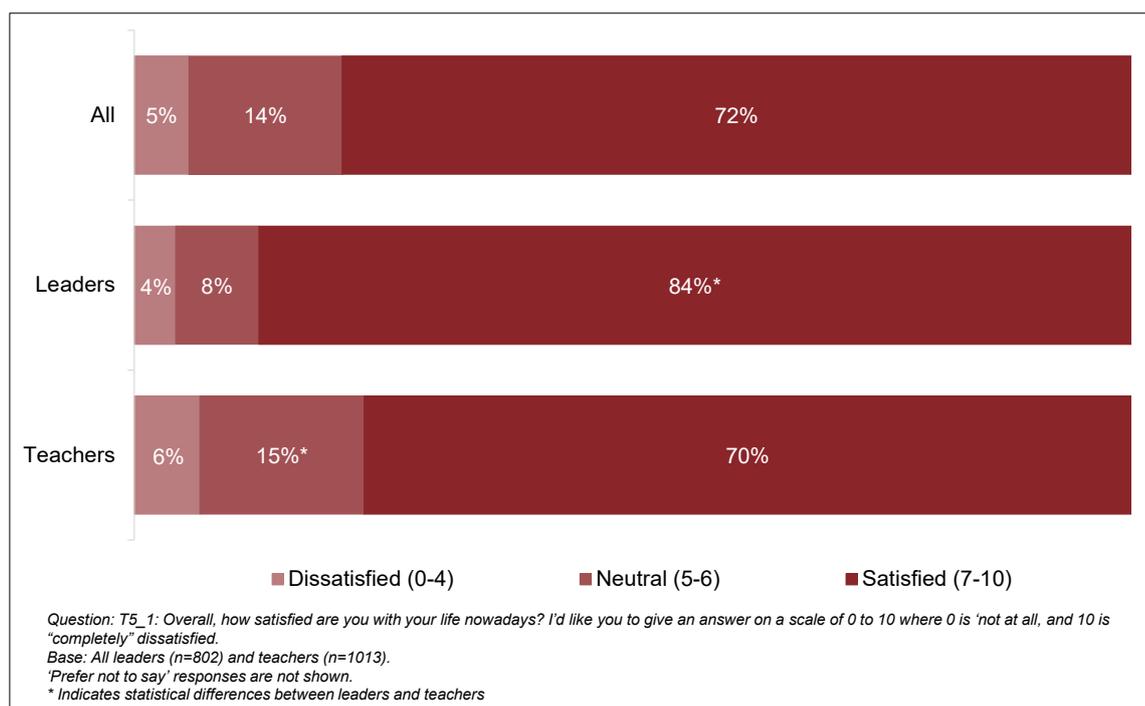
Satisfaction with life

On a scale from 0 to 10, where 0 is not at all and 10 is 'completely', leaders and teachers were asked: 'overall, how satisfied are you with your life?'

Leaders were significantly more satisfied with life, with 84% of leaders and 70% of teachers giving a positive score (between 7 and 10). Teachers were significantly more likely to provide a neutral (5-6) score than leaders. Compared to the general UK population (7.7), leaders had a slightly higher life satisfaction mean score (7.9) and teachers a slightly lower mean score (7.4)

¹² Please see the 'Interpreting the findings' note in the 'Background and methodology' section of this report, or the associated 'Technical Report' for further information about the weighting.

Figure 16. Life satisfaction



For leaders, life satisfaction scores differed by region. Leaders working in schools in the East Midlands (76%) and London (77%) had significantly lower life satisfaction (compared with the 84% average).

Additionally, secondary leaders were significantly more likely to have very high (9-10) life satisfaction (33%, compared with 26% of primary leaders).

School-based factors appeared to have a more direct influence on life satisfaction scores for teachers than leaders, with satisfaction higher among:

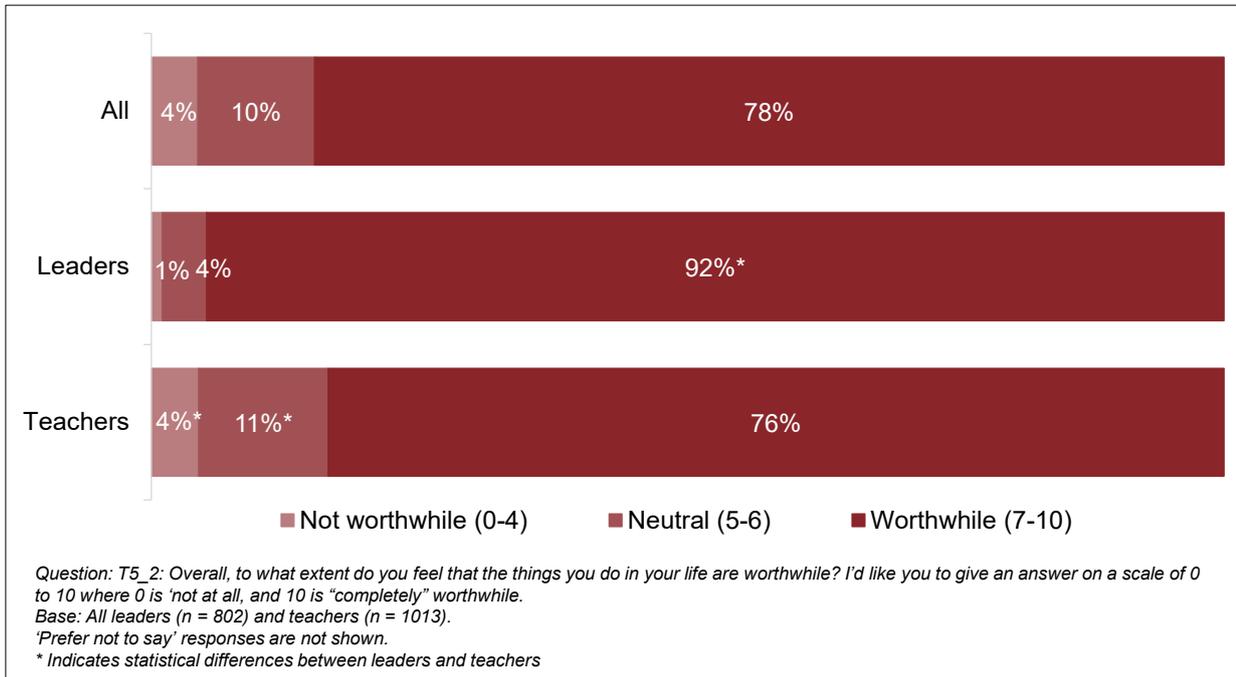
- *Teachers in schools with an 'outstanding' or 'good' Ofsted rating (75% and 69%, compared with 57% that 'required improvement'; and*
- *Teachers working in schools with the lowest proportion of FSM pupils (74%, compared with 64% from schools with the highest proportion).*

Perceived worthwhileness of daily tasks

Using the same 0 to 10 scale as life satisfaction, leaders and teachers were asked 'overall, to what extent do you feel that the things you do in your life are worthwhile?'. As with life satisfaction scores, leaders were significantly more likely to have higher scores than teachers. Nine-in-ten (92%) leaders reported that they felt the things they did in their life were worthwhile (7-10), whereas three-quarters (76%) of teachers said the same. Teachers were significantly more likely to provide a neutral score (5-6) and negative (0-4) score. Across the general UK population, the average score for perceived

worthwhileness of daily tasks was 7.9. School teachers also had an average score of 7.9, while school leaders had a higher average score of 8.6.

Figure 17. Worthiness of daily tasks



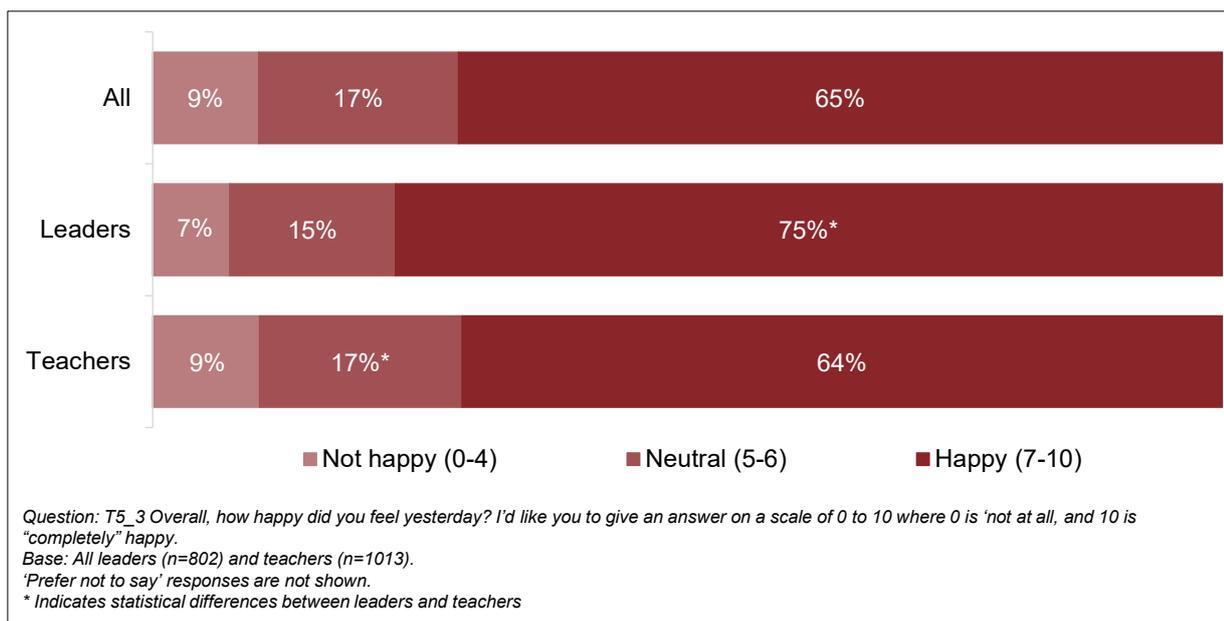
Although there were no differences among leaders, many of the same school-based factors that influenced teachers' life satisfaction scores also influenced how worthwhile they felt that the things that they did in life were, with significantly higher scores among:

- *Primary teachers* (76% gave a high or very high score (7-10), compared with 72% of secondary teachers)
- *Teachers in schools with an 'outstanding' Ofsted rating* (84% compared with 74% and 65% of teachers in schools with a 'good' and 'requires improvement' rating, respectively).
- *Teachers working in schools with the lowest proportion of FSM pupils* (81%, compared with 69% from schools with the highest proportion)

Happiness

Using the same scale, leaders and teachers were asked 'overall, how happy did you feel yesterday?'. Following the same pattern as the other measures of personal wellbeing, leaders were significantly more likely to say they were happy yesterday (giving a positive score of 7-10) than teachers (75% and 64% respectively). Teachers were, however, no more likely to provide a neutral (5-6) or negative (0-4) score. Across the general UK population, the average score for happiness was 7.6. Both leaders and teachers had slightly lower scores of happiness than the general population; with leaders having a mean score of 7.5 and teachers having a mean score of 7.2.

Figure 18. Levels of happiness



There were no significant differences among leaders' responses in terms of their happiness scores.

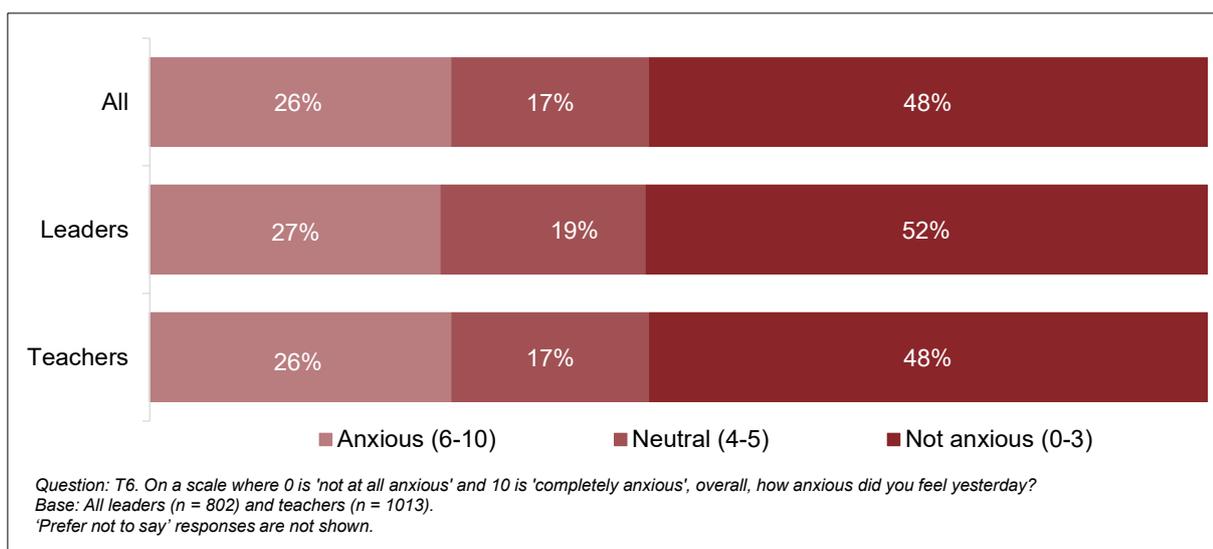
However, school academy status, region, Ofsted rating and FSM proportion impacted teachers' happiness scores:

- *Secondary teachers at academies* were significantly more likely than secondary teachers at non-academies to feel happy (64% vs. 53%).
- *Teachers in the South West* were significantly more likely to be happy (73%, compared with the average – 64%).
- *Teachers in schools with an 'outstanding' Ofsted rating* were significantly more likely than teachers with a 'requires improvement' rating (71% vs. 51%).
- *Teachers working in schools with the lowest proportion of FSM pupils* were significantly more likely than those with the highest proportion (68% vs. 55%).

Anxiety

Using the same scale, leaders and teachers were asked 'overall, how anxious did you feel yesterday?'. In contrast to other measures of personal wellbeing, there was little difference in scores between leaders and teachers. Around half of leaders (52%) and teachers (48%) said they were not anxious (gave a score of 0-3), while about one-fifth gave neutral scores (19% for leaders and 17% for teachers), and about one-quarter gave scores that indicated that they were anxious (27% of leaders and 26% teachers). Both leaders and teachers had slightly higher levels of anxiety than the general population; with both having a mean score of 3.6 compared to the national average of 2.9.

Figure 19. Anxiety levels



The following leaders were all significantly more likely to feel anxious:

- *Headteachers* (29% felt anxious, compared with 20% of deputy headteachers);
- *Leaders that had been in the profession for 11 years or more* (28%, compared with 12% of leaders that had been in the profession for less than this);

Additionally, on school-based factors, secondary leaders based at academies were significantly more likely to feel anxious (28%, compared with 18% of non-academy secondary leaders).

There were no differences among teachers in relation to the proportion reporting high anxiety.

Impact of school's activities on teacher personal wellbeing

Teachers' personal wellbeing scores also differed by a range of topic areas covered elsewhere in the Winter 2019 survey. There was a correlation between teachers' wellbeing scores and the following:

- Their ability to access high-quality CPD;
- The impact of their school's activities to reduce teacher workload; and
- Their ability to support pupils with mental health needs.

Teachers that gave more positive wellbeing scores were significantly more likely to report that they could access high-quality CPD. This finding suggests that ability to access high-quality CPD influences teachers' wellbeing. Indeed, teachers that gave high (7-10) scores on the following wellbeing measures were significantly more likely than those that gave low (0-4) scores to agree that they could access high-quality CPD:

- *Life satisfaction*: 76% of teachers that gave a high score agreed, compared with 50% that gave low score;
- *Life meaning*: 75% of teachers that gave a high score agreed, compared with 39% that gave low score; and
- *Happiness*: 76% of teachers that gave a high score agreed, compared with 57% that gave low score.

Similarly, teachers with positive personal wellbeing scores were significantly more likely to say that the actions taken at their school had made their own workload more manageable. This suggests that actions undertaken by schools impact teacher wellbeing. Teachers' views on the impact of their school's actions on workload differed dependent on if they reported:

- *High levels of life satisfaction* (71% of these teachers reported that their workload had become more manageable due to actions undertaken by their school, compared with 38% of teachers that report low levels of life satisfaction);
- *Being happy* (70% compared with 42% of teachers that reported being unhappy); and

Teachers who gave more positive wellbeing scores were also more inclined to agree with statements about their role in supporting pupils' mental health within their school. Indeed, teachers who gave high (7-10) scores across the wellbeing measures were significantly more likely than those who gave low (0-4) scores to agree that they could support pupils in a range of ways.

For instance, taking the statement, 'I feel equipped to teach children in my class who have mental health needs', teachers who scored positively on these measures were significantly more likely to agree with the statement:

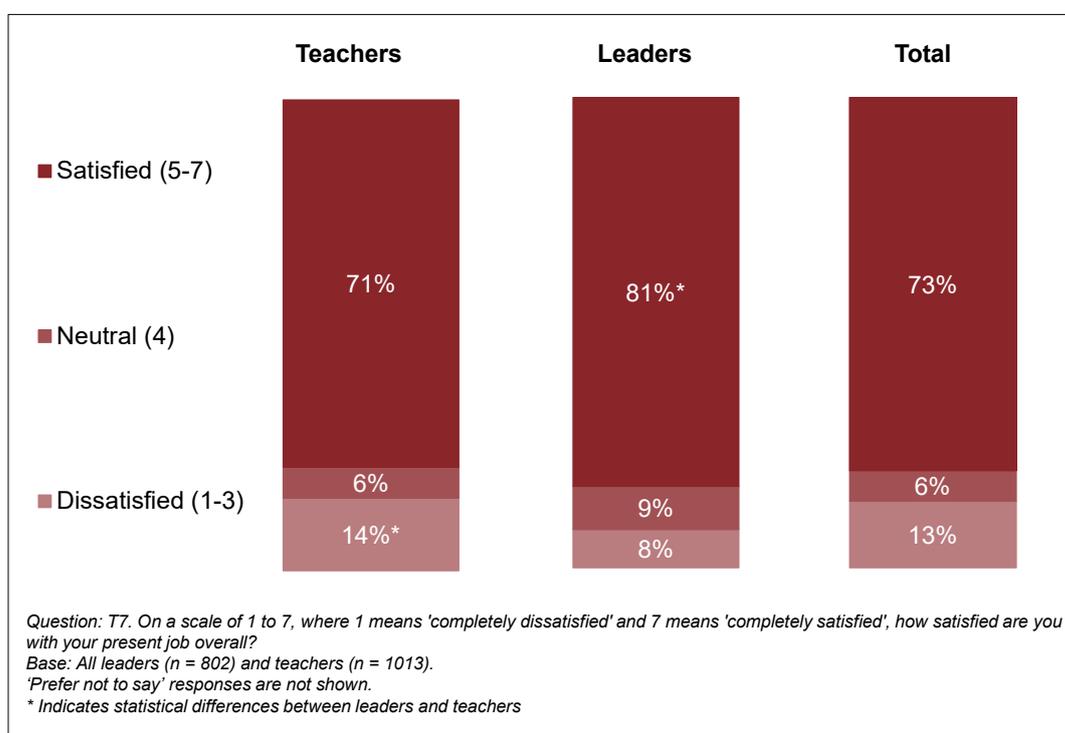
- *Life satisfaction*: 70% of teachers who gave a high score agreed, compared with 45% of those who gave a low score;
- *Life meaning*: 68% of teachers who gave a high score agreed, compared with 46% of those who gave a low score; and
- *Happiness*: 68% of teachers who gave a high score agreed, compared with 48% of those who gave a low score.

2.6 Job satisfaction

Using a different scale, where 1 means 'completely dissatisfied' and 7 means 'completely satisfied', leaders and teachers were asked 'how satisfied are you with your present job overall'?

Following the same pattern as the measures of personal wellbeing, leaders were significantly more likely to say they were satisfied with their job than teachers. Just over eight-in-ten leaders (81%) were satisfied with their job, compared with seven-in-ten teachers (71%). Teachers were also more likely to be dissatisfied with their job (14%) in comparison with leaders (8%).

Figure 20. Job satisfaction



There were a smaller number of significant differences in levels of job satisfaction between leaders, although leaders in London schools were significantly less likely to be satisfied with their job (71%), in comparison to leaders across other areas (81%). They were also more likely to be dissatisfied (14%), compared with the average (8%).

In comparison with leaders, differences in job satisfaction scores were dependent on a wider range of factors. The following types of teachers were significantly more likely to be satisfied with their job:

- *Teachers in academy secondary schools* were significantly more satisfied with their job than non-academy teachers in secondary schools (72% vs. 60%)

- *Teachers working in schools with the lowest proportion of FSM pupils were significantly more satisfied than teachers in schools with the highest proportion of FSM pupils (80% vs.67%)*
- *Teachers working in 'outstanding' (82%) and 'good' (70%) schools were significantly more satisfied with their jobs than teachers in schools that 'required improvement' (56%). Further, teachers in schools with an 'outstanding' rating were significantly more satisfied than those working in school with a 'good' rating.*
- *Younger teachers (under 35) were more likely to be satisfied with their jobs (82% vs. 71% average).*

For both leaders and teachers there was a strong correlation between those that were satisfied with their job and those that reported significantly higher scores on the other measures of personal wellbeing.

Leaders who were satisfied with their job were significantly more likely to:

- *Be satisfied with life (89% satisfied compared with 31% dissatisfied),*
- *Think the things they do in life to be worthwhile (85% compared with 30% that did not think the things they did were worthwhile)*
- *Be happy (91% were happy compared with 49% that were not)*
- *Not be anxious (92% were not anxious compared with 66% that were anxious).*

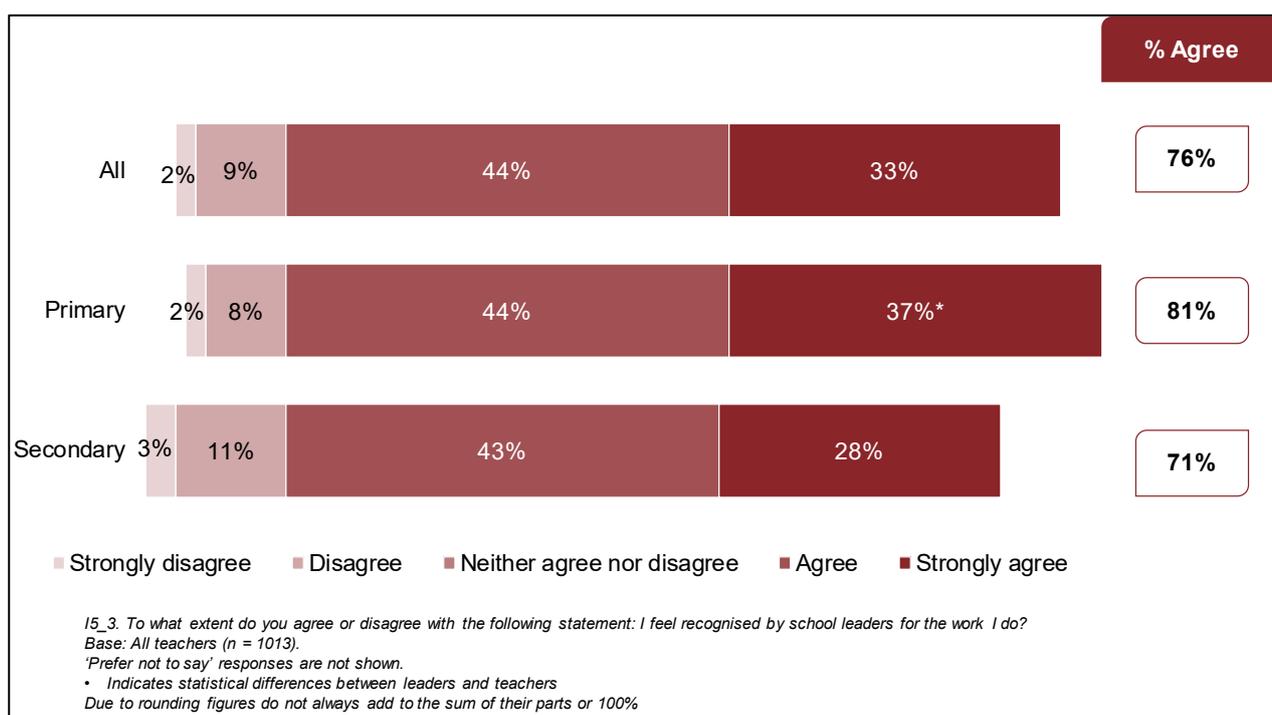
Teachers followed a similar pattern, where teachers who were satisfied with their job were also significantly more likely to:

- *Be satisfied with life (86% satisfied compared with 34% dissatisfied),*
- *Think the things they do in life to be worthwhile (84% compared with 34% that did not think the things they did were worthwhile)*
- *Be happy (87% were happy compared with 46% who were not)*
- *Not be anxious (86% were not anxious compared with 65% who were anxious).*

Recognition from school leaders

School teachers were also asked to what extent they agreed that they felt recognised by school leaders for the work they did. In general teachers showed strong levels of agreement with this statement with almost four-in-five (76%) either agreeing or strongly agreeing. Teachers in primary schools were more likely to feel recognised by school leaders for the work they did than teachers in secondary schools (81% vs. 71%).

Figure 21. Agreement of recognition from school leaders



Teachers also showed differences in agreement based on the gender status of their schools, length of time in the profession and their age:

- *Teachers in all girl schools* were less likely to agree that they felt recognised by school leaders than teachers in mixed schools (63% vs. 76%).
- *Teachers in the upper pay range* were significantly more likely to feel recognised by school leaders than teachers in the lower pay ranges (79% vs. 70%).
- *Experienced teachers*, with over twenty years in the profession were more likely to feel recognised (85% vs. 76% average).

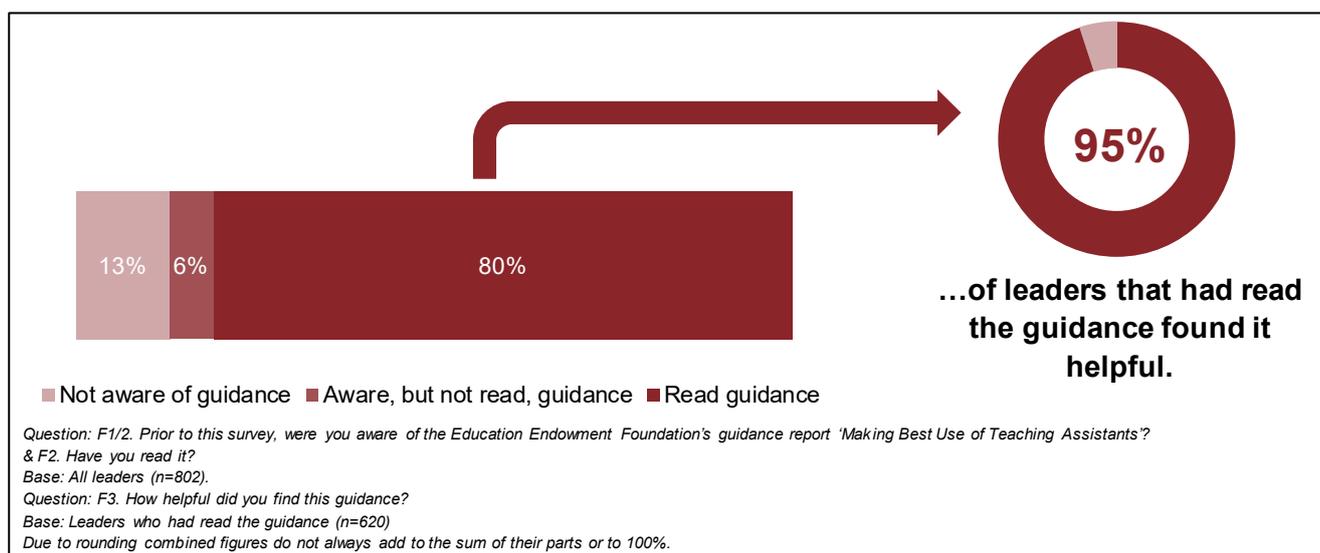
2.7 Teaching Assistants

In 2015 the Education Endowment Foundation (EEF) released guidance on 'Making Best Use of Teaching Assistants'.¹³ In this wave of the School Snapshot Survey, primary and secondary school leaders were asked whether they were aware of the guidance, if they had read the guidance, and for those who had read it, how useful it was.

Leaders showed a high level of awareness of the EEF guidance, with close to nine-in-ten (87%) leaders reporting to be aware of it, with 92% of those having read the guidance (or four-in-five (80%) of all leaders).

Leaders who had read the guidance were also asked how helpful they found it. Almost all leaders reported that they found the guidance to be helpful (95%), with two in five finding it 'very helpful' (40%) and just over half finding it to be somewhat helpful (56%).¹⁴ One in twenty-five (4%), found it to be not be very helpful, and fewer than 1% of leaders reported that it was not helpful at all.

Figure 22. Leaders' awareness and use of EEF guidance on Teaching Assistants



On the whole, levels of awareness were linked with likelihood of having read the guidance. The following leaders were significantly more likely to be aware and to have read the EEF guidance on 'Making Best Use of Teaching Assistants':

- **Headteachers** Nine-in-ten headteachers (90%) were aware of the guidance, which was significantly more than the deputy heads (81%) or assistant heads (73%). Of

¹³ <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

¹⁴ Due to rounding to the nearest whole number, combined figures do not always add to the sum of their parts or to 100%.

those aware of the guidance, headteachers were significantly more likely to report having read the guidance (94%) than deputy headteachers (85%).

- However, deputy headteachers that had read the guidance were significantly more likely to find it useful than the headteachers that had read it (99% vs. 94%).
- *Leaders at schools with the highest proportion of FSM pupils.* Leaders in schools with the highest proportion of FSM pupils were significantly more likely to be aware of the guidance (92%) and to have used the guidance (88%) than those with the lowest proportion of FSM pupils (77% and 71% respectively).
- *Leaders at schools with a 'good' Ofsted rating* were significantly more likely to have heard of the guidance (88%) and to have read it (83%) than those at a school with an 'outstanding' rating (78% and 71% respectively).
 - However it should be noted that leaders at schools with an 'outstanding' rating that had read the guidance were significantly more likely to report that they did not find the guidance useful compared to leaders at schools with a 'good' rating or compared to the average across all other ratings (10% vs. 4% and the 5% average).
 - Further, leaders at schools that 'required improvement' were no more likely to have heard of the guidance than leaders at school with an 'outstanding' Ofsted rating (86% vs. 78%), but they were significantly more likely to have read it (84% vs. 71% respectively).
- *Leaders of schools based in Yorkshire in Humber* had heard of the guidance (98%) and read it (91%), compared with the average (87% and 80% respectively). Conversely leaders in the East of England were less likely to be aware (77%) or to have read the (68%).
 - However, leaders at schools in the South West were significantly more likely to have read the guidance (89%) even though the awareness levels were not significantly different to the average (92% vs 87% average).

Along with leaders in schools that required improvement or in school in the South West, primary school leaders and female leaders were more likely to have read the guidance despite not being significantly more likely to be aware of the guidance:

- *Primary school leaders.* Although there was no difference in awareness between primary and secondary leaders (87% vs. 85%), significantly more primary leaders had read the guidance than their secondary peers (81% vs. 73%)
- *Female leaders.* Similarly, there was no difference in levels of awareness by gender of the leader (87% among male leaders and 86% among females),

however male leaders were significantly more likely to have not read the guidance (9% vs. 4%).



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