



Department  
for Education

# **Working lives of teachers and leaders - wave 2**

**Research report**

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## Definitions

- **Teachers** – where the report refers to a teacher, this includes all who specified in the survey that they were one of the following: leading practitioner, middle leader, classroom teacher (not early career teacher); classroom teacher (early career teacher), or; unqualified teacher. **Base size=8,557**
- **Leaders** – where the report refers to a leader, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, or; assistant headteacher. **Base size=1,637**
- **Middle leaders** – where the report refers to middle leaders, this includes all who specified in the survey that their current job role was middle leader. For example, Head of Faculty, Head of Subject/Subject Leaders, Head of Key Stage, Head of phase or Head of Year Group. **Base size=2,497**
- **Senior leaders** – where the report refers to senior leaders, this includes all who specified in the survey that they were one of the following: executive headteacher; headteacher; deputy headteacher, assistant headteacher or; leading practitioner. **Base size=1,929**
- **Classroom teachers** - where the report refers to a classroom teacher, this includes all non-ECT teachers who specified in the survey that they were a classroom teacher. **Base size=5,946**
- **Those with teaching responsibilities** – where the report refers to those with teaching responsibilities, this includes all who reported that they were a classroom teacher or who indicated that their responsibilities included classroom teaching. This includes those who specified they were leaders but undertook classroom teaching. **Base size=9,620**
- **Panellists** – where the report refers to panellists, this means those teachers and leaders who took part in both the first (2022) and second (2023) years of the survey. Analysis of panellists data comprises the longitudinal element of the study. **Base size=7,019**
- **Early career teachers (ECTs)** – we use the term early career teachers or ECTs throughout this report to mean teachers who are in the first two years of their teaching career after qualifying and are participating in the Early Career Framework (ECF). ECT applies to those who started their induction in September 2021 onwards when the DfE rolled out changes to the statutory induction for teachers. In wave 1 of the survey, we included those in their second year of teaching under the old newly qualified teachers (NQT) process to facilitate comparisons in the experiences of those early on in their career. **Base size=2,240**



- **Initial teacher training (ITT)** – this refers to the training undertaken by teachers and leaders prior to them qualifying as a teacher. Analysis by ITT route in the report is derived from responses to survey question G1a which is asked of all ECTs teaching or leading in an English state school. ITT route is split into the following categories:
  - University-led course / Higher Education Institution – **base size=1,026**
  - School Direct (salaried) / Post Graduate Teaching Apprenticeship (Teaching Apprenticeship) - **base size=224**
  - School Direct (fee-funded) / SCITT (School Centred ITT) - **base size=852**
  - High Potential ITT (delivered by Teach First) - **base size=103**
  - Other – **base size=34**
- **Phase** – the phase of the school at which the teacher or leader works are defined as one of the following:
  - **Primary** – if the teacher or leader indicated through the survey that the school they work at is primary only. **Base size=5,240**
  - **Secondary** – if the teacher or leader indicated through the survey that the school they work at is either secondary only or primary and secondary (i.e. an all through school). **Base size=4,691**, this includes 127 at an all through school
  - **Special / PRU / AP** – if the school the teachers or leader works at is defined as a special school, pupil referral unit or other alternative provision through the 2022 SWC. **Base size=480**
- **Free school meals (FSM) % quintiles** – throughout the report, analysis is conducted using the proportion of pupils in a school in receipt of free school meals (FSM). This serves as a proxy indicator for the level of disadvantage within a school. The analysis is split into quintiles, with the lowest quintile (quintile 1) representing schools with the lowest proportion of pupils in receipt of FSM through to the highest quintile (quintile 5) representing schools with the highest proportion of pupils in receipt of FSM. The percentage of FSM in each quintile is as follows:
  - **Quintile 1** – 0-10.1% of pupils receiving FSM
  - **Quintile 2** – >10.1-16.5% of pupils receiving FSM
  - **Quintile 3** – >16.5-25.3% of pupils receiving FSM
  - **Quintile 4** – >25.3-38.0% of pupils receiving FSM
  - **Quintile 5** – >38.0% of pupils receiving FSM

- **School size quintiles** – quintiles are also used for analysis by school size (number of pupils), with the lowest quintile (quintile 1) representing schools with the lowest number of pupils and the highest quintile (quintile 5) representing schools with the highest number of pupils. The number of pupils in each quintile are as follows:
  - **Quintile 1** – 0-144 pupils
  - **Quintile 2** – 145-217 pupils
  - **Quintile 3** – 218-345 pupils
  - **Quintile 4** – 346-510 pupils
  - **Quintile 5** – 511+ pupils
- **Percentage point** – the term ‘percentage point’ is used in the report when describing the difference between two percentages. A percentage point is a unit of measure equal to one percent
- **Special educational needs and disabilities (SEND)** – the term ‘SEND’ refers to pupils who have a learning difficulty and/or a disability that means they need special health and education support
- **English as an additional language (EAL)** – the term ‘EAL’ refers to pupil who are recorded as having English as an additional language as they are exposed to a language at home that is known or believed to be other than English
- **Physical or mental health condition** - this group is defined by those who responded ‘yes’ to question O1 ‘Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?’ In the 2022 report this group were referred to as those with a ‘disability’ or ‘disability or health condition’ and were defined in the same way as the 2023 survey. The survey question did not change between the 2022 and 2023 survey

## Executive Summary

This report presents the findings of the second wave of the Working Lives of Teachers and Leaders survey conducted between 2 February and 11 May 2023. This was during a period of industrial action and wider cost of living pressures. The 2023/24 pay award for teachers was agreed in July 2023. This research report was written before the new UK Government took office on 5 July 2024. As a result, the content may not reflect current Government policy.

In part, the survey uses a longitudinal design so all those participating at wave 1 (2022) were approached to participate at wave 2 (2023). In addition, some new teachers and leaders were invited to take part in 2023 so that the survey remains representative of the whole population. A total of 10,411 teachers and leaders took part in the 2023 survey as well as 442 individuals who left English state school teaching between 2022 and 2023.

## Career history and returning to the English state school sector

The majority of teachers and leaders had not previously pursued another career outside of English state school teaching or leadership (63%), while a third (31%) had worked outside of the teaching profession and 9% had worked in a different kind of school (including schools outside of England or an independent or private school).

Of those who had previously pursued a career outside of English state school teaching or leadership, only a minority (12%) were 'returners'. This refers to those who had had worked as a teacher or leader in an English state school prior to pursuing another career but then subsequently returned to the state sector later on.

## Teacher and leader workload

In 2023, teachers and leaders reported working slightly longer average hours per term-time week compared with 2022. All references to hours worked per week in this section refer to term-time weeks only.

Leaders reported working 57.4 hours per week compared with 56.8 in 2022, with full-time leaders reporting working 58.2 hours per week (vs. 57.5 in 2022) and part-time leaders 48.7 hours per week (vs. 48.8 in 2022). These hours were consistent with those reported by leaders in 2022.

While teachers reported working lower hours than leaders, there was an increase since 2022 (from 48.7 to 49.4), with hours worked per week also increasing for full-time

teachers (from 51.9 to 52.4). As with leaders, working hours for part-time teachers were consistent with 2022 (38.0 in 2023 and 37.3 in 2022).

The proportion of both teachers and leaders reportedly working 60 or more hours in the reference week increased between years. Among leaders, 47% reported working 60 or more hours compared with 43% in 2022. Among teachers, 22% reported working 60 or more hours compared with 19% in 2022.

Among teachers, an average of 22.6 hours per week were spent teaching in the classroom, higher than 2022 (22.3). As was found in 2022, the majority of teachers were spending between 20-24 hours per week teaching (34% in both years). Among full-time teachers with teaching responsibilities, an average of 24.0 hours per week were spent teaching, higher than the 23.7 in 2022.

As also found in 2022, only 17% of teachers and leaders agreed with the statement 'I have an acceptable workload'. However, there was an increase in teachers and leaders reporting that they had sufficient control over their own workload, from 26% in 2022 to 30% in 2023.

As in 2022, classroom teachers and middle leaders reported that they spent too much time on tasks other than teaching, particularly general administrative work (75% in both 2023 and 2022).<sup>1</sup> In 2023, however, they were more likely than in 2022 to report spending too much time on: following up on behaviour incidents (57% vs. 50% in 2022); recording, inputting, monitoring and analysing data (56% vs. 53%); communication and cooperation with parents or guardians (47% vs. 35%); pupil counselling, supervision and tuition (35% vs. 29%); delivering uncontracted extra activities (29% vs. 21%), and; contacting people and organisations outside of school (excluding parents) (16% vs. 9%). The picture between years was consistent across other tasks.

In 2023, the proportion of senior leaders who felt they spent too much time responding to changes in latest government policy fell compared with 2022 (62% vs. 67%). Conversely, a larger proportion reported spending too much time on administration within the school (61% in 2023 vs. 50% in 2022).

## Flexible working

In 2023 the proportion of teachers and leaders with flexible working arrangements in place increased compared to 2022 (46% vs. 40%, respectively).<sup>2</sup> Part-time working

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<sup>1</sup> The survey definition of general administration included communication, paperwork, work emails and other clerical duties.

<sup>2</sup> The definition of flexible working used in the survey included both formal arrangements and ad-hoc arrangements and requests.

remained the most common type of flexible working (20% in 2023 and 21% in 2022). The most notable increases were in the proportion of teachers and leaders using:

- planning, preparation and assessment (PPA) time offsite (15% in 2023 vs. 12% in 2022)
- ad-hoc days – at manager's discretion – to start late or finish early to accommodate ad-hoc requests (14% vs. 7%)<sup>3</sup>
- ad-hoc personal days off at manager's discretion (12% vs. 6%)<sup>4</sup>

Over half of all teachers and leaders in primary schools (55%) reported having flexible working arrangements in place, compared with 47% in special schools, pupil referral units (PRUs) or other alternative provision, and 36% in secondary schools.

Teachers and leaders' use of flexible working arrangements differed considerably according to seniority, with leaders more likely to report using at least one form of flexible working arrangement (52%) than teachers (44%). However, teachers were more likely than leaders to report working part-time (21% vs. 8% of leaders).

As was the case in 2022, female teachers and leaders and those aged over 35 were considerably more likely to work flexibly. White teachers and leaders were also slightly more likely to work flexibly than those from ethnic minority groups (excluding white minorities).

Although the proportion of teachers and leaders using some form of flexible working had increased, views on the compatibility and acceptability of flexible working had become more negative since 2022 as:

- three-in-ten (30%) teachers and leaders agreed that flexible working was compatible with a career in teaching, lower than the 33% who agreed in 2022
- around six-in-ten (62%) disagreed with the idea that working flexibly would not affect their opportunities for career progression, more than in 2022 (57%)
- teachers and leaders were more likely to disagree that school senior leadership teams supported flexible working in 2023 (35% vs. 31% in 2022)

## Pupil behaviour

Over half (53%) of teachers and leaders rated pupil behaviour as good or very good, a decline from the 62% who reported this in 2022.

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<sup>3</sup> This does not include statutory entitlements such as sick days or bereavement leave, etc.

<sup>4</sup> This does not include statutory entitlements such as sick days or bereavement leave, etc.

Those in primary schools were more likely to rate pupil behaviour as good or very good than those in secondary schools (65% vs. 40%). This difference was also evident in 2022 (when 74% of those in primary schools gave a good or very good rating vs. 49% of those in secondary schools).

Generally, those working in schools with a lower proportion of pupils in receipt of free school meals (FSM) and those working in schools with higher Ofsted ratings were more likely to rate pupil behaviour as very good or good.

There was a clear gap in perception of behaviour between teachers and leaders. Over three-quarters (78%) of leaders rated pupil behaviour in their school as very good or good, compared with half (49%) of teachers. This difference in perception between teachers and leaders was also evident in 2022, when 85% of leaders rated behaviour as very good or good compared to 58% of teachers. Both teachers and leaders' views on pupil behaviour were less positive in 2023 compared with 2022. Of the teachers and leaders who took part in both the 2022 and 2023 surveys, two-in-ten (22%) reported a more negative view on pupil behaviour in 2023 than in 2022 compared with just over one-in-ten (12%) reporting a more positive view and the remaining 66% providing the same rating in both years.

## **Bullying and harassment, discrimination and staff inclusion**

In 2023, there was an increase in the proportion of teachers and leaders reporting that they had personally experienced bullying and harassment in the past 12 months (14% vs. 12% in 2022) and an increase in the proportion reporting that they had experienced discrimination (10% vs. 8% in 2022). When looking at bullying and harassment, and discrimination together, the proportion who had experienced at least one of these in the past 12 months increased (from 16% to 20%).

In terms of school characteristics, the proportions of teachers and leaders reporting bullying and harassment or discrimination were higher for those in secondary schools (16% bullying and harassment and 14% discrimination vs. 12% and 7% respectively in primary schools).

Teachers and leaders had different experiences of bullying and harassment and discrimination depending on their personal characteristics. Most notably, teachers and leaders were more likely to have had these experiences if they:

- had a physical or mental health condition – 22% reported bullying and harassment, 15% discrimination and 8% both, vs. 12%, 9% and 4% respectively among those without a reported physical or mental health condition

- were female – 15% had experienced bullying and harassment (vs. 13% of males) or discrimination (11% vs. 8% of males)
- did not identify as heterosexual – 19% reported having experienced bullying and harassment (vs. 14% if heterosexual) and 17% reported experiencing discrimination (vs. 10% if heterosexual)
- were from an ethnic minority group (excluding white minorities) – these teachers and leaders were more likely to report experience of discrimination in the last 12 months than those from a white ethnic group (25% vs. 9%), or to report experience of both bullying and harassment, and discrimination (10% vs. 4%)
- were Sikh (24% experienced discrimination and 11% both bullying and harassments, and discrimination), Hindu (22% and 11%) or Muslim (22% or 9%) which compares to 10% and 5% on average across all teachers and leaders

Most (70%) teachers and leaders reported that their school valued an equal, diverse and inclusive workforce, while one-in-ten (10%) disagreed. These findings were consistent with the 2022 survey.

Most teachers and leaders agreed that their manager trusted them to work independently (86%) and only a small proportion (8%) disagreed. These findings were consistent with the 2022 survey. In 2023, teachers and leaders were slightly less likely to agree that their school provided staff with opportunities to actively participate in whole school decisions compared with 2022 (46% vs. 48%).

## Teacher and leader wellbeing

The Working lives of teachers and leaders survey included a series of ONS-validated questions about teachers and leaders' personal wellbeing. In each case, respondents were asked to use a scale from 0 to 10, where 0 is 'not at all' and 10 is 'completely'. Mean scores were as follows:

- life satisfaction: 6.2 overall (6.2 for teachers and 6.7 for leaders)
- things done in life are worthwhile: 6.9 overall (6.8 for teachers and 7.5 for leaders)
- happiness: 6.2 overall (6.1 for teachers and 6.6 for leaders)
- anxiety: 4.6 overall (4.7 for teachers and 4.5 for leaders)<sup>5</sup>

Measures of overall teacher and leader wellbeing were broadly consistent with 2022. However, results again indicated that teachers and leaders working in English state

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<sup>5</sup> It should be noted that unlike the other measures, a low score for anxiety means a higher level of wellbeing.

schools reported lower average wellbeing scores than the equivalent wellbeing scores for the adult population in England.

Among those who considered behaviour to be poor or very poor at their school, half reported high levels of anxiety (a score of 6-10 on the anxiety measure) (49% where behaviour was poor and 56% where it was very poor vs. 44% overall).

Many teachers and leaders felt that their work was having a negative impact on their health and wellbeing. Most teachers and leaders (88%) agreed that they experienced stress in their work, an increase against 2022 (86%). In addition, 73% agreed their job did not give them sufficient time for their personal life, 63% agreed their job negatively affected their mental health and 52% agreed it negatively affected their physical health. These figures also represent an increase from 2022.

A majority (63%) of teachers and leaders agreed that their manager supported their wellbeing, with 21% disagreeing. A similar proportion (61%) also agreed that their manager was considerate of their work-life balance, and 22% disagreed, higher than the 21% disagreeing in 2022.

In 2023, just over half (52%) of teachers and leaders agreed that their school provided access to teacher support schemes and/or wellbeing programmes for staff, an increase from 49% in 2022.

## Teacher and leader pay

Teachers and leaders expressed greater levels of dissatisfaction with their pay in 2023 compared with 2022. Around seven-in-ten (69%) disagreed that they were satisfied with the salary they received for their work in 2023 compared with 61% in 2022.<sup>6</sup>

Leaders were more likely to be satisfied with their salary than teachers (41% vs. 17%). Among leaders, headteachers were the most likely to be satisfied (48%). Female teachers and leaders (21% vs 18% of males) and those from a white ethnic group (21% vs 13% from an Asian or Asian British and 9% from a black, black British, Caribbean or African ethnic group) were also more likely to be satisfied with their salary. Full-time teachers and leaders were more satisfied with their salary than those working part-time (21% vs 16% for part-time).

Teachers and leaders not classified as headteachers or executive headteachers were more positive about the decisions their school made regarding their pay when compared

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<sup>6</sup> The annual pay award is informed by the recommendations of the School [Teachers' Review Body](#). In 2021 there was a pay freeze meaning no annual pay award was made. The 2022 pay award was 5.4% on average. Following the closure of 2023 fieldwork, the annual pay award was agreed at 6.5%.



with 2022.<sup>7</sup> Almost six-in-ten (57%) agreed that the decisions their school took about their pay were fair and 58% were satisfied with how their school's decisions about pay were communicated. This compared with 51% and 53% in 2022, respectively. Headteachers were more likely to say that decisions their school took about their pay over the last year had been fair (72% vs. 57% of teachers and leaders excluding headteachers and executive heads) and to be satisfied with how the decisions were subsequently communicated (79% vs. 58% of teachers and leaders). These figures were consistent with those seen in 2022.

Nearly six-in-ten headteachers (59%) were using flexibilities in the pay system to support recruitment and retention, consistent with the proportion in 2022 (55%). Among headteachers who used flexibilities, the most commonly reported reason for doing so was to encourage high performing teachers to stay in the school (66%). In 2023, headteachers were more likely to report using flexibilities in the pay system to support faster pay progression for high performing teachers (60% vs 53% in 2022) and to offer higher salaries on entry to the school to support recruitment (48% vs 38% in 2022).

## Career reflections

Most secondary teachers and leaders with teaching responsibilities reported that they were confident in their knowledge of their main subject (97%), which was consistent with the 96% seen in 2022.

Primary teachers and leaders with teaching responsibilities were most confident in their subject knowledge of English and mathematics (both 89%), which was consistent with 2022 (both 90%). Confidence in teaching science, the third core primary subject, was lower, with 74% reporting that they felt confident. This was lower than the 76% seen in 2022.

Subject knowledge aside, confidence with other elements of teaching was relatively high and remained largely consistent with 2022. The same proportion were confident in assessing pupils' progress by checking their knowledge and understanding, for example (92% in both years). Additionally, where differences did emerge between years around different aspects of teaching, they were only slight. In particular:

- the majority (92%) were confident in their ability to provide opportunities for all pupils to learn essential subject knowledge, skills and principles (vs. 93% in 2022)

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<sup>7</sup> An executive headteacher is a headteacher who is responsible for more than one school. They provide support and leadership to all schools within their trust, federation or partnership. A headteacher has responsibility for a single school. Where there is an executive headteacher in post and is responsible for the management of more than one school, there will often be heads of schools who are responsible for the effective general management of each school.

- a similar proportion (89%) felt confident applying rules on behaviour appropriately and fairly to all pupils. Confidence levels were slightly higher in primary schools (91%) and special schools, PRUs or other alternative provision (93%), than in secondary schools (87%)
- seven-in-ten (70%) felt confident adapting teaching to the needs of all pupils, including those with diverse needs such as Special Education Needs and Disability (SEND) or English as an additional language (EAL) (vs. 73% in 2022)

## **Teacher training and continuing professional development (CPD)**

Overall early career teachers' (ECTs') satisfaction with their initial teaching training (ITT) was relatively high (77% satisfied) and remained consistent with 2022 (also 77%).

The proportion of ECTs who reported that their teacher training prepared them well for different elements of their role was either consistent with 2022 or had declined. The highest levels of preparedness were reported for professional conduct and pupil safeguarding (81% for both in 2023 and 84% and 83% respectively, in 2022). The area with the lowest reported levels of preparedness was teaching in a multi-cultural or multi-lingual school (38% in 2023 consistent with 37% in 2022). The decline in levels of preparedness was most marked for managing poor behaviour/disruption in class (45% reportedly felt well prepared in 2023 vs. 54% in 2022).

Compared with 2022, a lower proportion of ECTs reported that their teacher training had prepared them well for:

- assessing pupils' achievement: 52% in 2023 vs. 58% in 2022
- teaching across a range of abilities: 56% in 2023 vs. 61% in 2022
- planning effective lessons: 71% in 2023 vs. 74% in 2022
- providing effective feedback to pupils: 58% in 2023 vs. 63% in 2022
- teaching pupils with special educational needs and disability (SEND): 42% in 2023 vs. 46% in 2022
- professional conduct: 81% in 2023 vs. 84% in 2022

Almost all teachers and leaders (98%) had taken part in some type of formal continuing professional development (CPD) in the 12 months prior to interview (or, if an ECT, since the start of their teaching career if they completed their initial teacher training within this

period).<sup>8</sup> This was consistent with 2022 (also 98%). The average number of formal CPD activities undertaken by teachers and leaders also increased to 5.1 in 2023 from 4.4 in 2022.

Although teachers and leaders had on average indicated that they had undertaken more different types of formal CPD activities in 2023 when compared with 2022, from a list of formal CPD activities they were presented with in the survey, there were no differences in terms of the hours spent on formal CPD. Teachers and leaders were most likely to be spending between 1 and 10 hours (24%) or 11 and 20 hours (22%) on formal CPD activities in the last 12 months.

Teachers and leaders that had undertaken at least one form of formal CPD had mixed views on its impact on their ability to perform their role: 29% gave a positive impact rating of 8, 9 or 10 out of 10 (lower than the 30% in 2022), while 16% gave a no impact rating of 1, 2 or 3 out of 10 (consistent with the 16% in 2022).

The majority of teachers and leaders had experienced at least one barrier to accessing CPD, with 12% not experiencing any barriers, consistent with 2022. The most commonly cited barrier to accessing CPD in the 12 months prior to interview was a lack of time due to high workloads or competing priorities (68%). This was consistent with the 66% seen in 2022.

## **Job and career satisfaction**

Under half of teachers and leaders (46%) reported that they were satisfied with their current job either most or all of the time, a marked decrease from the 58% seen in 2022.

While the proportion who enjoyed classroom teaching most or all of the time (79%) was higher than the proportion satisfied with their job most or all of the time (46%) this too had decreased from the 84% seen in 2022.

In terms of phase, teachers and leaders working in primary schools (47%) and special schools, PRUs or other alternative provision (49%) were more likely than their peers in secondary schools (44%) to be satisfied with their job all or most of the time. Additionally, teachers and leaders working in schools rated as outstanding (48%) and good (46%) by Ofsted were more likely to be satisfied with their job all or most of the time compared with those working in schools with ratings of requires improvement or inadequate (38% and 36% respectively).

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<sup>8</sup> Formal CPD was defined to respondents as including any structured and/or pre-planned learning activities to develop and enhance teachers and leaders' abilities, including activities such as training workshops, studying for a qualification, conferences and events, e-learning programs, coaching, mentoring, lesson observation etc.

Leaders were more likely to be satisfied all or most of the time than teachers (59% compared with 43%).

Teachers and leaders were fairly positive about feeling valued by their school, with two-thirds (65%) agreeing that they felt valued, compared with one-in-five (21%) disagreeing. These results are consistent with the equivalent figures seen in 2022. Nevertheless, agreement concerning the fairness of school inspection regimes, the importance of school accountability measures and the extent to which policy makers value teachers' views had decreased between years as:

- around one-in-five (22%) strongly disagreed that school accountability measures provide important information about school performance (up from 20% in 2022)
- around two-in-five (41%) strongly disagreed that the school inspection regime provides a fair assessment of school performance (up from 33% in 2022)
- around seven-in-ten (72%) strongly disagreed that teachers' views are valued by policymakers (up from 64% in 2022)

The majority (76%) of teachers and leaders disagreed that the teaching profession was valued by society as a whole. This is markedly higher than the 69% seen in 2022. Furthermore, the proportion strongly disagreeing increased from 33% to 43%.

## Future plans, including intentions to leave<sup>9</sup>

Over one-third of teachers and leaders (36%) indicated that they were considering leaving the English state sector in the 12 months preceding the survey, for reasons other than retirement. This represents an increase from one-quarter (25%) in 2022.

Teachers and leaders in secondary schools were more likely to have been considering leaving (39%) than their counterparts in primary schools (33%) and special schools, PRUs or other alternative provision (35%).

Teachers were more likely to be considering leaving than leaders (37% vs. 31%, respectively). Groups more likely than average to be considering leaving included those aged under 35 (38%), males (42%) and those who rated pupil behaviour as poor (49%).

Teachers and leaders considering leaving the English state sector for reasons other than retirement most commonly reported a high workload as their reason (94%). This was followed by stress and/or poor wellbeing (84%), teacher's views not being valued by policymakers (83%), government initiatives and policy changes (77%), other pressure

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<sup>9</sup> The wording of the relevant survey question is 'In the next 12 months, are you considering any of the following...?'. Where the text refers to intentions to leave, move or seek promotion, this explicitly refers to those who reported *considering* one of these behaviours, and does not necessarily mean the respondent has made concrete plans to make this career change.

relating to pupil outcomes or inspection (70%), dissatisfaction with pay (63%) and poor health (63%).

Teachers and leaders were both more likely to be considering moving to another school at the same level (25% vs. 22% in 2022) or for a promotion (24% vs. 22% in 2022). They were less likely to be applying for a promotion in their current school (26% vs. 28% in 2022).

For teachers and leaders not considering promotion in the next 12 months, the most common reason was concern about the potential impact on work/life balance, cited by three-in-ten (31%). This is consistent with 2022 and was followed by two-in-ten (21%) who felt happy at their current level and just over one-in-ten (11%) who felt the increase in pay would not compensate for the increase in responsibility.

## **Experiences of leaving the English state school sector**

Among the 2022 cohort of teachers and leaders, 6% had left the English state school sector by 2023. Comparison between the 2022 and 2021 SWC data indicates the leaver rate across the whole population of teachers and leavers was 9.7%.<sup>10</sup>

The most commonly given reasons for leaving were high workload (80%) and stress and/or poor wellbeing (74%).

When asked what they were currently doing, 40% of leavers said they were still working in education in some capacity, 31% were not working at all (including 13% who had retired) and 28% were working outside of education.

Most leavers in work (outside the state school sector in England) who were working full-time in both survey years reported working at least five hours fewer in the reference week in 2023 than in 2022, when they were teaching or leading in an English state school (67%), although only 23% reported that their contracted hours were at least five hours lower in 2023 than in 2022.

Leavers' perceptions of workload control and acceptability in their new jobs were strikingly different to those who had remained in the English state education sector. For example, the majority (72%) of leavers agreed that they had sufficient control over their workload in their new jobs compared to the minority of current teachers and leaders (30%). Similarly, over two-in-three leavers (68%) agreed that they had an acceptable

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<sup>10</sup> Therefore, the 6% leaver rate of the 2022 WLTL cohort may be an underestimate as it is derived from responses to the 2023 survey, and it is possible that those who had left teaching were less likely to respond (although all were encouraged to do so).

workload in their new jobs, compared with only one-in-six (17%) of those teaching or leading in an English state school in 2023.

When asked how likely they were to return to the English state school sector, the majority (67%) indicated they were not likely to return. That said, a substantial minority (16%) said they were likely to return while 14% felt neutrally about it.

# 1. Introduction

## Background to the survey

The Working Lives of Teachers and Leaders (WLTL) is a longitudinal study anticipated to run for at least five years, up to 2026. It is intended to provide a representative picture of the experiences of teachers and leaders in state schools in England. The second wave was carried out in spring 2023. It was conducted by IFF Research and IOE UCL's Faculty of Education and Society on behalf of the Department for Education (DfE). The first wave was carried out in spring 2022.

The aim of the study is to examine issues around teacher supply, recruitment and retention in the school teaching and leadership workforce in England.<sup>11</sup> The study is intended to help DfE to design policies that better support teachers and leaders, as part of delivering on the commitments set out in the Teacher Recruitment and Retention Strategy and the Schools white paper. Specifically, the study looks at in-school factors in recruitment and retention of teachers (e.g. pupil behaviour, pay and rewards, flexible working, workload, continuing professional development (CPD)) according to an intersection of factors such as school phase, subject area taught, length of service, gender, race or ethnic group.

This report presents findings from wave 2 of the survey, which was conducted between 2 February and 11 May 2023. This was during a period of industrial action and wider cost of living pressures. The 2023/24 pay award for teachers was agreed in July 2023.

## Methodological overview

This section gives a brief summary of the survey methodology. More detail about the approach can be found in the accompanying technical report, available on the WLTL reports page on gov.uk.

48,370 teachers and leaders were invited to take part in wave 2. In part, the survey uses a longitudinal design so all 11,177 respondents to the wave 1 survey were invited, alongside 37,218 further teachers and leaders who were sampled for the first time in 2023.

The survey was split into a core survey and three shorter modules. The core survey was asked of all participating teachers and leaders, with the modules asked of a smaller subset of teachers and leaders who took part online, with these groups randomly assigned to

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<sup>11</sup> Department for Education, 'Teacher Recruitment and Retention Strategy', January 2019. Source: <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

one of the three: work life/wellbeing (asked of 2,461), continuing professional development (CPD) (asked of 2,462) and pay (asked of 2,471).

As mentioned above, fieldwork was conducted between 2 February and 11 May 2023. Of the 10,411 teachers and leaders who took part, 5,240 taught in primary schools, 4,691 in secondary schools and 480 in special schools, PRUs or in other alternative provision. In addition, 442 leavers (those who reported that they no longer worked in an English state school) completed the survey, taking the total number of responses to 10,853. The survey was mixed mode, with 7,683 completing online and the remaining 3,170 completing by telephone interview.

## Sampling

All teachers and leaders invited to take part at wave 1 were originally drawn from the 2020 School Workforce Census (SWC) or the Database of trainee teachers and providers (DTTP) for early career teachers (ECTs). The new participants for wave 2 were sampled from the 2021 SWC and the DfE's ECT data portal. The sample for wave 2 was drawn in order to include those who started their first year of teaching in 2023 (and hence would not have been included in the 2022 survey), to allow for attrition between wave 1 and wave 2 and to enable more robust reporting of key subgroups. As well as ECTs, groups that were over-sampled included:

- secondary headteachers
- Asian or Asian British and black, black British, Caribbean or African teachers and leaders
- those teaching or leading in schools with an Ofsted rating of inadequate as per the Get Information about Schools (GIAS) database

The overall response is summarised in Table 1.1 below.



**Table 1.1 Achieved survey sample and associated response rates, 2023**

Core survey	Total	Leaders	Teachers	Other/ Unknown <sup>12</sup>	Leavers <sup>13</sup>
Panel – interviews	7,019	1,163	5,242	172	442
Panel – response rate	63%	64%	61%	-	-
Wave 2 top up: SWC – interviews	1,690	474	1,174	42	-
Wave 2 top up: SWC – response rate	17%	27%	14%	-	-
Wave 2 top up: ECT – interviews	2,144	0	2,144	0	-
Wave 2 top up: ECT – response rate	9%	N/A	9%	-	-

## Weighting

To ensure findings were representative of the population of teachers and leaders in England, survey data were weighted to the SWC 2022 population data.<sup>14</sup>

Weights were calculated on the basis of gender, ethnicity and role, within school type (split by state-funded primary, secondary or special schools or PRUs or other alternative provision).

As shown in Table 1.2 and Table 1.3, the profile of the achieved sample was broadly consistent with the final weighted profile, and thus the overall population of teachers and leaders in England.<sup>15</sup> The exceptions were those groups that were purposefully oversampled, for example ECTs, to ensure sufficient base for robust analysis. As a result, ECTs were weighted downwards and classroom teachers upwards.

<sup>12</sup> It is not possible to determine a response rate for those who indicated they had an 'other' job role, or their job role was unknown from the survey as the starting sample for this group is unknown, with all sample being assigned a 'teacher' or 'leader' marker in the starting sample.

<sup>13</sup> It is not possible to determine a response rate for those that left the profession, as we cannot accurately determine the total number of leavers within the panel.

<sup>14</sup> Although the 2022 SWC data could not be used for sampling purposes, the data was available to be used for the survey weighting. This enabled the data to be weighted to the population profile of teachers during the 2022/23 academic year.

<sup>15</sup> The weighted profile matches the overall population of teachers and leaders in England.

**Table 1.2 Profile of the achieved sample by key demographic characteristics, 2023**

<b>Gender (from SWC 2022)</b>	<b>Base (n)</b>	<b>Unweighted (%)</b>	<b>Weighted (%)</b>
Male	2,573	24%	24%
Female	8,108	75%	76%
Other	172	2%	<1%
<b>Age group (from SWC 2022)</b>	<b>Base (n)</b>	<b>Unweighted (%)</b>	<b>Weighted (%)</b>
Under 35	3,999	39%	36%
35-44	2,726	27%	29%
45-54	2,525	25%	26%
55+	953	9%	10%
<b>Ethnicity (from SWC 2022)</b>	<b>Base (n)</b>	<b>Unweighted (%)</b>	<b>Weighted (%)</b>
Asian or Asian British	439	4%	5%
Black, black British, Caribbean or African	212	2%	2%
Mixed or multiple ethnic group	154	1%	1%
White	8,912	82%	81%
Other ethnic group	64	1%	1%
Unknown	1,072	10%	9%

**Table 1.3 Profile of the achieved sample by job role and phase, 2023<sup>16,17</sup>**

<b>Leader (survey)</b>	<b>Base (n)</b>	<b>Unweighted (%)</b>	<b>Weighted (%)</b>
Executive headteachers	66	1%	<1%
Headteachers	611	6%	4%
Deputy headteachers	415	4%	4%
Assistant headteachers	545	5%	6%
<b>Teacher (survey)</b>	<b>Base (n)</b>	<b>Unweighted (%)</b>	<b>Weighted (%)</b>
Leading practitioners	292	3%	1%
Classroom teachers	5,946	57%	71%
Early career teachers (ECTs)	2,240	22%	10%
Unqualified teachers	79	1%	2%
Other/prefer not to say	217	2%	3%
<b>Phase (survey)</b>	<b>Base (n)</b>	<b>Unweighted (%)</b>	<b>Weighted (%)</b>
Primary	5,240	50%	49%
Secondary	4,691	45%	45%
Special/PRUs/AP	480	5%	6%
<b>Headship by phase (survey)</b>	<b>Base (n)</b>	<b>Unweighted (%)</b>	<b>Weighted (%)</b>
Primary heads	370	55%	76%
Secondary heads	260	38%	17%
Special/PRUs/AP	47	7%	7%

## Longitudinal weighting

As this is the second year of the WLTL survey, it was possible to conduct longitudinal analysis of those that took part in both years. For this analysis, two longitudinal weights were created; one for the data collected in response to the core survey questions and

<sup>16</sup> Note that this table does not include leavers, i.e. those that left English state school teaching/leading between the first and second year of the survey.

<sup>17</sup> Throughout the report, where questions are routed by job role (survey question B1 - 'which of the following best describes your current job role'), base sizes do not always align with the figures in this table. This is because respondents had the opportunity to give an 'other' response at B1 in the survey and to specify their job role in their own words. After the close of fieldwork, during data reduction, these responses were then coded either to the existing list of job roles at B1 or kept in an 'other' category. Because this could not be done live during the completion of the survey, if they were coded to an existing job role at B1 during the data reduction stage they would not have been routed to questions that correspond to that job role in the survey.

one for the data collected in the modules. This was to ensure that the weighted longitudinal data was representative of the population at wave 1 (2022).<sup>18</sup>

Weights were calculated using logistic regression models which drew upon a range of variables, both from survey responses and the sample. The longitudinal weights are applied to all longitudinal analysis and analysis of those who had left English state school teaching or leadership between the 2022 and 2023 surveys throughout the report.

## About this report

Findings are reported at the overall level (i.e., all teachers and/or leaders asked each question), before exploring key school-level and professional or demographic subgroup differences.

Throughout, comparisons are made to the wave 1 survey, which is referenced as the 2022 survey. Wave 2 is referenced as the 2023 survey.

The report comments on subgroup trends within the 2023 survey, referencing where these are similar or different to trends observed in the 2022 survey. Where there have been considerable changes at an overall level between 2022 and 2023, differences in particular subgroups between waves are explored, highlighting where said difference is coming from. This applies to findings relating to: pupil behaviour; pay satisfaction; job and career satisfaction, and; future plans (including intentions to leave).

The term ‘teachers and leaders’ is used throughout to denote figures which are based on all 2023 participants still working in an English state school (10,411). Where figures are based on fewer respondents, this will be made clear by the language used (e.g., ‘secondary teachers’ or ‘headteachers and executive headteachers’). See also the ‘Definitions’ subsection at the start of this report.

We use the term early career teachers or ECTs throughout this report to mean teachers who are in the first two years of their teaching career after qualifying who are participating in the Early Career Framework (ECF). This term applies to those who started their induction in September 2021 onwards when the DfE rolled out changes to the statutory induction for teachers. See the full definition of ECTs in the ‘Definitions’ subsection.

In the survey, 127 teachers and leaders indicated they worked across both primary and secondary phases (i.e. an all through school). For the purposes of analysis in this report, these are coded as secondary.

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<sup>18</sup> Further detail on regression analysis undertaken for the longitudinal weighting can be found in the accompanying technical report.

Free school meal (FSM) entitlement is used as a proxy for deprivation levels in schools. Quintile 1, referred to as the lowest proportion throughout the report, represents the schools with the lowest proportion of pupils entitled to FSM and thus those with the least disadvantaged/deprived pupil population. Quintile 5 therefore represents schools with the highest proportion of pupils entitled to FSM. See the 'Definitions' subsection at the start of the report for more details.

We use the terms male and female when discussing sub-group differences by gender. This analysis is conducted using data appended to survey results from the School Workforce Census 2022 where gender is recorded using these terms.

Findings from other relevant surveys are occasionally referenced (for example, the DfE's Teacher workload survey (TWS)). Nevertheless, direct comparisons should be treated with caution due to differences in survey methodology.

Where the proportion of respondents who gave a positive or negative response on a five-point Likert scale (such as a strongly agree to strongly disagree scale or a very good to very poor scale) are reported on, as standard the two positive or two negative points on the scale are aggregated. For example, where the report references the proportion agreeing with a statement, this will be the combined proportion reporting strongly agree and agree. Where each individual option is referenced, this is made clear in the text.

## **Statistical confidence**

Data presented in this report are from a sample of teachers and leaders rather than the total population. Although the sample has been weighted to be nationally representative, the data is still subject to sampling error. The extent of sampling error depends on the sampling approach (the closer it is to a random sample the less the sampling error), the sample size (the larger the sample the lower the likely sampling error) and the survey result (the closer to 50% the less confident statistically we can be in the finding).

The sample of 10,411 teachers and leaders currently working in an English state school means that, statistically, we can be 95% confident that the 'true' value of a survey finding of 50% lies within a +/- 1.0% range (i.e., 48.9% - 51.1%). Results based on a sub-set of teachers and leaders interviewed are subject to a wider margin of error (see the accompanying technical report for these margins).

Differences between subgroups are only referenced where statistically significant at the 95% confidence level. Unless explicitly noted otherwise, this is also the case for comparisons between 2023 and 2022. Where there have been considerable statistically significant changes (typically by at least 5pp) at an overall level between 2022 and 2023, differences in particular subgroups between waves are also reported. This is to explore which particular groups' views and experiences have changed more than others between

survey waves. Figures based on fewer than 50 responses are not reported as standard. If any such figures are reported, this will be explicitly stated, and any conclusions drawn from these figures should be treated with caution. Throughout the report, where there is a statistically significant difference, sometimes the scale of this difference will be indicated (e.g. 'a small increase'). Where a difference between figures is not statistically significant this is described as 'consistent', even where the percentages or mean averages being compared are not the same.

In some places, the report shows the change in individual panellists' views over time (e.g. the proportion who have given a more positive response in 2023 than in 2022). This data is not subject to significance testing in the same way because there is no sampling error consideration – the results show findings for the whole population i.e. all those participating in the survey in both years of the survey.

Throughout the figures and tables in this report, statistical significance is indicated by an asterisk to the right of a number or proportion and the comparison population is detailed in the source information beneath the figure or table. In these cases, the group of interest has been tested against 'overall', which refers to the rest of the respondents to that particular question, excluding the group of interest. Where percentages are reported, 'overall' refers to all respondents to that particular question.

Where the report comments on a percentage point (pp) difference between 2022 and 2023, the figure presented is the difference between the rounded figures for each wave. For example, if the rounded 2022 figure was 78% and the rounded 2023 figure was 88%, the pp difference will be presented as +10pp. The significance testing, however, is done on the unrounded figures.

## 2. Teacher and leader characteristics

This chapter looks at the population of teachers and leaders in England, before exploring survey findings on roles and responsibilities, qualifications and school tenure.

### Teacher and leader population in England

There were 507,038 teachers and leaders working in English state schools in 2022.<sup>19</sup> An even proportion of teachers worked in primary schools and secondary schools (41% of the total population each), while a larger proportion of leaders worked in primary schools than secondary schools (8% of the total population vs. 5%, respectively) as there are a greater number of primary schools (16,741 primary and 3,400 secondary according to School Workforce Census 2021 data) (Table 2.1).<sup>20</sup> Teachers and leaders in special schools or PRUs or other alternative provision made up 6% of the total population (1% leaders and 5% teachers).

**Table 2.1 Teacher and leader population in England, split by phase, 2023**

Phase	Leaders	Teachers	All
<b>Primary</b>	41,157	206,460	247,617
	8%	41%	49%
<b>Secondary</b>	24,585	205,691	230,276
	5%	41%	45%
<b>Special/PRUs/AP</b>	5,104	24,042	29,145
	1%	5%	6%
<b>All</b>	70,846	436,193	507,038
	14%	86%	100%

Source: School Workforce Census, reporting year 2022, DfE.

### Leadership roles and additional responsibilities

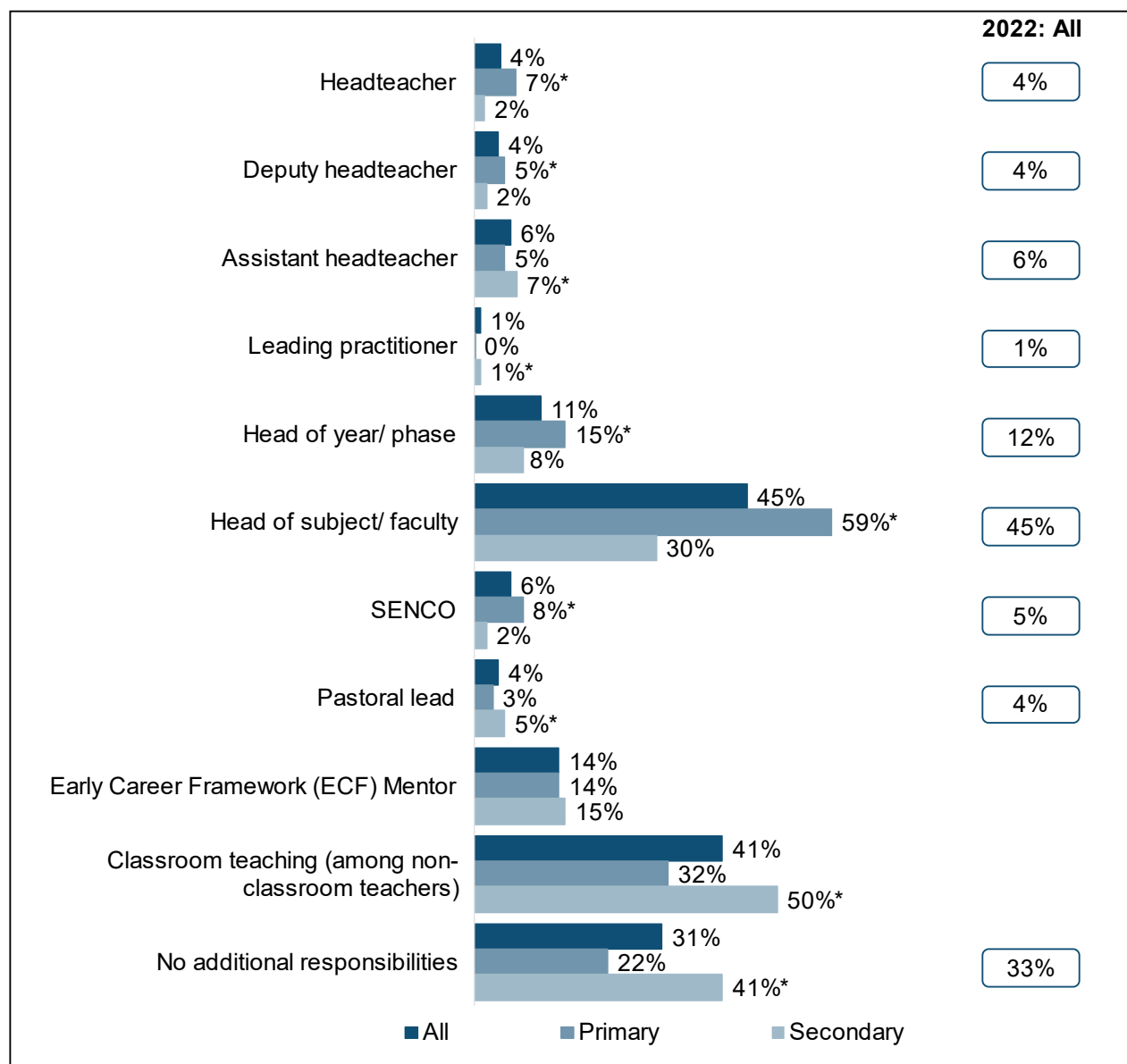
In the 2023 survey, the distribution of leadership roles and additional responsibilities amongst teachers and leaders was consistent with the 2022 survey, as shown in Figure 2.1 below. The most common additional responsibility held continued to be head of subject or faculty (45%), driven by the high proportion of those in primary schools who indicated they held this responsibility (59% vs. 30% in secondary schools).

<sup>19</sup> The 507,038 refers to the 'headcount' figure, not the 'full-time equivalent (FTE)' figure. Data is from the 2022 SWC, available at: [School workforce in England, Reporting year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

<sup>20</sup> The figure for the number of secondary schools includes 157 'all through' schools.

Classroom teaching was also common amongst those whose primary role was not a classroom teacher (e.g. middle or senior leaders), with four-in-ten (41%) having teaching responsibilities. This was more common in secondary schools than in primary schools (50% vs. 32%). As shown in Figure 2.1 below, three-in-ten (31%) had no additional responsibilities.

**Figure 2.1 Roles and additional responsibilities, 2022-2023**



Source: Working lives of teachers and leaders survey. B1. Which of the following best describes your current job role? Single response. B2. Middle leadership responsibilities aside, which of the following best describes your current job role? Single response. B3. More specifically, do you have any of the following responsibilities...? Single response. All teachers and leaders (wave 1, 2022, n=11,177), (wave 2, 2023, n=10,411), primary (wave 2, 2023, n=5,240), secondary (wave 2, 2023, n=4,691) NB: The response codes shown combine answers given at B1, B2 and B3 so responses add to >100%. \*Indicates a significant difference between primary and secondary.



Looking at leadership roles and additional responsibilities by professional and individual characteristics, those in a leadership role (headteachers, deputy headteachers and assistant headteachers) were more likely to be male (18% were leaders vs. 13% of females) and of a white ethnicity (15% vs. 9% of those from ethnic minority groups, excluding white minorities).

Black, black British, Caribbean or African and Asian or Asian British teachers and leaders were less likely to hold an additional responsibility than their white counterparts. For example, around two-in-five black, black British, Caribbean or African (40%) and Asian or Asian British (39%) teachers and leaders had no additional responsibilities (vs. 30% of white teachers and leaders).

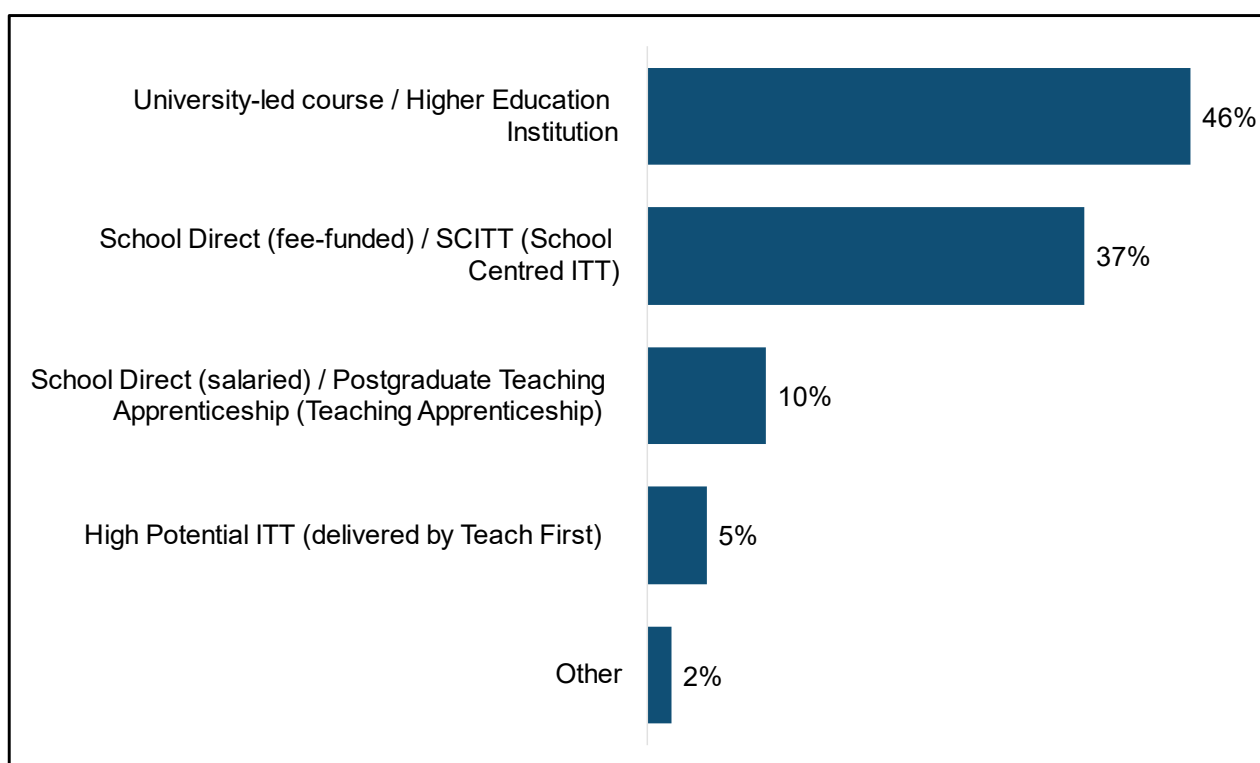
Those working part-time were also less likely to work in a leadership role (6% of those working part-time reported working in a leadership role vs. 16% of full-time teachers and leaders) and less likely to have additional responsibilities compared to those working full-time (35% vs. 30%, respectively).

## **Teacher qualifications**

### **Routes into the profession**

In 2023, it was most common for early career teachers (ECTs) to have completed their teacher training and entered the teaching profession through a higher education qualification (46%) or a School Direct (fee-funded) or School Centred Initial Teacher Training Qualification (37%) (Figure 2.2). A minority (17%) achieved their teacher training qualification via a different route.

**Figure 2.2 Early career teachers' (ECTs) teacher training qualification routes, 2023<sup>21,22</sup>**



Source: Working lives of teachers and leaders survey. G1A. Through which of the following routes did you complete your teacher training qualification? Single response. All early career teachers (wave 2, 2023, n=2,243).

While there were no differences in the proportions using these two main qualification routes by phase, those in secondary schools were more likely to have entered through the High Potential ITT route (8% vs. 3% in primary), while those in special schools, PRUs or other alternative provision were more likely to have qualified through the School Direct (salaried) or Postgraduate Teaching Apprenticeships route (22% special schools, PRUs or other alternative provision vs. 12% primary and 8% secondary). ECTs working in academies were also more likely to have qualified through the High Potential ITT route than those in local authority-maintained schools (6% vs. 2%).

Those teaching in schools with the lowest proportion of pupils receiving free school meals (quintile 1) were more likely to have completed the School Direct (fee-funded) or SCITT (School Centred ITT) route compared to those teaching in other schools (46% vs. 37% on average and 31% in schools with the highest FSM proportion (quintile 5). Those

<sup>21</sup> This question was added to the survey for 2023 so no comparable data from 2022 is available.

<sup>22</sup> The codes for this question appeared incorrectly in the questionnaire script. The 'School Direct (salaried) / Post Graduate Teaching Apprenticeship (Teaching Apprenticeship)' code appeared as two separate codes – 'School Direct (salaried) / Postgraduate' and 'Apprenticeship (Teaching Apprenticeship)'. These codes have been combined for analysis. In addition the 'High Potential ITT (delivered by Teach First)' code appeared as 'High Performance ITT (delivered by Teach First)' but this has been relabelled in the chart.

teaching in schools with the highest proportion (quintile 5) were more likely to have completed the High Potential ITT route (11% vs. 5% on average).

There were further differences by individual characteristics. ECTs under the age of 35 were more likely to have qualified through a university-led course or through a higher education institution (50% vs. 33% of those aged 35 or over) while those aged 35 or over were more likely to have qualified through the School Direct (fee-funded) or SCITT (School Centred ITT) route (48% vs. 34% of those under 35). By ethnicity, white teachers and leaders were more likely to have entered through the School Direct (fee-funded) or SCITT (School Centred ITT) route (38%) compared to those who were black, black British, Caribbean or African (18%) or Asian or Asian British (27%).

## **Qualifications among secondary subject teachers**

As shown in Table 2.2, of those with teaching responsibilities at secondary level, just under nine-in-ten (89%) reported having a degree level qualification in their main subject taught, with 49% reporting both an ITT and another degree level qualification in that subject, 29% only a degree level qualification that was not at ITT in that subject, and 11% only an ITT in that subject. A small minority (7%) reported their highest qualification in their main subject was below degree level while a smaller proportion (5%) reported that they had no official qualification in the main subject that they taught.

The subject where the highest proportion of secondary teachers and leaders with teaching responsibilities had a degree level qualification in their main subject taught was history (including ancient history, classical civilisations and archaeology) where 98% held this level of qualification. At the other end of the spectrum, the subjects that had the highest proportion teaching them as a main subject with no qualification were PSHE (34%) and food preparation and nutrition (17%).

**Table 2.2 Level of qualification in main subject taught (secondary), 2023<sup>23</sup>**

	Base (n)	SUMMARY: Any degree level qualification, including ITT (e.g. PhD, Masters, Undergraduate, PGCE)	ITT only (e.g. PGCE)	Any degree level qualification—other than ITT	Both ITT (e.g. PGCE) and any other degree level qualification (e.g. PhD, Masters, Undergraduate)	Below degree level qualification	No qualification (in main subject taught)
<b>All</b>	<b>4,280</b>	<b>89%</b>	<b>11%</b>	<b>29%</b>	<b>49%</b>	<b>7%</b>	<b>5%</b>
History (including ancient history, classical civilisation and archaeology)	302	98%*	6%*	32%	60%*	2%	<0.5%
Music (including music technology)	93	96%*	2%*	25%	70%*	3%	0%*
Science: biology	156	96%*	4%*	36%	57%	2%*	1%
Science: chemistry	167	96%*	5%*	34%	57%*	4%	0%*
Modern foreign languages: French	144	96%*	16%	22%	57%	2%*	2%
Art and design (including photography)	166	96%*	7%	35%	54%	5%	0%*
Geography (including environmental science and geology)	246	94%*	9%	26%	59%*	3%*	2%
Sciences: combined	322	93%*	6%*	29%	59%*	4%	3%
Modern foreign languages: Spanish	107	93%	12%	24%	56%	3%	4%
Design and technology (including electronics)	124	91%	13%	34%	45%	3%	6%
Physical education	196	91%	12%	27%	52%	4%	5%
English (including English language, and literature)	588	90%	11%	30%	49%	8%	1%*

<sup>23</sup> The data here is not comparable to 2022, due a different approach taken with subject groupings.

Business studies	79	90%	6%	52%*	32%*	5%	6%
Drama and theatre	80	86%	6%	26%	55%	5%	8%
Science: physics	149	86%	10%	25%	51%	9%	5%
Maths (including statistics and further maths)	708	86%*	19%*	24%*	43%*	11%*	3%*
Computer science / computing	161	85%	13%	29%	43%	6%	9%*
Religious education and/or philosophy	136	83%*	19%*	13%*	51%	7%	11%
Food preparation and nutrition	59	65%*	21%*	23%	21%*	18%*	17%*
Personal, social, health & economic (PSHE) education (including sex and relationship education)	52	56%*	11%	30%	15%*	10%	34%*

Source: Working lives of teachers and leaders survey. C3. What subject(s) do you teach at your current school?<sup>24</sup> Multiple response. C4. What specific qualification(s), if any, do you have in this/these subjects? Single response. Secondary staff with teaching responsibilities excluding those who do not have a main subject or their main subject is other/unknown (wave 2, 2023, n=4,280). Subjects with a base size<50 are not included in this table. \*Indicates significant difference compared to overall.

<sup>24</sup> Question wording changed between the 2022 and 2023 surveys to include the following instruction: 'Please include all subjects you have taught over the last year, even if you were providing temporary cover or it wasn't your main subject(s).'

## School tenure

Over half (56%) of teachers and leaders had been working in their current school for more than 5 years (Table 2.3).<sup>25</sup> Leaders were more likely than teachers to have been in their current school for more than ten years (45% vs. 24%) while teachers were more likely to have been in their current school for up to three years (29% vs. 11% of leaders).

**Table 2.3 Tenure at current school, 2023**

	All	Leaders	Teachers
Up to one year	9%	4%	10%*
More than one year, up to two	6%	2%	7%*
More than two years, up to three	11%	5%	12%*
More than three years, up to five	18%	14%	19%*
More than five years, up to ten	29%	30%	28%
More than ten years	27%	45%*	24%
Don't know / prefer not to say	<1%	0%	<1%

Source: Working lives of teachers and leaders survey. A3. How long have you been working at your school? Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference between teachers and leaders.

In terms of school-based factors, those in secondary schools were more likely than those in primary schools to have worked there for three years or fewer (29% vs. 24%). On the other hand, a tenure of more than ten years was more likely amongst those in schools with the lowest proportion of pupils in receipt of free school meals (FSM) (32% vs. 27% on average) and those in local authority-maintained schools (29% vs. 27% in academies).

In terms of demographic characteristics, teachers and leaders of a white ethnicity were more likely to have worked in the school for at least ten years than those from ethnic minority groups (excluding white minorities) (29% vs. 20%).

<sup>25</sup> Due to a change in question wording between the 2022 and 2023 surveys, data between waves is not comparable and therefore not presented here.

### 3. Career history and returning to the English state school sector

This chapter covers experiences prior to teaching and leading in the English state school sector, the experiences of those who had returned to teaching or leadership in English state schools and the routes ECTs had taken into the profession.

#### Experiences outside of teaching and leading

The majority of teachers and leaders had not previously pursued another career outside of English state school teaching or leadership (63%).<sup>26</sup> A third (31%) had worked outside of teaching altogether and 9% had worked in a different kind of school (including schools outside of England or an independent or private school).

Teachers and leaders working in primary schools were least likely to have pursued a career outside of English state school teaching or leadership (68% had not) compared with those working in secondary schools (58% had not) or in special schools, PRUs or other alternative provision (60% had not). In terms of school type, teachers and leaders working in local authority-maintained schools were less likely to have pursued a career outside of English state school teaching or leadership than those in academies (65% vs. 62%).

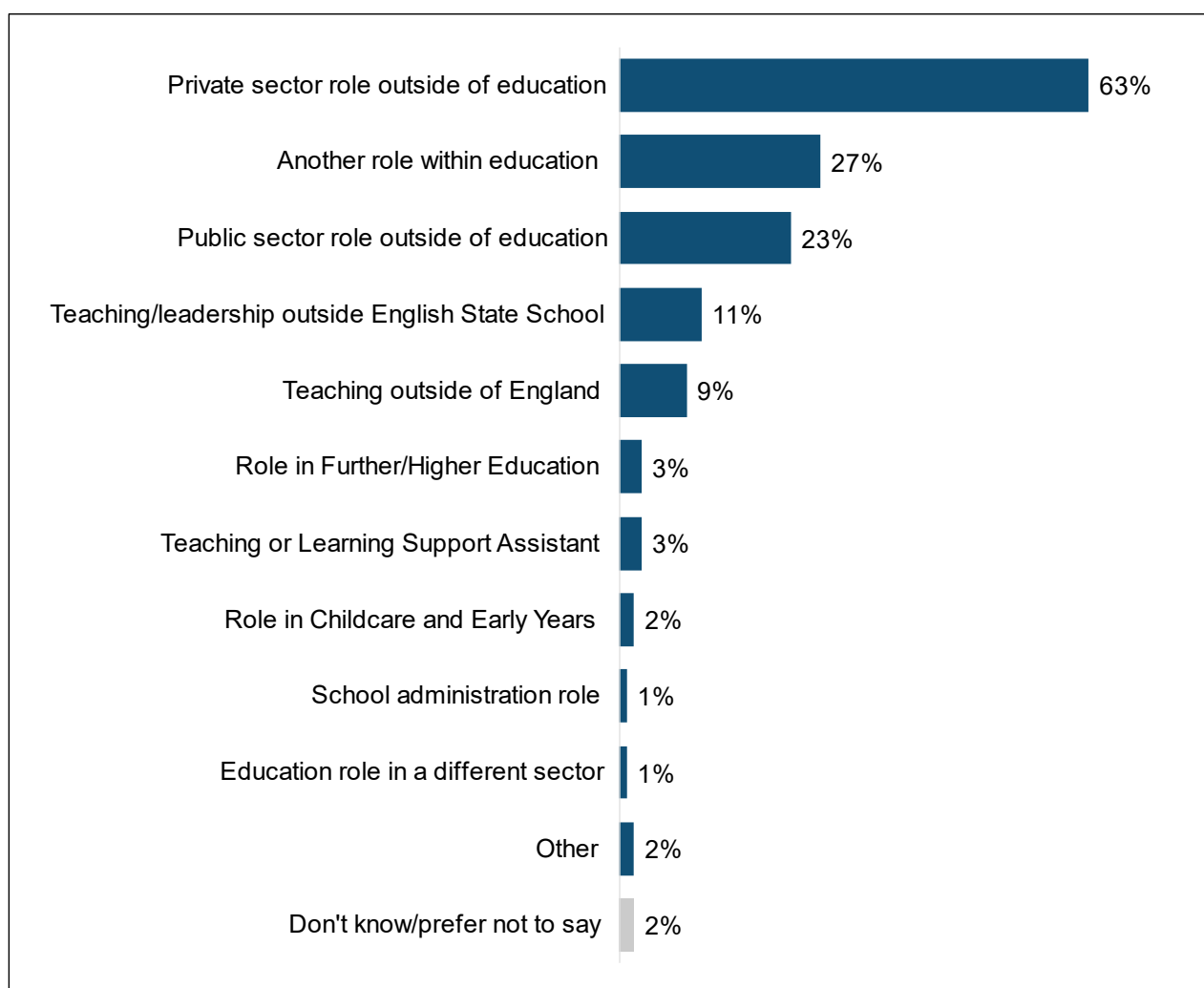
In terms of seniority and job role, leaders were less likely to have pursued another career outside of English state school teaching (70% had not) compared to teachers (61% had not). That said, those currently working as headteachers or deputy or assistant headteachers were more likely to have pursued another career outside of English state schools compared to classroom teachers who were not ECTs (69% and 71%, vs. 64%, respectively), ECTs (48%) and unqualified teachers (48%).

Of those who had previously pursued a career outside of English state school teaching or leadership, the majority had worked in a private sector role outside of education entirely (63%) (Figure 3.1). Other commonly mentioned roles included working in another role within education (27%) or a public sector role outside of education entirely (23%).

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<sup>26</sup> By 'career', we mean any occupation that you worked in for a significant period of time and which you did not consider as a casual or temporary role.

**Figure 3.1 Types of roles teachers and leaders previously held when pursuing a career outside of English state school teaching or leadership, 2023**



Source: Working lives of teachers and leaders survey. L2NEW. In what type of role did you previously work when pursuing your career outside of English state school teaching or leadership? Multiple response. All who had pursued another career outside of teaching or leading in English state schools (wave 2, 2023, n=3,888).

Previous roles held by teachers and leaders when pursuing a career outside of English state school teaching or leadership differed according to phase. Teachers and leaders working in secondary schools (66%) were more likely to have worked in a private sector role outside of education compared to teachers and leaders in primary schools (61%) and those in special schools, PRUs or other alternative provision (54%). In contrast, teachers and leaders currently working in primary schools were more likely to have worked as a teaching or learning support assistant (4% vs. 3% on average) or have had a role in childcare and early years (4% vs. 2% on average).

There were limited differences in the roles previously worked when comparing those currently working as teachers and those currently working as leaders.



## Returning to an English state school

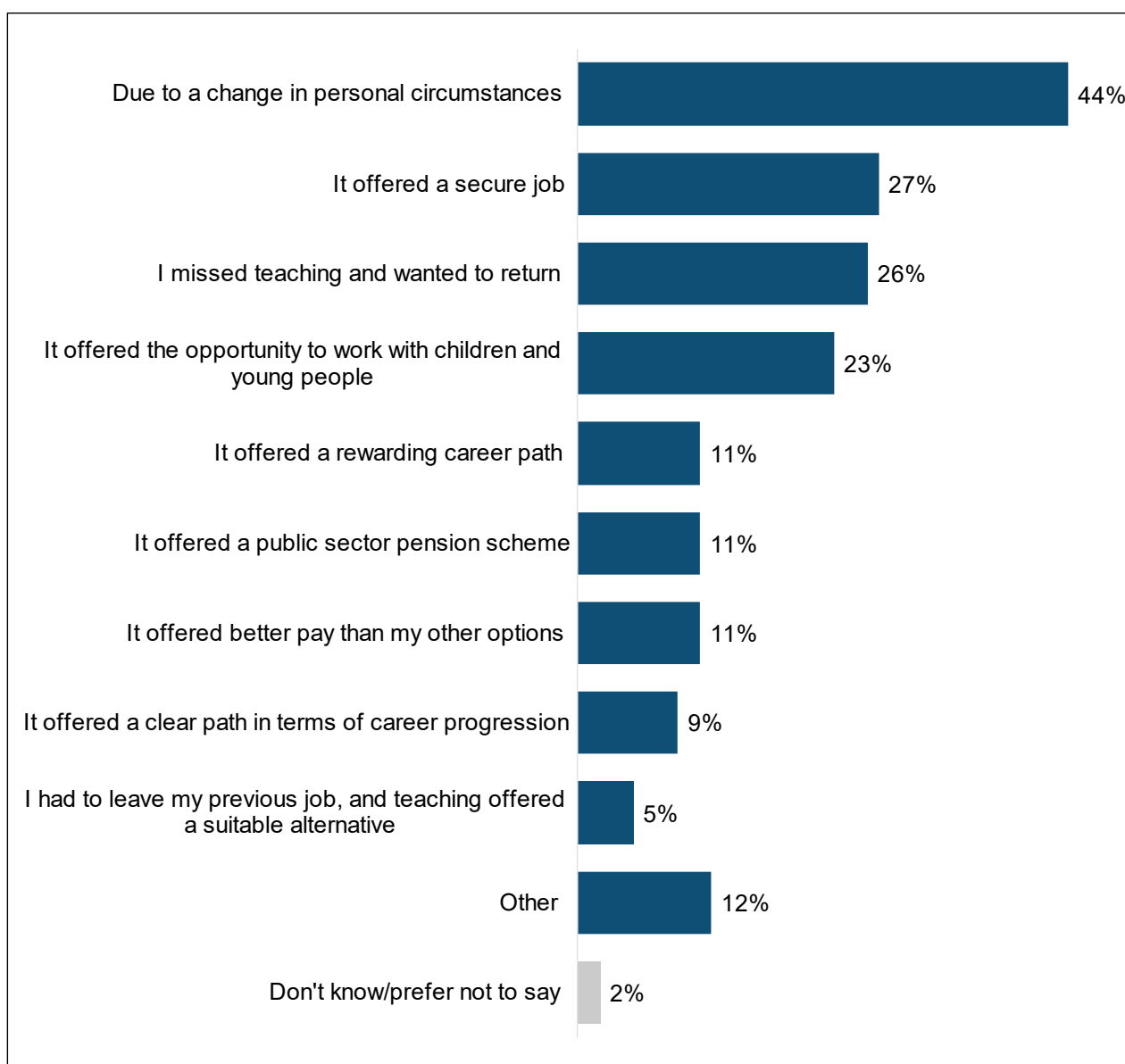
Returners refer to those who had had worked as a teacher or leader in an English state school prior to pursuing another career to then subsequently return to the state sector later on.

Of those who had previously pursued a career outside of English state school teaching or leadership, only a minority (12%) were returners. Leaders were more likely than teachers to be returners (16% vs. 11%), with headteachers the most likely (20%) across all job roles. Furthermore, teachers and leaders who worked part-time were more likely to be returners compared to those who worked full-time (17% vs. 11%). As is to be expected, returners were more likely to be of an older age and to have been qualified for a longer period of time. For example, those aged 45 or over and those qualified for at least a decade were more likely than others to be returners (16% and 21%, respectively vs. 12% overall).

Of those respondents who reported being returners in the 2023 survey, 2% had returned during the 2022/2023 academic year, 2% had returned in the 2021/2022 academic year and 71% had returned prior to 2021 (the year of return was unknown for 25% of returners).

Most commonly, teachers and leaders cited personal circumstances as a reason for returning to the English state school sector (mentioned by 44% of returners) (Figure 3.2). Other common reasons included it offering a secure job (27%), having missed teaching (26%) and it offering an opportunity to work with children and young people (23%).

**Figure 3.2 Teachers and leaders' reasons for returning to teaching in the English state sector, 2023<sup>27</sup>**



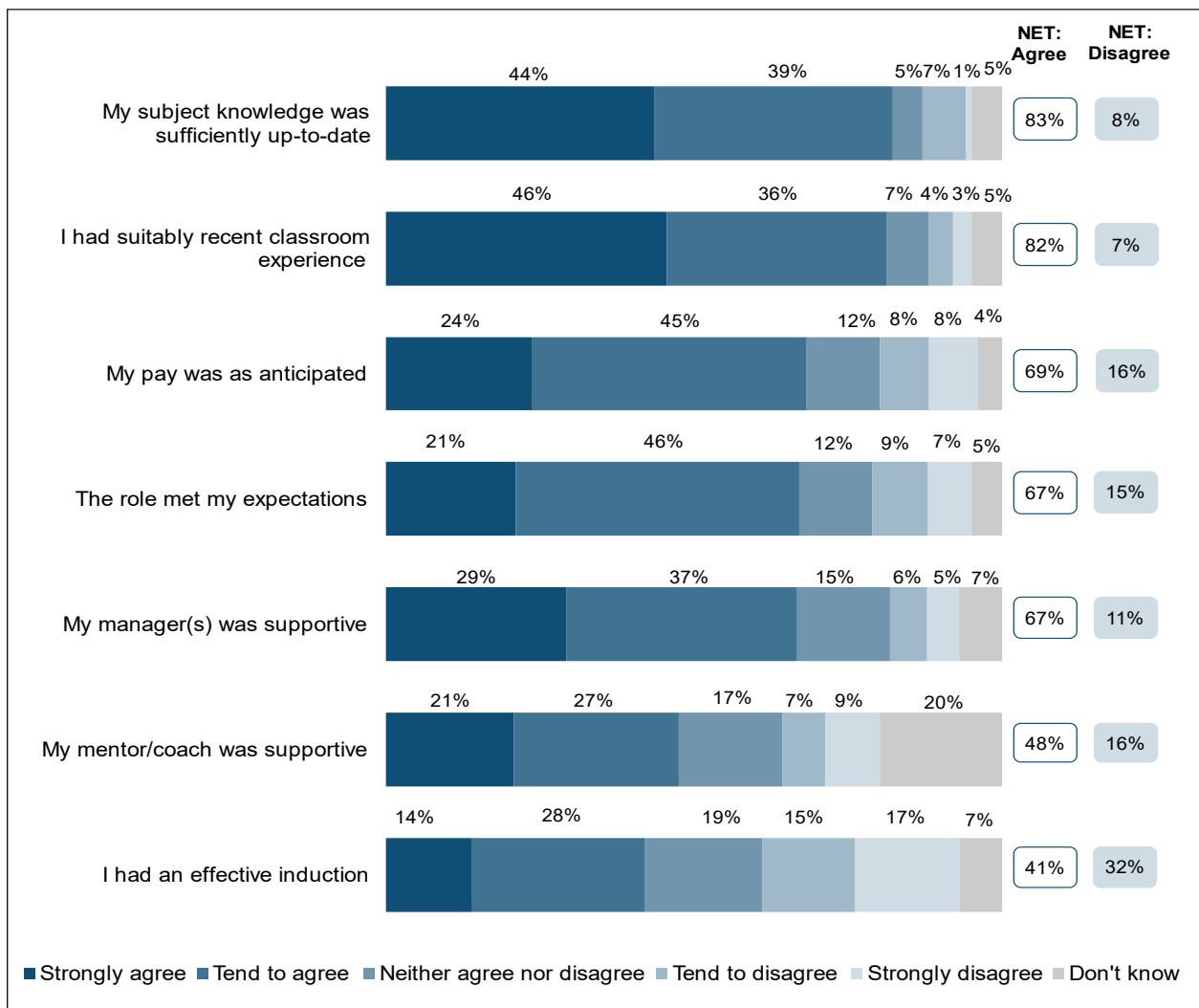
Source: Working lives of teachers and leaders survey. L6. Why did you decide to return to teaching in the or school leadership in the state sector? Multiple response. All who had pursued another career outside of teaching/leading before returning to the state sector (wave 2, 2023, n=405).

The reasons why teachers and leaders returned to the English state school sector differed depending on their current role. For example, teachers were more likely to report that they had returned because it offered a secure job (29% vs. 27% overall) and a public sector pension scheme (13% vs. 11% overall). In contrast, leaders were more likely to return because they thought teaching in the state sector offered a clear path in terms of career progression (19% vs. 9% overall).

<sup>27</sup> Please note the option 'It offered a rewarding career path' was added as new option for the 2023 survey.

There were also differences by personal characteristics, with older teachers and leaders more likely to return because of the public sector pension (23% aged 55 and over compared with 9% aged under 55). In terms of gender, females were more likely to return due to a change in their personal circumstances (50% vs. 31% of males), while males were more likely to return because teaching in the state sector offered a secure job (41% vs. 22% of females) and because it offered a clear path in terms of career progression (15% vs. 7% of females). On starting back in the role, a majority of returners (83%) agreed that their subject knowledge was sufficiently up to date and that they had suitably recent classroom experience (82%) (Figure 3.3). Smaller proportions agreed that they had an effective induction (41%) or that their mentor or coach had been supportive (48%).

**Figure 3.3 Teachers and leaders' views on returning to the English state school sector, 2023**



Source: Working lives of teachers and leaders survey. L7. To what extent do you agree with the following statements about your return to teaching in the state sector? Single response. All who had pursued another career outside of teaching/leading before returning to the state sector (wave 2, 2023, n=405).

Views of those who had returned to the English state school sector were fairly consistent across phase and school-type. The main exception by phase was the fact that those returning into secondary schools were more likely to agree that their subject knowledge was up-to-date than those working in primary schools (86% vs. 78%). In terms of school-type, the main difference was those returning into academies being more likely to agree that their subject knowledge was up-to-date compared to those returning to local authority-maintained schools (86% vs. 78%).

The main differences by school-based factors were observed by Ofsted rating and FSM percentage. Returners working in outstanding schools were more likely than average to strongly agree with the following:

- that they had an effective induction (23% vs. 14%)
- that their mentor or coach was supportive (38% vs. 21%)
- that their manager was supportive (46% vs. 29%)
- that the role met their expectation (35% vs. 21%)
- that they had suitable classroom experience (60% vs. 46%)

Furthermore, returners working in schools with the lowest proportion of pupils receiving FSM (quintile 1) were more likely to agree that their pay was as anticipated compared with those working in schools with the highest proportion of pupils receiving FSM (76% vs. 58% in quintile 5) and more likely than average to agree that their subject knowledge was up-to-date (90% vs. 83% on average).

Leaders were considerably more positive about their return to the English state school sector than teachers. As shown in Table 3.1 below, they were more likely to agree with all statements except that they had suitably recent classroom experience, where agreement was consistent for teachers and leaders. The largest differences in views were in terms of the role meeting expectations (87% vs. 63% of teachers agreed that it did), manager(s) being supportive (85% vs. 63%), and mentors or coaches being supportive (67% vs. 45%).

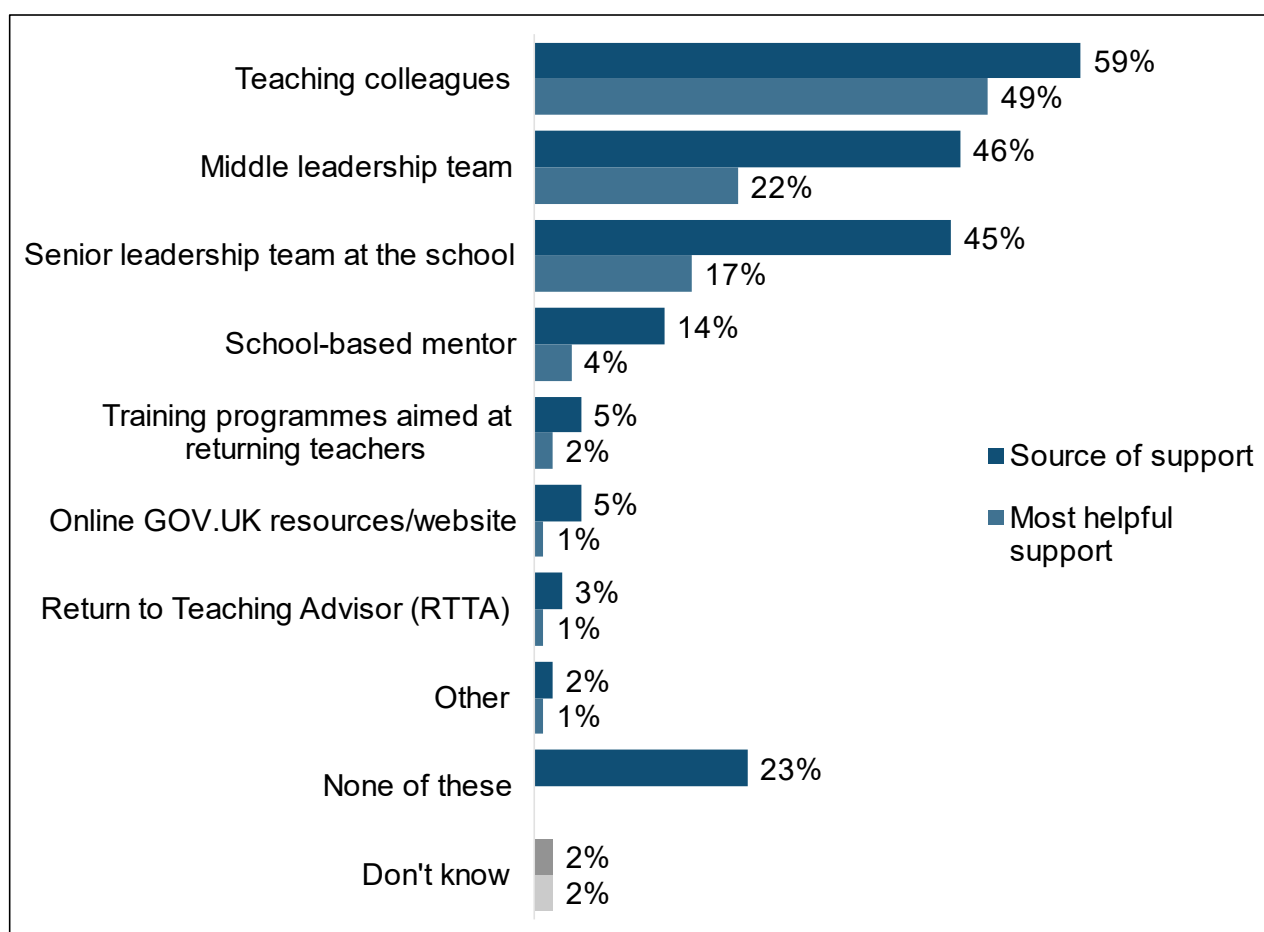
**Table 3.1 Agreement with statements about returning to teaching in the English state sector, split by teachers and leaders, 2023**

	All	Leader	Teacher
I had an effective induction	41%	58%*	38%
My mentor/coach was supportive	48%	67%*	45%
My manager(s) was supportive	67%	85%*	63%
The role met my expectations	67%	87%*	63%
My subject knowledge was sufficiently up-to-date	83%	94%*	80%
I had suitably recent classroom experience	82%	85%	81%
My pay was as anticipated	69%	85%*	65%

Source: Working lives of teachers and leaders survey. L7. To what extent do you agree with the following statements about your return to teaching in the state sector? Single response. All who had pursued another career outside of teaching/leading before returning to the state sector (wave 2, 2023, n=405), leaders (wave 2, 2023, n=75), teachers (wave 2, 2023, n=317). \*Indicates a significant difference between teachers and leaders.

As shown in Figure 3.4, returners were most likely to have received support from teaching colleagues (59%), followed by the middle leadership team (46%) and the senior leadership team in the school (45%). Overall, returners who reported that the support they received was helpful reported that support from teaching colleagues had been the most helpful (49%). Only 5% received support from a dedicated training programme aimed at returning teachers. Almost one quarter of returners (23%) reported that they had not received any support on their return.

**Figure 3.4 Support received by teachers and leaders on their return to teaching, 2023**



Source: Working lives of teachers and leaders survey. L8. On your return to teaching, which of the following did you get support from? Multiple response. L8a. And which of these was the most helpful to you? Single response. All who pursued another career outside of teaching/leading before returning to the state sector (wave 2, 2023, n=405). Please note: Figures <1% are not included in the chart. Figures for 'most helpful support' have been rebased to remove 'none of these'.

Returners received different types of support depending on whether they were in primary or secondary schools. For example, returners in secondary schools were more likely than primary school returners to receive support from middle leadership (52% vs. 38% in primary) and school-based mentors (17% vs. 9%). Primary returners, on the other hand, were more likely to receive support from senior leadership (55% vs. 37%).

Other school-based differences included returners in local authority-maintained schools being more likely to receive support from training programmes aimed at returning teachers (9% vs. 3% of academies). Also, those in schools with the highest proportion of pupils receiving free school meals (quintile 5) were more likely to receive support from a school-based mentor (24% vs. 11% of schools in quintiles 1-4).

Considering teachers and leaders separately, leaders were more likely to receive support from the senior leadership team in the school (71% vs. 40% of teachers) and to report that this was the most helpful source of support they received (30% vs. 10% of teachers). Teachers were less likely to receive support from teaching colleagues (57% vs. 70% of leaders).

## 4. Teacher and leader workload

This chapter covers teacher and leader workload in terms of hours worked, time spent outside of the classroom on specific tasks, and satisfaction with workload. All references to hours worked per week in this chapter refer to term-time weeks only.

### Hours worked

As in 2022, leaders continued to report working more hours in the week prior to being surveyed, on average, than teachers in 2023 (57.4 vs. 49.4). In 2023, however, teachers reported working slightly longer average hours in this week compared with teachers in 2022, while working hours remained consistent for leaders.<sup>28</sup> Specifically:

- the number of working hours reported by teachers increased from 48.7 to 49.4, driven by an increase in hours for those who reported working full-time (from 51.9 in 2022 to 52.4 in 2023). Hours reported by part-time teachers remained consistent (38.0 in 2023 and 37.3 in 2022).
- leaders' reported working hours were 57.4 hours (consistent with the 56.8 seen in 2022), with those working full-time reportedly working 58.2 hours (consistent with the 57.5 seen in 2022) and those working part-time reportedly working 48.7 hours (consistent with the 48.8 in 2022).

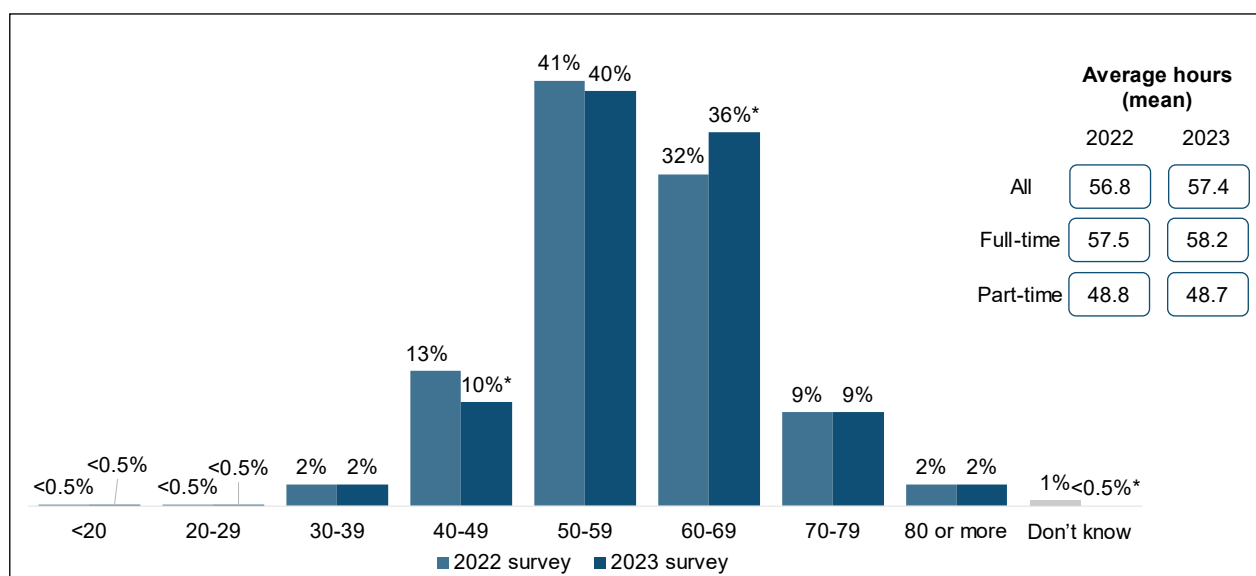
The distribution of working hours for teachers and leaders was broadly consistent with 2022, and overall both teachers and leaders were most likely to have reported working 50-59 hours per week (36% and 40% respectively) (Figure 4.1 and Figure 4.2). However, the proportion of both teachers and leaders who reported working 60-69 hours in the reference week had increased: around one-in-six teachers (17% vs. 15% in 2022) reported a 60-69 hour week, with 22% reportedly working 60 or more hours (vs. 19% in 2022). Over one-in-three leaders reported working 60-69 hours (36% vs. 32% in 2022), and 47% reported working at least 60 hours (vs. 43% in 2022).

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<sup>28</sup> The mean difference in working hours for teachers between 2022 and 2023 is 0.7 hours, which is statistically significant. The mean difference in working hours for leaders between 2022 and 2023 is 0.6 hours and is described as consistent across years because the difference is not statistically significant. The reason for a similar difference between teachers and leaders not being significantly different is because the base size for teachers is far larger than the base size for leaders.

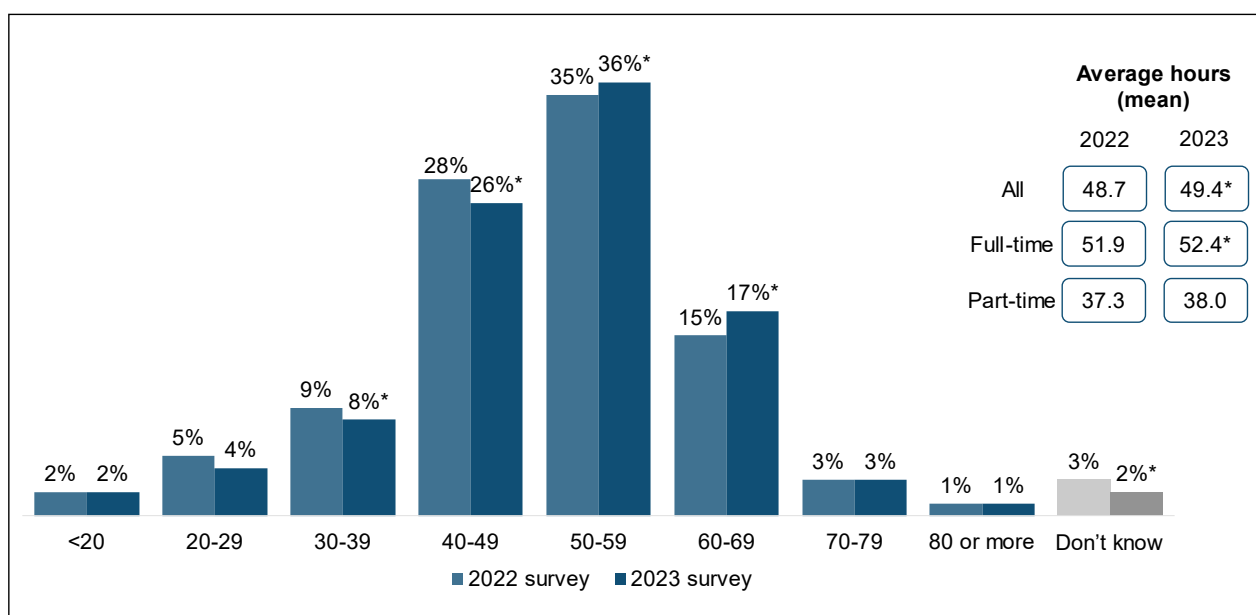


**Figure 4.1 Hours worked in reference week by leaders, 2022-2023**



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637); Full-time leaders (wave 1, 2022, n=1,695) (wave 2, 2023, n=1,497); Part-time leaders (wave 1, 2022, n=162) (wave 2, 2023, n=140). \*Indicates significant difference compared to 2022 survey.

**Figure 4.2 Hours worked in reference week by teachers, 2022-2023**



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,557); Full-time teachers (wave 1, 2022, n=7,113) (wave 2, 2023, n=6,945); Part-time teachers (wave 1, 2022, n=1,981) (wave 2, 2023, n=1,612). \*Indicates significant difference compared to 2022 survey.

As in 2022, secondary leaders reported working more hours than primary leaders (58.5 vs. 57.0), who both in turn reported working more hours than those in special schools,

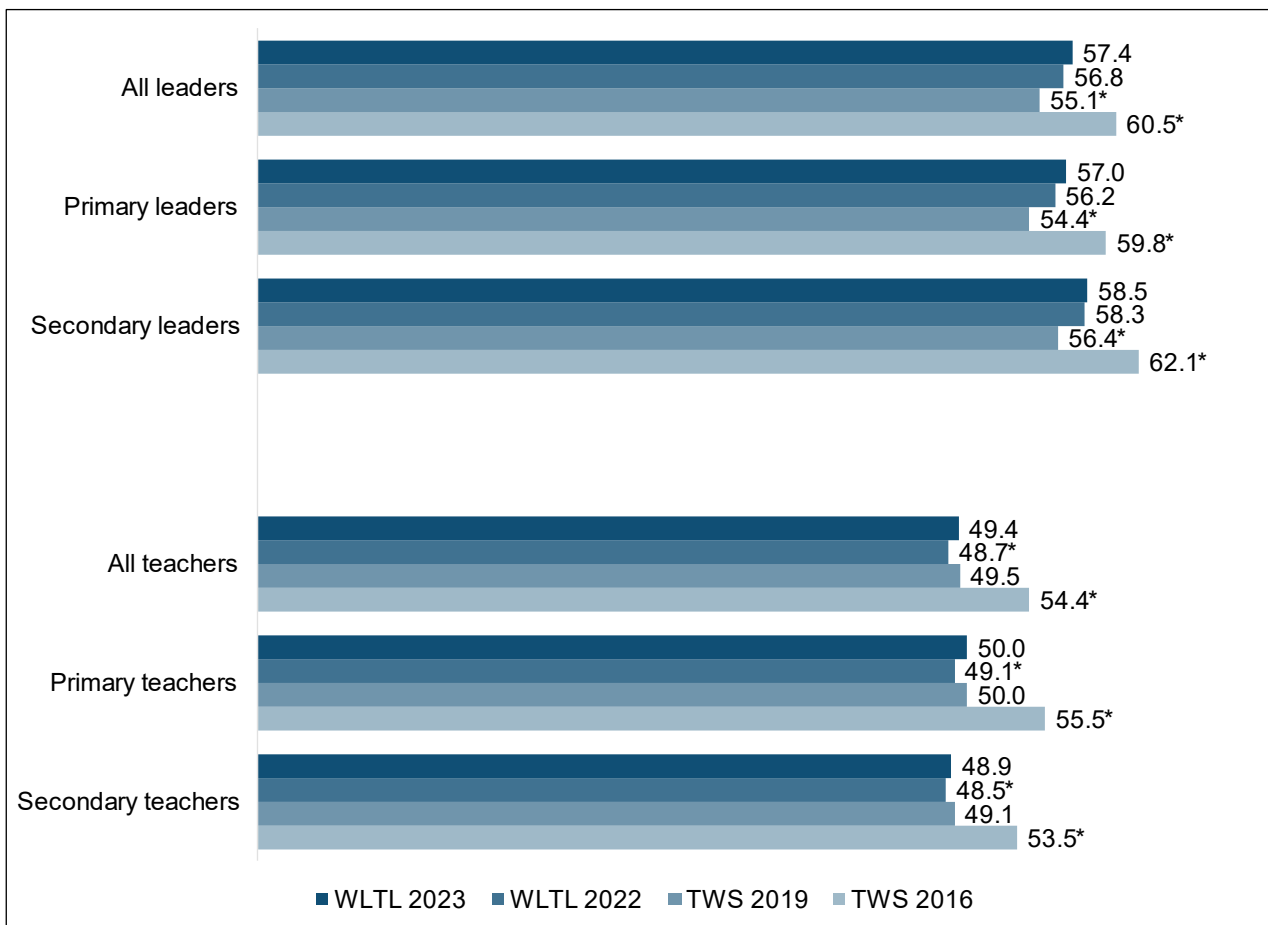
PRUs or other alternative provision (54.5). On the other hand, primary teachers reported longer working hours than secondary teachers (50.0 vs. 48.9) and those in special schools, PRUs or other alternative provision (47.7).

Prior to the WLTL survey, information on hours worked was collected through the Teacher Workload Surveys (TWS).<sup>29</sup> This enables us to look at trends over a longer time period. For leaders, 2023 continued an upward trend in hours worked since 2019, although 2023 hours still remained below those reported in the 2016 TWS (Figure 4.3). This was the case for all leaders, with hours having increased from 55.1 in 2019 to 57.4 in 2023, and for primary leaders (increasing from 54.4 to 57.0 in the same period) and secondary leaders (from 56.4 to 58.5). For teachers, working hours increased between 2022 and 2023, bringing them more closely in line with hours reported in 2019 and breaking the downward trend previously reported in 2022.

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<sup>29</sup> The question wording, mode, and timing was designed to be comparable for these questions over time, and significance testing has been applied to these findings. However, differences between TWS and WLTL should still be treated with some caution due to differences in sampling methodology and data collection methodology between the two surveys.

**Figure 4.3 Average total hours spent working in reference week by phase: TWS 2016, TWS 2019, WLTl 2022 and WLTl 2023**



Source: Teacher workload survey, 2016 and 2019, Working lives of teachers and leaders survey, 2022 and 2023, D1. In your most recent full working week, approximately how many hours did you work? Single response. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637); All teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,577). \*Indicates significant difference compared with WLTl 2023.

Looking specifically at hours worked by full-time teachers and leaders, as shown in Table 4.1 below, hours worked (in the reference week) increased with seniority, with heads reporting the longest hours across all job roles.

**Table 4.1 Hours worked by full-time staff by current role, 2023**

	<b>Full-time leaders: All</b>	<b>Full-time teachers: All</b>	<b>Full-time leaders: Primary</b>	<b>Full-time teachers: Primary</b>	<b>Full-time leaders: Secondary</b>	<b>Full-time teachers: Secondary</b>
Overall	58.2	52.4	57.9	53.9	59.1	51.4
<b>Current role</b>	<b>Full-time leaders: All</b>	<b>Full-time teachers: All</b>	<b>Full-time leaders: Primary</b>	<b>Full-time teachers: Primary</b>	<b>Full-time leaders: Secondary</b>	<b>Full-time teachers: Secondary</b>
Headteachers	59.4*	-	58.8	-	62.5*	-
Deputy/assistant headteachers	57.6	-	57.2	-	58.5	-
Leading practitioners	-	55.1*	-	56.7*	-	55.0*
Classroom teachers – not ECT	-	52.8	-	54.0	-	51.8
2 <sup>nd</sup> year ECTs	-	51.5*	-	52.6*	-	50.5*
1 <sup>st</sup> year ECTs	-	51.7*	-	54.7	-	49.3*

Source: Working lives of teachers and leaders survey, D1. In your most recent full working week, approximately how many hours did you work? Single response. All full-time leaders (wave 2, 2023, n=1,497); All full-time teachers (wave 2, 2023, n=6,945); Primary full-time leaders (837); Primary full-time teachers (3,339); Secondary full-time leaders (546); Secondary full-time teachers (3,312). \*Indicates significant difference compared to overall average for column. Please note: dashes are used where there are no relevant cases with a column, i.e. no headteachers are classified as teachers.

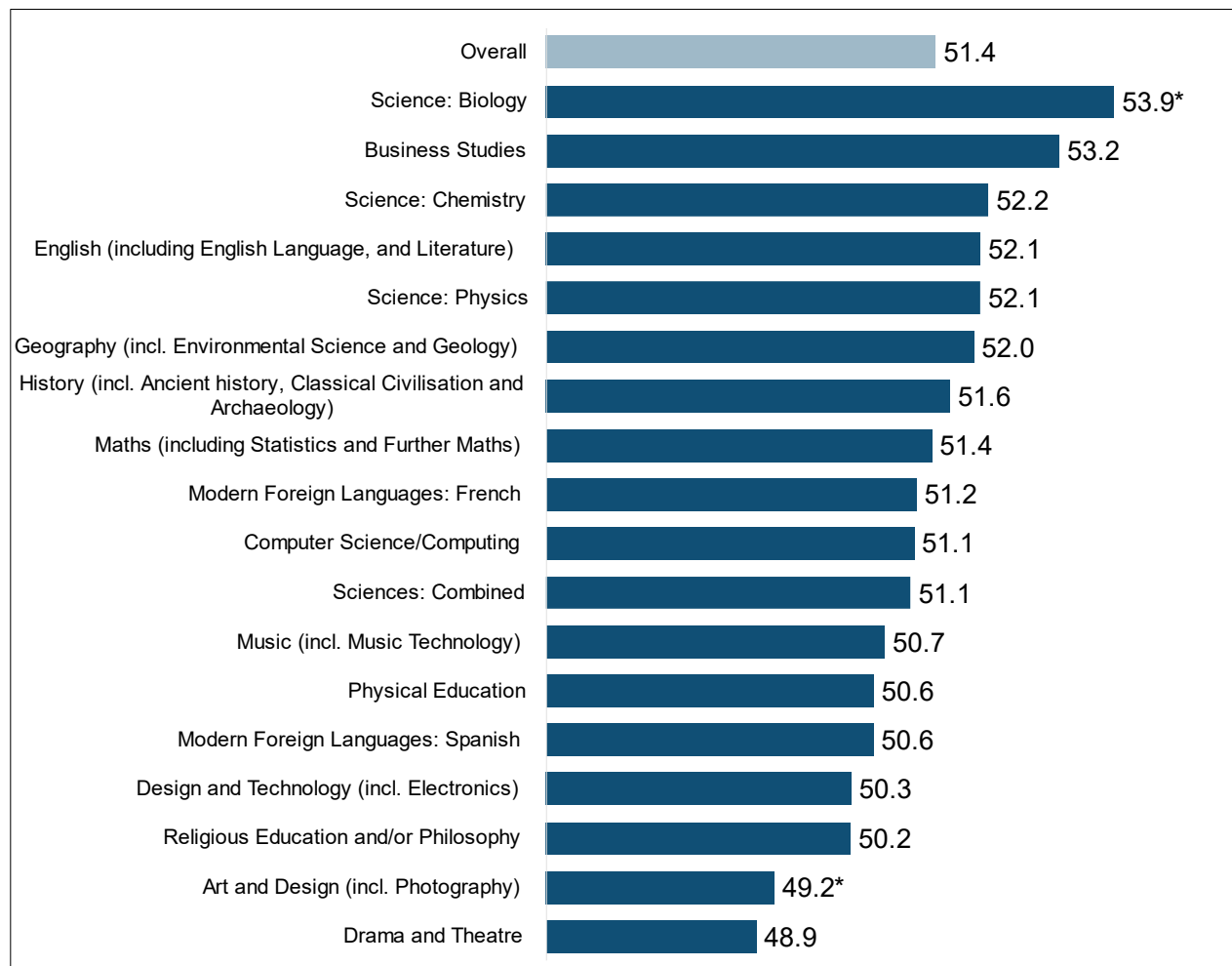
Working hours for full-time leaders also differed by school-type, who were more likely to report working longer hours if they were in an academy (59.2) than in local authority-maintained schools (57.1). This difference was evident in 2022 for leaders working full-time. This pattern was also evident when looking at those in primary schools only: full-time leaders in primary academies worked longer hours than those in local authority-maintained primary schools (59.1 vs. 57.1).

In terms of gender, male teachers reported working longer hours on average (50.8) than females (48.9), although working hours were consistent for male and female leaders (58.0 and 57.1 respectively). In 2022, male teachers and leaders reported working longer hours than females.

Looking at working hours by subject taught, full-time secondary teachers teaching biology reported longer working hours compared to all full-time secondary teachers with teaching responsibilities (53.9 vs. 51.4 on average). Conversely, full-time secondary teachers teaching art and design (including photography) reported working shorter working hours

compared to all full-time secondary teachers with teaching responsibilities (49.2 vs. 51.4), as shown below in Figure 4.4.

**Figure 4.4 Reported working hours of full-time secondary teachers with teaching responsibilities, by subject taught, 2023<sup>30</sup>**



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All full-time secondary teachers with teaching responsibilities (wave 2, 2023, n=3,308). \*Indicates significant difference compared to overall.

## Hours spent teaching

In 2023 leaders with teaching responsibilities reported spending 12.6 hours teaching in a classroom in the reference week. This was consistent with the 13.0 reported in 2022. By phase, primary leaders reported more teaching hours (15.2) than leaders in secondary schools (10.2) and special schools, PRUs or other alternative provision (9.1). Full-time

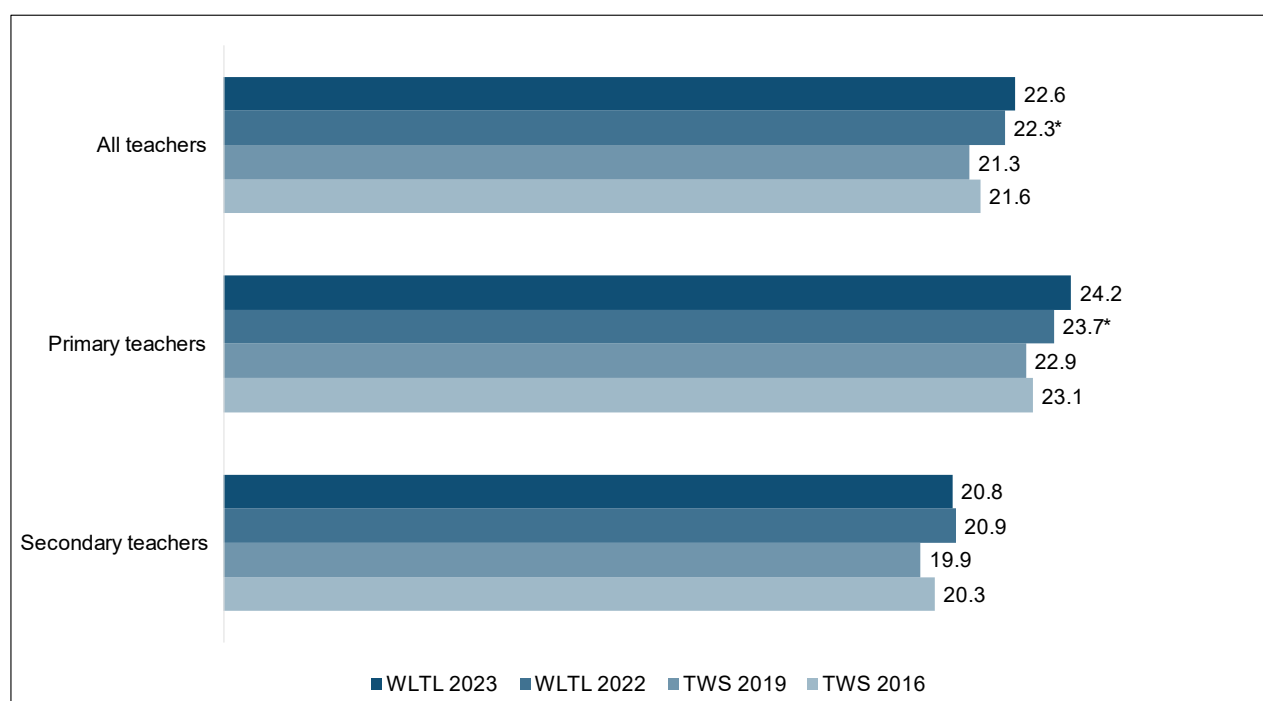
<sup>30</sup> Analysis of leaders' working hours by main subject taught is not shown as base sizes are not large enough per each individual subject to provide confidence in the findings.

leaders with teaching responsibilities reported spending an average of 12.8 hours per week teaching, consistent with 13.3 hours in 2022.

As shown in Figure 4.5, teachers reported 22.6 hours teaching in the reference week, higher than the 2022 survey (22.3). Primary teachers reported more teaching hours on average in 2023 (24.2 vs. 23.7 in 2022), while teaching hours in secondary schools remained consistent at 20.8 in 2023 and 20.9 in 2022. Among full-time teachers with teaching responsibilities, an average of 24.0 hours per week were spent teaching, higher than the 23.7 hours in 2022.

Looking at average teaching hours in 2023 by phase, primary teachers reported spending more time teaching the classroom compared with secondary teachers in the reference week (24.2 vs. 20.8).

**Figure 4.5 Teachers' average hours spent teaching in the reference week, by phase: TWS 2016, TWS 2019, WLTl 2022, WLTl 2023**

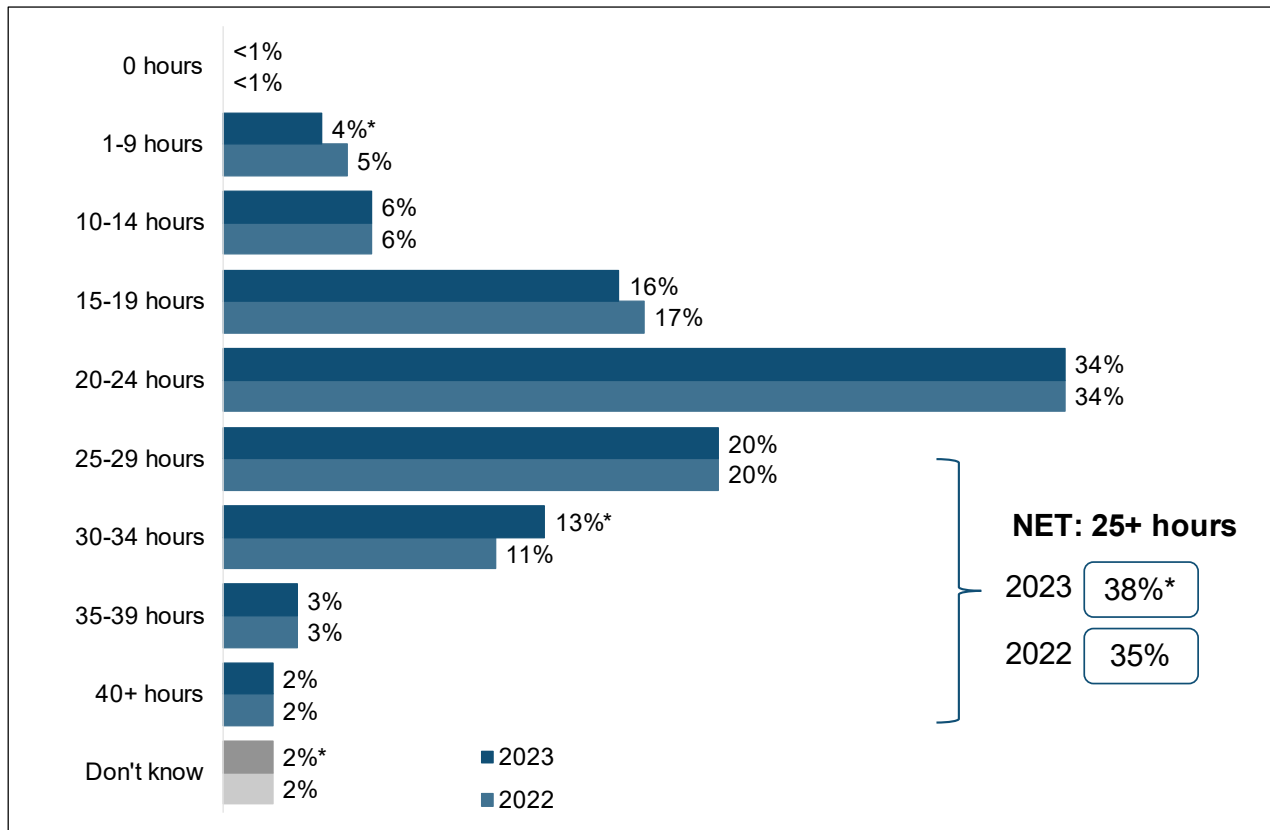


Source: Teacher workload survey, 2016 and 2019, Working lives of teachers and leaders survey, 2022 and 2023. D2: In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? Single response. All teachers with teaching responsibilities (wave 1, 2022, n=8,956) (wave 2, 2023, n=8,520); Primary (wave 1, 2022, n=4,469) (wave 2, 2023, n=4,166); Secondary (wave 1, 2022, n=4,089) (wave 2, 2023, n=4,007). \*Indicates significant difference compared with WLTl 2023. Comparison between TWS and WLTl should be treated with caution.

Looking at the distribution of teaching hours, it was most common for teachers to report teaching between 20 and 24 hours in the reference week (34%), consistent with 2022 (also 34%) (Figure 4.6). The rest of the pattern was fairly consistent between waves, the exception being more teachers reportedly teaching between 30 and 34 hours in 2023

(13% vs. 11% in 2022) and fewer reportedly teaching 1-9 hours (4% vs. 5% in 2022). As such, almost four-in-ten teachers (38%) reportedly spent at least 25 hours teaching in the classroom in the reference week, an increase on the 35% seen in 2022.

**Figure 4.6 Hours spent teaching in most recent working week by teachers, 2022-2023**



Source: Working lives of teachers and leaders survey. D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? Single response. All teachers with teaching responsibilities (wave 1, 2022, n=8,956) (wave 2, 2023, n=8,520). \*Indicates significant difference compared to 2022 survey.

Among teachers, professional characteristics also had a bearing on the time they reported spending teaching in the classroom, as shown in Table 4.2. In particular, second year ECTs reported longer hours in this regard (24.2 hours per week vs. 22.6 on average). This was consistent with the trend observed in 2022. This pattern was observed with second year ECTs in both primary schools (25.8 hours vs. 24.2 overall) and secondary schools (22.7 vs. 20.8 overall). First year ECTs in primary schools also reported more teaching hours in the classroom compared with the overall average of all teachers (25.3 vs. 24.2). There may be several reasons that ECT hours appear to be higher than classroom teachers (see Table 4.2) including the impact of TLRs on teaching hours and the prevalence of part-time working, both of which are more common amongst classroom teachers compared to ECTs specifically.

In terms of tenure, those who had been in their school for more than ten years reported working fewer hours in the reference week compared with the overall average (21.0 vs. 22.6, respectively), a pattern also seen among those who had taught for more than ten years in primary (22.4 vs. 24.2 average) and secondary (19.7 vs. 20.8 average) schools.

**Table 4.2 Time spent teaching by teachers' professional characteristics, 2023**

	<b>Base (n): All</b>	<b>Hours spent teaching: All</b>	<b>Base (n): Primary</b>	<b>Hours spent teaching: Primary</b>	<b>Base (n): Secondary</b>	<b>Hours spent teaching: Secondary</b>
<b>All teachers</b>	8,520	22.6	4,166	24.2	4,007	20.8
<b>Current role</b>	<b>Base (n): All</b>	<b>Hours spent teaching: All</b>	<b>Base (n): Primary</b>	<b>Hours spent teaching: Primary</b>	<b>Base (n): Secondary</b>	<b>Hours spent teaching: Secondary</b>
Leading practitioners	261	19.6*	143	22.1*	105	19.0*
Classroom teachers – not ECT	5,946	22.4	2,950	24.0	2,740	20.7
2 <sup>nd</sup> year ECTs	1,121	24.2*	512	25.8*	579	22.7*
1 <sup>st</sup> year ECTs	1,119	22.9	535	25.3*	551	20.7
<b>School tenure</b>	<b>Base (n): All</b>	<b>Hours spent teaching: All</b>	<b>Base (n): Primary</b>	<b>Hours spent teaching: Primary</b>	<b>Base (n): Secondary</b>	<b>Hours spent teaching: Secondary</b>
Up to 1 year	1,392	23.0*	673	25.3*	675	20.9
More than 1, up to 2 years	1,038	24.0*	457	25.7*	553	22.3*
More than 2, up to 3 years	917	23.7*	407	25.7*	479	22.1*
More than 3, up to 5 years	1,393	23.1*	709	24.9	619	21.2
More than 5, up to 10 years	2,044	22.5	1,094	24.1	836	20.4
More than 10 years	1,731	21.0*	823	22.4*	843	19.7*

Source: Working lives of teachers and leaders survey. D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)?

Single response. All teachers with teaching responsibilities (n=8,520). \*Indicates significant difference compared to 'all teachers' within column.

The relationship between school tenure and hours spent teaching was also reflected in age of the teachers surveyed, with those under 35 teaching for 23.7 hours per week on average vs. 21.4 hours per week for those 55 and over. Asian or Asian British teachers were also teaching longer on average than white teachers (23.4 vs. 22.4, respectively).



Comparison of the distribution of teaching hours in 2023 between teachers and leaders who reported working full-time shows that leaders were more likely to spend a lower number of hours teaching than teachers (Table 4.3). It was most common for leaders to spend 1-9 hours teaching in the reference week (38%), consistent with the 35% reported in 2022. As in 2022, teachers were most commonly spending between 20-24 hours per week teaching (37% in 2023 and 38% in 2022).

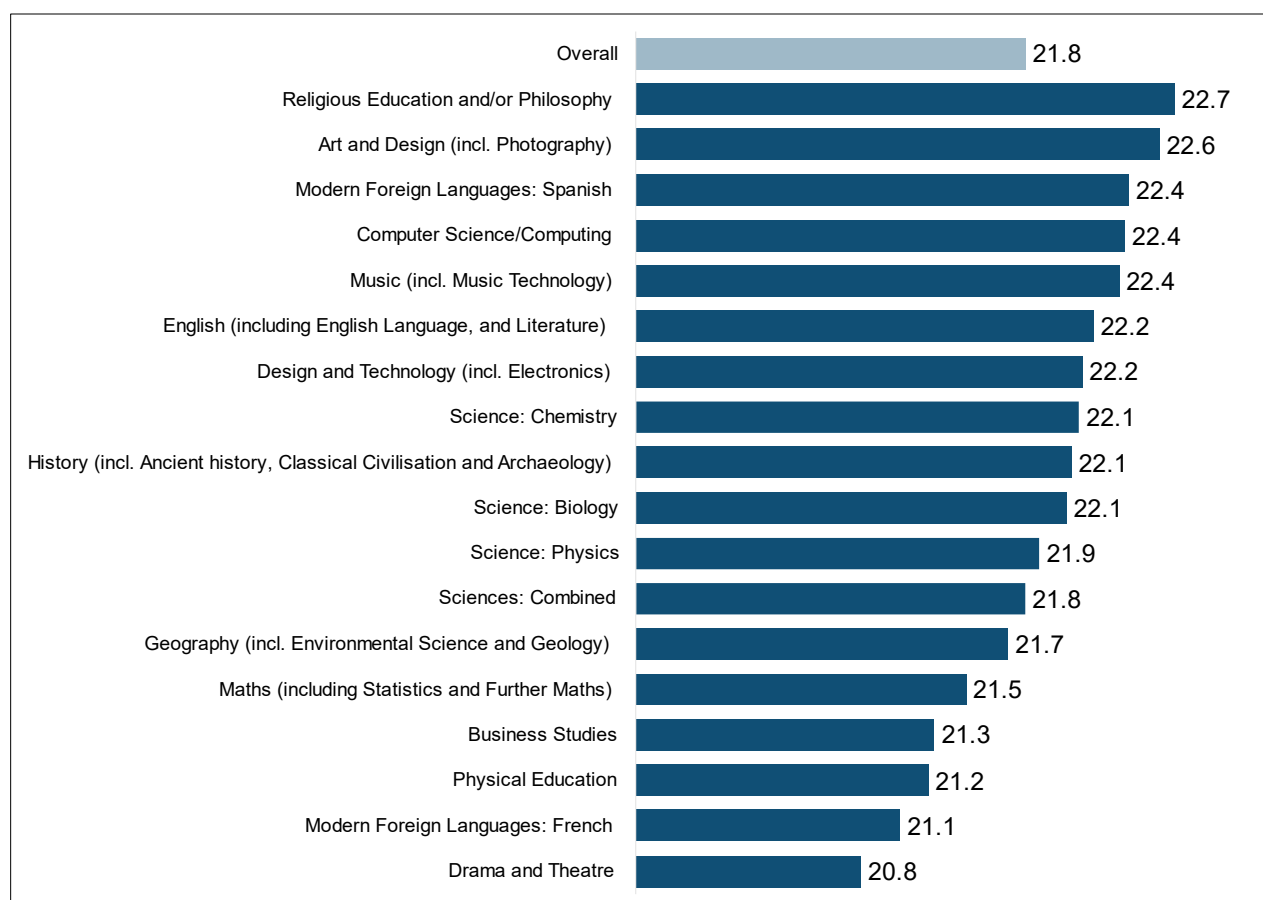
**Table 4.3 Distribution of teaching hours for full-time teachers and leaders, 2023**

Hours spent teaching	0	1 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 or more	Don't know
Teachers	<1%	4%	2%	11%	37%*	24%*	15%*	6%*	2%
Leaders	1%*	38%*	25%*	16%*	10%	4%	5%	2%	1%

Source: Working lives of teachers and leaders survey. D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? Single response. All full-time teachers (n=6,924) and full-time leaders (N=939) with teaching responsibilities. \*Indicates a significant difference between responses of leaders vs teachers.

Looking at teaching hours by subject taught (Figure 4.7), full-time secondary teachers with teaching responsibilities reported spending no more than one hour more or one hour less teaching this subject than the average across all subjects (21.8). While there were no substantial differences in time spent teaching specific subjects compared to the average, those teaching religious education and/or philosophy reported spending the most amount of time teaching this subject in the reference week (22.7 hours) and those teaching drama and theatre reported spending the least amount of time (20.8 hours).

**Figure 4.7 Reported teaching hours of full-time secondary teachers by main subject taught, 2023**

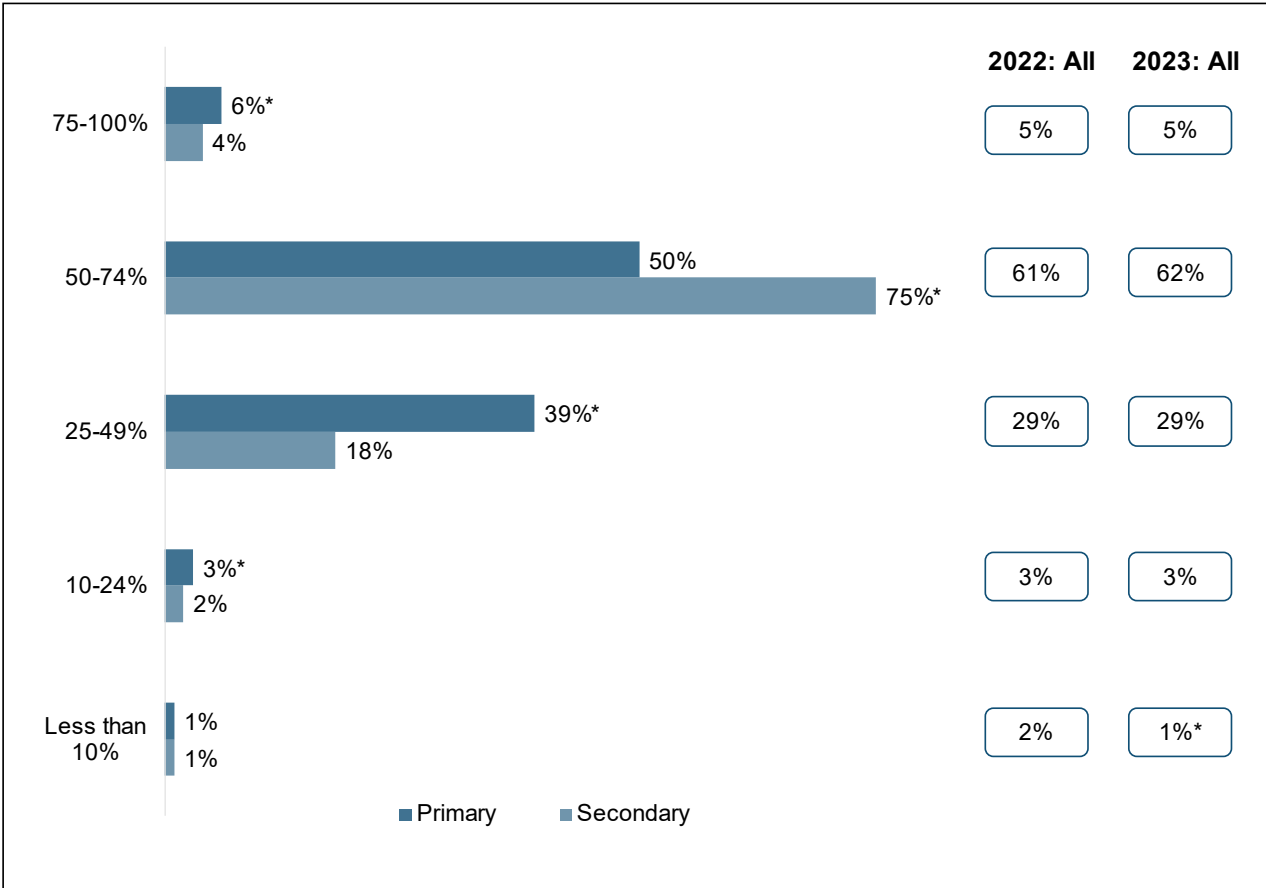


Source: Working lives of teachers and leaders survey. D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? Single response. All full-time secondary teachers (wave 2, 2023, n=3,308).

# Time spent on non-teaching tasks

Two-thirds (67%) of teachers reported that they spent over half of their working time on tasks other than teaching, consistent with the 66% in 2022. As shown in Figure 4.8, those in secondary schools reported spending more time on these tasks than primary teachers, with 79% in secondary spending at least half of their time not teaching (vs. 56% in primary schools). This was also consistent with the 2022 trend.

**Figure 4.8 Proportion of teachers’ time spent on non-teaching tasks by phase, 2022-2023**



Source: Working lives of teachers and leaders survey. D1: In your most recent full working week, approximately how many hours did you work? D2: In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? All teachers who reported time spent working and time spent teaching (wave 1, 2022, n=8,675) (wave 2, 2023, n = 8,298); Primary (wave 2, 2023, n=4,081); Secondary (wave 2, 2023, n=3,891). \*Indicates significant difference between primary and secondary teachers. \*In ‘2022: All’ figures indicates significant difference between 2022 overall and 2023 overall.

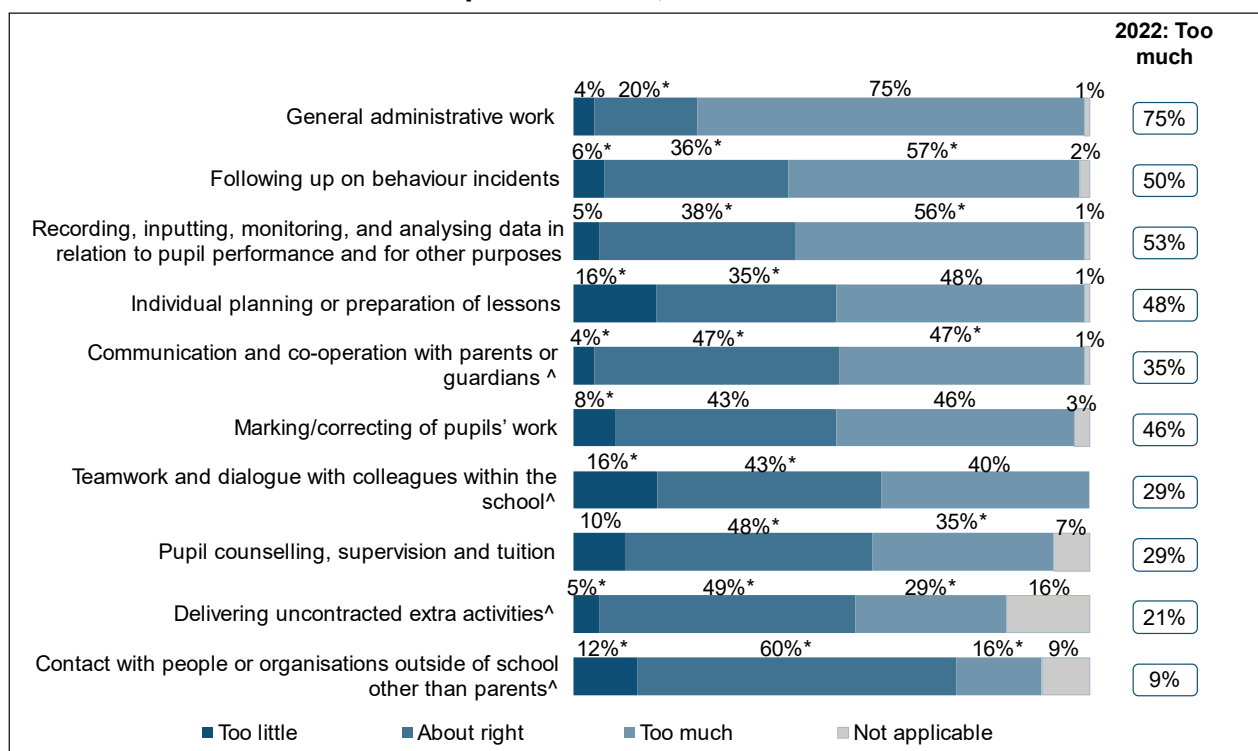
Teachers were also more likely to report spending at least half of their time on non-teaching tasks if they were in an academy (71% vs. 61% in local authority-maintained schools) and if they were in a school with an inadequate Ofsted rating (77% vs. 67% on average). This difference by Ofsted rating was new in 2023, with time spent on other tasks more consistent across Ofsted ratings in 2022.

Turning to professional characteristics, time spent on non-teaching tasks increased alongside school tenure, with seven-in-ten (70%) of those that had been in post for more than ten years reporting that they spent more than half their time on non-teaching tasks, vs. 66% of those that had been in post for up to 2 years.

There was a relationship between working pattern and views on time spent on specific tasks, with full-time teachers more likely to report spending over half of their time on non-teaching tasks (68% vs. 64% of part-time teachers).

As in 2022, when considering the time spent on specific tasks, classroom teachers and middle leaders generally reported that they spent too much time on tasks other than teaching, particularly general administrative work (75% in both 2023 and 2022) (Figure 4.9).<sup>31</sup> In 2023, however, they were more likely to report spending too much time on various other tasks compared with 2022, such as following up on behaviour incidents (57% vs. 50%), recording, inputting, monitoring and analysing data (56% vs. 53%) and communication and cooperation with parents or guardians (47% vs. 35%).

**Figure 4.9 Classroom teachers' and middle leaders' views on time spent on specific tasks, 2022-2023**



Source: Working lives of teachers and leaders survey. D3\_1-6/P1\_1-4. Across the whole school year, is the amount of time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or is the statement not applicable to you? Single response. D3: All classroom teachers and middle leaders (wave 1, 2022, n=8,960) (wave 2, 2023, n=8,476). P1: All module 1 classroom teachers and

<sup>31</sup> General administrative work was defined as including communication, paperwork, work emails and other clerical duties undertaken.

middle leaders (wave 1, 2022, n=2,903) (wave 2, 2023, n=2,139). ^Indicates question asked at P1 to a smaller base of teachers and leaders randomly assigned to a module within the survey. \*Indicates significant difference compared to 2022 survey.

There were some differences by phase in response to these specific tasks, all of which were consistent with 2022. Secondary teachers were more likely than primary teachers to think they were spending too much time on the following tasks:

- marking or correcting pupils' work (51% vs. 43%)
- general administrative work (77% vs. 74%)
- follow up on behaviour incidents (62% vs. 53%)

Primary teachers, in contrast, were more likely than secondary teachers to report that they spent too much time on individual planning or preparation of lessons (57% vs. 39%), and recording, inputting, monitoring and analysing data (58% vs. 56%).

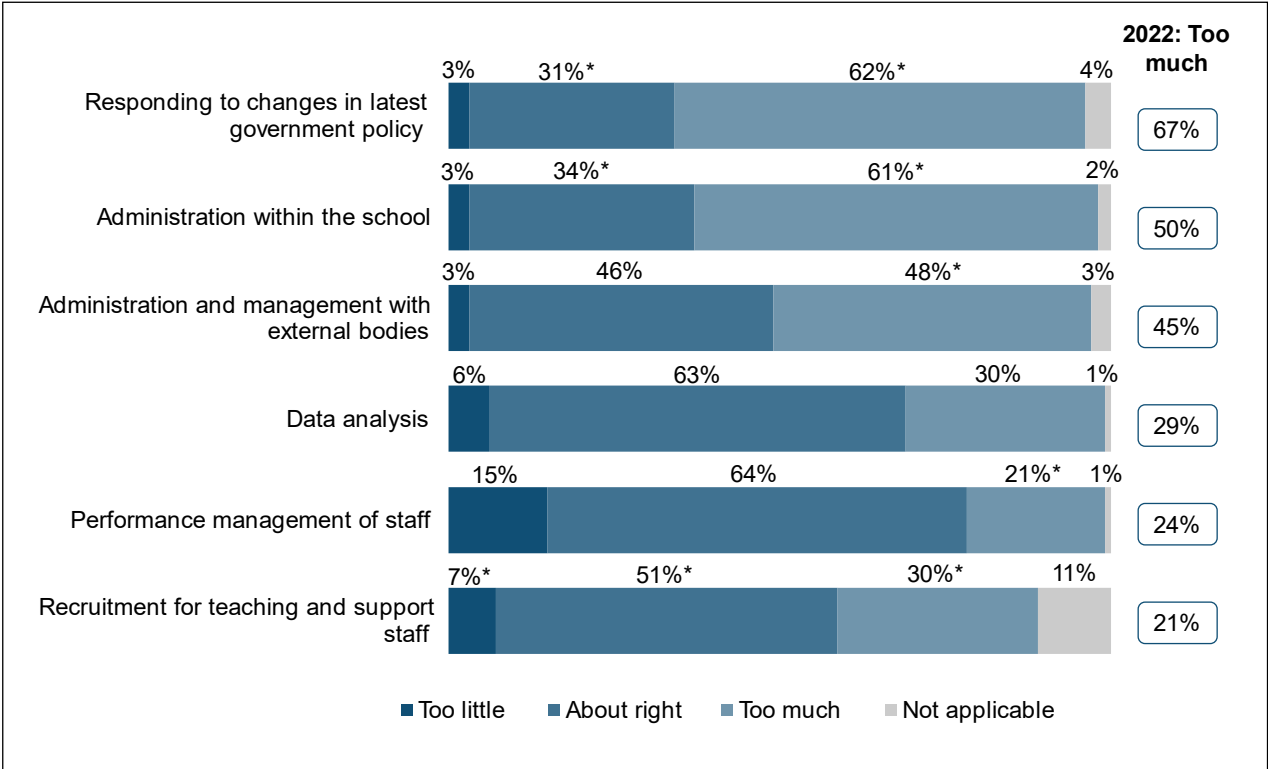
Classroom teachers and middle leaders also had differing views about spending too much time on different tasks according to subject area. In particular, certain subjects correlated with spending too much time on certain tasks such as the following:

- marking or correcting pupils' work: business studies (68%), English (including English language and English literature) (61%), history (including ancient history, classical civilisation and archaeology) (60%), geography (including environmental science and geology) (59%), computer science and computing (57%), religious education and/or philosophy (57%), chemistry (56%), and sciences when summarised together (52%), compared to 46% of teachers as a whole
- general administrative work: design and technology (including electronics) (85%) and geography (including environmental science and geology) (83%), compared to 75% of teachers as a whole
- pupil counselling, supervision and tuition: design and technology (including electronics) (45%), compared to 35% of teachers as a whole
- following up on behaviour incidents: sciences: combined (68%), modern foreign languages (66%), maths (including statistics and further maths) (66%), and sciences when summarised together (64%), compared to 57% of teachers as a whole

For senior leaders, responding to changes in latest government policy continued to be the task that they most commonly reported spending too much time on (62%). This was, however, mentioned by a smaller proportion than in 2022 (67%). Conversely, a higher proportion reported spending too much time on administration within the school in 2023 (61% vs. 50% in 2022), administration and management with external bodies (48% vs.

45% in 2022) as well as recruitment for teaching and support staff (30% vs. 21% in 2022). The full list of tasks is outlined in Figure 4.10.

**Figure 4.10 Senior leaders’ views on time spent on specific tasks, 2022-2023**



Source: Working lives of teachers and leaders survey. D3\_7-12. Across the whole school year, is the amount of time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or is the statement not applicable to you? Single response. All senior leaders (wave 1, 2022, n=2,213) (wave 2, 2023, n=1,892). \*Indicates significant difference compared to 2022 survey.

Primary leaders were more likely than secondary leaders to report that they spent too much time on administration, both within the school (67% vs. 52% in secondary), and with external bodies (52% vs. 43%). This differs from findings in 2022 when primary leaders were more likely to report spending too much time on administration and management with external bodies (48%) than secondary leaders (38%), but there was no significant difference in terms of administration within the school (51% primary and 47% secondary). Secondary leaders in 2023 were also more likely to report spending too much time on recruitment for teaching and support staff (36% vs. 26% in primary). This was consistent with 2022 findings.

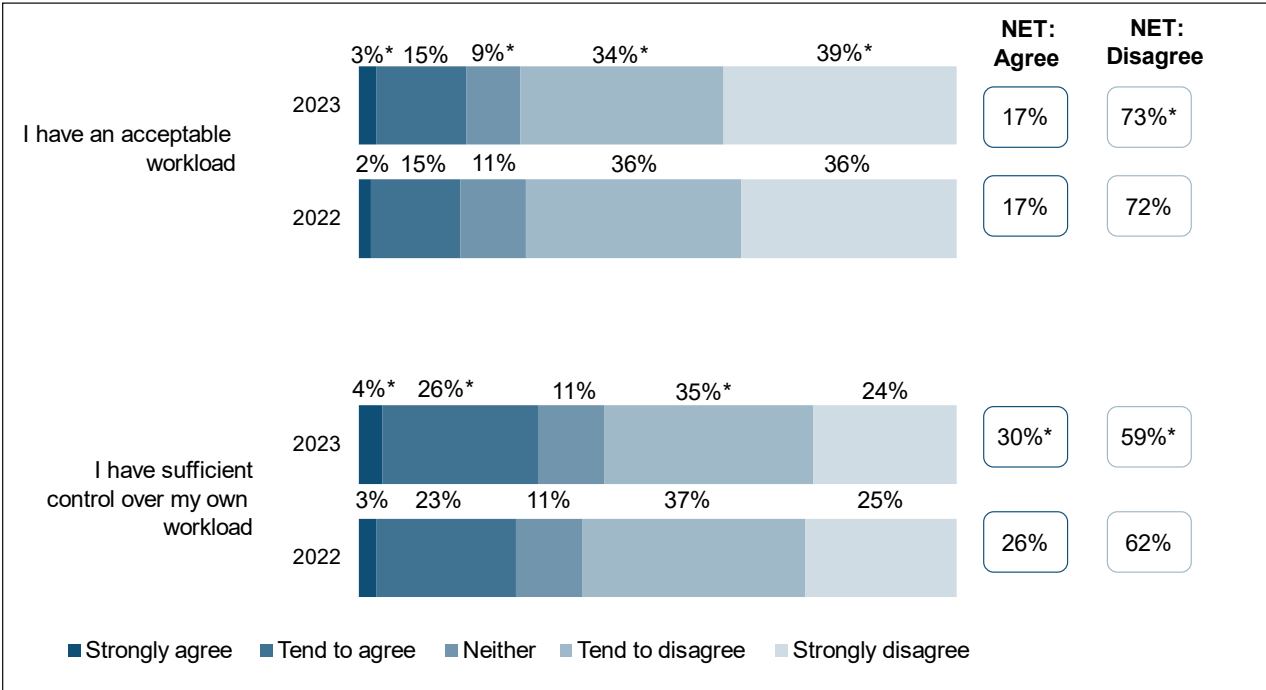
### Satisfaction with workload

As in 2022, only a minority (17% in both years) agreed with the statement ‘I have an acceptable workload’ (Figure 4.11), with a higher proportion disagreeing (73% vs. 72% in 2022). There was, however, an increase in teachers and leaders that reported having

‘sufficient control’ over their own workload, with three-in-ten (30%) agreeing that they did in 2023 compared with 26% in 2022.

Combined, over half (54%) of teachers and leaders thought their workload was both unacceptable and that they did not have sufficient control over it, a lower proportion than 2022 (57%). However, they were more likely to report having agency in terms of being trusted to work independently (86% agreed they did), as discussed later in this report (chapter 7).

**Figure 4.11 Teachers’ and leaders’ views on workload, 2022-2023**



Source: Working lives of teachers and leaders survey. D4\_1. Agreement that ‘I have sufficient control over my own workload’. D4\_2. Agreement that ‘I have an acceptable workload’. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

Across phase, secondary teachers and leaders were more likely to disagree that they had sufficient control over their workload (61% vs. 57% in primary and 50% in special schools, PRUs or other alternative provision).

There was a consistent picture across primary and secondary teachers and leaders with regards to having an acceptable workload, though those in special schools, PRUs or other alternative provision were more likely to report that their workload was acceptable (24% vs. 17% in both primary and secondary).

There were also some differences in agreement with the two statements by professional characteristics. In particular, teachers were more likely to disagree that they had an acceptable workload (74% vs. 70% for leaders) and more likely to disagree that they had

sufficient control over their workload (61% vs. 47% for leaders). Those working part-time were more likely to report that they had an acceptable workload (21% vs. 16% working full-time). Table 4.4 provides a summary of differences by key professional characteristics.

**Table 4.4 Teachers' and leaders' views on workload by professional characteristics, 2023**

	I have an acceptable workload	I have an acceptable workload	I have sufficient control over my workload	I have sufficient control over my workload
	Agree	Disagree	Agree	Disagree
Overall	17%	73%	30%	59%
Level	Agree	Disagree	Agree	Disagree
Teachers	17%*	74%*	28%*	61%*
Leaders	20%*	70%*	43%*	47%*
Full-time or part-time	Agree	Disagree	Agree	Disagree
Full-time	16%*	74%*	30%	59%
Part-time	21%*	69%*	30%	57%
Role	Agree	Disagree	Agree	Disagree
Headteachers	20%	71%	45%*	47%*
Deputy/assistant headteachers	21%*	70%*	42%*	47%*
Leading practitioners	16%	73%	31%	57%
Classroom teachers – non-ECTs	16%*	75%*	27%*	61%*
ECTs	17%	70%*	30%	57%
Tenure	Agree	Disagree	Agree	Disagree
Up to 1 year	21%*	67%*	34%*	54%*
More than 1 year	17%	74%	30%	59%

Source: Working lives of teachers and leaders survey. D4\_1/2. Agreement that 'I have sufficient control over my own workload' and that 'I have an acceptable workload'. Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference against overall. Agree = tend to agree and strongly agree responses combined, Disagree = tend to disagree and strongly disagree responses combined.



In addition, those reporting poor pupil behaviour in their school were again more likely to disagree that their workload was acceptable (84% vs. 68% of those reporting good pupil behaviour) and that they had sufficient control over their own workload (73% vs. 51% of those reporting good behaviour). This reflected the trend seen in 2022.

There was also a relationship between the proportion agreeing with the statement 'I have an acceptable workload' and reported hours worked in the reference week. Those who disagreed that their workload was acceptable reported higher working hours (an average of 52.2 for those that disagreed vs. 43.9 for those that agreed), a similar difference to that observed in 2022 (51.6 for those that disagreed vs. 43.7 for those that agreed). The same pattern was observed when looking at teachers and leaders separately. Leaders who disagreed that they had an acceptable workload reported working an average of 58.5 hours in the reference week (vs. 53.8 among those who agreed their workload was acceptable). Similarly, teachers who disagreed that they had an acceptable workload reported working an average of 51.3 hours in the reference week compared with 42.2 hours among those who agreed.

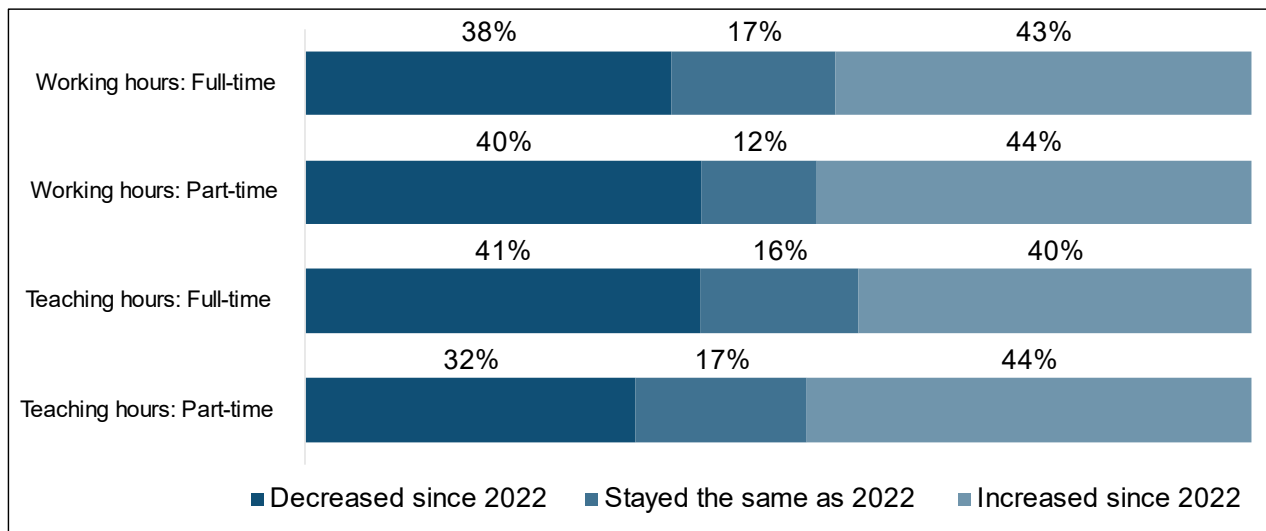
## **Change in panellists' workloads over time**

For teachers and leaders who took part in both 2022 and 2023 it is possible to explore how their workloads in the reference week have changed. This shows that it was more common for the number of hours worked to increase than decrease (Figure 4.12).

Among those working full-time in both years, 43% worked more hours than in 2022, 17% worked the same and 38% worked fewer hours (2% did not know what hours they worked in one or both years). Among those working part-time in both years, 44% reported that they worked more hours than in 2022, 12% worked the same hours and 40% worked fewer hours (5% did not know what hours they worked in one or both years). It is possible that some of this change is a result of a change to working patterns.

In terms of hours spent teaching in the classroom, a higher proportion of those working part-time in both years reported spending more hours teaching in 2023 than in 2022, with over four-in-ten (44%) doing so, compared with around one-in-three (35%) whose hours had decreased and 17% whose hours had remained the same. There was no clear directional change in teacher hours for those working full-time between years, with hours increasing (for 40%) and decreasing (for 41%) in similar proportions.

**Figure 4.12 Change in panellists' working hours and teaching hours between 2022 and 2023, split by full-time and part-time**



Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All teachers and leaders taking part in wave 1 and wave 2 working full-time (wave 2, 2023, n=5,020); All teachers and leaders taking part in wave 1 and wave 2 working part-time (wave 2, 2023, n=1,136); D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? Single response. All teachers and leaders taking part in wave 1 and wave 2 with teaching responsibilities working full-time (wave 2, 2023, n=4,479); All teachers and leaders taking part in wave 1 and wave 2 with teaching responsibilities working part-time (wave 2, 2023, n=1,032).

Among panellists, a higher proportion of teachers and leaders reported a more positive view regarding having sufficient control over their own workload compared with 2022, than a more negative view: 22% gave a more positive response than in 2022, while views were unchanged for 62% and more negative for 15%. In terms of having an acceptable workload, perceptions had not changed for over seven-in-ten (71%) teachers and leaders, and there was no clear directional change amongst those with differing perceptions (14% were more positive and 14% were more negative).

## 5. Flexible working

This chapter looks at the incidence and type of flexible working reported by teachers and leaders, followed by their views on the compatibility and acceptability of flexible working for the profession.

### Use of flexible working

Almost half of all teachers and leaders had some form of flexible working arrangement, in 2023 (46% vs. 40% in 2022). The most common form of flexible working in 2023 was working part-time (20% vs. 21% in 2022), while planning, preparation and assessment (PPA) time offsite was the second most common (15% vs. 12% in 2022), with these two forms also being the most common in 2022. There were also notable increases between 2022 and 2023 in the proportion of teachers and leaders using ad-hoc days at their manager's discretion, including to start late or finish early to accommodate ad-hoc requests (14% vs. 7% in 2022) and ad-hoc personal days off (12% vs. 6%).<sup>32</sup>

### Variation in flexible working arrangements by school characteristics

Teachers and leaders in primary schools were more likely to report flexible working than those in other schools. Over half of all teachers and leaders in primary schools (55%) reported that they worked flexibly, compared with 47% in special schools, PRUs or other alternative provision, and 36% in secondary schools.

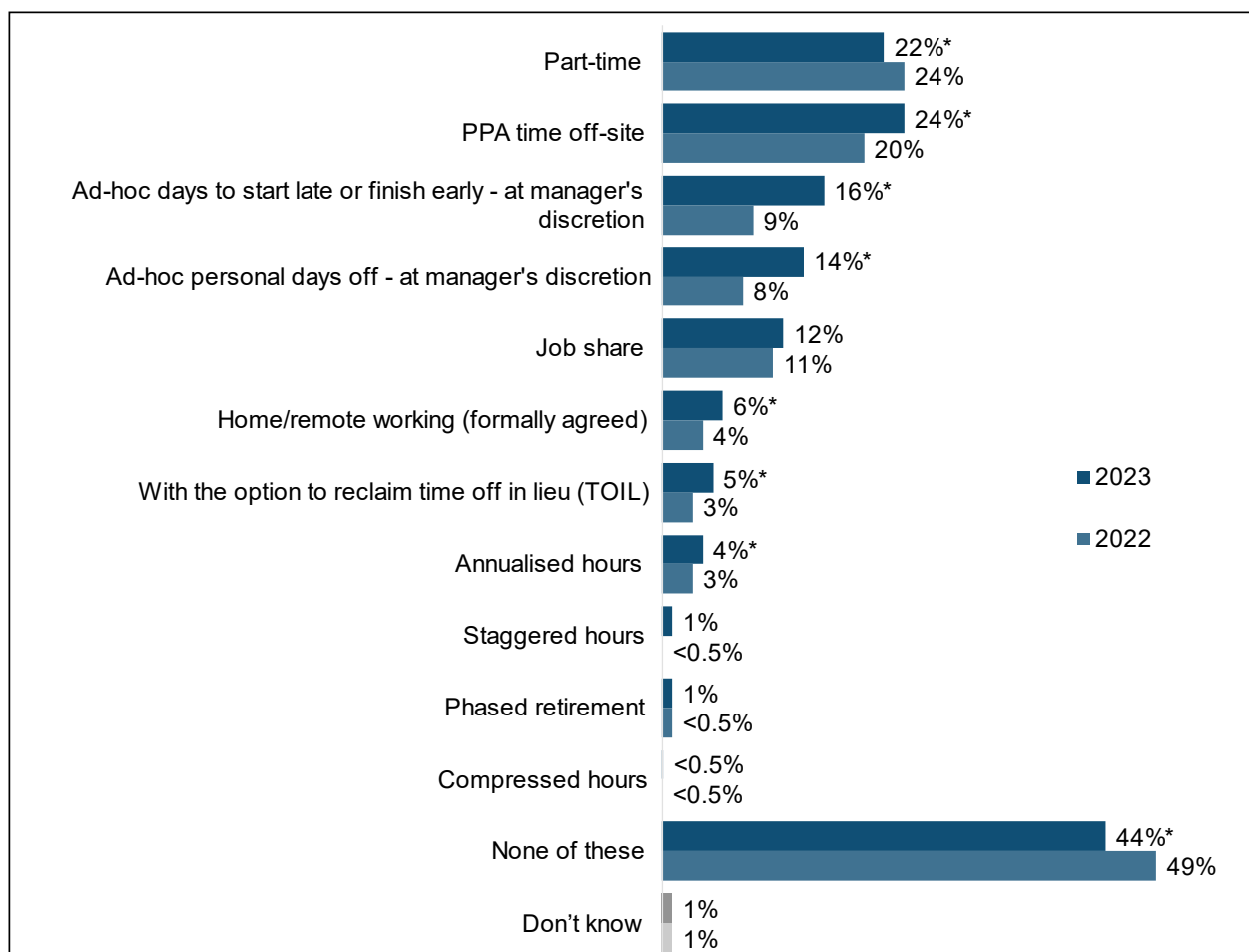
For primary teachers and leaders, various types of flexible working were more commonly reported in 2023 than 2022 (Figure 5.1). Most notably, there were increases in the following: PPA time off-site (from 20% in 2022 to 24% in 2023); ad-hoc personal days off at a manager's discretion (from 8% to 14%); and ad-hoc days to start late or finish early at a manager's discretion (from 9% to 16%). Conversely, the proportion working part-time had fallen between 2022 and 2023, from 24% to 22%.

As shown in Figure 5.2, the picture was similar amongst secondary school teachers and leaders, with the same three types of flexible working increasing: PPA time off-site increased from 2% to 5%, ad-hoc days to start late or finish early at a manager's discretion 4% to 10%, and ad-hoc personal days off at a manager's discretion increased from 4% to 11%.

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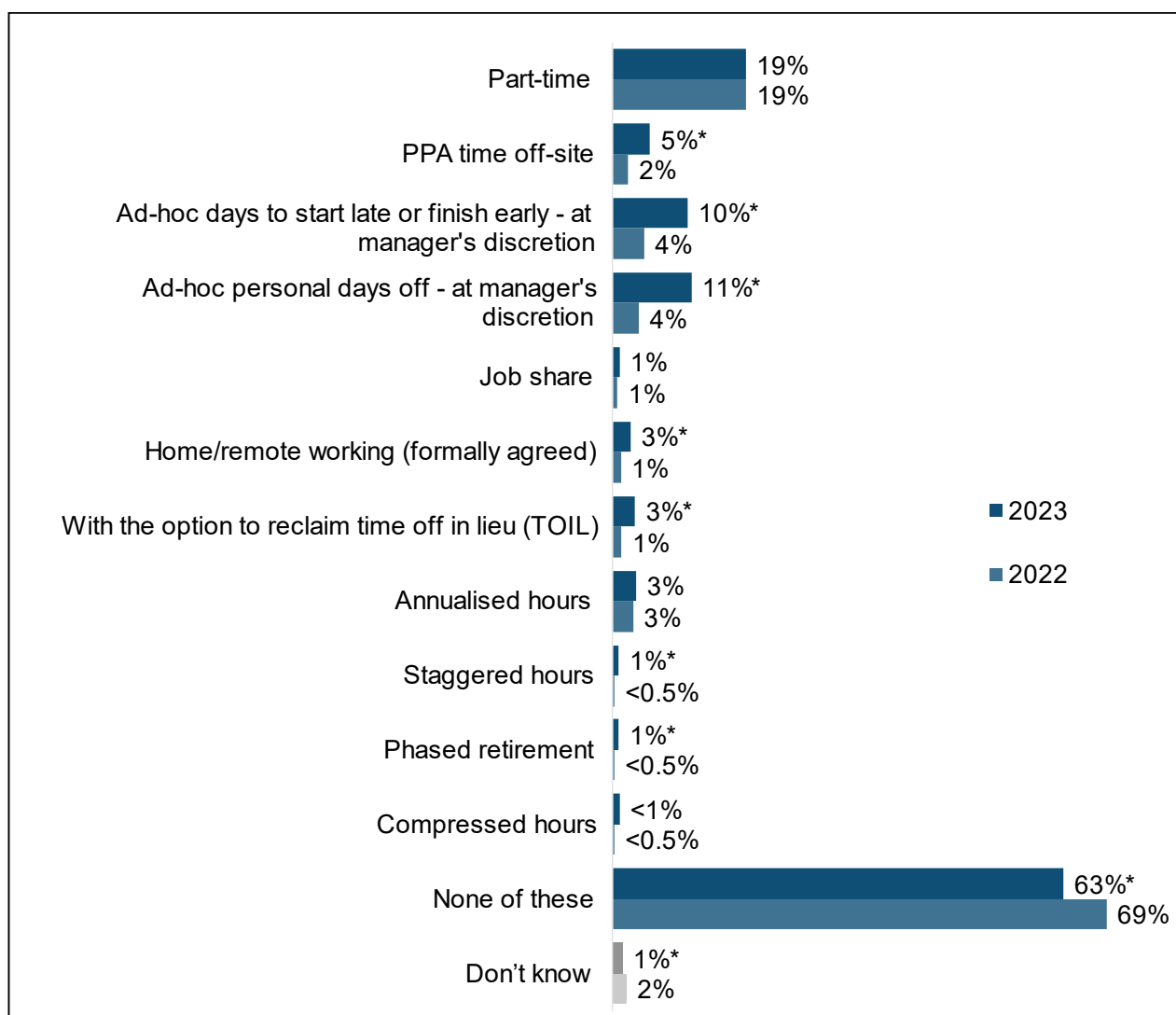
<sup>32</sup> These do not include statutory entitlements such as sick days or bereavement leave, etc.

**Figure 5.1 Primary teachers and leaders' flexible working arrangements, 2022-2023**



Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All primary teachers and leaders (wave 1, 2022, n=5,770) (wave 2, 2023, n=5,240). \*Indicates significant difference compared to 2022 survey. NB: Ad-hoc days off do not include statutory entitlements such as sick days or bereavement leave.

**Figure 5.2 Secondary teachers and leaders' flexible working arrangements, 2022-2023**



Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All secondary teachers and leaders (wave 1, 2022, n=4,859) (wave 2, 2023, n=4,691). \*Indicates significant difference compared to 2022 survey.

There were also notable differences across other school characteristics. For example, teachers and leaders in schools with an inadequate Ofsted rating were less likely to report any flexible working arrangement (32%) than those in other schools (45% in schools rated as outstanding, 47% in schools rated as good and 43% in schools rated as requires improvement). In terms of having individual types of flexibility in place, the largest difference was seen for ad-hoc days to start late or finish early at a manager's discretion (15% in schools rated as outstanding and 14% in schools rated as good vs. 11% of schools with a requires improvement rating and 6% in those rated inadequate).

There were also differences according to the proportion of pupils in receipt of free school meals (FSM), most notably regarding part-time working (26% of those in quintile 1 schools worked part-time vs. 14% of those in quintile 5). Additionally, those in schools in

quintile 1 were more likely to have any form of flexible working arrangement in place (51% vs. 44% in other schools).

Finally, those in smaller schools were more likely than those in larger schools to report that they had at least one form of flexible working arrangement in place (59% in the smallest schools (quintile 1) vs. 37% in the largest schools (quintile 5). Particular differences related to PPA time off-site (29% in quintile 1 schools vs. 7% in quintile 5) and job sharing (11% in quintiles 1-4 schools vs. 2% in quintile 5). It should be noted that smaller schools were more likely to be primary schools than secondary schools. For example, 59% of teachers and leaders in quintile 1 worked in primary schools, 39% worked in special schools, PRUs or other alternative provision and only 2% in secondary schools. Conversely, 84% of those in quintile 5 worked in secondary schools, compared with 16% in primary schools and <1% in special schools, PRUs or other alternative provision.

### **Variation in flexible working arrangements by teacher and leader characteristics**

Teachers and leaders' use of flexible working arrangements differed according to seniority, with leaders more likely to report using at least one form of flexible working arrangement (52%) than teachers (44%). As shown in Table 5.1 below, leaders were most likely to use certain flexible working arrangements:

- ad-hoc days, at their manager's discretion, to start late or finish early (32%) compared with 11% of teachers and within that, 4% of ECTs
- ad-hoc personal days off at their manager's discretion (25%) vs. 10% of teachers and within that 4% of ECTs
- home or remote working (formally agreed as part of directed time/timetabled (15% vs. 3% of teachers) – headteachers or executive headteachers were particularly likely to use this (26% vs. 5% overall)
- the ability to reclaim time off in lieu (TOIL) (9% vs. 4% of teachers), with headteachers and executive headteachers again more likely than any other job role to have this flexible arrangement (12% vs. 4% overall)

Conversely, teachers were more likely than leaders to work in the following ways:

- part-time (21% vs. 8% of leaders), with leading practitioners (25%) and classroom teachers who were not ECTs (24%) the most likely to do so
- as part of a job share (7% vs. 5% of leaders) with non-ECT classroom teachers the most likely (8%)

- annualised hours (4% vs. 2% of leaders)

As shown by Table 5.1, ECTs were generally less likely to use any flexible working arrangements than all other types of teachers.

Patterns of flexible working arrangements according to seniority and job role were generally consistent between 2022 and 2023.

**Table 5.1 Use of flexible working arrangements by job role, 2023**

	All	Leaders	Teachers	Headteachers	Deputy and assistant headteachers	Leading practitioners	Classroom Teachers – not ECT	2 <sup>nd</sup> year ECTs	1 <sup>st</sup> year ECTs	SUM: ECTs	Unqualified teachers	Unknown/other
Base (n)	10,411	1,637	8,577	677	960	292	5,946	1,121	1,119	2,240	79	217
Part-time	20%	8%*	21%*	7%*	9%*	25%	24%*	4%*	4%*	4%*	17%	39%*
PPA time offsite	15%	16%	15%	15%	17%	11%	16%*	12%*	11%*	11%*	7%*	7%*
Ad-hoc days to start late or finish early at my manager's discretion	14%	32%*	11%*	32%*	32%*	16%	11%*	5%*	4%*	4%*	9%	14%
Ad-hoc personal days off at my manager's discretion	12%	25%*	10%*	26%*	25%*	15%	11%*	4%*	4%*	4%*	13%	10%
Job share	6%	5%*	7%*	5%	4%*	2%*	8%*	1%*	1%*	1%*	3%	4%
Home / remote working	5%	15%*	3%*	26%*	11%*	6%	3%*	1%*	1%*	1%*	1%	8%*
With the option to reclaim time off in lieu (TOIL)	4%	9%*	4%*	12%*	7%*	4%	4%*	2%*	1%*	1%*	4%	6%
Annualised hours	4%	2%*	4%*	3%	2%*	3%	4%*	3%*	3%	3%	10%*	2%
Staggered hours	1%	2%*	1%*	3%*	2%*	1%	1%*	<0.5%	0%*	<0.5%*	0%	1%
Phased retirement	1%	2%*	1%*	3%*	1%	<0.5%*	1%	0%*	0%*	0%*	0%	2%
Compressed hours	<0.5%	1%*	<0.5%*	1%	1%*	<0.5%*	<0.5%*	0%	0%	0%*	0%	0%
<b>Summary: at least one</b>	<b>46%</b>	<b>52%*</b>	<b>44%*</b>	<b>51%*</b>	<b>52%*</b>	<b>48%</b>	<b>47%*</b>	<b>24%*</b>	<b>22%*</b>	<b>23%*</b>	<b>40%</b>	<b>55%*</b>

Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.



Generally, the use of flexible working types increased with school tenure, as shown in Table 5.2. More than half (55%) of those that had been in their school for over a decade were using at least one form of flexible working, compared with only around three-in-ten of those who had been in their school for up to 1 year (32%) or between 1 and 2 years (30%).

The most notable differences in terms of tenure related to part-time working, three-in-ten (30%) teachers and leaders who had been in their school for more than 10 years reported working part-time, compared to 9% of those who had been in their school for two years or less. Other, less marked, differences were seen across the following:

- ad-hoc days to start late or finish early at a manager's discretion, which was used by 17% of those with more than 10 years' tenure compared with 8% of those with less than 2 years
- ad-hoc personal days off at a manager's discretion, used by 15% of those with more than 10 years' tenure compared with 7% of those with less than 2 years
- job shares, used by 9% with more than 10 years' tenure vs. 3% with less than 2 years

**Table 5.2 Use of flexible working arrangements by tenure in school, 2023**

	All	Up to 1 year	1-2 years	2-3 years	3-5 years	5-10 years	More than 10 years
Base (n)	10,411	1,471	1,083	1025	1,658	2,621	2,548
Part-time	20%	9%*	8%*	11%*	16%*	23%*	30%*
PPA time offsite	15%	14%	10%*	14%	17%*	16%	15%
Ad-hoc days to start late or finish early at my manager's discretion	14%	8%*	7%*	11%*	14%	14%	17%*
Ad-hoc personal days off at my manager's discretion	12%	8%*	6%*	11%	12%	13%	15%*
Job share	6%	3%*	3%*	3%*	5%*	8%*	9%*
Home/remote working	5%	2%*	2%*	3%*	5%	5%	6%*
With the option to reclaim time off in lieu (TOIL)	4%	2%*	3%*	3%	4%	4%	6%*
Annualised hours	4%	3%	3%	4%	5%	4%	3%
Staggered hours	1%	1%	<1%*	<1%*	1%	1%	1%
Phased retirement	1%	<1%*	0%*	<1%*	1%	1%	2%*
Compressed hours	<1%	0%*	0%	<1%	1%	<1%	1%
<b>Summary: at least one</b>	<b>46%</b>	<b>32%*</b>	<b>30%*</b>	<b>36%*</b>	<b>44%</b>	<b>50%*</b>	<b>55%*</b>

Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

There was also variation in the use of flexible working arrangements by individual characteristics (Table 5.3), all of which were consistent with trends observed in 2022. For example, the following groups were more likely to use at least one type of flexible working arrangement:

- female teachers and leaders, of whom 49% worked flexibly compared with 36% of males
- all teachers and leaders aged over 35 years old, 51% of whom worked flexibly, compared with 36% of those under 35
- white teachers and leaders, 47% of whom worked flexibly, compared with 43% of those from ethnic minority groups (excluding white minorities). White teachers and leaders were also more likely to be at least 35 years old (64%) than those from other ethnic minority groups (59%)

- teachers and leaders of a Christian faith (49% worked flexibly vs. 46% on average). Christian teachers and leaders were also more likely to be at least 35 years old (74%) compared with the average across those of another faith (60%).
- heterosexual or straight teachers and leaders, of whom 47% worked flexibly in some way, compared with 37% who were not heterosexual or straight. Heterosexual or straight teachers and leaders were also more likely than those who were not heterosexual or straight to report having some kind of caring responsibilities (58% vs. 30%).

In addition, teachers and leaders with parental and/or caring responsibilities at home were more likely to have flexible working arrangements (55%) than those who did not (35%), as was also the case in 2022. In particular, those with parental and/or caring responsibilities were more likely to work part-time (29% vs. 8% with no parental or caring responsibilities) or in a job share (10% vs. 2%). This was consistent with working arrangements for those with and without parental and/or caring responsibilities in 2022.

**Table 5.3 Differences in use of flexible working by teacher and leader characteristics, 2023**

	<b>Base (n)</b>	<b>Working flexibly</b>
All	10,411	46%
<b>Gender</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Female	7,756	49%*
Male	2,487	36%*
<b>Age</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Under 35	3,938	36%*
35-44	2,688	52%*
45-54	2,471	49%*
55 and over	926	53%*
<b>Ethnicity</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Asian or Asian British	430	43%
Black, black British, Caribbean or African	204	40%
Mixed or multiple ethnic group	146	52%
White	8,542	47%*
Other ethnic group	62	32%
<b>Religion</b>	<b>Base (n)</b>	<b>Working flexibly</b>
No religion	5,086	43%*
Christian	4,485	49%*
Hindu	92	38%
Jewish	57	53%
Muslim	301	42%
Sikh	63	32%
<b>Sexual orientation</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Heterosexual or straight	9,272	47%*
Not heterosexual or straight	750	37%*

Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

Flexible working arrangements were more common amongst teachers and leaders who reported positive wellbeing scores and other job satisfaction measures, compared with those with more negative measures, as shown in Table 5.4 below.

For example, teachers and leaders who reported the following were more likely to have a flexible working arrangement of some kind:

- that their workload was acceptable (56%, vs. 43% who disagreed they had an acceptable workload)
- very high satisfaction with life (55% vs. 37% with low satisfaction)
- feeling things done in life are worthwhile (56% who rated very high on this, vs. 33% who rated low)
- feeling happy the day before being surveyed (54% rated very high vs. 38% who rated low)
- feeling valued by their school (50% vs. 37% who disagreed).

**Table 5.4 Differences in rates of flexible working by teacher wellbeing characteristics, 2023**

	<b>Base (n)</b>	<b>Working flexibly</b>
All	10,411	46%
<b>Acceptable workload</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Agree	1,790	56%*
Neither/nor	999	48%
Disagree	7,603	43%*
<b>Satisfaction with life</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Very high	1,067	55%*
High	4,373	50%*
Medium	2,721	41%*
Low	2,151	37%*
<b>Feel that things they do in their life are worthwhile</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Very high	2,193	56%*
High	4,543	47%*
Medium	2,157	40%*
Low	1,428	33%*
<b>How happy did they feel yesterday</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Very high	1,707	54%*
High	3,617	49%*
Medium	2,438	43%*
Low	2,543	38%*
<b>Feel valued by my school</b>	<b>Base (n)</b>	<b>Working flexibly</b>
Agree	6,871	50%*
Neither/nor	1,357	38%*
Disagree	2,144	37%*

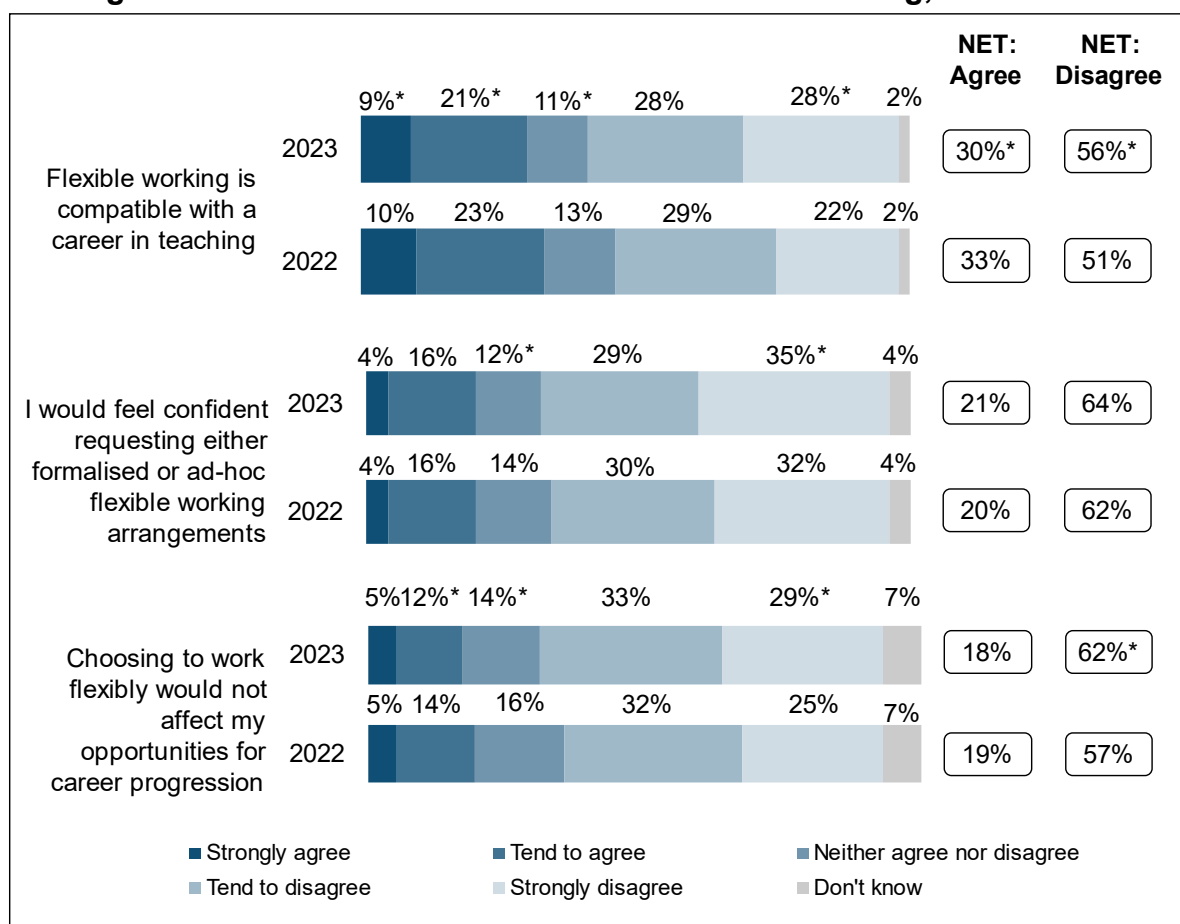
Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

## Views on flexible working

Although the proportion of teachers and leaders with access to some form of flexible working had increased, views on the compatibility and acceptability of flexible working were mixed compared with 2022 (Figure 5.3):

- three-in-ten (30%) teachers and leaders agreed that flexible working was compatible with a career in teaching, lower than the 33% who agreed in 2022
- around six-in-ten (62%) disagreed with the idea that working flexibly would not affect their opportunities for career progression, more than in 2022 (57%)
- around two-thirds (64%) of those not currently working flexibly, or whose only flexible working is occasional days off or leaving early, disagreed that they would feel confident requesting either formal or ad-hoc flexible working arrangements, consistent with the 62% who disagreed in 2022
- over half (54%) of those currently working flexibly disagreed they would feel confident requesting additional flexible working arrangements, compared with 51% who disagreed in 2022

**Figure 5.3 Teacher and leader views on flexible working, 2022-2023**



Source: Working lives of teachers and leaders survey. K2\_1. Agreement that 'flexible working is compatible with a career in teaching'. K2\_2. Agreement that 'choosing to work flexibly would not affect my opportunities for career progression'. K2\_3. Agreement that 'I would feel confident requesting either formalised or ad-hoc flexible working arrangements'. Single response. K2\_1 and K2\_2: All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). K2\_3: All teachers and leaders not working flexibly or whose only flexible working is occasional days off or leaving early (wave 1, 2022, n=7,256) (wave 2, 2023, n=6,677). \*Indicates significant difference compared to 2022 survey.

## Variation in views of flexible working in 2023 by school characteristics

Differences in views on flexible working were observed across a range of school-based characteristics (Table 5.5).



**Table 5.5 Differences in views of flexible working by school phase, 2023**

<b>Flexible working is compatible with a career in teaching</b>	<b>All</b>	<b>Primary</b>	<b>Secondary</b>
<b>Base (n)</b>	10,411	5,240	4,691
Agree	30%	28%*	33%*
Neither/nor	11%	11%	11%
Disagree	56%	60%*	54%*
<b>I would feel confident requesting either formalised or ad-hoc flexible working arrangements</b>	<b>All</b>	<b>Primary</b>	<b>Secondary</b>
<b>Base (n)</b>	6,677	2,915	3,472
Agree	21%	20%	21%
Neither/nor	12%	12%	11%
Disagree	64%	64%	64%
<b>Choosing to work flexibly would not affect my opportunities for career progression</b>	<b>All</b>	<b>Primary</b>	<b>Secondary</b>
<b>Base (n)</b>	10,411	5,240	4,691
Agree	18%	19%*	16%*
Neither/nor	14%	16%*	12%*
Disagree	62%	58%*	66%*

Source: Working lives of teachers and leaders survey. K2\_1. Agreement that 'flexible working is compatible with a career in teaching'. K2\_2. Agreement that 'choosing to work flexibly would not affect my opportunities for career progression'. K2\_3. Agreement that 'I would feel confident requesting either formalised or ad-hoc flexible working arrangements'. Single response. K2\_1 and K2\_2: All teachers and leaders (wave 2, 2023, n=10,411). K2\_3: All teachers and leaders not working flexibly or whose only flexible working is occasional days off or leaving early (wave 2, 2023, n=6,677). \*Indicates significant difference compared to overall.

In terms of phase, those in secondary schools were more likely to agree that flexible working is compatible with a career in teaching (33%) than those in primary schools (28%). This is despite flexible working being more prevalent in primary schools than secondary, as was seen earlier in this chapter. Conversely, teachers and leaders in primary schools were more likely than those in secondary schools to agree that choosing to work flexibly would not affect opportunities for career progression (19% agreed, compared with 16%). These patterns were fairly consistent with 2022, with the exception of views about whether working flexibly affected opportunities for career progression, where there were no differences in agreement by phase in 2022. That said, in both 2022 and 2023 those in secondary schools were more likely to

disagree with this statement (66% in 2023 and 62% in 2022) than those in primary schools (58% in 2023 and 54% in 2022).

Teachers and leaders working in academies were more likely to disagree that choosing to work flexibly would not affect opportunities for career progression (64%) than those in local authority-maintained schools (58%). This was a difference also seen in 2022. In terms of how teachers and leaders actually worked flexibly by school type, a greater proportion of teachers and leaders working in local authority-maintained schools were working flexibly (52%) compared to those in academies (41%).

In terms of Ofsted rating, teachers and leaders in schools with higher Ofsted ratings typically had more positive views on flexible working than those in schools with lower ratings:

- those in schools with outstanding (21%) or good (21%) Ofsted ratings were more likely than those rated inadequate ratings (11%) to report that they would be confident requesting flexible working arrangements
- those in schools with an inadequate Ofsted rating were more likely to disagree that flexible working was compatible with a career in teaching (66%) than teachers and leaders in schools with other ratings (56%)
- those in schools with inadequate ratings were less likely to agree that choosing to work flexibly would not affect their opportunities for career progression (9%) than those in schools with other ratings (all 18%)

In 2022, there were no differences by Ofsted rating regarding the compatibility of flexible working with teaching, but otherwise these variations by ratings were consistent across both years.

## **Variation in views of flexible working by leader and teacher characteristics**

Views about the compatibility of flexible working with teaching varied by job role (Table 5.6).

**Table 5.6 Views of flexible working arrangements by job role, 2023**

	All	Leaders	Teachers	Headteachers	Deputy and assistant headteachers	Leading practitioners	Classroom teachers - not ECT	2nd year ECTs	1st year ECTs	SUM: ECTs	Unqualified teachers
Base (n)	10,411	1,637	8,557	677	960	292	5,946	1,121	1119	2,240	79
Agree: Flexible working is compatible with a career in teaching	30%	24%*	31%*	25%*	24%*	44%*	31%*	30%	34%*	32%	21%
Base (n)	6,677	1,035	5,534	435	600	162	3,495	908	918	1,826	51
Agree: I would feel confident requesting either formalised or ad-hoc flexible working arrangements	21%	32%*	19%*	37%*	30%*	29%	19%*	16%*	15%*	15%*	23%
Base (n)	10,411	1,637	8,577	677	960	292	5,946	1,121	1119	2,240	79
Agree: Choosing to work flexibly would not affect my opportunities for career progression	18%	18%	17%	22%*	17%	23%	17%*	20%	22%*	21%*	23%

Source: Working lives of teachers and leaders survey. K2\_1. Agreement that 'flexible working is compatible with a career in teaching'. K2\_2. Agreement that 'choosing to work flexibly would not affect my opportunities for career progression'. K2\_3. Agreement that 'I would feel confident requesting either formalised or ad-hoc flexible working arrangements'. Single response. K2\_1 and K2\_2: All teachers and leaders (wave 2, 2023, n=10,411). K2\_3: All teachers and leaders not working flexibly or whose only flexible working is occasional days off or leaving early (wave 2, 2023, n=6,677). \*Indicates significant difference compared to overall.

In terms of seniority and job role, teachers were more likely to agree that flexible working was compatible with a career in teaching (31%) than leaders (24%). Looking into job roles in more detail, leading practitioners were the most likely to agree with this (44% vs. 30% on average). Leaders, however, were more likely to feel confident requesting flexible working arrangements (32%) than teachers (19%), particularly headteachers or executive headteachers (37%). Headteachers and executive headteachers were also most likely to agree that choosing to work flexibly would not affect opportunities for career progression, alongside first year ECTs (22% in both job roles agreed vs. 18% overall). On the other hand, classroom teachers who were not ECTs were less likely to agree (17%).

There were other differences in terms of views of flexible working by teacher and leader characteristics, including:

- those aged 55 and over, who were more likely to agree that flexible working is compatible with a career in teaching (40%) than those under 35 (28%), 35-44 (30%) or 45-54 (29%). They were also more confident in requesting flexible working arrangements (28% of those aged 55 and over vs. 17% of those under 35)
- male teachers and leaders, who were more confident about requesting flexible working arrangements (25%) than female teachers and leaders (19%), despite a larger proportion of female teachers and leaders working flexibly (49%) than male teachers and leaders (36%)
- part-time teachers and leaders (22%), who were more likely to agree that choosing to work flexibly would not affect their career progression than full-time teachers and leaders (16%)
- those with at least one flexible working arrangement in place, were more likely to agree that it was compatible with a career in teaching than those with none (35% vs. 26%). This suggests first-hand experience of flexible working makes it seem a more feasible way of working

Four-in-ten teachers and leaders (39%) agreed that their school's senior leadership team (SLT) was supportive of flexible working. While this was consistent with 2022, with 41% agreeing last year, there was an increase in the proportion disagreeing with the statement, from 31% in 2022 to 35% in 2023.

Teachers and leaders working in primary schools were more likely to agree that SLTs supported flexible working than those in secondary schools (45% vs. 34%), as were those working in local authority-maintained schools compared with academies (43% vs. 37%).

There was a split in views by Ofsted rating, with agreement higher amongst teachers and leaders in schools with an outstanding (39%) or good (41%) rating compared with those in a school with a requires improvement (34%) or an inadequate (28%) rating.

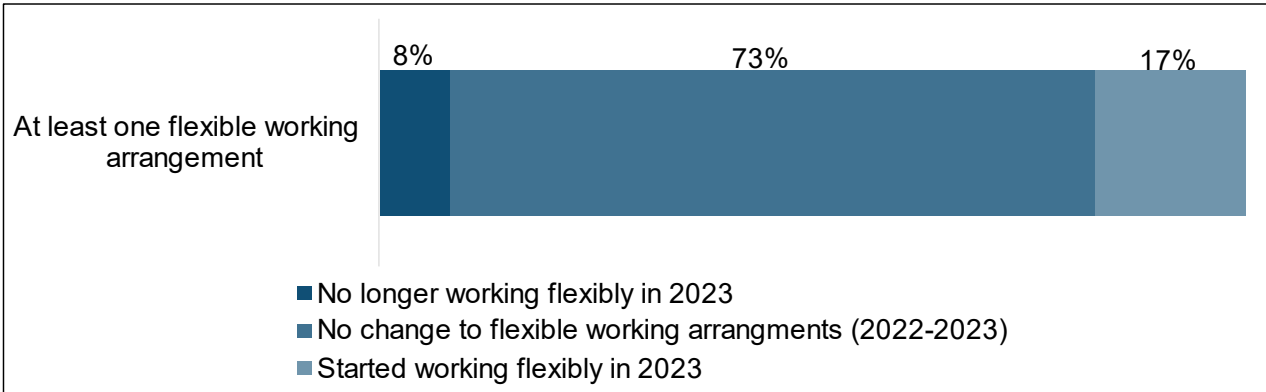
Leaders were considerably more likely to agree that SLTs were supportive of flexible working than teachers (64% vs. 35%). This was especially likely among headteachers (79%).

In terms of other individual characteristics, teachers and leaders were more likely to agree with the statement if they were at least 35 years old (42% vs. 34% under 35), male (41% vs. 39% of females) and white (40% vs. 35% from ethnic minority groups (excluding white minorities)).

## Changes in panellists' flexible working arrangements over time

In keeping with the fact that there was a higher proportion of flexible working arrangements reported among teachers and leaders in 2023 compared with 2022, it was more common for those who took part in the survey in both years to have moved towards working flexibly than to have stopped working flexibly. As shown in Figure 5.4, one-in-six (17%) worked flexibly in 2023 but had not done so in 2022, and 8% no longer worked flexibly in 2023 but had done so in 2022. Almost three-quarters (73%) of teachers and leaders had not changed whether they worked flexibly or not.

**Figure 5.4 Change in panellists flexible working arrangements between 2022 and 2023**



Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577).

There was some fluctuation in panellists' perceptions around whether their school's SLT supported flexible working between 2022 and 2023, with only just over half giving the same response in both years. Nevertheless, there was no clear direction of change, with perceptions improving for 17% but worsening for 20%.

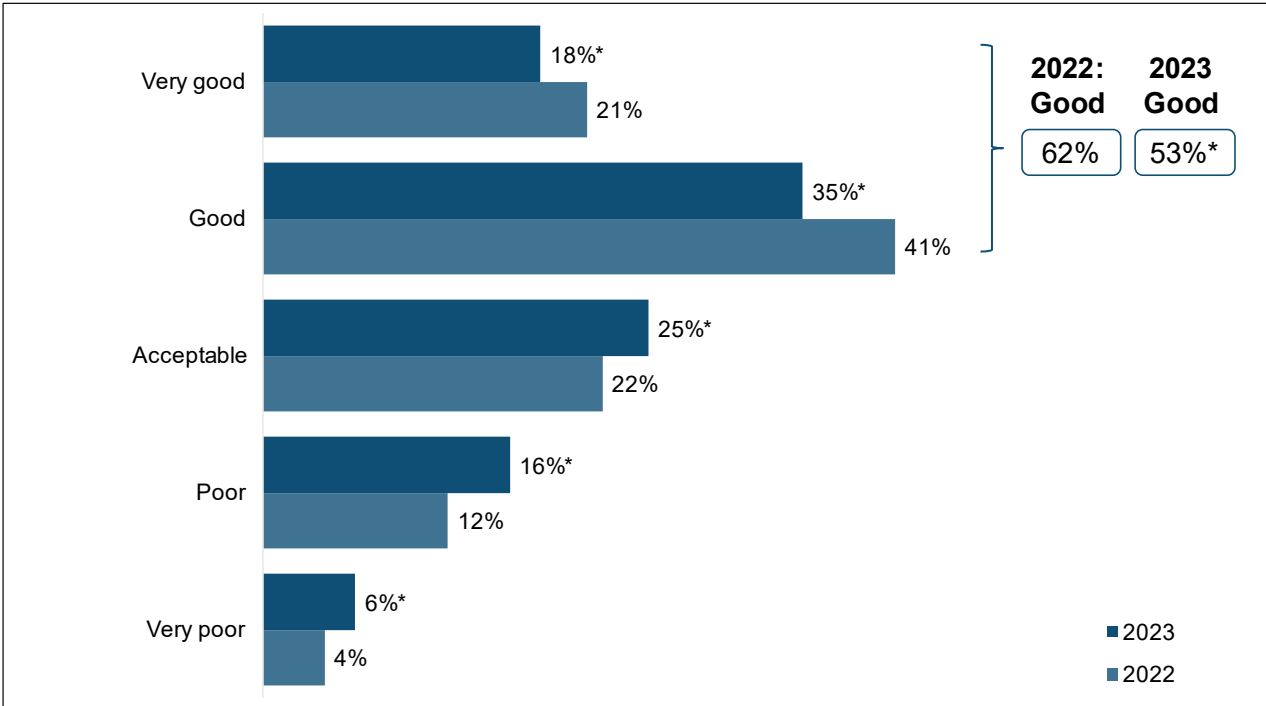
# 6. Pupil behaviour

This chapter covers teachers and leaders’ perceptions of pupil behaviour in their schools, whether they feel adequately supported to tackle disruptive behaviour, and views on the behaviour standards set by the leadership team.

## Pupil behaviour

As in 2022, views on pupil behaviour were mixed. As shown in Figure 6.1, over half (53%) of teachers and leaders rated pupil behaviour as good or very good, and a further 25% rated it as acceptable. Nevertheless, a substantial minority rated pupil behaviour in their school as poor (16%) or very poor (6%). Figure 6.1 also shows that perceptions of pupil behaviour have deteriorated between survey years. The proportion rating behaviour as good or very good fell from 62% in 2022 to 53% in 2023.

**Figure 6.1 Teachers and leaders’ views on pupil behaviour in their school, 2022-2023**



Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Variation by school-based characteristics

There were differences in perceptions of pupil behaviour by the types of schools that teachers and leaders worked in. Those in primary schools were more likely to rate pupil behaviour as good or very good than those in secondary schools (65% vs. 40%). This

difference was also evident in 2022 (when 74% of those in primary schools gave a good or very good rating vs. 49% of those in secondary schools). Teachers and leaders working in special schools, PRUs or other alternative provision were in the middle, with 47% rating behaviour as good or very good (vs. 40% of those in secondary schools and 65% in primary schools).

Within phase, perceptions of pupil behaviour also varied by key stages taught.<sup>33</sup> Among those teaching in primary schools, the ratings for pupil behaviour decreased from 70% rating it as very good or good for those teaching reception, to 64% in key stage 1 and 59% in key stage 2. In secondary schools, ratings were slightly higher for those who spent time teaching pupils in key stage 5 (46%) than for those teaching either key stage 3 or 4 (as Table 6.1 shows).

**Table 6.1 Teachers and Leaders' views on pupil behaviour in their school, by Key Stages taught, 2023**

In general, how would you rate pupil behaviour in your school?	All	Reception	Key stage 1	Key stage 2	Key stage 3	Key stage 4	Key stage 5
Very good	18%	27%*	25%*	21%*	11%*	11%*	15%*
Good	35%	43%*	39%*	38%*	28%*	28%*	31%*
Acceptable	25%	20%*	22%*	24%	28%*	28%*	27%*
Poor	16%	8%*	10%*	11%*	23%*	23%*	21%*
Very poor	6%	2%*	4%*	5%*	9%*	9%*	6%
Don't know	<1%	<1%	1%*	<1%	<1%	<1%	<1%
Summary: Very good/ good	53%	70%*	64%*	59%*	39%*	40%*	46%*
Summary: Poor/ very poor	22%	10%*	13%*	16%*	32%*	32%*	27%*

Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers and leaders (wave 2, 2023, n=10,411); Reception (wave 2, 2023, n=990); Key stage 1 (wave 2, 2023, n=1,759); Key stage 2 (wave 2, 2023, n=3,143); Key stage 3 (wave 2, 2023, n=4,259); Key stage 4 (wave 2, 2023, n=4,387); Key stage 5 (wave 2, 2023, n=2,198).

\*Indicates significant difference compared to overall.

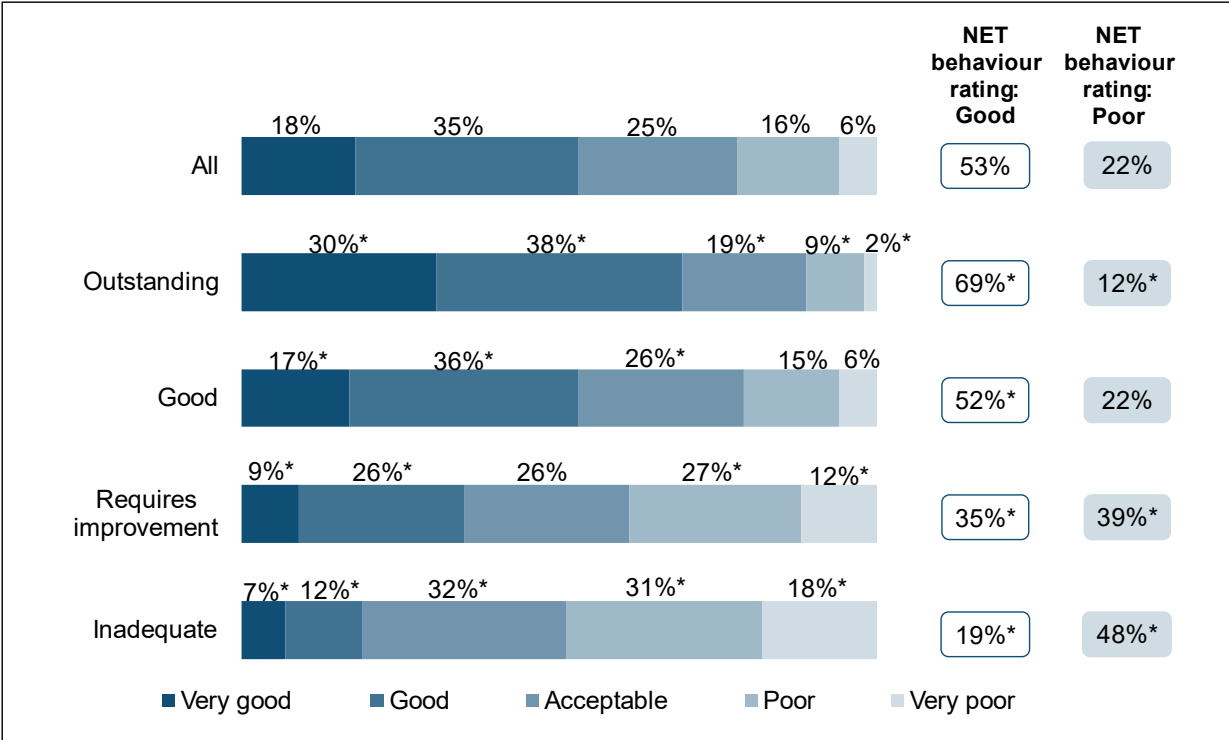
Positive perceptions of pupil behaviour were also more common among those working in schools with a lower proportion of pupils in receipt of free school meals (FSM). Three-quarters (74%) of those in the lowest FSM quintile rated pupil behaviour at their school

<sup>33</sup> The key stage question used for this analysis break (question C2) was a multiple-choice question so respondents could select >1 key stage.

as very good or good, falling to 43% of those in the highest quintile. This relationship was also evident in 2022.

The same was the case for schools with higher Ofsted ratings (Figure 6.2). The proportion with ratings of very good or good was 69% in schools with an outstanding rating, falling to 19% in schools with an inadequate rating. This relationship was also evident in 2022.

**Figure 6.2. Perceptions of pupil behaviour by Ofsted rating, 2023**



Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers and leaders (wave 2, 2023, n=10,411); outstanding (wave 2, 2023, n=1,613); good (wave 2, 2023, n=6,778); requires improvement (wave 2, 2023, n=852); inadequate (wave 2, 2023, n=183). \*Indicates significant difference compared to overall.

Other differences, albeit less marked, were seen in the following school types:

- those working in the largest schools (quintile 5), had poorer perceptions of pupil behaviour (43% rating behaviour as good or very good vs. 53% on average). Although the categories were different in 2022, so not directly comparable, the same trend was apparent, with poorer perceptions of behaviour reported among those working in larger schools (46% in schools with 2,000-2,999 pupils rated behaviour as good or very good)<sup>34</sup>

<sup>34</sup> In 2022, school size analysis did not use quintiles. Categories used were: under 100; 100-199; 200-299; 300-499; 500-999; 1,000-1,999; 2,000-2,999, and; 3,000+.

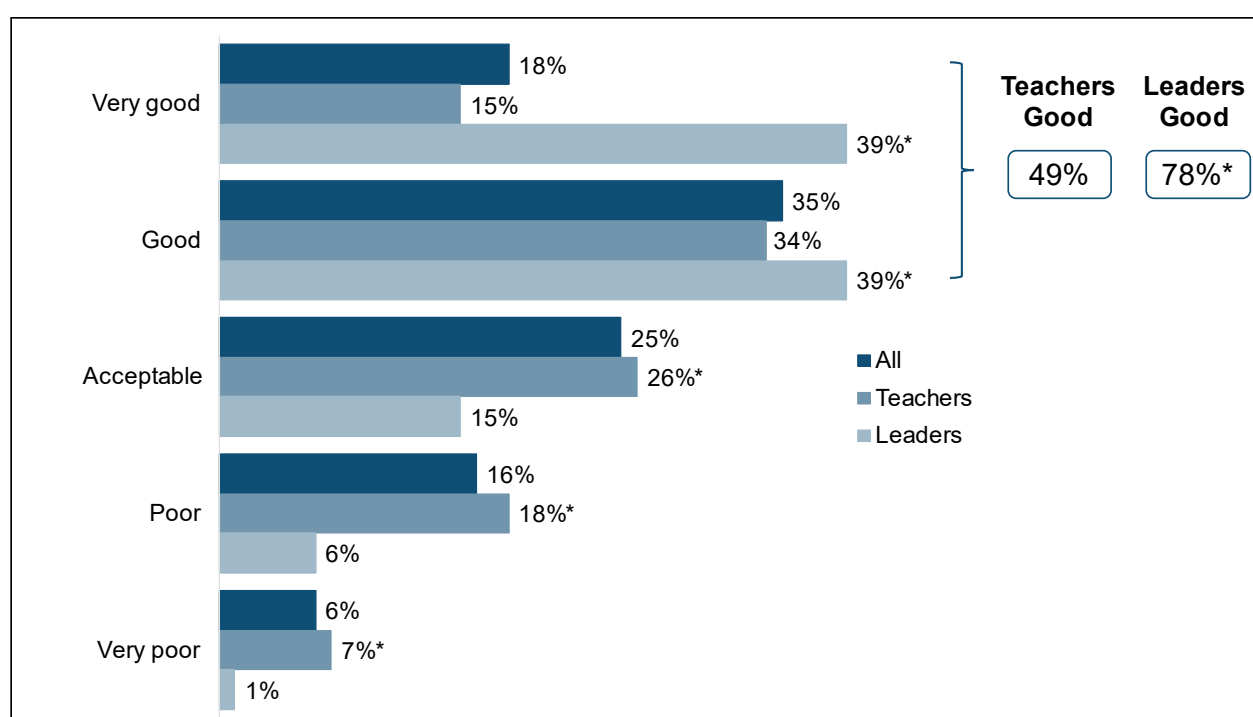


- teachers and leaders in local authority-maintained schools, who were more positive than those in academies (59% good or very good vs. 49%)

## Variation by teacher and leader characteristics

Leaders held considerably more positive views than teachers on pupils' behaviour (Figure 6.3). Over three-quarters (78%) of leaders rated pupil behaviour in their school as very good or good, compared with just under half (49%) of teachers. This difference in perception between teachers and leaders was also evident in 2022 (when 85% of leaders rated behaviour as very good or good vs. 58% of teachers). Both teachers and leaders' views on pupil behaviour were less positive in 2023 compared with 2022.

**Figure 6.3. Teachers and Leaders' views on pupil behaviour in their school, 2023**



Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers and leaders (wave 2, 2023, n=10,411); leaders (wave 2, 2023, n=1,637); teachers (wave 2, 2023, n=8,557). \*Indicates significant difference between teachers and leaders.

Within teacher and leader status, positive perceptions of pupil behaviour rose steadily alongside increasing seniority (40% of first year ECTs reported that behaviour at their school was very good or good vs. 91% among headteachers, for example). Relatedly, the proportion with positive perceptions of behaviour also rose steadily with increasing length of tenure at the school, from 42% among those with up to 1 year tenure to 60% among those with more than ten years' tenure.

Older teachers and leaders gave higher ratings of pupil behaviour: 59% of those aged 45-54 and 60% of those aged 55 plus rated it good or very good, higher than the 53% among those aged 35-44 and the 47% among under 35s. Females were also more positive than males (54% rating behaviour as good or very good vs. 49% of males).

## Variation by key subgroups across survey years

Although the deterioration in the perceptions of pupil behaviour between 2022 and 2023 was evident across most subgroups of teachers, some subgroups saw particularly big changes (Table 6.2).

**Table 6.2 Change in perceptions of pupil behaviour between 2022 and 2023 by school type**

% rating pupil behaviour as very good or good	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years
All	11,177	62%	10,411	53%	-9pp*
Phase	Base (n)	%	Base (n)	%	PP change
Primary	5,770	74%	5,240	65%	-9pp*
Secondary	4,859	49%	4,691	40%	-9pp*
Special/PRUs/AP	548	58%	480	47%	-11pp*
Type	Base (n)	%	Base (n)	%	PP change
Academy	5,669	58%	5,439	49%	-9pp*
Local authority-maintained	5,053	67%	4,264	59%	-8pp*
Ofsted rating	Base (n)	%	Base (n)	%	PP change
Outstanding	1,827	75%	1,613	69%	-6pp*
Good	6,799	60%	6,778	52%	-8pp*
Requires improvement	934	44%	852	35%	-9pp*
Inadequate	119	28%	183	19%	-9pp
% Free school meals	Base (n)	%	Base (n)	%	PP change
Quintile 1	2,179	78%	1,934	74%	-4pp*
Quintile 2	2,514	66%	2,295	57%	-9pp*
Quintile 3	2,406	55%	2,165	48%	-7pp*
Quintile 4	2,254	55%	2,118	44%	-11pp*
Quintile 5	1,800	54%	1,655	43%	-11pp*

Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

Some of the largest reductions in ratings of very good or good behaviour were seen in schools that had a high proportion of pupils receiving free school meals (the proportion of teachers in quintiles 4 and 5 giving ratings of very good or good decreased by 11 percentage points). Teachers and leaders in these schools were both less likely to consider behaviour very good or good in 2023 and more likely to have reported a decrease in the standard of pupil behaviour since 2022, producing a widening gap in perceptions of behaviour by free school meals quintile.

In terms of teachers and leaders' own characteristics, Table 6.3 shows that generally there were bigger falls in the proportions giving good or very good ratings among those who had been in their school for a shorter time than among those who had been at the school for a longer period of time. The largest average reduction was seen among those whose length of tenure in their school was 2-3 years (-11pp), compared with -7pp for those who had been at their school for more than ten years.

**Table 6.3 Change in perceptions of pupil behaviour between 2022 and 2023  
by characteristics of teachers and leaders**

% rating pupil behaviour as very good or good	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years <sup>35</sup>
All	11,177	62%	10,411	53%	-9pp*
<b>Role</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Leader	1,857	85%	1,637	78%	-7pp*
Teacher	9,094	58%	8,557	49%	-9pp*
<b>Seniority</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Headteachers	771	95%	677	91%	-4pp*
Deputy/assistant headteachers	1,086	80%	960	72%	-8pp*
Leading practitioners	356	54%	292	52%	-2pp
Classroom teachers – not ECT	7,227	59%	5,946	50%	-9pp*
2 <sup>nd</sup> year ECTs	1,218	50%	1,121	41%	-9pp*
1 <sup>st</sup> year ECTs	211	49%	1,119	40%	-9pp*
Unqualified teachers	82	46%	79	38%	-8pp
<b>Years Qualified</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Up to 1 year	1,429	50%	2,293	40%	-10pp*
More than 1, up to 2 years	441	47%	649	45%	-2pp
More than 2, up to 3 years	482	58%	303	40%	-18pp*
More than 3, up to 5 years	883	57%	649	50%	-7pp*

<sup>35</sup> The term 'percentage point' is used in the report when describing the difference between two percentages. A percentage point is a unit of measure equal to one percent.

% rating pupil behaviour as very good or good	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years <sup>35</sup>
More than 5, up to 10 years	2,104	63%	1,562	54%	-9pp*
More than 10 years	5,721	67%	4,614	59%	-8pp*
School Tenure	Base (n)	%	Base (n)	%	PP change
Up to 1 year	171	52%	1,471	42%	-10pp*
More than 1, up to 2 years	1,444	51%	1,083	43%	-8pp*
More than 2, up to 3 years	1,254	56%	1,025	45%	-11pp*
More than 3, up to 5 years	2,073	60%	1,658	50%	-10pp*
More than 5, up to 10 years	3,160	64%	2,621	56%	-8pp*
More than 10 years	3,062	67%	2,548	60%	-7pp*
Key stages taught	Base (n)	%	Base (n)	%	PP change
Reception	1,101	77%	990	70%	-7pp*
Key stage 1	1,894	73%	1,759	64%	-9pp*
Key stage 2	3,329	69%	3,143	59%	-10pp*
Key stage 3	4,456	48%	4,259	39%	-9pp*
Key stage 4	4,608	49%	4,387	40%	-9pp*
Key stage 5	2,405	53%	2,198	46%	-7pp*
Gender	Base (n)	%	Base (n)	%	PP change
Female	8,361	63%	7,756	54%	-9pp*
Male	2,691	59%	2,487	49%	-10pp*
Age	Base (n)	%	Base (n)	%	PP change

% rating pupil behaviour as very good or good	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years <sup>35</sup>
Under 35	4,364	57%	3,928	47%	-10pp*
35-44	3,132	62%	2,688	53%	-9pp*
45-54	2,808	66%	2,471	59%	-7pp*
55+	834	66%	926	60%	-6pp*
Ethnicity	Base (n)	%	Base (n)	%	PP change
Asian or Asian British	404	56%	430	52%	-4pp
Black, black British, Caribbean or African	190	52%	204	45%	-7pp
Mixed or multiple ethnic group	241	59%	146	54%	-5pp
White	10,129	62%	8,542	54%	-8pp*
Other ethnic group	47	49%	62	47%	-2pp
Working hours	Base (n)	%	Base (n)	%	PP change
Full-time	8,944	61%	8,572	53%	-8pp*
Part-time	2,233	63%	1,839	54%	-9pp*
Returner	Base (n)	%	Base (n)	%	PP change
Yes	312	62%	405	56%	-6pp
No	10,803	62%	10,006	53%	-9pp*

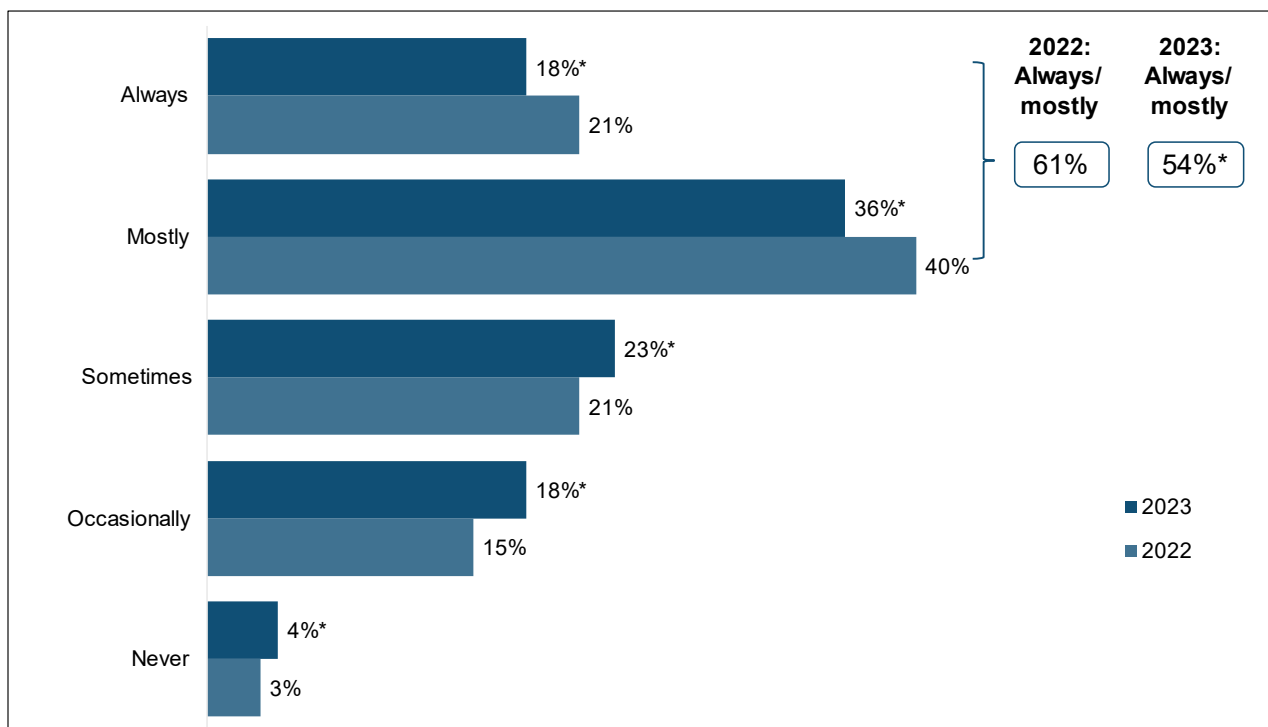
Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Support from schools

Those with teaching responsibilities generally felt supported to deal with persistently disruptive behaviour from specific pupils or classes effectively, with over five-in-ten (54%) saying this was always or mostly the case. Almost a quarter (23%) reported feeling supported to deal with this behaviour sometimes, whilst 22% said they were occasionally or never supported (Figure 6.4).

Perceptions of support fell between 2022 and 2023: in 2023, 54% of those with teaching responsibilities felt they were always or mostly supported to deal with persistently disruptive behaviour effectively compared to 61% in 2022.

**Figure 6.4 Those with teaching responsibilities' views on whether they felt supported to effectively deal with persistently disruptive behaviour from specific pupils or classes in their school, 2022-2023**



Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...? Single response. All teachers and leaders who have teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620). \*Indicates significant difference compared to 2022 survey.

## **Variation in feeling supported to deal with behaviour by school characteristics**

Those with teaching responsibilities in secondary schools felt supported to deal with disruptive behaviour less often. Just over half (51%) reported that they felt always or mostly supported compared with 57% of those in primary schools and 63% teaching in special schools, PRUs or other alternative provision.

There was also variation according to key stages taught. The extent to which those with teaching responsibilities felt supported was above average for those covering reception (61% reported that they felt always or mostly supported), key stage 1 (59%) and key stage 2 (57%).

Those in schools with higher Ofsted ratings generally felt more supported compared with those with lower ratings: 64% of those in outstanding schools reported that they always or mostly felt this way. This fell steadily to 33% among those working in schools with an inadequate rating. Likewise, the proportion who felt supported decreased steadily as school size increased, from 69% of those working in schools in quintile 1 for size reporting that they always or mostly felt supported compared to 50% of those working in schools in quintile 5.

Other groups more likely to feel supported include the following:

- those working in schools with a lower proportion of pupils in receipt of FSM (64% of those in the lowest FSM quintile and 57% in the second lowest FSM quintile vs. 50% in quintiles 3 and 4 and 53% in quintile 5)
- those with teaching responsibilities in local authority-maintained schools (57% always or mostly felt supported vs. 53% of those in academies)

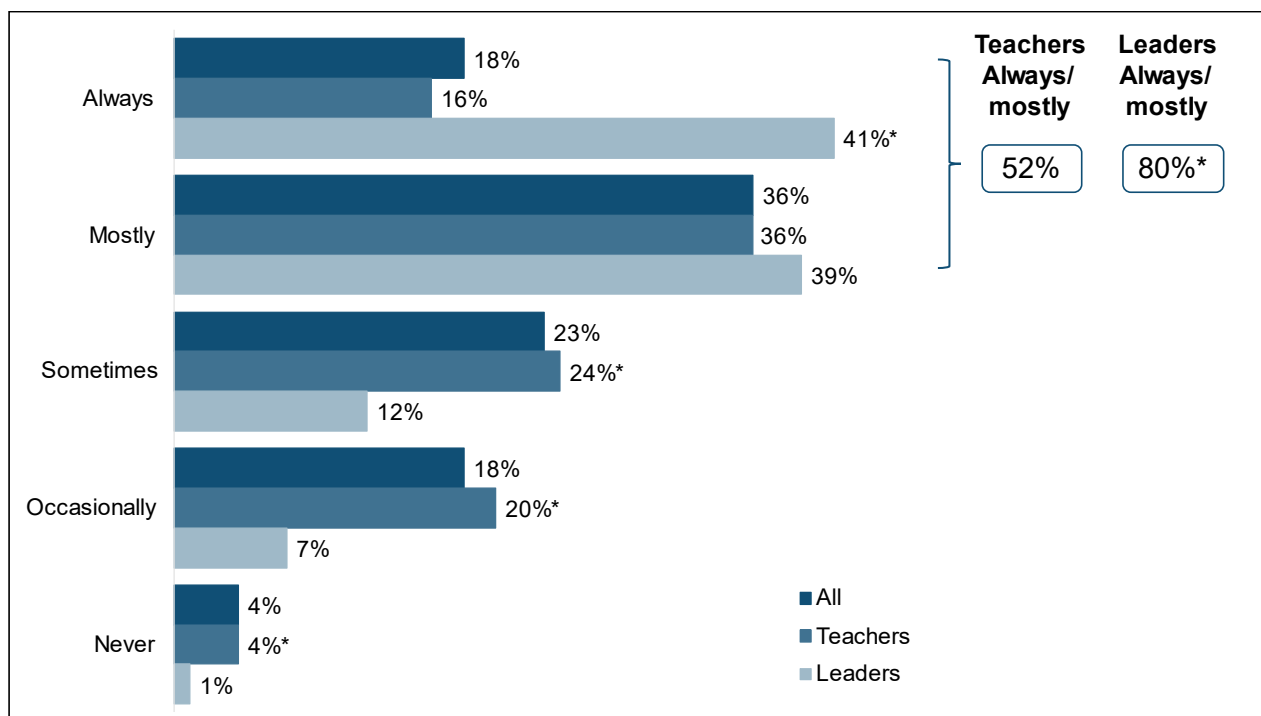
## **Variation in feeling supported to deal with behaviour by leader and teacher characteristics**

Views about support with behaviour were considerably more positive among leaders than teachers (Figure 6.5). Four-in-five (80%) leaders with teaching responsibilities felt always or mostly supported to deal with persistently disruptive pupil behaviour effectively, compared with half (52%) of teachers.

Teachers and leaders were more likely to feel supported the more senior they were: 76% of headteachers and 80% of deputy or assistant headteachers felt always or mostly supported compared to 52% of first year ECTs, for example. Relatedly, those who had been qualified for more than ten years were more likely to feel always or mostly supported (59% vs. 54% overall).



**Figure 6.5 Those with teaching responsibilities' views on whether they felt supported to effectively deal with persistently disruptive behaviour from specific pupils or classes in their school, by current role**



Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...? Single response. All teachers and leaders who have teaching responsibilities (wave 2, 2023, n=9,620); leaders (wave 2, 2023, n=1,025); teachers (wave 2, 2023, n=8,520). \*Indicates significant difference between teachers and leaders.

## Variation by key subgroups across survey years

Although nearly all subgroups of teachers and leaders experienced a decrease in the proportion reporting that they were always or mostly supported to effectively deal with disruptive pupil behaviour between 2022 and 2023, the extent of the decrease varied by subgroup. In terms of factors relating to school characteristics, Table 6.4 shows that smaller than average reductions were observed among those in schools with Ofsted ratings of inadequate. This has the effect of closing the gap in perceptions of support by Ofsted rating since 2022.

**Table 6.4 Change in those with teaching responsibilities' views on whether they felt supported to effectively deal with persistently disruptive behaviour from specific pupils or classes in their school between 2022 and 2023, by school type**

% feeling always or mostly supported, to deal with persistently disruptive pupil behaviour effectively in their school	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years
All	10,244	61%	9,620	54%	-7pp*
Phase	Base (n)	%	Base (n)	%	PP change
Primary	5,150	63%	4,747	57%	-6pp*
Secondary	4,630	57%	4,465	51%	-6pp*
Special/PRUs/AP	464	69%	408	63%	-6pp*
Type	Base (n)	%	Base (n)	%	PP change
Academy	5,243	59%	5,060	53%	-6pp*
Local authority-maintained	4,565	63%	3,891	57%	-6pp*
Ofsted rating	Base (n)	%	Base (n)	%	PP change
Outstanding	1,682	70%	1,487	64%	-6pp*
Good	6,182	59%	6,237	54%	-5pp*
Requires improvement	870	50%	802	42%	-8pp*
Inadequate	115	34%	174	33%	-1pp
% Free school meals	Base (n)	%	Base (n)	%	PP change
Quintile 1	2,034	69%	1,795	64%	-5pp*
Quintile 2	2,336	62%	2,150	57%	-5pp*
Quintile 3	2,235	56%	2,013	50%	-6pp*
Quintile 4	2,044	58%	1,947	50%	-8pp*
Quintile 5	1,574	58%	1,490	53%	-5pp*

Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...?

Single response. All teachers and leaders who have teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620). \*Indicates significant difference compared to 2022 survey.

Turning to teachers and leaders' own characteristics, Table 6.5 shows a range of differences between 2022 and 2023. In terms of job role, the highest variations between waves were for leading practitioners (-15pp), headteachers (-12pp), second year ECTs (-11pp) and first year ECTs (-10pp).

By school tenure, those with up to 1 year, and 1-2 years' tenure showed larger than average reductions in feeling supported, whilst those who had been in their school longer showed smaller than average reductions in feeling supported to deal with persistently disruptive behaviour.

**Table 6.5 Change in those with teaching responsibilities' views on whether they felt supported to effectively deal with persistently disruptive behaviour from specific pupils or classes in their school between 2022 and 2023, by teacher characteristics**

% feeling always or mostly supported, to deal with persistently disruptive pupil behaviour effectively in their school	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years
All	10,244	61%	9,620	54%	-7pp*
<b>Role</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Leader	1,142	85%	1,025	80%	-5pp*
Teacher	8,956	58%	8,520	52%	-6pp*
<b>Seniority</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Headteachers	272	88%	242	76%	-12pp*
Deputy/assistant headteachers	870	85%	783	80%	-5pp*
Leading practitioners	322	68%	261	53%	-15pp*
Classroom teachers - not ECT	7,139	58%	5,946	52%	-6pp*
2 <sup>nd</sup> year ECTs	1,212	56%	1,121	45%	-11pp*
1 <sup>st</sup> year ECTs	210	62%	1,119	52%	-10pp*
Unqualified teachers	73	55%	73	50%	-5pp
<b>Years qualified</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Up to 1 year	1,422	59%	2,290	48%	-11pp*
More than 1, up to 2 years	440	49%	646	49%	-0pp
More than 2, up to 3 years	479	59%	303	45%	-14pp*
More than 3, up to 5 years	876	56%	643	51%	-5pp*
More than 5, up to 10 years	2,036	61%	1,502	54%	-7pp*

% feeling always or mostly supported, to deal with persistently disruptive pupil behaviour effectively in their school	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years
More than 10 years	4,883	63%	3,922	59%	-4pp*
<b>School tenure</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Up to 1 year	164	66%	1,436	54%	-12pp*
More than 1, up to 2 years	1,409	57%	1,063	46%	-11pp*
More than 2, up to 3 years	1,181	55%	976	51%	-4pp
More than 3, up to 5 years	1,925	60%	1,547	51%	-9pp*
More than 5, up to 10 years	2,912	61%	2,380	56%	-5pp*
More than 10 years	2,640	63%	2,213	59%	-4pp*
<b>Key stages taught</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Reception	1,101	66%	990	61%	-5pp*
Key stage 1	1,894	64%	1,759	59%	-5pp*
Key stage 2	3,329	63%	3,143	57%	-6pp*
Key stage 3	4,456	57%	4,259	51%	-6pp*
Key stage 4	4,608	58%	4,387	51%	-7pp*
Key stage 5	2,405	58%	2,198	53%	-5pp*
<b>Gender</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Female	7,694	60%	7,217	54%	-6pp*
Male	2,438	62%	2,235	56%	-6pp*
<b>Age</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Under 35	4,273	58%	3,884	51%	-7pp*

% feeling always or mostly supported, to deal with persistently disruptive pupil behaviour effectively in their school	2022: Base (n)	2022: %	2023: Base (n)	2023: %	Percentage point difference between years
35-44	2,850	62%	2,471	55%	-7pp*
45-54	2,399	63%	2,126	58%	-5pp*
55+	687	61%	771	62%	+1pp
Ethnicity <sup>36</sup>	Base (n)	%	Base (n)	%	PP change
Asian or Asian British	390	60%	406	48%	-12pp*
Black, black British, Caribbean or African	177	58%	193	52%	-6pp
Mixed or multiple ethnic group	230	64%	141	53%	-11pp*
White	9,256	61%	7,847	55%	-6pp*
Working hours	Base (n)	%	Base (n)	%	PP change
Full-time	8,173	61%	7,915	55%	-6pp*
Part-time	2,071	60%	1,705	54%	-6pp*
Returner	Base (n)	%	Base (n)	%	PP change
Yes	295	61%	364	55%	-6pp
No	9,888	60%	9,256	54%	-6pp*

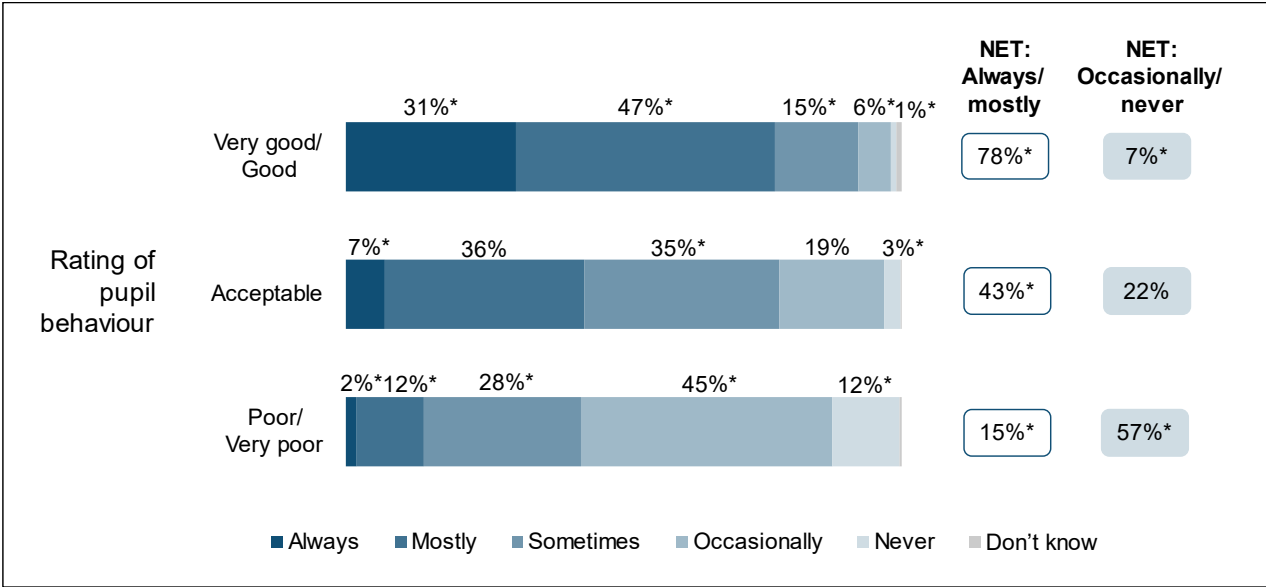
Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...? Single response. All teachers and leaders who have teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620). \*Indicates significant difference compared to 2022 survey.

<sup>36</sup> The findings for 'other ethnic group' are not presented here due to a low base size 43 in the 2022 survey).

## Interaction between ratings of pupil behaviour and perceptions of support

There was a strong positive association between ratings of pupil behaviour and the extent to which teachers and leaders felt supported to deal with persistently disruptive behaviour from specific pupils or classes effectively, as Figure 6.6 demonstrates. Those who felt that pupil behaviour was poor were less likely to feel supported to deal with it effectively. Around three-in-four (78%) of those who felt pupil behaviour was very good or good felt always or mostly supported to deal with it effectively. Whereas only 15% of those who rated pupil behaviour as poor or very poor felt supported to deal with it effectively.

**Figure 6.6 Those with teaching responsibilities views on whether they felt supported to effectively deal with persistently disruptive pupil behaviour in their school, by rating of pupil behaviour, 2023**

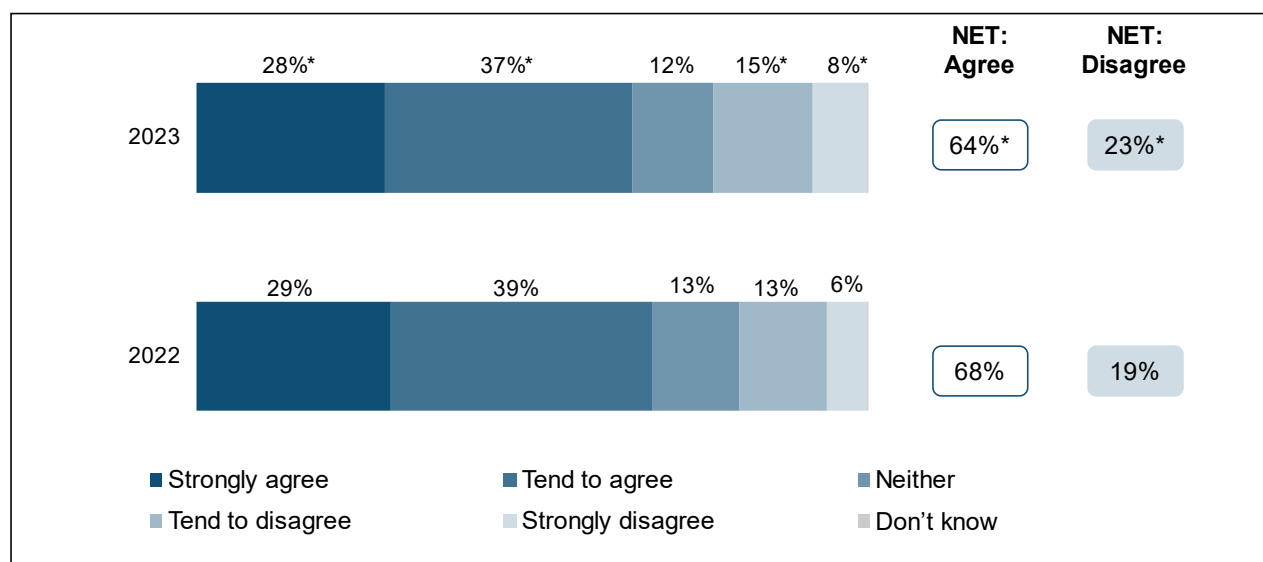


Source: Working lives of teachers and leaders survey. F2. When dealing with persistently disruptive behaviour from specific pupils or classes, do you feel that you are supported to deal with it effectively...? Single response. All teachers and leaders who have teaching responsibilities (wave 2, 2023, n=9,620); Pupil behaviour is very good/good (wave 2, 2023, n=4,948); Pupil behaviour is acceptable (wave 2, 2023, n=2,391); Pupil behaviour is poor/very poor (wave 2, 2023, n=2,264). \*Indicates significant difference compared to overall.

## Standards set for pupil behaviour

Around two-thirds (64%) of teachers and leaders tended to agree or strongly agree that their school's leadership team set high expectations for pupil behaviour, supported by clear rules and processes (Figure 6.7). Levels of disagreement were higher in 2023 compared to the 2022 survey (23% vs. 19% in 2022).

**Figure 6.7 Teachers and leaders' views on whether school sets high expectations for pupil behaviour supported by clear rules and processes, 2022-2023**



Source: Working lives of teachers and leaders survey. E1\_3. Agreement that 'My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Variation in perception of senior leadership team (SLT) setting high expectations for pupil behaviour by school characteristics

By phase, 55% of secondary teachers and leaders agreed that their school's SLT set high expectations for pupil behaviour supported by clear rules and processes, which was lower than in primary schools (73%) or special schools, PRUs or other alternative provision (66%).

Teachers and leaders working in local authority-maintained schools were more likely to agree (68%) that the school's leadership team set high expectations for pupil behaviour supported by clear rules and processes, than those working in academies (62%).

The proportion of teachers and leaders agreeing that their school's SLT set high expectations for pupil behaviour supported by clear rules and processes fell alongside Ofsted rating: the proportion agreeing was 73% for those in schools with an outstanding Ofsted rating, falling steadily to 44% among those in schools with a rating of inadequate.



As in 2022, agreement decreased with increasing school size, from 75% in quintile 1, to 71% in quintile 4, and then dipping further to 57% in the largest schools in quintile 5.

### **Variation in perception of SLT setting high expectations for pupil behaviour by teacher characteristics**

Nine-in-ten (91%) leaders agreed that their school's SLT set high expectations for pupil behaviour supported by clear rules and processes, but only six-in-ten (60%) teachers agreed. And whilst 63% of leaders strongly agreed, only 22% of teachers did so.

Nearly all (98%) headteachers and 87% of deputy or assistant headteachers agreed that the school's SLT sets high expectations for pupil behaviour supported by clear rules and processes. The level of agreement was three-in-five among leading practitioners (59%), classroom teachers who were non-ECTs (60%) and unqualified teachers (60%). The level of agreement was lowest among second year ECTs (56%), but higher among first year ECTs (63%).

Generally, those who had been in their school for longer were more likely to agree that their SLT set high expectations for pupil behaviour supported by clear rules and processes. Among those with 1-2 years' tenure, 59% agreed, compared to 68% of those with more than ten years' tenure.

Opinions on setting high expectations of pupil behaviour also varied by key stages taught. The level of agreement that the school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes were above average among those teaching reception (76%), key stage 1 (73%) and key stage 2 (69%); and below average at key stage 3 (54%), key stage 4 (55%) and key stage 5 (55%), as Table 6.6 shows.

**Table 6.6 Teachers and leaders' views on school leadership team setting high expectations for pupil behaviour supported by clear rules/ processes, by key stages taught, 2023**

<b>My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes</b>	<b>Total</b>	<b>Reception</b>	<b>Key stage 1</b>	<b>Key stage 2</b>	<b>Key stage 3</b>	<b>Key stage 4</b>	<b>Key stage 5</b>
Strongly agree	28%	38%*	34%*	31%*	19%*	19%*	18%*
Tend to agree	37%	38%	39%*	38%*	36%	36%	37%
Neither agree nor disagree	12%	11%	11%*	12%	14%*	14%*	14%*
Tend to disagree	15%	9%*	11%*	12%*	20%*	20%*	19%*
Strongly disagree	8%	4%*	5%*	6%*	11%*	11%*	11%*
Don't know	<1%	0%	<1%	<1%	<1%*	<1%*	<1%
Summary: Agree	64%	76%*	73%*	69%*	54%*	55%*	55%*
Summary: Disagree	23%	12%*	16%*	19%*	31%*	31%*	31%*

Source: Working lives of teachers and leaders survey. E1\_3. Agreement that 'My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes'. Single response. All teachers and leaders (wave 2, 2023, n=10,411); Reception (wave 2, 2023, n=990); Key stage 1 (wave 2, 2023, n=1,759); Key stage 2 (wave 2, 2023, n=3,143); Key stage 3 (wave 2, 2023, n=4,259); Key stage 4 (wave 2, 2023, n=4,387); Key stage 5 (wave 2, 2023, n=2,198). \*Indicates significant difference compared to key stage and overall.

Older teachers and leaders were more positive: 68% of those aged over 55 and 70% of those aged 45-54 agreed, compared with 64% of those aged 35-44 and only 60% of under 35s. This is similar to the pattern observed in 2022, where 66% of those aged under 35 agreed, less positive than the 70% of those aged 35 and over). Black, black British, Caribbean or African teachers and leaders were less likely than average to agree that the school's leadership team sets high expectations for pupil behaviour (57%), a change from 2022 when there was no difference by ethnicity at this measure.

## Variation by key subgroups across survey years

Although most subgroups of teachers showed a reduction in the proportion considering that their school's senior leadership team sets high expectations for pupil behaviour, supported by clear rules and processes, the extent of the reduction varied (Table 6.7). There was considerable variation by Ofsted rating, with those in schools with a rating of requires improvement showing a much larger reduction (11 percentage points from 61% in 2022 to 50% in 2023) than those in schools with higher ratings (although there was no change among those in schools with inadequate ratings).

Teachers and leaders in special schools, PRUs or other alternative provision also showed larger than average reductions in agreement (5 percentage points from 71% in 2022 to 66% in 2023).

**Table 6.7 Teachers and leaders' views on school leadership team setting high expectations for pupil behaviour supported by clear rules/ processes, by school type, 2022-2023**

<b>% strongly agree or tend to agree that their school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes</b>	<b>2022: Base (n)</b>	<b>2022: %</b>	<b>2023: Base (n)</b>	<b>2023: %</b>	<b>Percentage point difference between years</b>
All	11,177	68%	10,411	64%	-4pp*
<b>Phase</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Primary	5,770	76%	5,240	73%	-3pp*
Secondary	4,859	59%	4,691	55%	-4pp*
Special/PRUs/AP	548	71%	480	66%	-5pp
<b>Type</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Academy	5,669	66%	5,439	62%	-4pp*
Local authority-maintained	5,053	70%	4,264	68%	-2pp*
<b>Ofsted rating</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Outstanding	1,827	75%	1,613	73%	-2pp
Good	6,799	67%	6,778	65%	-2pp*
Requires improvement	934	61%	852	50%	-11pp*
Inadequate	119	44%	183	44%	0pp
<b>% Free school meals</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Quintile 1	2,179	74%	1,934	71%	-3pp*
Quintile 2	2,514	68%	2,295	65%	-3pp*
Quintile 3	2,406	63%	2,165	62%	-1pp
Quintile 4	2,254	68%	2,118	62%	-6pp*
Quintile 5	1,800	68%	1,655	63%	-5pp*

Source: Working lives of teachers and leaders survey. E1\_3. Agreement that 'My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

Turning to teachers and leaders' own characteristics, Table 6.8 shows that the change in opinions varied most by job role and school tenure. Leading practitioners, second year ECTs, first year ECTs and unqualified teachers all had larger than average reductions in the level of agreement that their school sets high expectations for pupil behaviour, supported by clear rules and processes, while headteachers and deputy or assistant headteachers displayed smaller than average reductions.

By school tenure, the biggest drops in the proportions feeling that their school set high expectations for pupil behaviour were seen among those who had been in the school for a year or less (11 percentage points).

**Table 6.8 Teachers and leaders' views on school leadership team setting high expectations for pupil behaviour supported by clear rules/ processes, by professional characteristics, 2022-2023**

<b>% strongly agree or tend to agree that their school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes</b>	<b>2022: Base (n)</b>	<b>2022: %</b>	<b>2023: Base (n)</b>	<b>2023: %</b>	<b>Percentage point difference between years</b>
All	11,177	68%	10,411	64%	-4pp*
<b>Role</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Leader	1,857	92%	1,637	91%	-1pp
Teacher	9,094	64%	8,577	60%	-4pp*
<b>Seniority</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Headteachers	771	99%	677	98%	-1pp
Deputy/assistant headteachers	1,086	89%	960	87%	-2pp
Leading practitioners	356	66%	292	59%	-7pp
Classroom teachers - not ECT	7,227	63%	5,946	60%	-3pp*
2 <sup>nd</sup> year ECTs	1,218	63%	1,121	56%	-7pp*
1 <sup>st</sup> year ECTs	211	73%	1,119	63%	-10pp*
Unqualified teachers	82	68%	79	60%	-8pp
<b>Years qualified</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Up to 1 year	1,429	68%	2,293	59%	-9pp*
More than 1, up to 2 years	441	63%	649	61%	-2pp
More than 2, up to 3 years	482	64%	303	56%	-8pp*
More than 3, up to 5 years	883	65%	649	61%	-4pp

<b>% strongly agree or tend to agree that their school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes</b>	<b>2022: Base (n)</b>	<b>2022: %</b>	<b>2023: Base (n)</b>	<b>2023: %</b>	<b>Percentage point difference between years</b>
More than 5, up to 10 years	2,104	66%	1,562	62%	-4pp*
More than 10 years	5,721	71%	4,614	68%	-3pp
<b>School tenure</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Up to 1 year	171	74%	1,471	63%	-11pp*
More than 1, up to 2 years	1,444	65%	1,083	59%	-6pp*
More than 2, up to 3 years	1,254	67%	1,025	60%	-7pp*
More than 3, up to 5 years	2,073	67%	1,658	62%	-5pp*
More than 5, up to 10 years	3,160	69%	2,621	65%	-4pp*
More than 10 years	3,062	69%	2,548	68%	-1pp
<b>Key stages taught</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Reception	1,101	80%	990	76%	-4pp*
Key stage 1	1,894	76%	1,759	73%	-3pp*
Key stage 2	3,329	72%	3,143	69%	-3pp*
Key stage 3	4,456	59%	4,259	54%	-5pp*
Key stage 4	4,608	59%	4,387	55%	-4pp*
Key stage 5	2,405	59%	2,198	55%	-4pp*
<b>Gender</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Female	8,361	69%	7,756	65%	-4pp*
Male	2,691	66%	2,487	63%	-3pp*

<b>% strongly agree or tend to agree that their school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes</b>	<b>2022: Base (n)</b>	<b>2022: %</b>	<b>2023: Base (n)</b>	<b>2023: %</b>	<b>Percentage point difference between years</b>
<b>Age</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Under 35	4,364	66%	3,938	60%	-6pp*
35-44	3,132	69%	2,688	64%	-5pp*
45-54	2,808	71%	2,471	70%	-1pp
55+	834	68%	926	68%	0pp
<b>Ethnicity<sup>37</sup></b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Asian or Asian British	404	66%	430	62%	-4pp
Black, black British, Caribbean or African	190	63%	204	57%	-6pp
Mixed or multiple ethnic group	241	70%	146	67%	-3pp
White	10,129	69%	8,542	65%	-4pp*
<b>Working hours</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>PP change</b>
Full-time	8,944	68%	8,572	65%	-3pp*
Part-time	2,233	67%	1,839	64%	-3pp*

Source: Working lives of teachers and leaders survey. E1\_3. Agreement that 'My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

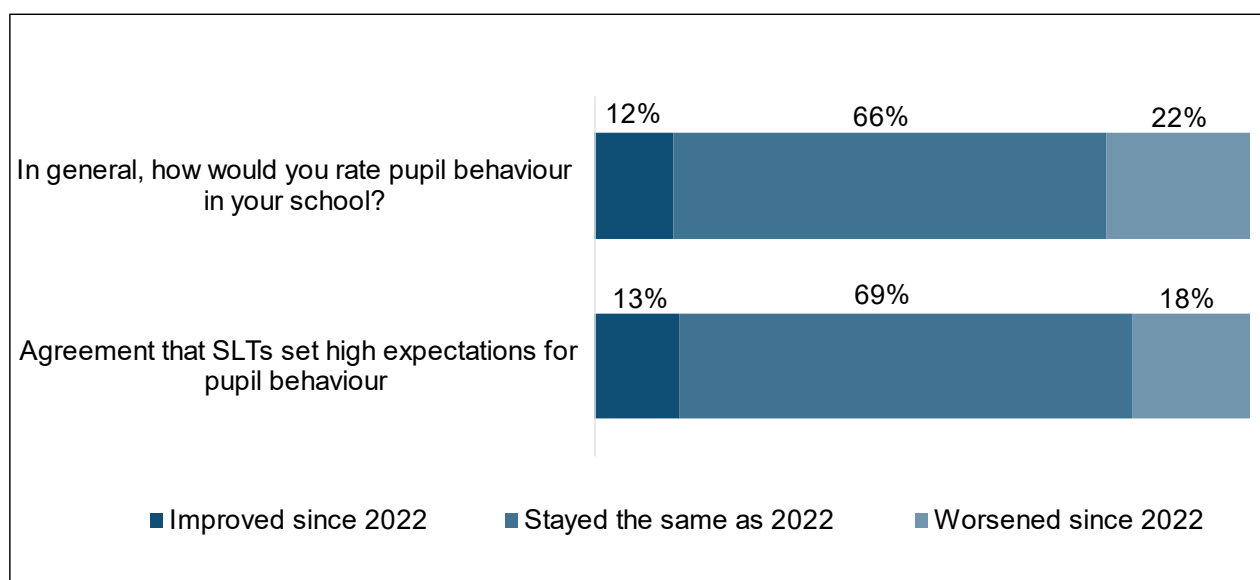
<sup>37</sup> The findings for 'other ethnic group' are not presented here due to a low base size (47 in the 2022 survey).

## Changes in panellists' views on pupil behaviour over time

The trend among teachers and leaders who had taken part in both the 2022 and 2023 surveys was similar, with views on pupil behaviour more negative. As shown in Figure 6.8, around two-in-ten (22%) reported a more negative view on pupil behaviour in 2023 than in 2022 compared with around one-in-ten (12%) reporting a more positive view and the remaining (66%) feeling the same about behaviour across both years.

Perceptions around whether SLTs set high expectations for pupil behaviour saw less fluctuation, with seven-in-ten (69%) holding the same view as in 2022, although a larger proportion did report a more negative view between waves (18%) than a more positive view (13%).

**Figure 6.8 Change in panellists' views on pupil behaviour between 2022 and 2023<sup>38</sup>**



Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response. E1\_3. Agreement that 'My school's leadership team sets high expectations for pupil behaviour supported by clear rules and processes'. Single response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577).

<sup>38</sup> This shows the proportion of panellists whose views around pupil behaviour changed from positive (strongly or tended to agree) to neutral (neither agree nor disagree) or negative (strongly or tended to disagree) ('worsened'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('improved'), between the 2022 and 2023 surveys.



## 7. Bullying and harassment, discrimination and staff inclusion

This chapter starts by exploring teachers and leaders' experiences of bullying and harassment and of discrimination. It finishes by considering views on equality, diversity and inclusion (EDI) and perceptions of staff agency.<sup>39</sup>

### Staff experience of bullying and harassment, and discrimination

In 2023, there was an increase in the proportion of teachers and leaders reporting personally experiencing bullying and harassment in the past 12 months (14% vs. 12% in 2022) and an increase in the proportion having experienced discrimination (10% vs. 8% in 2022). When looking at bullying and harassment, and discrimination together, the proportion who had experienced at least one of these in the past 12 months increased from 16% to 20%.

In terms of school characteristics, the proportions of teachers and leaders reporting personally experiencing bullying and harassment or discrimination in the past 12 months were higher for: those in secondary schools (16% bullying and harassment, and 14% discrimination vs. 12% and 7%, respectively, in primary schools); full-time teachers or leaders, who were more likely to report that they had experienced bullying and harassment than those working part-time (15% vs. 12%). Those in academies were more likely to report discrimination (11% vs. 9% in local authority-maintained schools) and at least one of discrimination or bullying and harassment (20% in academies vs. 18% in local authority-maintained schools).

Bullying and harassment, and discrimination, were reportedly more common amongst teachers and leaders working in schools with lower Ofsted ratings and with a higher proportion of pupils receiving free school meals (FSM). For example, 22% of teachers and leaders in schools with an Ofsted rating of inadequate reported bullying and harassment compared with 10% in schools rated as outstanding. In terms of the proportion of pupils entitled to FSM, where those working in schools in higher quintiles (5

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<sup>39</sup> The survey asked about 'bullying and harassment' together and defined it as follows: 'By this we mean any behaviour that makes someone feel intimidated or offended e.g. spreading malicious rumours; unfair treatment; picking on or regularly undermining someone; denying someone's training or promotion opportunities etc. this may or may not focus on demographic or protected characteristics (e.g. age, gender reassignment, married or civil partnership, pregnant or maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation).' Respondents were asked about experiences of 'discrimination' separately. This section reports on both 'bullying and harassment' and 'discrimination' separately and at times combines the two to provide data on those who have experienced 'bullying and harassment' and 'discrimination'.

being the highest) indicates schools with the highest proportion of pupils entitled to FSM and those working in schools in lower quintiles (1 being the lowest) indicates schools with the lowest proportion of pupils entitled to FSM, 15% of teachers and leaders working in schools in the highest three quintiles (quintiles 3-5) reported bullying and harassment, compared with 10% working in schools with the lowest proportion of pupils eligible for FSM (quintile 1).

Teachers were more likely to report experiencing discrimination (11% vs. 8% of leaders), while the proportion who reported bullying and harassment was consistent (both 14%).

As shown in Table 7.1, teachers and leaders had different experiences of bullying and harassment, and discrimination depending on their personal characteristics. Most notably, teachers and leaders were more likely to have had these experiences if they:

- had a physical or mental health condition – 22% reported bullying and harassment, 15% discrimination and 8% both, vs. 12%, 9% and 4% respectively, among those without a reported physical or mental health condition.<sup>40</sup> As will be shown in the next chapter, teachers and leaders with a physical or mental health condition also showed lower levels of wellbeing (according to the mean score their answers generated at four of the wellbeing measures in the survey). For context, overall in the 2023 survey 23% of teachers and leaders reported having a physical or mental health condition. One-in-seven (14%) teachers and leaders reported having a physical or mental health condition that reduced their ability to carry out their day to day activities ‘a lot’ or ‘a little’. This equates to 14% of teachers and leaders reporting they had a disability, using the definition of disability as under the Equality Act 2010<sup>41</sup>
- were female – 15% had experienced bullying and harassment (vs. 13% of males) or discrimination (11% vs. 8% of males)
- did not identify as heterosexual – 19% reported having experienced bullying and harassment (vs. 14% if heterosexual) and 17% reported experiencing discrimination (vs. 10% if heterosexual)
- were from an ethnic minority group (excluding white minorities) – these teachers and leaders were more likely to report they had experienced discrimination in the last 12 months than those from a white ethnic group (25% vs. 9%), or reported having experienced both bullying and harassment, and discrimination (10% vs. 4%)

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<sup>40</sup> This group is defined by those who responded ‘yes’ to question O1: Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more? In the 2022 report this group were referred to as those with a ‘disability’ or ‘disability or health condition’ and were defined in the same way as the 2023 survey; the survey question did not change between the 2022 and 2023 survey.

<sup>41</sup> [Definition of disability under the Equality Act 2010 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/legislation/the-equality-act-2010)

- were Sikh (24% experienced discrimination and 11% both bullying and harassment, and discrimination), Hindu (22% and 11%) or Muslim (22% or 9%) – this compares to 10% and 5% on average across all teachers and leaders

**Table 7.1 Incidence of bullying and harassment or discrimination by teacher and leader characteristics, 2023**

	Base (n)	Bullying and harassment	Discrimination	Both
All teachers and leaders	10,411	14%	10%	5%
<b>Physical or mental health condition</b>	<b>Base (n)</b>	<b>Bullying and harassment</b>	<b>Discrimination</b>	<b>Both</b>
Yes	2,380	22%*	15%*	8%*
No	7,768	12%*	9%*	4%*
<b>Gender</b>	<b>Base (n)</b>	<b>Bullying and harassment</b>	<b>Discrimination</b>	<b>Both</b>
Female	7,756	15%*	11%*	5%
Male	2,487	13%*	8%*	4%
<b>Sexual orientation</b>	<b>Base (n)</b>	<b>Bullying and harassment</b>	<b>Discrimination</b>	<b>Both</b>
Heterosexual or straight	9,272	14%*	10%*	5%*
Not heterosexual or straight	750	19%*	17%*	7%*
<b>Religion</b>	<b>Base (n)</b>	<b>Bullying and harassment</b>	<b>Discrimination</b>	<b>Both</b>
No religion	5,086	13%*	9%*	4%*
Christian	4,485	14%	10%*	5%
Buddhist	29	-	-	-
Hindu	92	16%	22%*	11%*
Jewish	57	22%	17%	6%
Muslim	301	18%	22%*	9%*
Sikh	63	15%	24%*	11%*
<b>Ethnicity</b>	<b>Base (n)</b>	<b>Bullying and harassment</b>	<b>Discrimination</b>	<b>Both</b>
Asian or Asian British	430	16%	22%*	10%*
Black, black British, Caribbean or African	204	17%	27%*	10%*
Mixed or multiple ethnic group	146	17%	30%*	10%*
White	8,542	14%*	9%*	4%*
Other ethnic group	62	15%	23%*	11%

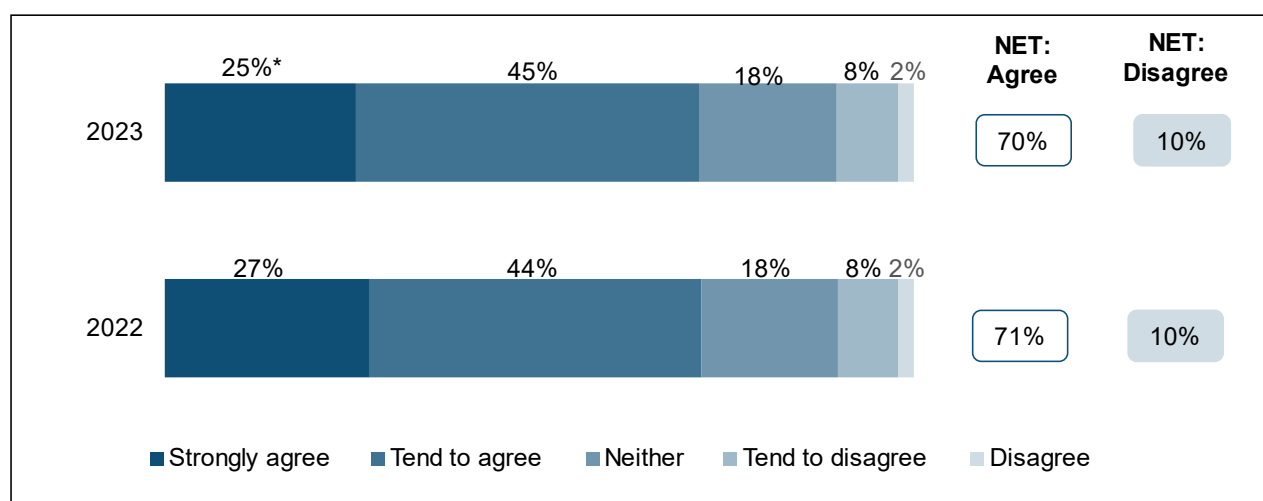
Source: Working lives of teachers and leaders survey. N3. As a teacher, in the last 12 months, have you experienced either of the following... Bullying and harassment? Discrimination? Single response.

All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall. Please note: Groups with a base under 50 are not reported.

## Diversity and inclusion

Most (70%), teachers and leaders reported that their school valued an equal, diverse and inclusive workforce, while one-in-ten (10%) disagreed. Findings were mostly consistent with the 2022 survey (Figure 7.1), although a lower proportion strongly agreed in 2023 (25%) than in 2022 (27%).

**Figure 7.1 Views on school valuing an equal, diverse and inclusive workforce, 2022-2023**



Source: Working lives of teachers and leaders survey. Q1\_3. Agreement that 'my school values an equal, diverse and inclusive workforce'. Single response. All module 2 (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462). Please note: there was no significant difference compared to 2022.

The level of agreement with the statement was higher among those with certain school and role characteristics:

- leaders (87% vs. 67% teachers) and rising to 95% of headteachers – leaders were also more likely to strongly agree than teachers (47% vs. 21%)
- those in primary schools (73% vs. 65% in secondary schools)
- those in local authority-maintained schools (73% vs. 67% in academies)

There was also again variation by a range of teacher characteristics, as outlined in Table 7.2.

Those who did not identify as heterosexual were less likely to agree or strongly agree that their school valued an equal, diverse and inclusive workforce (62% vs. 70% of those who identified as heterosexual). It was the opinions of gay or lesbian teachers and leaders driving this difference, fewer of whom agreed (59% vs. 70% of heterosexuals), while the views of bisexual teachers and leaders were not different from the average.

By ethnicity, white teachers and leaders were more likely to agree or strongly agree (71%) compared to the average of all teachers and leaders who were asked this question (70%), while Asian or Asian British teachers and leaders were less likely to agree compared to the average (56%). In terms of religion, Muslim teachers and leaders were less likely to agree or strongly agree (42% vs. 70% overall) that their school valued an equal, diverse and inclusive workforce.

**Table 7.2 Proportions agreeing that their school values an equal, diverse and inclusive workforce, by teacher and leader characteristics, 2023**

	Base (n)	Agree	Neither/nor	Disagree
All	2,462	70%	18%	10%
<b>Physical or mental health condition</b>	<b>Base (n)</b>	<b>Agree</b>	<b>Neither/nor</b>	<b>Disagree</b>
Yes	597	67%	19%	12%
No	1,792	71%	18%	10%
<b>Gender</b>	<b>Base (n)</b>	<b>Agree</b>	<b>Neither/nor</b>	<b>Disagree</b>
Female	1,837	70%	19%	10%
Male	577	71%	16%	11%
Other	48	-	-	-
<b>Sexual orientation</b>	<b>Base (n)</b>	<b>Agree</b>	<b>Neither/nor</b>	<b>Disagree</b>
Heterosexual or straight	2,173	70%	18%	10%*
Not heterosexual or straight	190	62%*	18%	19%*
<b>Religion</b>	<b>Base (n)</b>	<b>Agree</b>	<b>Neither/nor</b>	<b>Disagree</b>
No religion	1,223	71%	17%	10%
Christian	1,026	71%	20%	9%*
Buddhist	12	-	-	-
Hindu	22	-	-	-
Jewish	18	-	-	-
Muslim	70	42%*	24%	32%*
Sikh	15	-	-	-
<b>Ethnicity</b>	<b>Base (n)</b>	<b>Agree</b>	<b>Neither/nor</b>	<b>Disagree</b>
Asian or Asian British	92	56%*	18%	21%*
Black, black British, Caribbean or African	45	-	-	-
Mixed or multiple ethnic group	32	-	-	-
White	2,009	71%*	18%	9%*
Other ethnic group	12	-	-	-

Source: Working lives of teachers and leaders survey. Q1\_3. Agreement that 'my school values an equal, diverse and inclusive workforce'. Single response. All module 2 (wave 2, 2023, n=2,462).

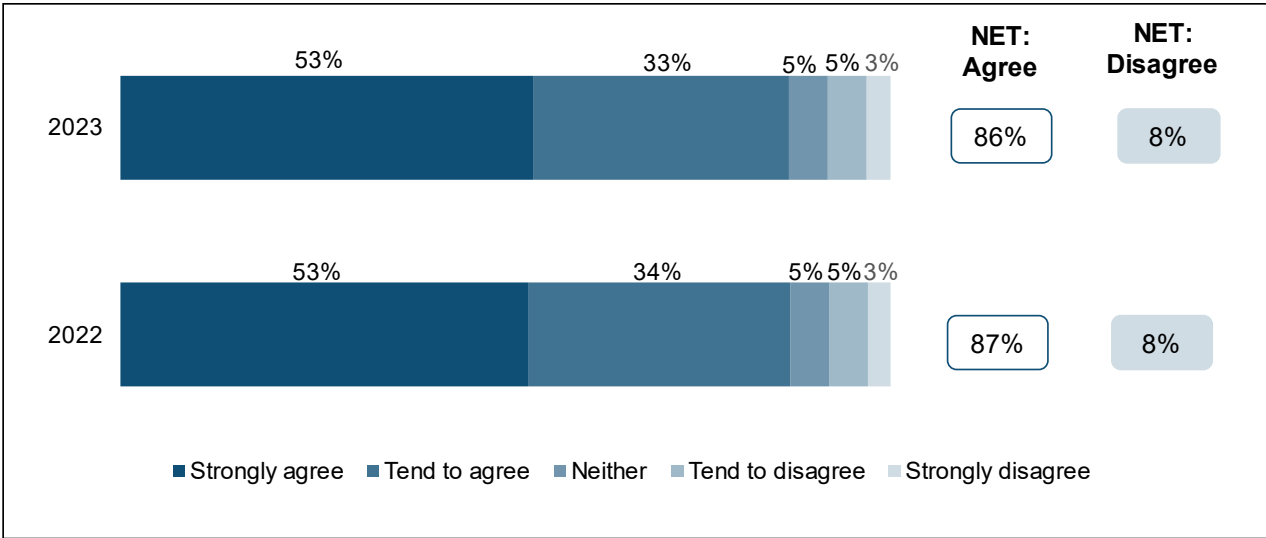
\*Indicates significant difference compared to overall. Please note: Groups with a base under 50 are not reported.

# Teacher agency

Teachers and leaders were also asked the extent to which they agreed that their manager trusted them to work independently and the extent to which they agreed that their school provides staff with opportunities to actively participate in whole school decisions.

Most teachers and leaders agreed that their manager trusted them to work independently (86%) consistent with 2022 (87%) (Figure 7.2). As in 2022, only a small proportion (8%) disagreed.

**Figure 7.2 Whether teachers and leaders agreed their manager trusted them to work independently, 2022-2023**



Source: Working lives of teachers and leaders survey. E2\_1. Agreement that ‘my manager trusts me to work independently’. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). Please note: there was no significant difference compared to 2022.

By phase, those in secondary schools were more likely to agree overall with the statement (87%) than those in primaries (86%); they were also more likely to strongly agree (56% vs. 51%).

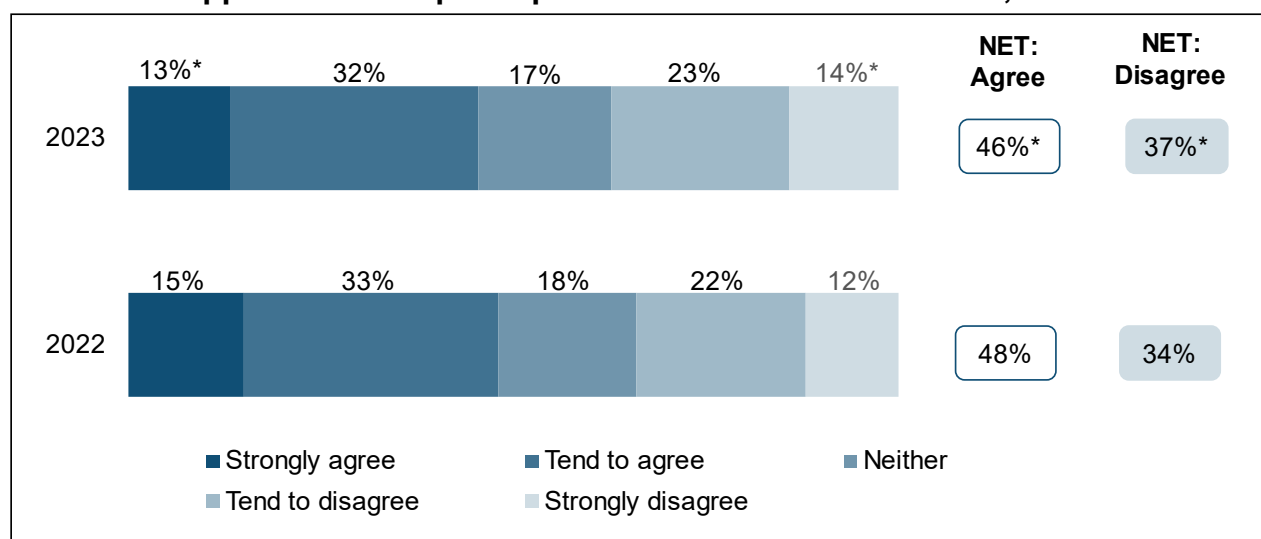
The level of agreement was higher among teachers in schools with higher Ofsted ratings: 88% among teachers working in outstanding schools and 87% in good schools agreed, compared with 83% in schools requiring improvement and 79% in those with an inadequate rating.

Leaders were more likely to agree that they were trusted to work independently (93% vs. 85% of teachers). They were also more likely to strongly agree (73% vs. 50%). There were also variations by personal characteristics:

- white teachers and leaders were more likely to agree than those from an other ethnic group (87% vs. 75%)<sup>42</sup>
- those with a physical or mental health condition were less likely to agree (82%, including 48% who strongly agreed) than those with no physical or mental health condition (88%, including 55% who strongly agreed)
- those whose sexual orientation was gay or lesbian were less likely to strongly agree (47%) than those who were heterosexual (54%)
- Muslims were less likely to agree or strongly agree (80% and 46%) than Christians (88% and 56%)

Teachers and leaders were also slightly less likely to agree that their school provided staff with opportunities to actively participate in whole school decisions compared with 2022 (46% vs. 48%) (Figure 7.3).

**Figure 7.3 Whether teachers and leaders agreed that their school provided staff with opportunities to participate in whole school decisions, 2022-2023**



Source: Working lives of teachers and leaders survey. E1\_2. Agreement that 'my school provides staff with opportunities to actively participate in whole school decisions'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

As shown in Table 7.3, teachers and leaders were more likely to agree that their school provided staff with opportunities to actively participate in whole school decisions if they worked in one of the following:

- a primary school (53% agreed vs. 37% in a secondary school)

<sup>42</sup> The 'other ethnic group' category refers to those of an Arab ethnicity or an ethnic group that does not fall into the other broad groupings of: Asian or Asian British; black, black British, Caribbean or African; mixed or multiple ethnic groups; white.



- a local authority-maintained school (51% agreed vs. 42% in academies)
- a school with a higher Ofsted rating (48% of those in outstanding schools agreed as did 46% in good schools, vs. 38% in schools requiring improvement and 34% in schools with an inadequate rating)
- a smaller school (62% who worked in a school in the quintile with the lowest number of pupils, vs. 38% in the highest quintile)

**Table 7.3 Proportions agreeing that their school provided opportunities to participate in whole school decisions, by school-based factors, 2023**

	Base (n)	Agree	Neither/nor	Disagree
All	10,411	46%	17%	37%
Phase	Base (n)	Agree	Neither/nor	Disagree
Primary	5,240	53%*	16%*	30%*
Secondary	4,691	37%*	18%*	44%*
Special/PRUs/AP	480	45%	18%	37%
School type	Base (n)	Agree	Neither/nor	Disagree
Local authority-maintained	4,264	51%*	16%*	33%*
Academy	5,439	42%*	18%	40%*
Ofsted	Base (n)	Agree	Neither/nor	Disagree
Outstanding	1,613	48%*	17%	34%*
Good	6,778	46%*	17%	36%*
Requires improvement	852	38%*	15%	47%*
Inadequate	183	34%*	12%	54%*
School size (# of pupils)	Base (n)	Agree	Neither/nor	Disagree
Quintile 1	709	62%*	13%*	25%*
Quintile 2	1,024	57%*	15%*	28%*
Quintile 3	1,294	53%*	16%	31%*
Quintile 4	1,907	49%*	18%	33%*
Quintile 5	5,227	38%*	18%*	43%*

Source: Working lives of teachers and leaders survey. E1\_2. Agreement that 'my school provides staff with opportunities to actively participate in whole school decisions'. Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

Leaders were much more likely than teachers to agree that their school provided staff with opportunities to actively participate in whole school decisions (83% vs. 39%), as

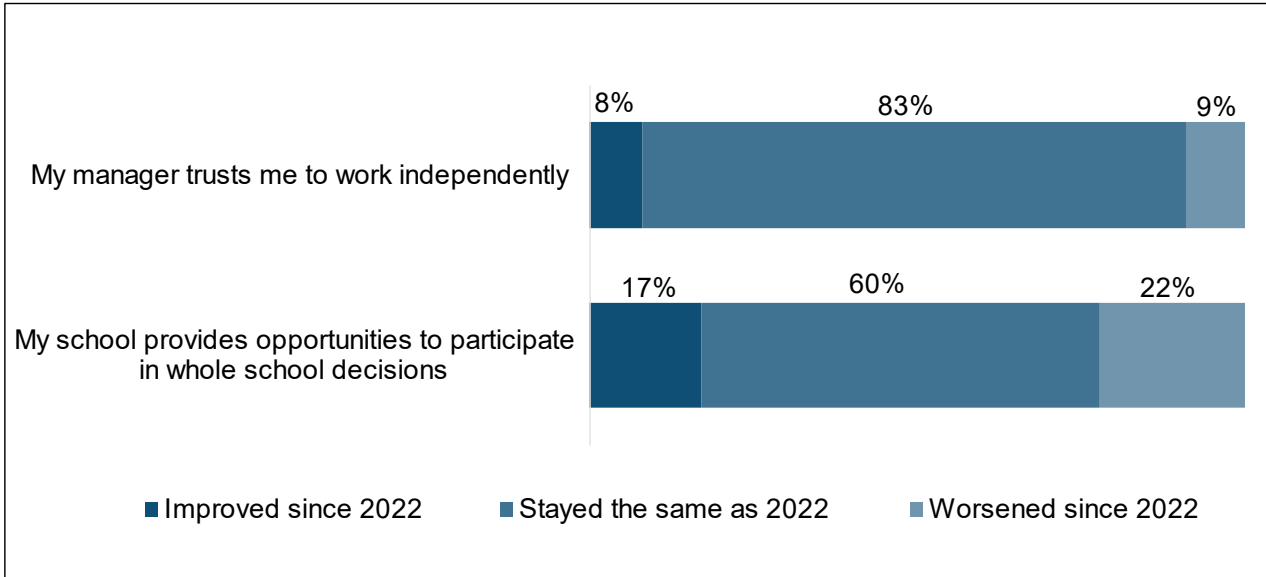
were teachers and leaders working full-time (47% vs. 41% of those working part-time (41%)).

Again, there were notable variations here by personal characteristics, particularly among those with a physical or mental health condition, 39% of whom agreed they had these opportunities to actively participate in whole school decisions (compared with 48% without); those whose sexual orientation was gay or lesbian (38% agreed) or bisexual (36% agreed), compared with those who were heterosexual (46%); and those whose religion was Jewish (29% agreed) compared with 43% of no religion and 49% of Christian faith.

## Changes in panellists' views on teacher agency over time

For teachers and leaders who took part in both 2022 and 2023, views on feeling trusted to work independently were relatively consistent, with only a minority reporting a more negative (9%) or positive (8%) view between years. There was more variation between years in terms of views on whether their school provided opportunities to participate in whole school decisions. As shown in Figure 7.4 below, only six-in-ten (60%) held the same views, with over two-in-ten (22%) holding a more negative view in 2023 and fewer than two-in-ten (17%) having a more positive view.

**Figure 7.4 Changes over time – views on teacher agency, 2022-2023<sup>43</sup>**



Source: Working lives of teachers and leaders survey. E2\_1. To what extent do you agree or disagree that your manager trusts you to work independently? E1\_2. To what extent do you agree or disagree that 'my

<sup>43</sup> This shows the proportion of panellists whose views around teacher agency changed from positive (strongly or tended to agree) to neutral (neither agree nor disagree) or negative (strongly or tended to disagree) ('worsened'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('improved'), between the 2022 and 2023 surveys.

school provides staff with opportunities to actively participate in whole school decisions'. Single response.  
All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577).

## 8. Teacher and leader wellbeing

This chapter focuses on teacher and leader wellbeing, looking at measures of wellbeing such as levels of life satisfaction alongside support options open to staff. Comparisons are made with other DfE and Office for National Statistics (ONS) data sources, where relevant, as well as the 2022 survey.<sup>44</sup>

### Overall measures of wellbeing

The WLTL survey includes a series of ONS-validated questions about teachers' and leaders' personal wellbeing, including their life satisfaction, the extent to which they feel the things they do in life are worthwhile, their happiness, their anxiety levels, and their job satisfaction.<sup>45</sup> The key wellbeing questions asked in the survey include the following:

- overall, how satisfied are you with your life nowadays?
- overall, how happy did you feel yesterday?
- overall, to what extent do you feel that the things you do in your life are worthwhile?
- overall, how anxious did you feel yesterday?

In each case, teachers and leaders were asked to use a scale from 0 to 10, where 0 is 'not at all' and 10 is 'completely'. As shown in Figure 8.1, the proportions falling into each rating were broadly consistent with the 2022 WLTL survey, although teachers' and leaders' mean average score did increase for the following measures between 2022 and 2023:

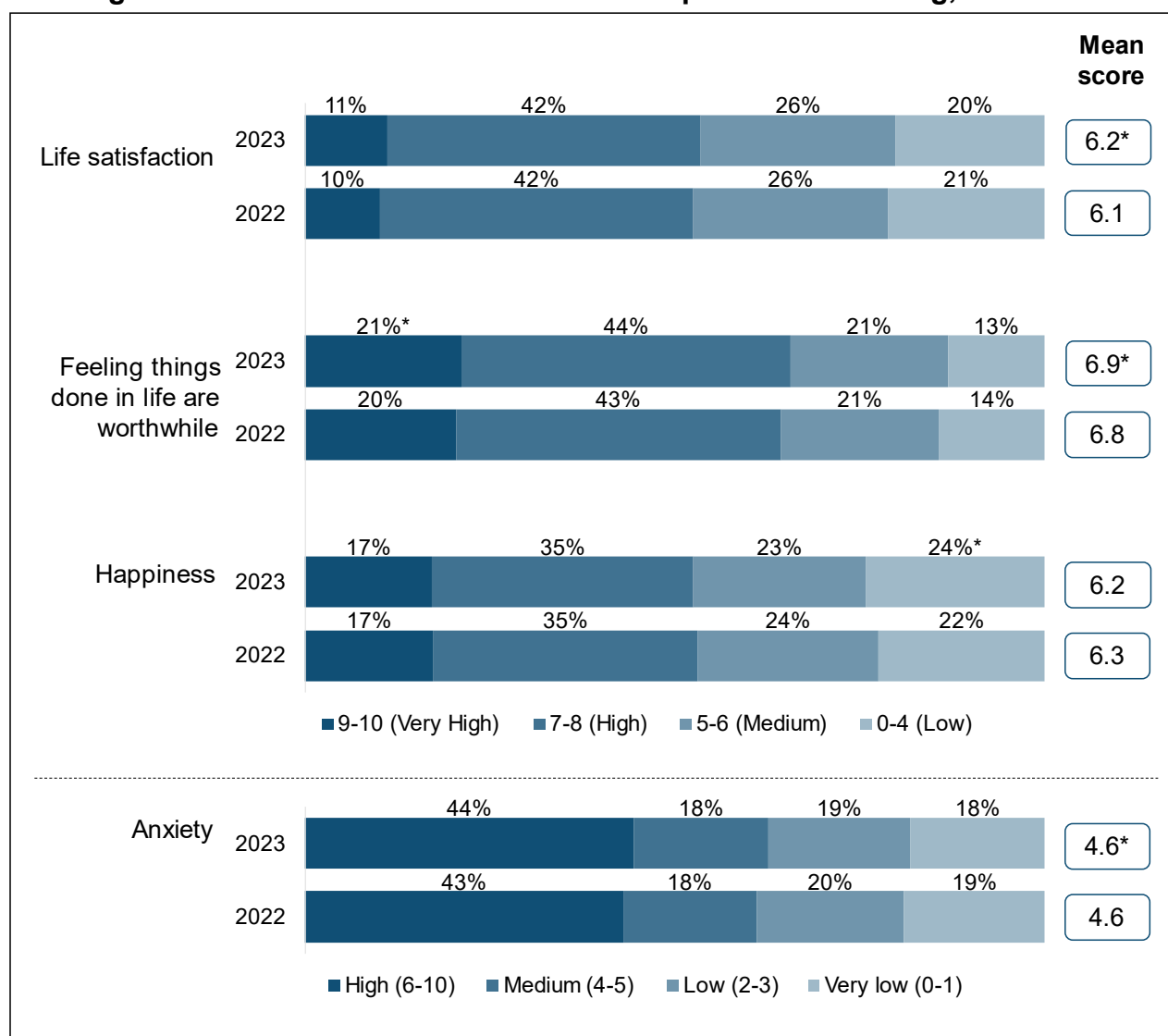
- life satisfaction (from 6.1 in 2022 to 6.2 in 2023)
- things done in life are worthwhile (from 6.8 in 2022 to 6.9 in 2023)
- anxiety (from 4.57 in 2022 to 4.65 in 2023)

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<sup>44</sup> [UK Measures of National Well-being Dashboard - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/ukmeasuresofnationalwellbeing)

<sup>45</sup> Questions in this section and how responses have been grouped together (from 'very high' to 'very low') match the four ONS personal wellbeing questions widely used in social research in the UK.

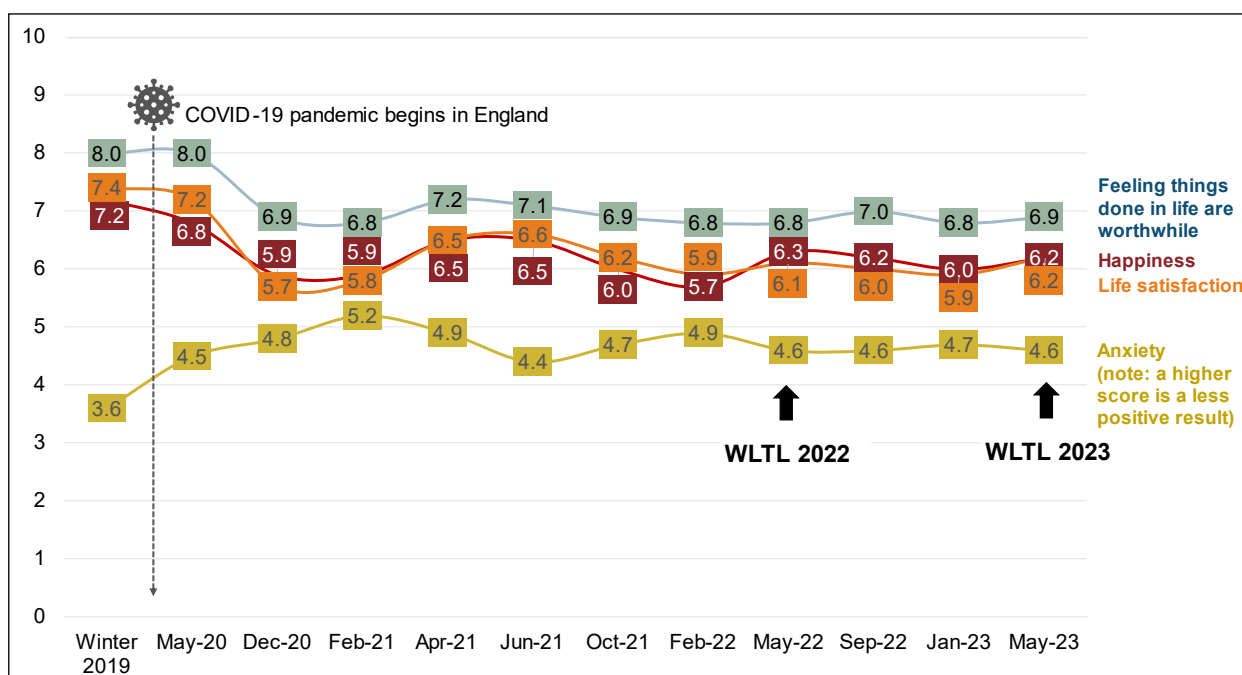
**Figure 8.1 Teachers and leaders' views on personal wellbeing, 2022-2023**



Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely' N1\_1. Overall, how satisfied do you feel with your life nowadays? N1\_2. Overall, to what extent do you feel that the things you do in your life are worthwhile? N1\_3. Overall, how happy did you feel yesterday? N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

These same questions were included in waves of the School and College Panel omnibus survey that has been run by the DfE since just before the Covid-19 pandemic. These figures are included here (Figure 8.2) to provide context, and an indication of where current scores sit within broader trends.

**Figure 8.2 Time series data for ONS wellbeing measures**



Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely' N1\_1. Overall, how satisfied do you feel with your life nowadays? N1\_2. Overall, to what extent do you feel that the things you do in your life are worthwhile? N1\_3. Overall, how happy did you feel yesterday? N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 1, May 2022, n=11,177), (wave 2, May 2023, n=10,411). School and college panel: April 23 survey L1-L4 (n=1,467), Jan 23 survey O1-O4 (n=2,942), Sep 22 survey N1-N4 (n=1,998), February 2022 survey I1\_1 (n=2,816), October 2021 survey C1\_1/2 (n=1,888), June 2021 survey A1\_1/2 (n=1,876), April 2021 survey C1\_1 (n=2,159), Feb 2021 survey F4/F6 (n=2,580), December 2020 survey H1\_1/2 (n=1,012), May 2020 survey Z6-Z7 (n=1,784), Winter 2019 survey T5\_1 (n=1,815).

It is also possible to compare these wellbeing measures for teachers and leaders against the general population of adults in England using ONS population data.<sup>46</sup> As in 2022, teachers and leaders reported more negative responses compared to the general population:

- 6.2 mean score reported for life satisfaction, vs. 7.4 in the population
- 6.9 mean score reported for feeling the things they do in their life are worthwhile, vs. 7.7 in the population
- 6.2 mean score reported for happiness on the day before being surveyed, vs. 7.3 in the population

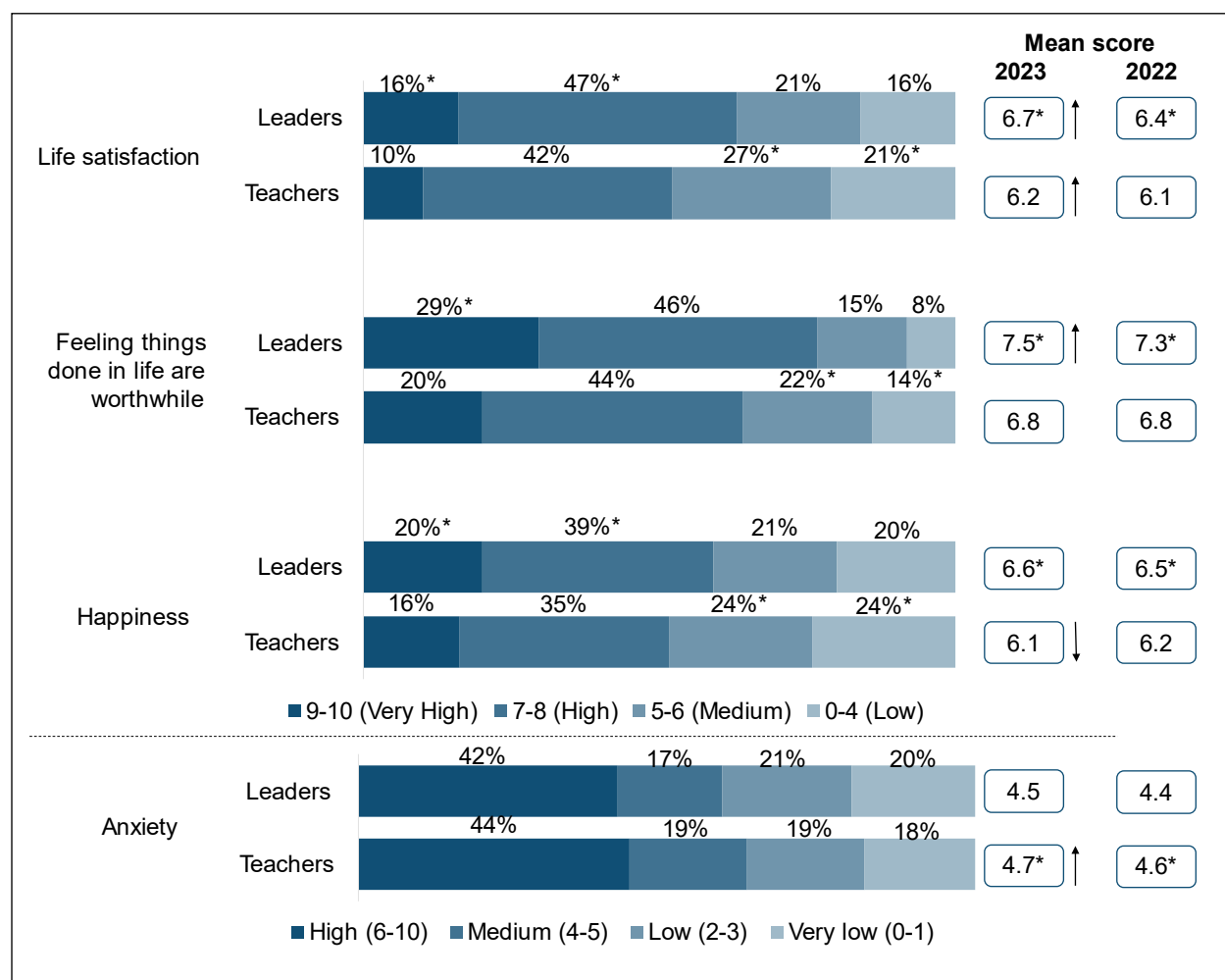
<sup>46</sup> This is taken from Annual Population Survey (APS) data Jan-March '23 to align with the timing of the 2023 survey: [UK Measures of National Well-being Dashboard - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/ukmeasuresofnationalwellbeingdashboard)

- 4.6 mean score reported for anxiety on the day before being surveyed, vs. 3.3 in the population

## Variation in teacher and leader wellbeing by subgroups

As was also the case in 2022, teachers reported lower levels of wellbeing than leaders (Figure 8.3).

**Figure 8.3 Teachers' and leaders' views on personal wellbeing, 2022-2023**



Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely' N1\_1. Overall, how satisfied do you feel with your life nowadays? N1\_2. Overall, to what extent do you feel that the things you do in your life are worthwhile? N1\_3. Overall, how happy did you feel yesterday? N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411); leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637); teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,577). \*Indicates significant difference between teachers and leaders. Please note: arrow indicates significant difference in mean score compared to 2022 survey.

Differences were also evident across a range of other school-based factors, and teacher and leader characteristics. There were four subgroups typically exhibiting lower levels (by mean score) of wellbeing in both 2022 and 2023 across all four wellbeing measures:

- those working in schools with a requires improvement Ofsted rating (compared with those working in schools with an outstanding or good rating)
- full-time staff (compared with part-time)
- teachers and leaders aged under 55 (compared with those who were at least 55 years old)
- those with a physical or mental health condition (compared with those with no physical or mental health condition)

In addition, those in secondary schools reported lower mean scores than those in primary schools for life satisfaction, things done in life are worthwhile, and happiness, although anxiety levels were higher for those in primary.

ECTs also reported lower mean levels of wellbeing compared to those in more senior job roles, while headteachers and deputy or assistant headteachers typically reported higher levels of wellbeing than those in less senior job roles.

Variation in wellbeing measures is explored in more depth in Table 8.1 and Table 8.2, which focus on reported levels of anxiety specifically (as the patterns were relatively consistent across all four wellbeing measures).

Primary school teachers and leaders were more likely to record high levels of anxiety (46% vs. 41% in secondary schools). Teachers and leaders in local authority-maintained schools were also slightly more likely to report high anxiety scores (45% vs. 43% in academies).



**Table 8.1 Reported anxiety levels by school-based characteristics, 2023**

	Base (n)	Anxiety yesterday: High (6-10)	Anxiety yesterday: Medium (4-5)	Anxiety yesterday: Low (2-3)	Anxiety yesterday: Very low (0-1)
All	10,411	44%	18%	19%	18%
<b>Phase</b>	<b>Base (n)</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Primary	5,240	46%*	18%	18%*	17%
Secondary	4,691	41%*	19%	21%*	18%
Special/PRUs/AP	480	42%	19%	17%	21%
<b>School type</b>	<b>Base (n)</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Academy	5,439	43%*	19%*	20%	18%
Local authority-maintained	4,264	45%*	17%*	19%	18%
<b>Ofsted rating</b>	<b>Base (n)</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Outstanding	1,613	41%	17%	22%*	18%
Good	6,778	43%	19%	19%	18%
Requires improvement	852	47%	17%	18%	17%
Inadequate	183	45%	21%	20%	14%

Source: Working lives of teachers and leaders survey. N2: On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

Table 8.2 shows the variation in anxiety levels by teacher and leader characteristics. Anxiety levels were higher among ECTs: 53% reported high anxiety scores compared to 44% overall. In terms of school tenure, teachers and leaders working in their school for 1-2 years were also particularly likely to report high anxiety scores (51% vs. 44% overall).

**Table 8.2 Reported anxiety levels by teacher and leader characteristics, 2023**

	Base (n)	Anxiety yesterday: High (6-10)	Anxiety yesterday: Medium (4-5)	Anxiety yesterday: Low (2-3)	Anxiety yesterday: Very low (0-1)
All	10,411	44%	18%	19%	18%
<b>Role</b>	<b>Base (n)</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Headteachers	677	46%	18%	18%	18%
Deputy/assistant headteachers	960	40%*	16%	22%*	20%
Leading practitioners	292	38%	19%	23%	19%
Classroom teachers - not ECT	5,946	43%	19%	19%	18%
2 <sup>nd</sup> year ECTs	1,121	51%*	17%	17%*	14%*
1 <sup>st</sup> year ECTs	1,119	54%*	18%	14%*	13%*
SUM: ECTs	2,240	53%*	17%	15%*	13%*
<b>School tenure</b>	<b>Base (n)</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Up to 1 year	1,471	50%*	17%	17%*	15%*
More than 1, up to 2 years	1,083	51%*	17%	18%	13%*
More than 2, up to 3 years	1,025	46%	18%	19%	16%
More than 3, up to 5 years	1,658	46%	18%	20%	16%*
More than 5, up to 10 years	2,621	42%*	20%*	19%	19%
More than 10 years	2,548	40%*	18%	21%*	21%*
<b>Full/part-time status</b>	<b>Base (n)</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Full-time	8,572	45%*	18%	19%	18%
Part-time	1,839	40%*	19%	21%	19%

Source: Working lives of teachers and leaders survey. N2: On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

## Variation in teacher and leader anxiety by pupil behaviour

There was a relationship between reported anxiety levels and teachers and leaders' views on pupil behaviour in their school (Table 8.3). Among those who considered behaviour to be poor or very poor, half reported high levels of anxiety (49% where behaviour was poor and 56% where it was very poor), compared to 44% overall. This

pattern was similar when looking at the impact of pupil behaviour on teachers and leaders' anxiety levels separately: 56% of teachers who reported pupil behaviour to be very poor reported high levels of anxiety, as did 49% of teachers reporting behaviour to be poor. Among leaders, 53% of those considering behaviour to be poor reported high levels of anxiety.

**Table 8.3 Anxiety levels by perception of pupil behaviour in their school, 2023**

	All	Behaviour rating: Very good	Behaviour rating: Good	Behaviour rating: Acceptable	Behaviour rating: Poor	Behaviour rating: Very poor
<b>All – base (n)</b>	10,411	1,983	3,617	2,488	1,661	644
Anxiety yesterday: High (6-10)	44%	37%*	41%*	45%	49%*	56%*
Anxiety yesterday: Medium (4-5)	18%	17%	19%	18%	19%	16%
Anxiety yesterday: Low (2-3)	19%	21%*	20%	20%	18%	16%*
Anxiety yesterday: Very low (0-1)	18%	24%*	19%*	16%*	13%*	11%*
<b>Teachers – base (n)</b>	8,557	1,228	2,858	2,219	1,556	619
Anxiety yesterday: High (6-10)	44%	37%*	41%*	45%	49%*	56%*
Anxiety yesterday: Medium (4-5)	19%	18%	19%	18%	19%	16%
Anxiety yesterday: Low (2-3)	19%	20%	19%	20%	17%	16%
Anxiety yesterday: Very low (0-1)	18%	24%*	19%*	16%*	14%*	11%*
<b>Leaders – base (n)</b>	1,637	652	677	216	76	15
Anxiety yesterday: High (6-10)	42%	38%*	41%	47%	53%*	-
Anxiety yesterday: Medium (4-5)	17%	16%	16%	21%	15%	-
Anxiety yesterday: Low (2-3)	21%	22%	21%	19%	22%	-
Anxiety yesterday: Very low (0-1)	20%	23%*	21%	12%*	10%*	-

Source: Working lives of teachers and leaders survey. N2: On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall. Please note, the findings for leaders rating behaviour as very poor are not presented here due to a low base size (15).

As in 2022, there was also a relationship between levels of anxiety and measures of workload and managerial support. Half (49%) of those who felt their workload was

unacceptable reported high levels of anxiety, compared with a quarter (27%) of those who felt their workload was acceptable. Likewise, six-in-ten (59%) of those who felt their manager did not support their wellbeing reported high levels of anxiety compared with 38% who reported that their manager did support their wellbeing. Similarly, 58% of those who disagreed that their manager was considerate of their work-life balance reported high levels of anxiety, compared with 37% who felt their manager was considerate.

## Changes in panellists' views on wellbeing over time

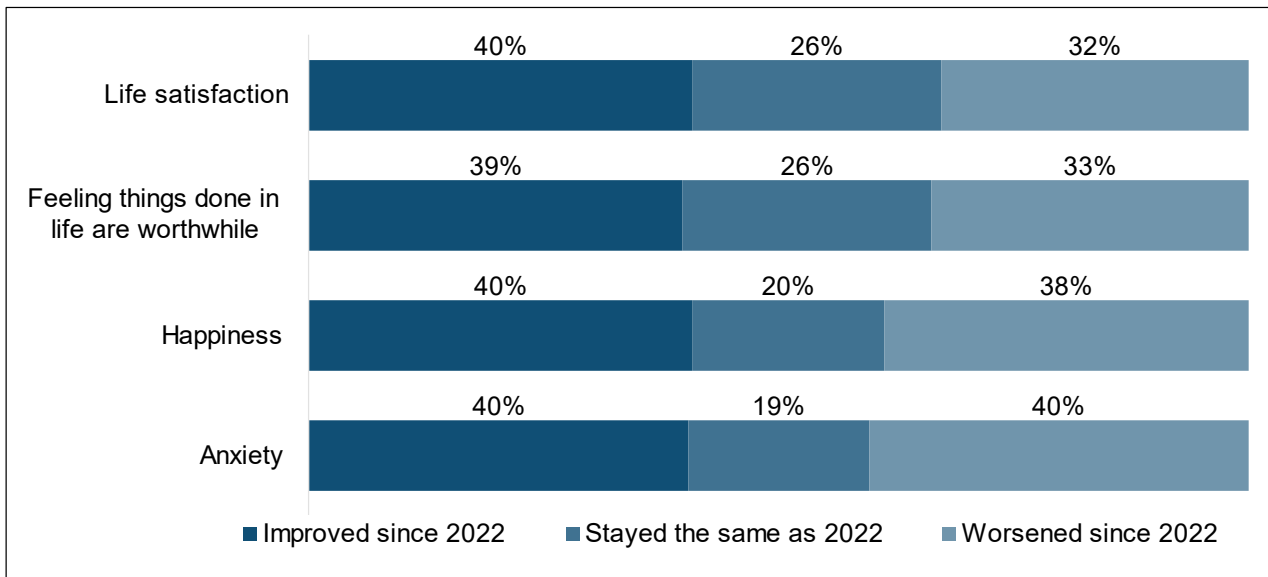
Consistent with the overall findings, among those who were teaching and leading in an English state school in both 2022 and 2023, a higher proportion reported improvements in wellbeing measures than deteriorations (Figure 8.4).<sup>47</sup> Most notably, a higher proportion reported that their life satisfaction had improved (40% were more positive) than worsened between waves (32% were more negative). Similarly, a higher proportion of teachers and leaders reported that the things they did in their life were worthwhile (39% vs. 33% who reported a decline here).

There were no notable directional shifts in feelings of happiness (40% reported higher happiness and 38% reported lower) and feelings of anxiety (40% reported higher levels and 40% reported lower) between 2022 and 2023.

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<sup>47</sup> An 'improvement' to a wellbeing score between 2022 and 2023 is defined by the respondent giving a higher rating on a scale of 0-10 in 2023 than 2022 for measures of life satisfaction, feelings things done in life are worthwhile and happiness. An 'improvement' to an anxiety score is where the respondent gives a lower score on a scale of 0-10 in 2023 than in 2022. A 'worsening' between 2022 and 2023 is the opposite of this.

**Figure 8.4 Change in panellists' wellbeing measures between 2022 and 2023**



Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely' N1\_1. Overall, how satisfied do you feel with your life nowadays? N1\_2. Overall, to what extent do you feel that the things you do in your life are worthwhile? N1\_3. Overall, how happy did you feel yesterday? N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577).

## Impact of work life on wellbeing

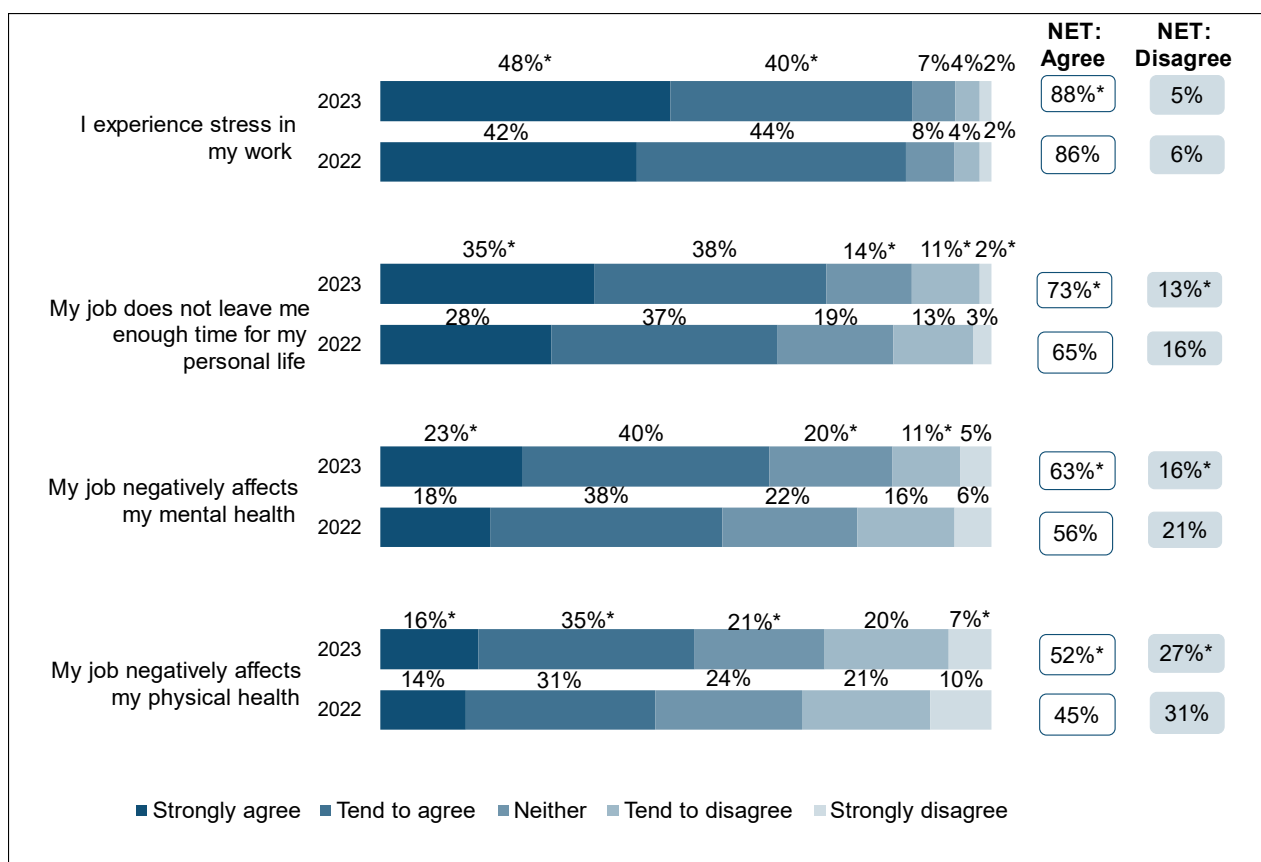
Most teachers and leaders (88%) agreed that they experienced stress in their work, an increase against 2022 (86%). This figure was higher among headteachers in 2022 (at 92%), but there was no such difference in 2023 (with the proportion among headteachers consistent with the average (85%)).

The proportion who reported that their work had a negative impact on other aspects of their personal wellbeing increased more substantially between 2022 and 2023 (Figure 8.5):

- 73% agreed their job did not leave them enough time for their personal life (up from 65% in 2022)
- 63% agreed their job negatively affected their mental health (up from 56% in 2022)
- 52% agreed their job negatively affected their physical health (up from 45% in 2022)

As shown in Figure 8.5 the proportion who said they strongly agree with each of these statements was also higher than in 2022.

**Figure 8.5 Teachers and leaders' views on the impact of their job on their personal wellbeing, 2022-2023**



Source: Working lives of teachers and leaders survey. P3. Agreement with: 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; my job negatively affects my physical health'. Single response. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461). \*Indicates significant difference compared to 2022 survey.

There were few variations in the proportions of teachers and leaders who reported experiencing negative impacts on their wellbeing (in terms of stress, lack of time for personal life, mental health, physical health). The exception was a slightly higher proportion of teachers who agreed with the statement 'I experience stress in my work' (89% vs. 86% of leaders).

There were also few variations by school-based characteristics. Nevertheless, teachers and leaders in primary schools were more likely than average to agree that their job did not leave enough time for their personal life (75% vs. 73%, respectively) while those in special schools, PRUs or other alternative provision were less likely to agree compared with those in primary and secondary schools (60%, 75% and 72%, respectively). A similar pattern was evident in 2022.

As in 2022, those with greater job satisfaction (satisfied all or most of the time) were consistently less likely to agree with each statement compared with the overall average (Table 8.4).

**Table 8.4 Personal views on the impact of job on personal wellbeing by level of job satisfaction, 2023**

	All	Satisfied all/most of the time	Neutral	Satisfied rarely/not at all
<b>All module 1 – base (n)</b>	2,461	1,022	926	510
I experience stress in my work	88%	79%*	93%*	96%*
My job does not leave me enough time for my personal life	73%	59%*	79%*	88%*
My job negatively affects my mental health	63%	39%*	75%*	89%*
My job negatively affects my physical health	52%	35%*	59%*	72%*

Source: Working lives of teachers and leaders survey. P3. Agreement that 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; 'my job negatively affects my physical health'. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All module 1 (wave 2, 2023, n=2,461). \*Indicates significant difference compared to overall.

Teachers and leaders who had a poorer perception of pupil behaviour in their school were also more likely to report negative impacts of their job on their personal wellbeing (Table 8.5). Again, similar patterns were also apparent in 2022.

**Table 8.5 Views of the impact of the job on personal wellbeing by perceptions of pupil behaviour, 2023**

% Agreeing with each statement	All	Pupil behaviour rating: Very good	Pupil behaviour rating: Good	Pupil behaviour rating: Acceptable	Pupil behaviour rating: Poor	Pupil behaviour rating: Very poor
<b>All module 1 – base (n)</b>	2,461	373	839	609	457	180
I experience stress in my work	88%	81%*	85%*	90%	94%*	96%*
My job does not leave me enough time for my personal life	73%	70%	67%*	76%	79%*	80%
My job negatively affects my mental health	63%	54%*	55%*	66%	77%*	82%*
My job negatively affects my physical health	52%	47%	44%*	55%	62%*	61%*

Source: Working lives of teachers and leaders survey. P3: Agreement that: 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; 'my job negatively affects my physical health'. Single response. All module 1 (wave 2, 2023, n=2,461). \*Indicates significant difference compared to overall.

## Comparison of 2022 and 2023 teacher and leader wellbeing, by key subgroups

The relatively large overall increases in the proportion of teachers and leaders who reported negative impacts on wellbeing were not experienced evenly across all subgroups.

Table 8.6 shows the percentage point change in ratings between 2022 and 2023 by school-based characteristics. Especially large increases in the proportion who reported negative impacts were seen in the following subgroups:

- those working in special schools, PRUs or other alternative provision settings had above average increases in the proportion who said their job does not leave enough time for their personal life (+12pp, from 48% in 2022, increasing to 60% in 2023) or that it negatively affects their mental health (+16pp, from 46% to 62%)
- schools with an Ofsted rating of requires improvement had above average increases in the proportion who said their job does not leave enough time for their personal life (+13pp, from 66% in 2022 to 79% in 2023), but also those in schools



with an outstanding Ofsted rating (+10pp, from 61% to 71%). Those whose school Ofsted rating was requires improvement cited an above average increase in their job negatively affecting their mental health (+9pp, from 58% in 2022 to 67% in 2023), while those whose school Ofsted rating was outstanding cited an above average increase in their job negatively affecting their physical health (+11pp, from 43% in 2022 to 54% in 2023)

- those working in schools in FSM quintile 1 (the lowest proportion of students eligible for free school meals) had above average increases in the proportion saying that their job negatively affects their physical health (+12pp, from 41% in 2022 to 53% in 2023). Those working in schools in FSM quintile 5 (the highest proportion of students eligible for free school meals) had above average increases in the proportion saying that their job does not leave enough time for their personal life (+10pp, from 60% to 70%) and in the proportion citing negative impacts on their physical health (+10pp, from 44% to 54%)

**Table 8.6 Changes in perceptions of the impact of the job on personal wellbeing between 2022 and 2023, by school-based factors**

Percentage point change between 2022 and 2023	2022 base (n)	2023 base (n)	I experience stress in my work	My job does not leave me enough time for my personal life	My job negatively affects my mental health	My job negatively affects my physical health
All	3,495	2,461	+2pp*	+8pp*	+7pp*	+7pp*
Phase	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Primary	1,795	1,218	+2pp*	+8pp*	+7pp*	+7pp*
Secondary	1,551	1,142	0pp	+7pp*	+6pp*	+7pp*
Special/PRUs/AP	149	101	+3pp	+12pp	+16pp*	+8pp
Type	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Academy	1,760	1,303	+2pp	+8pp*	+8pp*	+6pp*
Local authority-maintained	1,613	974	+1pp	+7pp*	+7pp*	+8pp*

Ofsted	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Outstanding	546	357	-2pp	+10pp*	+7pp*	+11pp*
Good	2,179	1,610	+3pp*	+8pp*	+7pp*	+7pp*
Requires improvement	293	230	-1pp	+13pp*	+9pp*	+4pp
% FSM	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Quintile 1	686	471	+4pp	+5pp*	+8pp*	+12pp*
Quintile 2	797	550	0pp	+9pp*	+5pp*	+5pp
Quintile 3	757	475	-2pp	+4pp	+3pp	+3pp
Quintile 4	694	498	+4pp*	+10pp*	+12pp*	+6pp*
Quintile 5	552	414	+2pp	+10pp*	+7pp*	+10pp*

Source: Working lives of teachers and leaders survey. P3. Agreement that: 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; 'my job negatively affects my physical health'. Single response. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461). Base varies for each subgroup. \*Indicates significant difference compared to 2022 survey. Please note: The findings for inadequate Ofsted ratings are not presented, due to a low base size (33).

Table 8.7 shows the extent of change between 2022 and 2023 for these wellbeing measures by different professional characteristics among teachers and leaders.

As shown, there were particularly large differences among those with a school tenure of less than 1 year. This group had above average increases in negative ratings on three of the four measures: experiencing stress in their work (+21pp, from 70% in 2022, increasing to 91% in 2023), their job not leaving enough time for their personal life (+25pp, from 52% to 77%), and their job negatively affecting their mental health (+30pp, from 35% to 65%). By contrast, the size of the increases were consistent by key stages taught.

Other notable variations included the following:

- headteachers and deputy or assistant headteachers generally reported below average increases, and the proportion reporting experience of stress remained consistent across years. However, deputy or assistant headteachers did report an above average increase on negative impacts of their job on their physical health (+10pp, from 46% in 2022, increasing to 56% in 2023)
- second year ECTs had increases above the overall average on three of the four metrics: experiencing stress in their work (+5pp, from 85% in 2022 to 90% in

2023), their job not leaving enough time for their personal life (+12pp, from 59% to 71%), and their job negatively affecting their mental health (+15pp, from 48% to 63%)

- first year ECTs exhibited increases above the overall average for their job not leaving enough time for their personal life (+14pp, from 61% in 2022, increasing to 75% in 2023), and their job negatively affecting their mental health (+18pp, from 45% to 63%)

**Table 8.7 Changes in perceptions of the impact of the job on personal wellbeing between 2022 and 2023, by teachers' and leaders' professional characteristics**

Percentage point change in agreeing between 2022 and 2023	2022 base (n)	2023 base (n)	I experience stress in my work	My job does not leave me enough time for my personal life	My job negatively affects my mental health	My job negatively affects my physical health
All	3,495	2,461	+2pp*	+8pp*	+7pp*	+7pp*
Role	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Leader	475	274	-3pp	+5pp	+5pp	+8pp*
Teacher	2,951	2,118	+3pp*	+9pp*	+8pp*	+6pp*
Seniority	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Headteacher	193	105	-7pp	+4pp	+1pp	+5pp
Deputy/assistant headteacher	282	169	-2pp	+5pp	+7pp	+10pp*
Classroom teacher - non-ECT	2,362	1,369	+2pp	+8pp*	+6pp*	+5pp*
2 <sup>nd</sup> year ECTs	386	346	+5pp*	+12pp*	+15pp*	+5pp
1 <sup>st</sup> year ECTs	58	337	+8pp	+14pp*	+18pp*	+9pp
School tenure	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Up to 1 year	53	386	+21pp*	+25pp*	+30pp*	+14pp
Up to 1 year	453	331	+5pp*	+5pp	+5pp	+9pp*
More than 1, up to 2 years	436	238	+2pp	+3pp	+11pp*	+5pp
More than 2, up to 3 years	632	376	+1pp	+9pp*	+6pp	+3pp
More than 3, up to 5 years	1,000	573	+2pp	+9pp*	+5pp*	+9pp*
More than 5, up to 10 years	918	555	-1pp	+7pp*	+6pp*	+7pp*

Percentage point change in agreeing between 2022 and 2023	2022 base (n)	2023 base (n)	I experience stress in my work	My job does not leave me enough time for my personal life	My job negatively affects my mental health	My job negatively affects my physical health
Key stages taught	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Reception	323	227	-1pp	-1pp	+1pp	-3pp
Key stage 1	598	402	+5pp*	+8pp*	+8pp*	+8pp*
Key stage 2	1,034	711	+3pp	+9pp*	+9pp*	+8pp*
Key stage 3	1,425	1,050	+1pp	+8pp*	+8pp*	+7pp*
Key stage 4	1,470	1,080	+2pp	+6pp*	+6pp*	+7pp*
Key stage 5	751	519	-1pp	+8pp*	+5pp	+8pp*

Source: Working lives of teachers and leaders survey. P3. Agreement that: 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; 'my job negatively affects my physical health'. Single response. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461). Base varies for each subgroup. \*Indicates significant difference compared to 2022 survey.

Please note: The findings for leading practitioners are not presented, due to a low base size (47).

Table 8.8 shows variations by protected characteristics among teachers and leaders. As shown, the biggest differences were seen according to sexual orientation: those whose sexual orientation was gay or lesbian cited above average increases on their job negatively affecting their mental health (+20pp, from 50% to 70%), and their job negatively affecting their physical health (+18pp, from 34% to 52%). Of the remaining areas, differences were also found in the following:

- female teachers and leaders saw larger increases in these negative impacts than their male counterparts. Female teachers showed above average increases on all four of the metrics: experiencing stress in their work (+4pp, from 86% in 2022, increasing to 90% in 2023), their job not leaving enough time for their personal life (+10pp, from 65% to 75%), their job negatively affecting their mental health (+9pp, from 55% to 64%), and their job negatively affecting their physical health (+8pp, from 44% to 52%)
- under 35 year olds showed above average increases on all four metrics: experiencing stress in their work (+5pp, from 88% in 2022, increasing to 93% in 2023), their job not leaving enough time for their personal lives (+10pp, from 64% to 74%), their job negatively affecting their mental health (+12pp, from 56% to 68%), and their job negatively affecting their physical health (+9pp, from 40% to 49%). The other age bracket showing above average increases was 45-54 year olds as they

had above average increases in the proportion saying they experienced stress in their work (+4pp, from 84% in 2022, increasing to 88% in 2023), and that their job did not leave enough time for their personal life (+10pp, from 68% to 78%)

The changes over time among those with or without a reported physical or mental health condition were, by contrast, relatively similar.

**Table 8.8 Changes in perceptions of the impact of the job on personal wellbeing between 2022 and 2023, by teachers and leaders' protected characteristics**

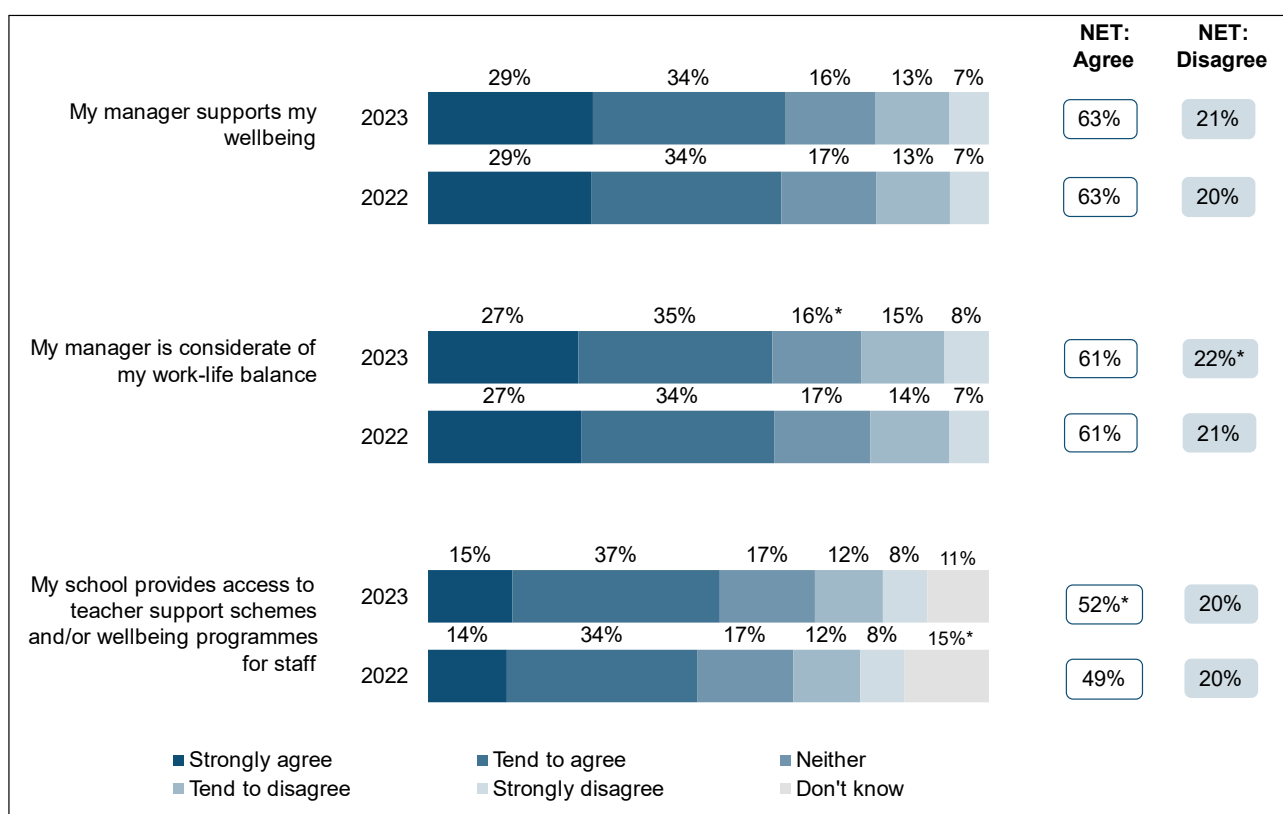
Percentage point change in agreeing between 2022 and 2023	2022 base (n)	2023 base (n)	I experience stress in my work	My job does not leave me enough time for my personal life	My job negatively affects my mental health	My job negatively affects my physical health
All	3,495	2,461	+2pp*	+8pp*	+7pp*	+7pp*
Gender	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Female	2,619	1,855	+4pp*	+10pp*	+9pp*	+8pp*
Male	841	554	-4pp*	+3pp	+4pp	+4pp
Age	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Under 35	1,418	991	+5pp*	+10pp*	+12pp*	+9pp*
35-44	950	617	-2pp	+6pp*	+6pp*	+4pp
45-54	841	530	+4pp*	+10pp*	+7pp*	+7pp*
55+	277	219	0pp	+6pp	+4pp	+8pp
Sexual orientation	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Bisexual	59	90	+1pp	+5pp	+3pp	+25pp*
Gay/lesbian	118	112	+1pp	+10pp	+20pp*	+18pp*
Heterosexual	3,163	2,125	+2pp	+7pp*	+6pp*	+6pp*
Physical or mental health condition	2022 base (n)	2023 base (n)	PP change	PP change	PP change	PP change
Yes	745	604	+1pp	+8pp*	+6pp*	+5pp
No	2,657	1,782	+2pp	+8pp*	+7pp*	+7pp*

Source: Working lives of teachers and leaders survey. P3. Agreement that: 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; 'my job negatively affects my physical health'. Single response. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461). Base varies for each subgroup. \*Indicates significant difference compared to 2022 survey.

## Support for staff wellbeing

A majority (63%) of teachers and leaders agreed that their manager supported their wellbeing, with 21% disagreeing. A similar proportion (61%) also agreed that their manager was considerate of their work-life balance, while 22% disagreed. As shown in Figure 8.6, a higher proportion disagreed that their manager was considerate of their work-life balance in 2023 (22% vs. 21% in 2022), while agreement that managers supported wellbeing was consistent between 2022 and 2023. There was a little more variation by survey year with regards to reported access to teacher support schemes and/or wellbeing programmes, however: in 2023, just over half of (52%) teachers and leaders agreed that this was the case, an increase from 49% in 2022.

**Figure 8.6 Views on manager and school support for wellbeing, 2022-2023**



Source: Working lives of teachers and leaders survey. E2\_2-3: Agreement that 'your manager is considerate of your work-life balance'; 'your manager supports your wellbeing'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). P3\_5 Agreement that 'my school provides access to teacher support schemes and/or wellbeing programmes for staff'. Single response. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461). \*Indicates significant difference compared to 2022 survey.



Leaders were more positive than teachers across all three statements: around three-quarters (73%) agreed that their manager was considerate of their work-life balance and a similar proportion (75%) agreed that their manager supported their wellbeing. This compared with 59% and 60% of teachers, respectively. Likewise, leaders were much more likely to agree that they had access to relevant support schemes (73% vs. 48% of teachers). These differences were also evident in 2022.

Those who had worked in their current school for less than one year were more likely to agree that their manager was considerate of their work-life balance and that their manager supported their wellbeing (66% and 69%, respectively, vs. 61% and 63% overall), however they were less likely to agree that they had access to teacher support schemes (44% vs. 52% overall). By contrast, those with the longest tenure (more than ten years) were more likely to agree that they had access to teacher support schemes (56% vs. 52% overall).

Other differences by key subgroups, also evident in 2022, included the following:

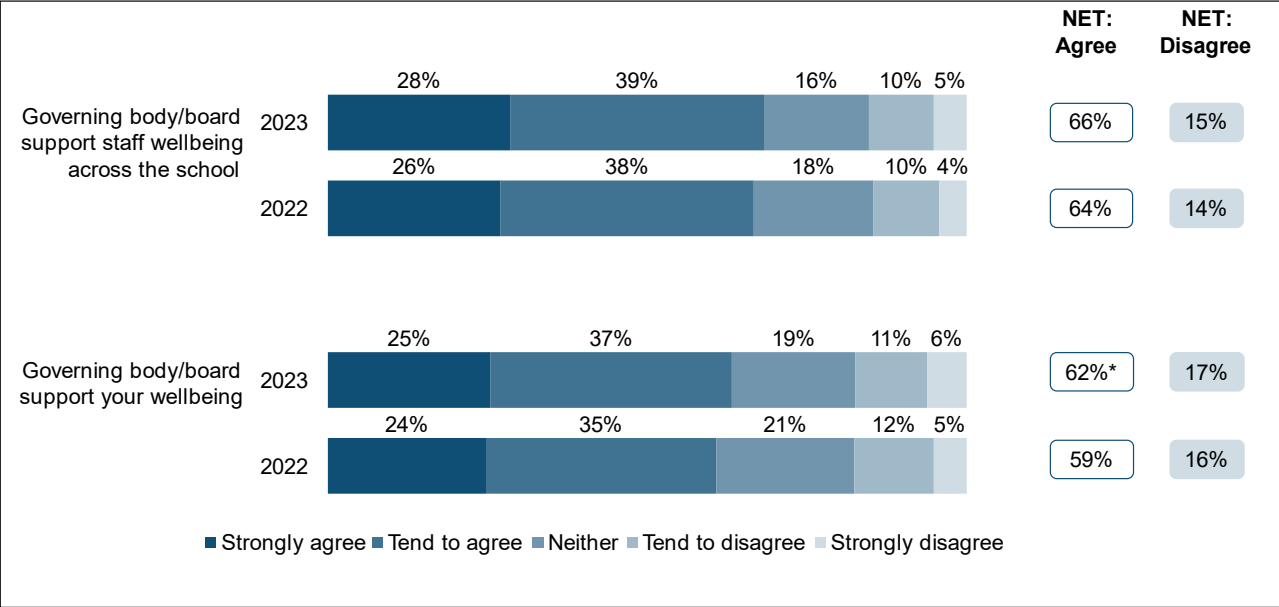
- higher levels of agreement among those teaching in secondary schools when it came to managerial support – 64% agreed that their manager was considerate of their work-life balance vs. 59% in primary schools, and 65% agreed that their manager supported their wellbeing vs. 61% in primary schools. Additionally, those in special schools, PRUs or other alternative provision were more likely to say their school provided access to teacher support schemes and wellbeing programmes for staff (64%)
- higher levels of agreement among those working in schools with the lowest proportion on free school meals: 66% agreed that their manager was considerate of their work-life balance and 68% agreed that their manager supported their wellbeing
- those in schools with lower Ofsted ratings felt less well supported by their managers: agreement that their manager supports their wellbeing was below average in schools requiring improvement (57%) and in schools with an inadequate rating (52%), for example. Agreement that their manager was considerate of their work-life balance was also lower in schools rated as requiring improvement (56%) and inadequate (52%)

## **Headteacher and leading practitioner views on governing body or board support for wellbeing**

Two-thirds of headteachers and leading practitioners (66%) considered their governing body or board to be supportive of staff wellbeing across the school and 62% considered them supportive of their own wellbeing. In 2023 headteachers and leading practitioners were

more likely to agree that their governing body or board were supportive of their wellbeing than in 2022 (62% vs. 59% in 2022) (Figure 8.7).

**Figure 8.7 Headteacher and leading practitioner views on governing body/board support for staff wellbeing, 2022-2023**



Source: Working lives of teachers and leaders survey. E3: Agreement that ‘the governing body/board support staff wellbeing across the school’; ‘the governing board/body support your wellbeing’. Single response. All headteachers and leading practitioners (wave 1, 2022, n=2,213) (wave 2, 2023, n=1,929). \*Indicates significant difference compared to 2022 survey.

Agreement with statements about governing body or board support for wellbeing was typically higher among more senior staff: the proportion who agreed their governing body or board supported staff wellbeing across the school was 83% among headteachers, 61% among deputy and assistant headteachers and 39% among leading practitioners, for example. Additionally, the proportion who agreed their governing body or board supported their own wellbeing was 77% among headteachers, 57% among deputy headteachers and 38% among leading practitioners. These patterns by seniority were also apparent in 2022.

Agreement that support was given by the governing body or board was higher among headteachers or leading practitioners in primary schools than those in secondary schools and among those in local authority-maintained schools when compared with those in academies (Table 8.9). Both of these differences were evident in 2022. Unlike in 2022, those in special schools, PRUs or other alternative provision also showed higher levels of agreement for the governing body supporting their own wellbeing (70%) than those in secondary schools (54%).

**Table 8.9 Headteacher and leading practitioner views on governing body/board support for wellbeing, by phase and school type, 2023**

Statements	All	Phase: Primary	Phase: Secondary	Phase: Special /PRUs/AP	School type: Local authority- maintained schools	School type: Academies
<b>All headteachers and leading practitioners base (n)</b>	1,929	1,099	693	137	888	936
Governing body/board support staff wellbeing across the school	66%	70%*	60%*	72%	72%*	61%*
Governing body/board support your wellbeing	62%	66%*	54%*	70%*	67%*	58%*

Source: Working lives of teachers and leaders survey. E3: Agreement that 'the governing body/board support staff wellbeing across the school'; 'the governing board/body support your wellbeing'. Single response. All headteachers and leading practitioners (wave 2, 2023, n=1,929). \*Indicates significant difference compared to overall.

Differences that were not evident in 2022 include those in schools with lower Ofsted ratings exhibiting lower levels of agreement than those in schools with higher ratings. For example, in schools rated serious weaknesses/special measures/inadequate, 44% agreed that their governing body supported staff wellbeing across the school and 34% agreed that the governing body supported their own wellbeing. In contrast, 68% of those in schools rated as outstanding agreed that their governing body supported wellbeing across the school and 66% agreed that the governing body supported their own wellbeing

Additionally, those in smaller schools reported higher levels of support from their governing bodies. The proportion who agreed that their governing body supported staff wellbeing across the school was above average, at 74%, in schools in quintile 1 and quintile 2 for size, and fell to below average, at 60%, in quintile 5 (schools with the largest number of pupils). There was a similar pattern in the proportion who agreed their governing body supported their own wellbeing: above average, at 70%, in quintile 1 and quintile 2, falling to below average, at 55%, in quintile 5.

## 9. Teacher and leader pay

This chapter looks at salary satisfaction among teachers and leaders and their views on how their school manages pay. It also explores expectations and experiences of pay increases, and heads' use of pay flexibilities. It is relevant to note that fieldwork took place during a period of industrial action and wider cost of living pressures. The 2023 pay award for teachers was agreed in July.

As part of a series of questions on pay, teachers and leaders were asked whether they received a pay rise in the previous year. Teachers may be awarded pay rises as a result of promotion, movement through existing pay bands for their role, or the annual pay award (or a combination of these things). Comparison to administrative data from the Teacher Pension Scheme indicates that this question (J2) may have been interpreted by many respondents as excluding the pay award and relating only to rises via pay progression or promotion. While 69% of teachers and leaders reported receiving a pay increase, Teacher Pension Scheme data shows that over 90% of teachers and leaders who responded to the 2023 WLTL survey had a higher salary in 2023 than in 2022.<sup>48</sup> This question will be reviewed to ensure maximum clarity in future waves of the study.

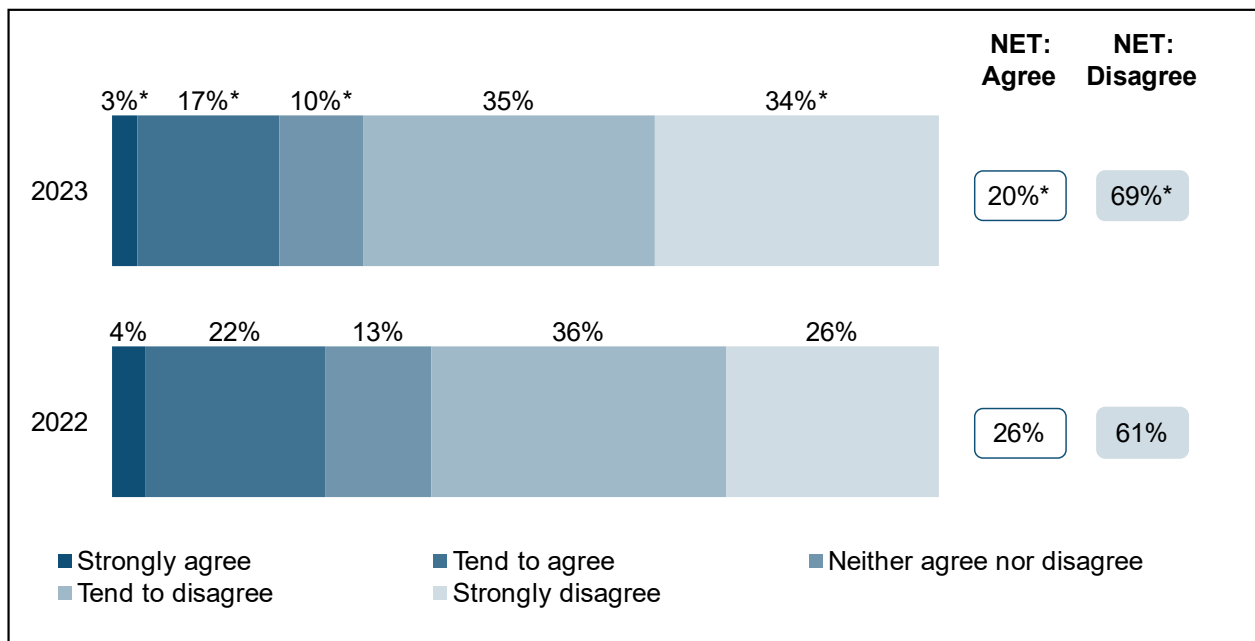
### Overall views on salary

Teachers and leaders expressed greater levels of dissatisfaction with their salary in 2023 compared with 2022. Around seven-in-ten (69%) disagreed that they were satisfied with their salary in 2023 compared with 61% in 2022 (Figure 9.1).

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<sup>48</sup> This figure is based on W2 respondents that could be matched to the Teacher Pension Scheme data for 2021 and 2022. We were able to match around 90% of the W2 respondents.

**Figure 9.1 Teachers and leaders' levels of agreement that they were satisfied with their salary, 2022-2023**



Source: Working lives of teachers and leaders survey. J1\_1. How strongly do you agree or disagree with the following statements about pay and your job? I am satisfied with the salary I receive for the work I do. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Variation in overall views on salary by school type

There were limited differences in the extent to which teachers and leaders agreed that they were satisfied with their salary by school type, with only two of note related to phase and school size:

- teachers and leaders in special schools, PRUs or other alternative provision settings were more satisfied (27% vs. 20% overall). This pattern was also observed in 2022
- teachers and leaders in the smallest schools (quintile 1 for school size) were more likely to agree that they were satisfied than those in the largest schools (24% vs. 20% in quintile 4 and 19% in quintile 5)<sup>49</sup>

<sup>49</sup> School size comparisons between years are not possible due to different analysis groupings being used between the 2022 and 2023 surveys.

## **Variation in overall views on salary by characteristics of teachers and leaders**

Tables 9.1 and 9.2 provide a breakdown of the proportions satisfied with their salary according to job role (Table 9.1) and demographics (Table 9.2). The main differences were as follows:

- Table 9.1: leaders were more likely to be satisfied with their salary than teachers (41% vs. 17%, respectively). Among leaders, headteachers were the most likely to be satisfied (48%)
- Table 9.2: unlike in 2022, where the proportion agreeing that they were satisfied with their salary was consistent across gender, female teachers and leaders were more likely to be satisfied than males (21% of female teachers and leaders vs. 18% of males). Differences by ethnicity and religious group were more consistent with 2022, with teachers and leaders from either an Asian or Asian British (13%) or black, black British, Caribbean or African (9%) ethnic group less likely to agree that they were satisfied with their salary compared with the overall average (20%) and compared with those from a white ethnic group (21%)

**Table 9.1 Whether teachers and leaders agreed they were satisfied with their salary, 2023**

I am satisfied with the salary I receive for the work I do	All	SUMMARY: Leaders	SUMMARY: Teachers	Headteachers	Deputy and assistant headteachers	Leading practitioners	Classroom teachers - not ECT	Classroom teacher - 2 <sup>nd</sup> year ECTs	Classroom teacher - 1 <sup>st</sup> year ECTs	Unqualified teachers
Base (n)	10,411	1,637	8,557	677	960	292	5,946	1,121	1,119	79
Agree	20%	41%*	17%*	48%*	37%*	25%	17%*	13%*	14%*	17%
Neither/nor	10%	12%	10%	13%	12%	9%	10%	9%	11%	12%
Disagree	69%	47%*	73%*	39%*	51%*	66%	73%*	78%*	75%*	71%

Source: Working lives of teachers and leaders survey. J1: How strongly do you agree or disagree with the following statements about pay and your job? I am satisfied with the salary I receive for the work I do. Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

**Table 9.2 Whether teachers and leaders agreed they were satisfied with their salary, by age, gender and ethnicity, 2023**

I am satisfied with the salary I receive for the work I do	All	<35	35-44	45-54	55+	Female	Male	Asian or Asian British	Black, black British, Caribbean or African	Mixed or multiple ethnic group	White
Base (n)	10,411	3,938	2,688	2,471	926	7,756	2,487	430	204	146	8,542
Agree	20%	18%*	21%	21%	21%	21%*	18%*	13%*	9%*	20%	21%*
Neither/nor	10%	9%*	10%	12%*	12%	11%	9%	10%	12%	7%	10%
Disagree	69%	72%*	69%	67%*	66%*	69%*	72%*	76%*	79%*	73%	68%*

Source: Working lives of teachers and leaders survey. J1: How strongly do you agree or disagree with the following statements about pay and your job? I am satisfied with the salary I receive for the work I do. Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

There were also differences in satisfaction with the salary they receive for the work they do by working arrangements. Full-time teachers and leaders were more satisfied with their salary than those working part-time (21% for full-time teachers and leaders vs. 16% for part-time). Despite this – and unlike in 2022 – those with any flexible working arrangement in place (including part-time working) were more likely to report being satisfied with their pay (22%) compared to those without any flexible working arrangement in place (19%).

## Detailed views on salary

Most teachers and leaders (85%) disagreed that they were satisfied with national-level changes to teachers' pay in the last year (Table 9.3).<sup>50</sup> This reflected an increase since 2022, when 76% disagreed.

As shown in Table 9.3 the levels of disagreement with other statements relating to pay ranged from 66% to 74%.

**Table 9.3 Agreement with statements about salary, 2023**

	Disagree	Neither agree/nor disagree	Agree
At this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave	66%	13%	19%
I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave	69%	15%	15%
Teacher pay structure allows my pay to increase at a rate that fairly reflects my growing expertise regardless of whether I take on additional duties and responsibilities	74%	11%	14%
I am satisfied overall with national-level changes to teachers' pay in the last year	85%	7%	7%

Source: Working lives of teachers and leaders survey. J1: Agreement that 'At this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave'; 'I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave'; 'Teacher pay structure allows my pay to increase at a rate that fairly reflects my growing expertise regardless of whether I take on additional duties'; 'I am satisfied overall with national-level changes to teachers' pay in the last year'. Single response. All teachers and leaders (wave 2, 2023, n=10,411).

<sup>50</sup> 'National level changes' was defined to respondents as changes to the national pay framework, rather than decisions made by individual schools.



Consistent with overall satisfaction with pay and with the 2022 results, teachers were generally less positive than leaders when responding to these detailed statements. School phase, key stage taught and teacher/leader characteristics also impacted satisfaction with pay. These were generally the same groups who were more likely to disagree in 2022 (although a few differences between the two years are noted).

**Those more likely to disagree with the statement ‘at this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave’ included:**

- Those working in a secondary school (68% vs. 66% overall)
- Those teaching key stage 5 (70%) vs. key stages 1 and 2 (64% and 67%)
- Teachers (68% vs. 53% leaders)
- Those whose main subject taught was physics (82%), computer science and computing (79%), biology (74%), and maths (including statistics and further maths) (71%) compared to overall (66%)
- Male teachers and leaders (72% vs. 66% overall)
- Black, black British, Caribbean or African teachers and leaders (78% vs. 66% overall)

**Those more likely to disagree with the statement ‘I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave’ included:**

- Those working in a secondary school (71%) compared to those in primary school (68%) and special schools, PRUs or other alternative provision (57%); in 2022 those in primary (58%) and secondary (59%) were both as likely as each other, although more likely than those in special schools, PRUs or other alternative provision (48%)
- Teachers (71% vs. 55% leaders)
- Those whose main subject taught was computer science and computing (83%), physics (81%), chemistry (77%), geography (including environmental science and geology) (77%) and history (including ancient history, classical civilisations and archaeology) (75%), compared to overall (69%)
- Those aged 35 – 44 (71% vs. 69% overall); in 2022 this was true for those aged 35-44 (60%) but it was also true for those aged 45-54 (60%)
- Male teachers and leaders (72% vs. 69% overall)
- Those working part-time (73% vs. 69% overall)

**Those more likely to disagree with the statement ‘the teacher pay structure allows for my pay to increase at a rate that fairly reflects my growing expertise regardless of whether I take on additional duties or responsibilities’ included:**

- Those working in a primary school (75%) and secondary school (73%) compared to those in special schools, PRUs or other alternative provision (63%); in 2022 those in primary schools (68%) were more likely than those in secondaries (65%)
- Teachers (74% vs. 68% leaders)
- Those aged 35-54 (78% vs. 74% overall)
- Those working part-time (81% vs. 74% overall)

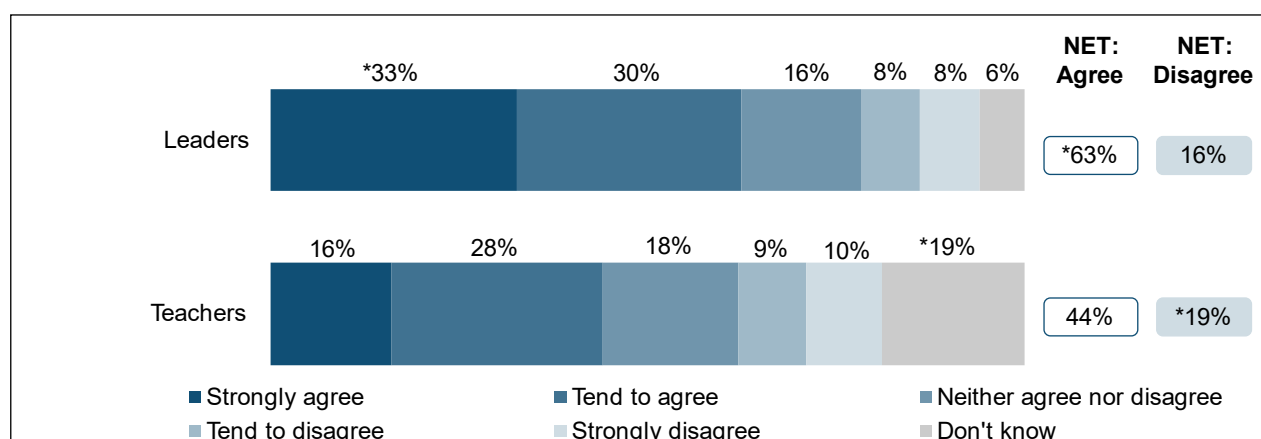
**Those more likely to disagree with the statement ‘I am satisfied overall with national-level changes to teachers’ pay in the last year’ included:**

- Those working in a secondary school (86% vs. 85% overall)
- Those aged 35 – 44 (86% vs. 85% overall)
- Male teachers and leaders (88% vs. 85% overall)
- There were no differences in disagreement levels between teachers and leaders, but leaders were more likely to agree with this statement (10% vs. 7% of teachers), whereas teachers were more likely to neither agree nor disagree (8% vs. 6% of leaders)

## **Whether schools are following their own pay policy**

As shown in Figure 9.2, leaders were more likely than teachers to agree that their school followed its own pay policy in making decisions about their pay (63% vs. 44%). Teachers on the other hand were more likely to not know (19% vs. 6% leaders). These findings mirrored those seen in 2022.

**Figure 9.2 Whether teachers and leaders agree their school followed its own pay policy, 2023**



Source: Working lives of teachers and leaders survey. J6: Agreement that 'my school followed its own pay policy in making decisions about my pay'. Single response. All except headteachers and executive headteachers (wave 2, 2023, n=9,732). \*Indicates a significant difference between teachers and leaders.

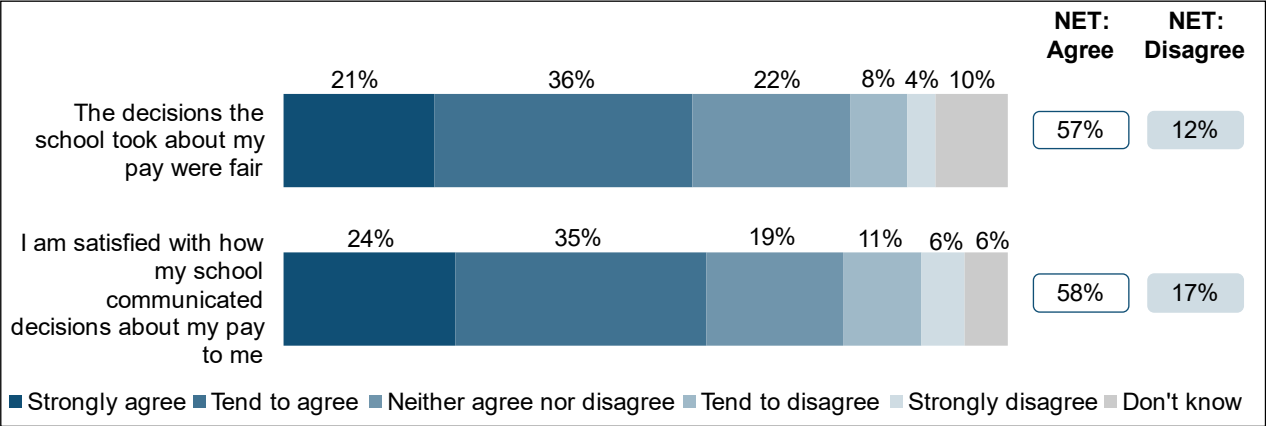
## Satisfaction with school-level decisions about pay among teachers

Despite the levels of dissatisfaction with pay, more teachers and leaders were satisfied than dissatisfied with how decisions had been communicated to them and felt that their school's decisions had been fair (Figure 9.3):

- More than half (57%) of teachers and leaders not classified as headteachers or executive headteachers agreed that the decisions their school took about their pay were fair, while 12% disagreed.
- The majority agreed that they were satisfied with how their school's decisions about pay were communicated (58%).

These findings represent an increase in satisfaction since 2022 (where equivalent figures were 51% and 53%, respectively).

**Figure 9.3 Whether decisions schools took about pay were fair and whether teachers and leaders were satisfied about how decisions were communicated (all excluding headteachers and executive heads), 2023**



Source: Working lives of teachers and leaders survey. J6. Agreement that ‘the decisions my school took about my pay were fair’, ‘I am satisfied with how decisions were communicated’. Single response. All except headteachers and executive headteachers (wave 2, 2023, n=9,732).

### Variation in levels of satisfaction with school’s pay decisions by school type

Teachers and leaders in secondary schools (excluding headteachers and executive headteachers) were more likely to agree that decisions taken about their pay were fair and more likely to be satisfied with how their school’s decisions were subsequently communicated (58% and 61% vs. an average of 57% and 58%, respectively). Teachers and leaders in schools with a lower proportion of students receiving free school meals (FSM) were also more likely to agree with these statements. Sixty-two per cent of those in schools with the lowest proportion of students eligible for FSM (quintile 1) agreed that decisions about pay were fair (compared with 55% across quintiles 3-5) and 63% agreed that they were satisfied with how decisions were communicated (compared with 56% across quintiles 3-5).

## **Variation in levels of satisfaction with pay decisions by characteristics of teachers and leaders**

Consistent with findings elsewhere, as well as findings from 2022, leaders (excluding headteachers and executive heads) were more likely to agree that decisions taken about their pay were fair (73% vs. 55% of teachers) and that they were satisfied with how these decisions were communicated (76% vs. 56% of teachers). Within this, deputy and assistant headteachers were most likely to agree that decisions taken were fair (73% vs. 60% of leading practitioners, 57% of classroom teachers and 47% of ECTs). The same pattern was evident in 2022.

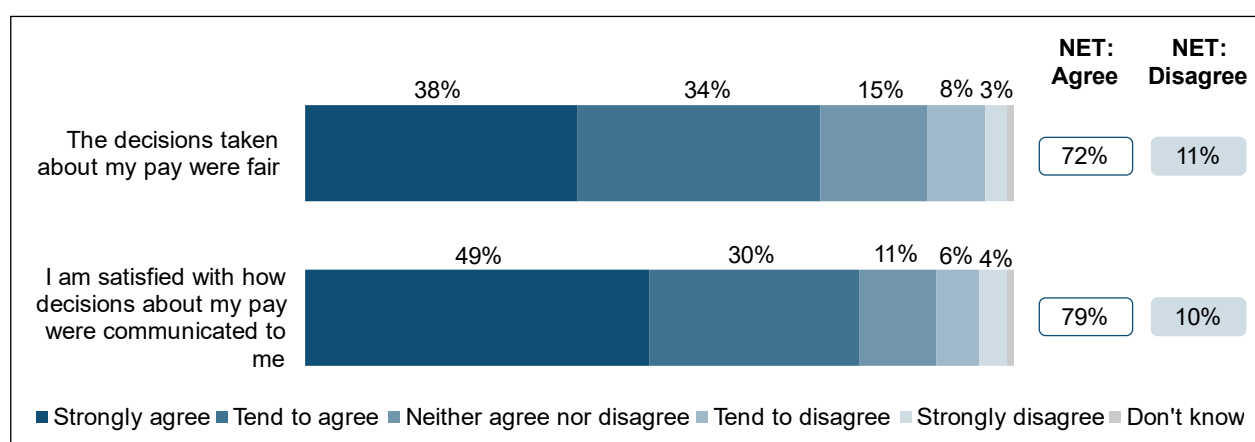
Perceptions also varied according to job satisfaction, the extent to which teachers and leaders felt valued by their school and the extent to which they felt that they had an acceptable workload. For example, 67% of teachers and leaders who were satisfied with their job reported that decisions about pay were fair and 69% reported satisfaction with how their school communicated pay decisions. This compared with 40% of those who were rarely or not at all satisfied with their job reporting that pay decisions were fair and 41% reporting that they were satisfied with how these pay decisions were communicated. Teachers and leaders who agreed that they felt valued by their school were also more likely to agree that decisions their school took about their pay were fair (66% vs 39% who disagreed that they felt valued by their school) and that they were satisfied with how their school communicated pay decisions (69% vs 37% who disagreed that they felt valued by their school). In terms of workload, teachers and leaders who agreed that they had an acceptable workload were more likely to agree that decisions their school took about their pay were fair (70% vs 54% of those who disagreed they had an acceptable workload) and to be satisfied with how their school communicated pay decisions (68% vs 56% of those who disagreed that they had an acceptable workload).

There were also differences according to age, gender and ethnicity. For example, views about the fairness of pay decisions and satisfaction with their communication decreased as age increased. Under 35s were more likely to agree that pay decisions were fair (64%) than all other age groups (for example, 43% of those aged 55 and over). Although the pattern was less marked when looking at satisfaction levels with how decisions were communicated, those under the age of 55 (60%) were still more likely than those aged 55 or older (50%) to be satisfied with the communication of pay decisions.

## Satisfaction with decisions about pay among headteachers

As shown in Figure 9.4, headteachers were more likely to say that decisions taken about their pay over the last year had been fair (72% vs. 57% of teachers and leaders excluding headteachers and executive heads). They were also more likely to be satisfied with how the decisions were subsequently communicated (79% vs. 58% of teachers and leaders excluding headteachers and executive heads). These figures were consistent with those seen in 2022.

**Figure 9.4 Whether decisions schools took about pay were fair and whether headteachers and executive headteachers were satisfied with how decisions were communicated, 2023**



Source: Working lives of teachers and leaders survey. J7: Agreement with the following statements regarding the decisions your school / governors / academy trust have taken regarding your pay in the period between now and the end of the last Spring term, so April 2022: 'the decisions taken about my pay were fair', 'I am satisfied with how decisions about my pay were communicated to me'. Single response. Headteachers and executive headteachers (wave 2, 2023, n=670).<sup>51</sup>

As seen among teachers and leaders who were not headteachers or executive headteachers – and in 2022 – attitudes towards decisions taken about pay were more positive among those more likely to be satisfied with their pay and those more likely to be satisfied with their career:

- those who were satisfied with their job all or most of the time were more likely to agree the decisions taken about their pay were fair (80%) than those who were satisfied with their job some of the time (66%) or rarely / not at all (56%)

<sup>51</sup> The base here (n=670) does not sum to the overall base of all headteachers and executive headteachers (n=677) if a respondent selected 'other' rather than 'executive headteacher' or 'headteacher' at survey question B1 ('which of the following best describes your current job role'). Question J7 is routed from this question so anyone who did not choose 'executive headteacher' or 'headteacher' was not routed to J7. Those who selected 'other' at B1 and whose verbatim response indicated they were a headteacher or an executive headteacher were coded as such after fieldwork ended, during the data reduction process.

- similar patterns were evident when considering satisfaction with how decisions about pay were communicated – 85% of those who were satisfied with their job all or most of the time were satisfied with how pay decisions were communicated, compared to 58% of those who were rarely or not at all satisfied with their job
- those satisfied with their pay were more likely to agree the decisions taken about their pay were fair (86% vs. 57% who were dissatisfied) – likewise, 87% of those satisfied with their pay reported that they were satisfied with how decisions were communicated compared to 71% who were not.

## Variation in satisfaction with pay decisions by school and leader characteristics

There were limited differences by school characteristics, with the exception of the fact that headteachers and executive headteachers in secondary schools were more likely than those in primary schools to agree that decisions taken about their pay had been fair (85% vs. 68%). They were also more likely to report being satisfied with how decisions about their pay were communicated to them (84% vs. 76%), as was the case in 2022.

There was more variation according to leader characteristics:

- headteachers and executive headteachers aged 55 and over were less likely than those aged under 55 to agree that decisions taken about their pay were fair (61% vs. 76%, respectively) and to be satisfied with the way in which decisions about their pay were communicated to them (67% vs. 82% of those aged under 55) – in 2022 there was no difference between these groups
- male headteachers (78%) were more likely to agree that decisions about their pay had been fair than female headteachers (69%), which was also true in 2022. However, male headteachers were also more likely to be satisfied with the way in which decisions about their pay were communicated in 2022, which was no longer the case by 2023

## Pay increases and expectations<sup>52</sup>

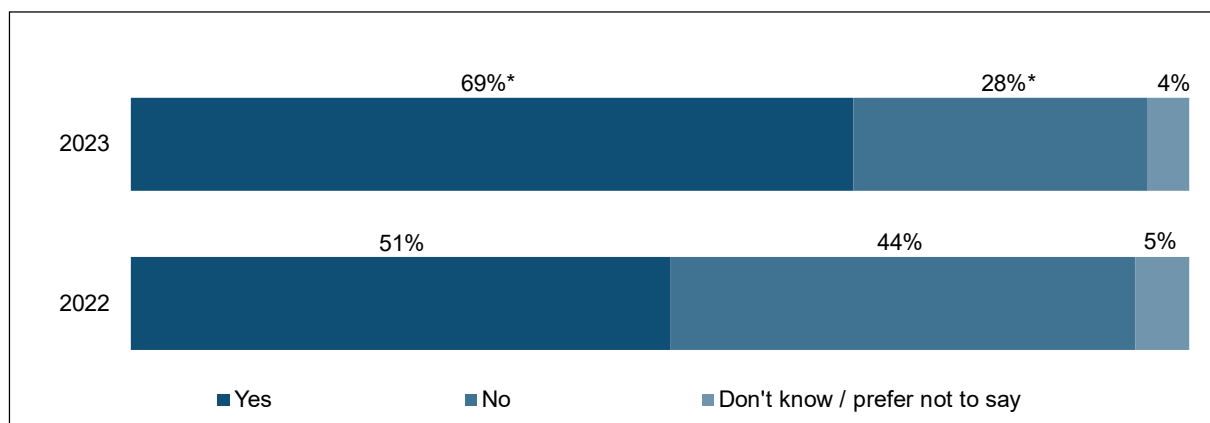
A greater proportion of teachers and leaders reported receiving a pay increase in 2023 than 2022: nearly seven-in-ten teachers and leaders (69%) reported receiving a pay increase in the 2023 survey, compared to just over half (51%) of teachers and leaders in 2022 (Figure 9.5). Teachers may be awarded pay rises as a result of promotion, movement through existing pay bands for their role, or the annual pay award (or a combination of these things). As outlined at the start of this chapter, comparison to

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<sup>52</sup>The survey fieldwork was conducted between 2 February and 11 May 2023. The annual pay award is informed by the recommendations of the [School Teachers' Review Body \(STRB\)](#). In 2021 there was a pay freeze meaning no annual pay award was made. The 2022 pay award was 5.4%. Following the closure of 2023 fieldwork, the annual pay award was agreed at 6.5%.

administrative data from the Teacher Pension Scheme shows that over 90% of teachers and leaders who responded to the 2023 WLTL survey had a higher salary in 2023 than in 2022.<sup>53</sup> This suggests that this question (J2) may have been interpreted by many teachers as excluding the pay award and relating only to rises via pay progression or promotion.<sup>54</sup> The 2022 figure most likely reflects the temporary pause to headline pay rises for most public sector workforces in 2021-22.

**Figure 9.5 Whether teachers and leaders reported that they had received a pay increase in the last year, 2023**



Source: Working lives of teachers and leaders survey. J2: Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2022 (2021 in 2022 survey)? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Movement within pay ranges

The vast majority of teachers and leaders who were asked about their pay range (all asked module 3, excluding 1<sup>st</sup> year ECTs), remained within the same pay range (88%).<sup>55</sup> This was consistent with 2022, when 90% reported remaining in the same pay range that year. Findings were also consistent between teachers (88%) and leaders (85%) in 2023.

Less than one-tenth (7%) of teachers and leaders, excluding 1<sup>st</sup> year ECTs, had moved to a higher pay range. The majority of these were those who had moved from the main pay range to the upper pay range (5% of all asked this question, or 67% of all those who moved to a higher pay range between years).

<sup>53</sup> This figure is based on W2 respondents that could be matched to the Teacher Pension Scheme data for 2021 and 2022. We were able to match around 90% of the W2 respondents.

<sup>54</sup> J2: Did you receive any pay increase – including from promotion or pay progression – in the period between now and the end of the last Spring term, so April 2022?

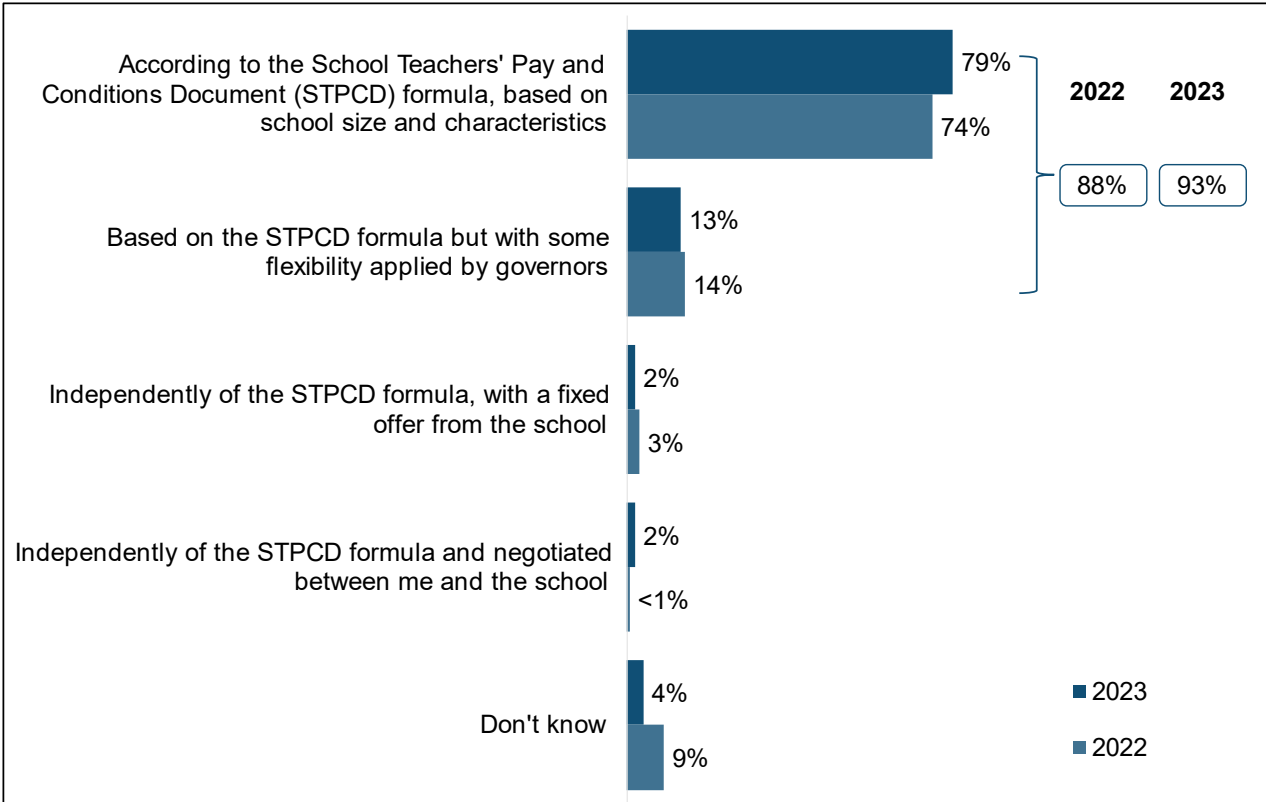
<sup>55</sup> The pay ranges listed in the survey for respondents to select were: leadership pay range, headteacher pay range, leading practitioner pay range, upper pay range, main pay range and unqualified pay range. The leadership and headteacher pay ranges were combined for analysis purposes. Teachers and leaders are also able to move within a pay range (e.g. from M1 to M2), which helps explain this finding.



# Determining headteacher pay

The proportion of headteachers who reported that their starting salary was set according to the School Teachers' Pay and Conditions Document (STPCD) formula had increased from 88% in 2022 to 93% in 2023 (Figure 9.6). As in 2022, some of these headteachers (13%) reported that an amount of flexibility had been applied by the governors.

Figure 9.6 How starting salary was set, 2022-2023



Source: Working lives of teachers and leaders survey. R10. When you began your headship at your school, how was your starting salary set? Single response. All headteachers in module 3 (wave 1, 2022, n=213) (wave 2, 2023, n=113). Please note: there was no significant difference compared to 2022.

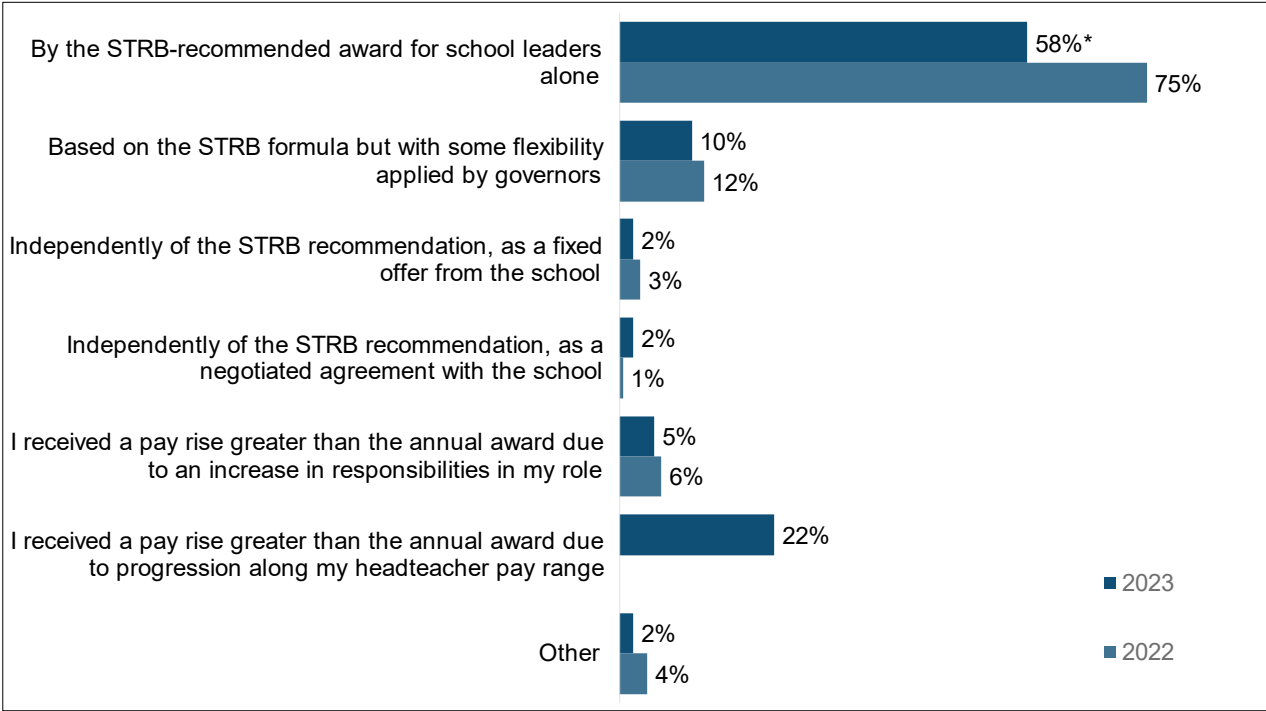
# Determining headteacher pay increases

Among headteachers and executive headteachers who reported that they had received a pay increase in their most recent pay review (2022), and knew how it was determined, the School Teachers' Review Body (STRB) recommendation was the most common factor driving the pay review (Figure 9.7), with around two-thirds (68%) saying this was the case, either by the STRB-recommended award for school leaders (58%) or based on the STRB formula but with some flexibility applied by governors (10%).

The proportion of headteachers who reported that their most recent pay review had been determined by the STRB-recommended award for school leaders alone had decreased from 75% in 2022 to 58% in 2023. A new reason, receiving a pay rise greater than the

annual award due to progression along the headteacher pay range was introduced into the survey for 2023. This was stated by 22% of headteachers in 2023.

**Figure 9.7 How latest pay review (in 2022 / 2021) was determined, 2022-2023**



Source: Working lives of teachers and leaders survey. R11. For your latest pay review (in 2022/2021), how was your pay increase (or lack of increase) determined? Was it...? Single response. All headteachers in module 3 who received an increase and knew how it was determined (wave 1, 2022, n=148) (wave 2, 2023, (n=76). \*Indicates a significant difference compared to 2022 survey. The statement 'I received a pay rise greater than the annual award due to progression along my headteacher pay range' was only asked of heads (i.e. not executive headteachers).

There was no difference in how the pay review was determined by type of school, size of school, nor by the age and gender of the headteacher, which was consistent with findings in 2022.

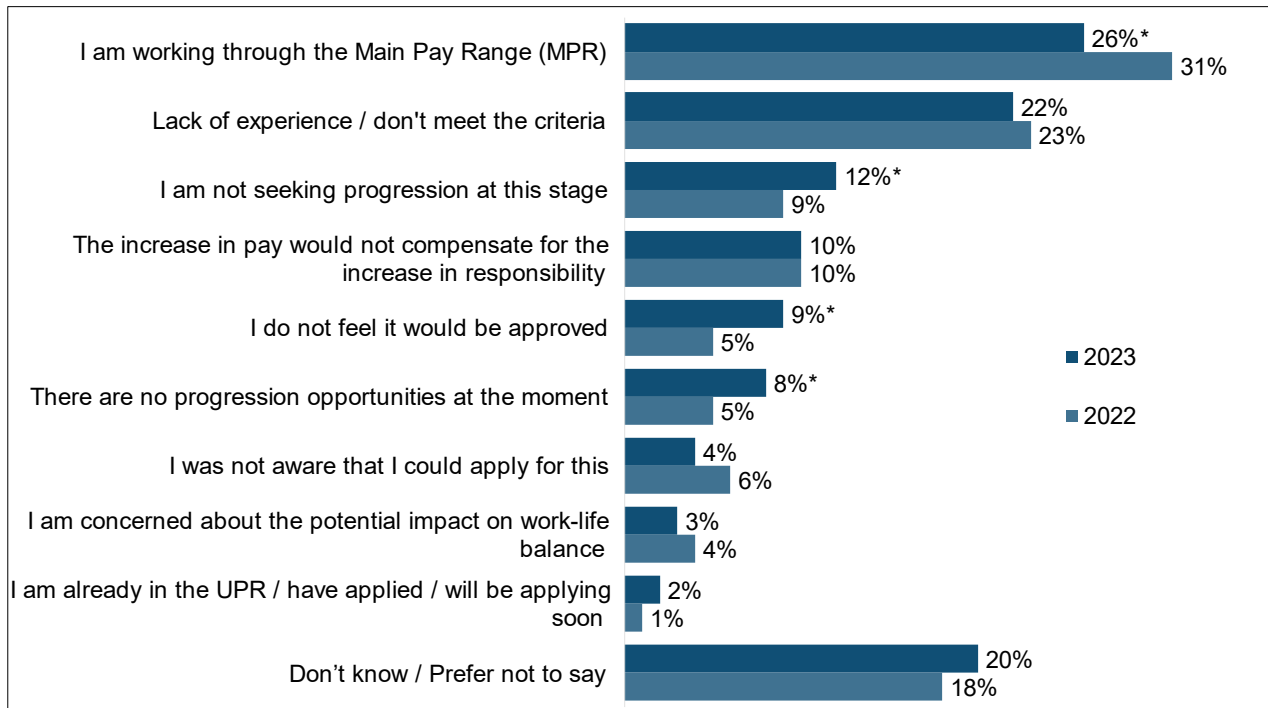
## Movement to the Upper Pay Range (UPR)

Of the teachers who were on the main pay range in both the academic year they were surveyed and the previous academic year, a minority (7%) had either expected progression to the UPR or applied for it but did not receive it.<sup>56</sup> By contrast, nine-in-ten teachers had not expected or applied for progression to the UPR (90%). Amongst this group, a number of reasons were given as to why. The most common explanation given by teachers was that they were working through the main pay range (26%). A similar proportion (22%) explained that they lacked experience or did not meet the criteria. These findings were fairly consistent with 2022. That said, a greater proportion of

<sup>56</sup> Reasons behind this cannot be analysed in 2023 due to the low base size of this question (n=33).

teachers had not expected nor applied for progression to the UPR in 2022 because they were working through the Main Pay Range (MPR) (31%). The full list of reasons is outlined in Figure 9.8.

**Figure 9.8 Reasons why teachers neither expected nor applied for progression to the UPR, 2022-2023**



Source: Working lives of teachers and leaders survey. R3. Why did you neither expect nor apply for progression to the Upper Pay Range (UPR)? Open response question. All teachers in the MPR and did not apply to the UPR module 3 (wave 1, 2022, n=1,093) (wave 2, 2023, n=454). \*Indicates a significant difference compared to 2022 survey.

## Variation in movement to the Upper Pay Range (UPR) by school characteristics

The main differences by school characteristics echoed those seen in 2022. Firstly, teachers in secondary schools were more likely than teachers in primary schools to be working through the MPR (34% vs. 21%), while teachers in primary schools were more likely to have stated that the increase in pay would not have compensated for the increase in responsibility (13% vs. 5% in secondary schools) and that there were no progression opportunities at that time (12% vs. 4%). Additionally, teachers in academies were more likely than those in local authority-maintained schools to be working through the MPR (31% vs. 20%).

## Variation in movement to the Upper Pay Range (UPR) by teacher characteristics

Key differences by teacher characteristics focused on reasons why teachers neither expected nor applied for progression to the UPR and within this, whether they worked full or part-time:

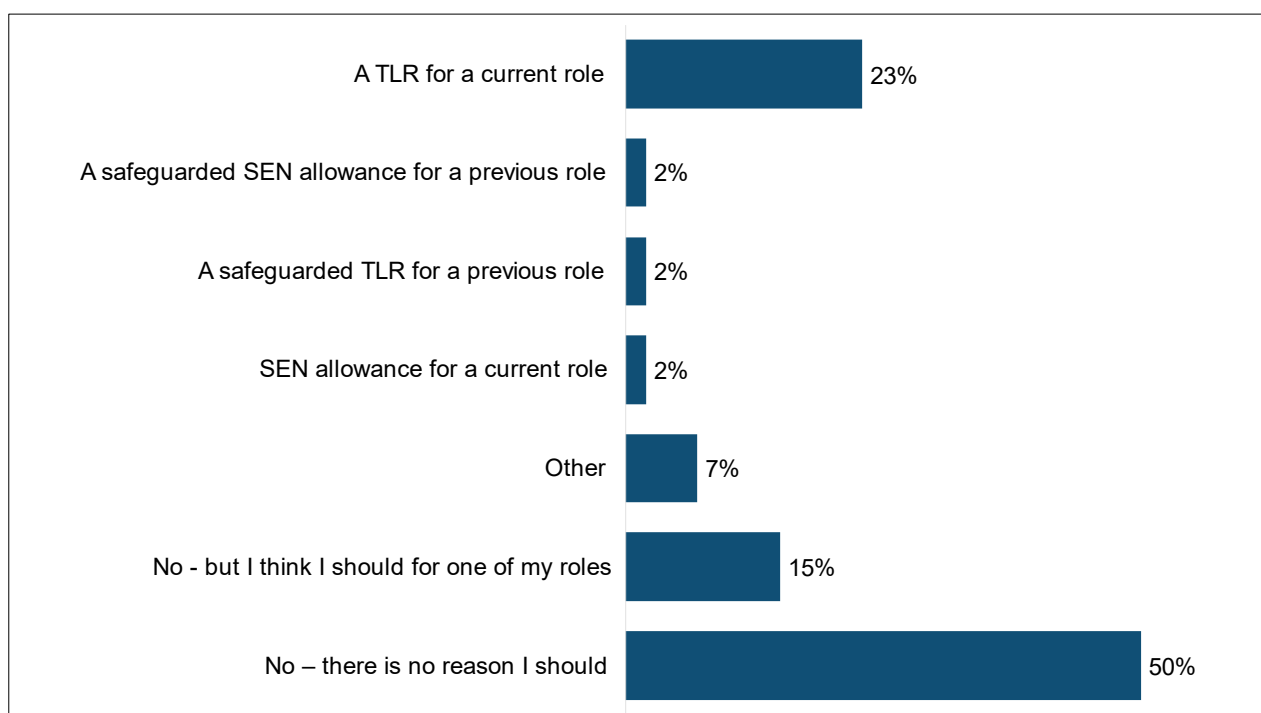
- part-time teachers were more likely to report that they had not been seeking progression (24% vs. 10%)
- part-time teachers were more likely to feel that the increase in pay would not compensate for the increase in responsibility (22% vs. 8%)
- part-time teachers were more likely to state that they did not think it would be approved (18% vs. 7%)
- full-time teachers were more likely to report that they were working through the MPR (29% vs. 13%)
- full-time teachers were more likely to have felt they lacked experience (24% vs. 10%)

These differences were also evident in 2022.

## TLR and SEN payments

Around one-in-three (35%) teachers and leaders were receiving an additional allowance payment as part of their current salary, with this most commonly being a teaching and learning responsibility payment (TLR), which 23% received (Figure 9.9). The 50% who did not receive a TLR and reported there was no reason they should was consistent with 2022 (51%).

**Figure 9.9 Whether teachers and leaders are receiving an allowance payment as part of current salary, 2023**



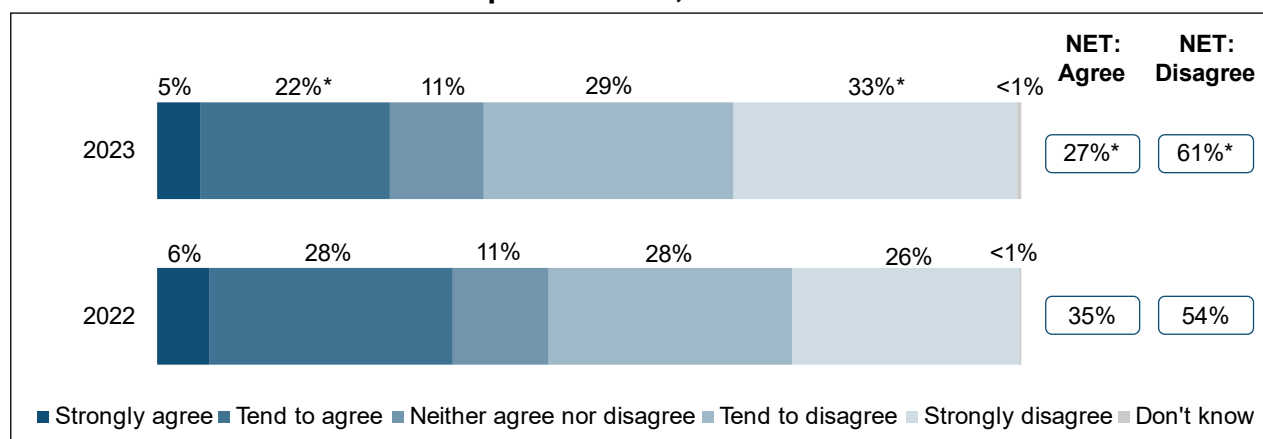
Source: Working lives of teachers and leaders survey. R6. Are you receiving any of the following allowance payments as part of your current salary? Multiple response. All teachers and leaders in module 3 (wave 2, 2023, n=2,471).

TLR payments for current roles were more common for teachers and leaders in secondary schools (32%) than in primary schools (15%) or those in special schools, PRUs or other alternative provision (19%), as was also the case in 2022 (42%, 18% and 21%, respectively).

### Whether allowance payments were regarded as fair compensation

Just over a quarter (27%) of teachers and leaders in receipt of an additional allowance payment felt that it fairly compensated them for the additional responsibilities that come with their role (Figure 9.10). This represents a decrease from 35% in 2022. A similar story is evident when considering the proportions disagreeing (61% in 2023 vs. 54% in 2022).

**Figure 9.10 Views on whether allowance fairly compensates for additional responsibilities, 2022-2023**

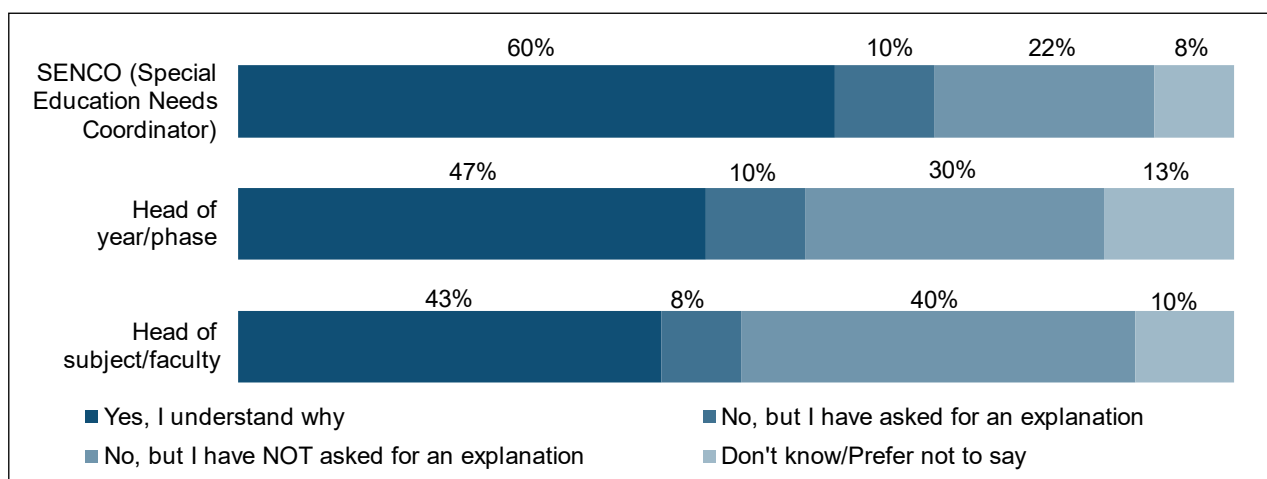


Source: Working lives of teachers and leaders survey. R9. To what extent do you agree that your TLR allowance / SEN allowance / allowance payments fairly compensates you for the additional responsibility that comes with the role? Single response. All receiving allowance in module 3. (wave 1, 2022, n=1,226) (wave 2, 2023, n=707). \*Indicates a significant difference compared to 2022 survey.

The pattern of views by phase was different in 2023 when compared with 2022: in 2023, a larger proportion of teachers and leaders working in secondary schools disagreed that the allowance fairly compensated for the additional responsibilities (64%), compared to those in special schools, PRUs or other alternative provision settings (47%). In 2022, those in primary schools were most likely to disagree (61%), more so than those in secondary (52%) or in a special school, PRU or other alternative provision (47%).

Those with additional responsibilities who did not receive a TLR or SEN allowance were fairly mixed in terms of whether they understood why: many (ranging from 43% to 60% for each type of allowance) reported that they understood why they did not receive a TLR or SEN allowance but a large proportion did not, although typically had not requested an explanation (Figure 9.11). These findings were consistent with those in 2022.

**Figure 9.11 Whether understood why not awarded an additional payment for role by additional responsibilities held, 2023<sup>57</sup>**



Source: Working lives of teachers and leaders survey. R7. Do you understand why you are not awarded an additional payment for this role? Single response. All with additional responsibilities but not awarded a TLR/SEN payment (as relevant to their additional responsibilities) in module 3: SENCO (wave 2, 2023, n=51); Head of year/phase (wave 2, 2023, n=71); Head of subject/faculty (wave 2, 2023, n=542). Please note: there was no significant difference by additional responsibility compared to the overall average.

Among those who understood why they had not been awarded an additional payment, only heads of subject or faculty had a robust enough base size to analyse the reasons that they understood this had been the case. Nearly three-fifths stated that it was because their school had explained that it was covered by their regular pay (57%) and around two-fifths stated that it related to school budgetary pressures (38%). The only other reason provided by at least 5% of the heads of subject or faculty who understood why they had not been awarded an additional payment was that their duties were not substantial enough (17%).

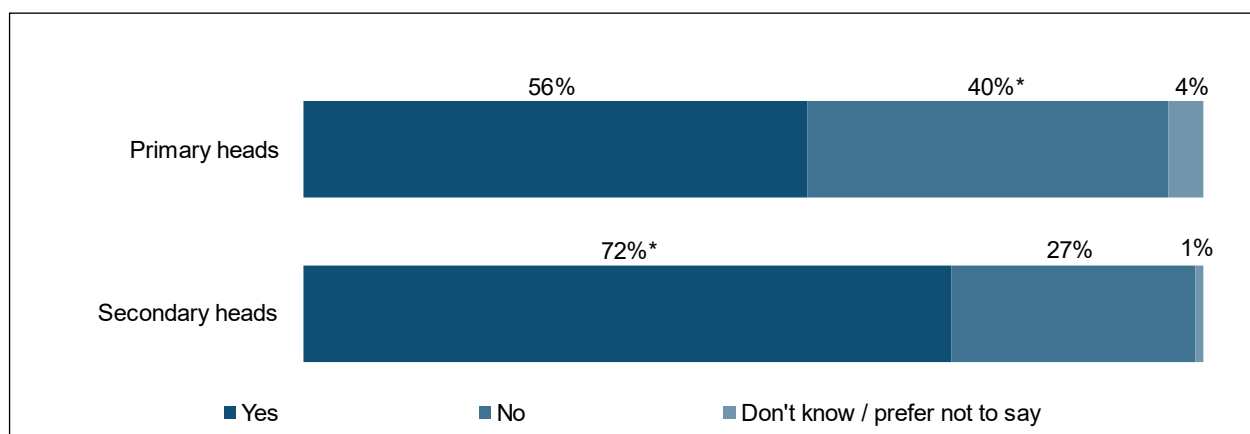
## Use of pay flexibilities to support recruitment and retention

Nearly six-in-ten headteachers (59%) were using flexibilities in the pay system to support recruitment and retention, consistent with the proportion in 2022 (55%), and just under two-fifths (37%) were not, also consistent with 2022 (39%) (Figure 9.12).<sup>58</sup>

<sup>57</sup> The findings among pastoral leads are not presented, due to a low base size (26).

<sup>58</sup> Within the national pay framework, schools have some flexibility to adjust the pay of teachers and leaders. Examples of flexibility include freedom to choose a system of pay scales within the statutory pay ranges (e.g. either a three point or a six point scale) and offering Teaching and Learning Responsibility Payments (TLRs). Department for Education, 'Implementing Your School's Approach to Pay', September 2018, p. 17. Source: [Implementing your school's approach to pay \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748888/Implementing_your_schools_approach_to_pay.pdf)

**Figure 9.12 Whether headteachers use flexibilities in pay system to support recruitment and retention, 2023**



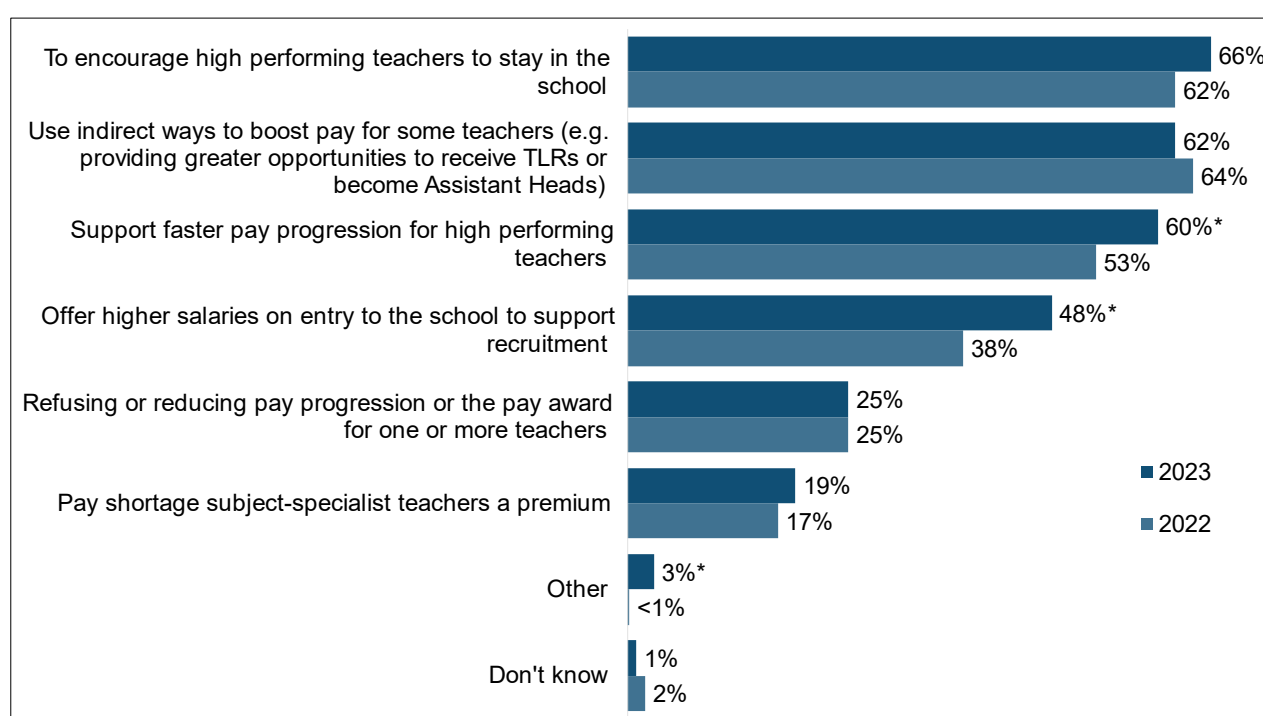
Source: Working lives of teachers and leaders survey. J8: Do you currently use the flexibilities in the pay system to support recruitment and retention in your school? Single response. All headteachers and executive headteachers (wave 2, 2023, n=670). \*Indicates a significant difference between primary and secondary heads.

Among the headteachers who used flexibilities, two-thirds (66%) did so to encourage high performing teachers to stay in the school, and just over six-in-ten did so as a means of indirectly boosting the pay of some teachers (62%) (Figure 9.13). Another key reason was to support faster pay progression for high performing teachers (60%).

These findings were relatively consistent with 2022, with two exceptions: in 2023, headteachers were more likely to use flexibilities to support faster pay progression for high performing teachers (60%) than in 2022 (53%) and to offer higher salaries on entry to the school to support recruitment (48% vs. 38% in 2022).



**Figure 9.13 How flexibilities in the pay system are used to support recruitment and retention, 2022-2023**



Source: Working lives of teachers and leaders survey. J9: In which of the following ways do you currently use your flexibilities? Multiple response. All executive headteachers who currently use the flexibilities in the pay system to support recruitment and retention (wave 1, 2022, n=466) (wave 2, 2023, n=411). \*Indicates a significant difference compared to 2022 survey.

## Variation in use of pay flexibilities to support recruitment and retention by school type

As in 2022, secondary headteachers were more likely to be using flexibilities in the pay system to support recruitment and retention in their school (72%) than those in primary schools, as shown in Figure 9.12 above. This was likely to be influenced by secondary schools having, on average, a greater number of staff on payroll.

Along with being more likely to use pay flexibilities at all, secondary headteachers who used flexibilities in the pay system to support recruitment and retention in their school were more likely than primary headteachers who also used flexibilities to be doing so in the following ways (all variations were consistent with those in 2022, unless stated otherwise):

- to encourage high performing teachers to stay in the school (78% vs. 63% primary); this was unlike the findings in 2022 when there was no difference between primary headteachers and secondary headteachers
- an indirect way to boost pay for some teachers (75% vs. 59% primary)

- offering higher salaries on entry to the school to support recruitment (66% vs. 39%)
- refusing or reducing pay progression or the pay award for one or more teachers (50% vs. 18%)
- paying shortage subject-specialist teachers a premium (49% vs. 10%)

As in 2022, headteachers in academies were also more likely to be using pay flexibilities (64%) than headteachers in local authority-maintained schools (54%) and were particularly likely to use them to encourage high performing teachers to stay in the school (72% vs. 62% of local authority-maintained schools) and to pay shortage subject-specialist teachers a premium (26% vs. 11% of local authority-maintained schools).

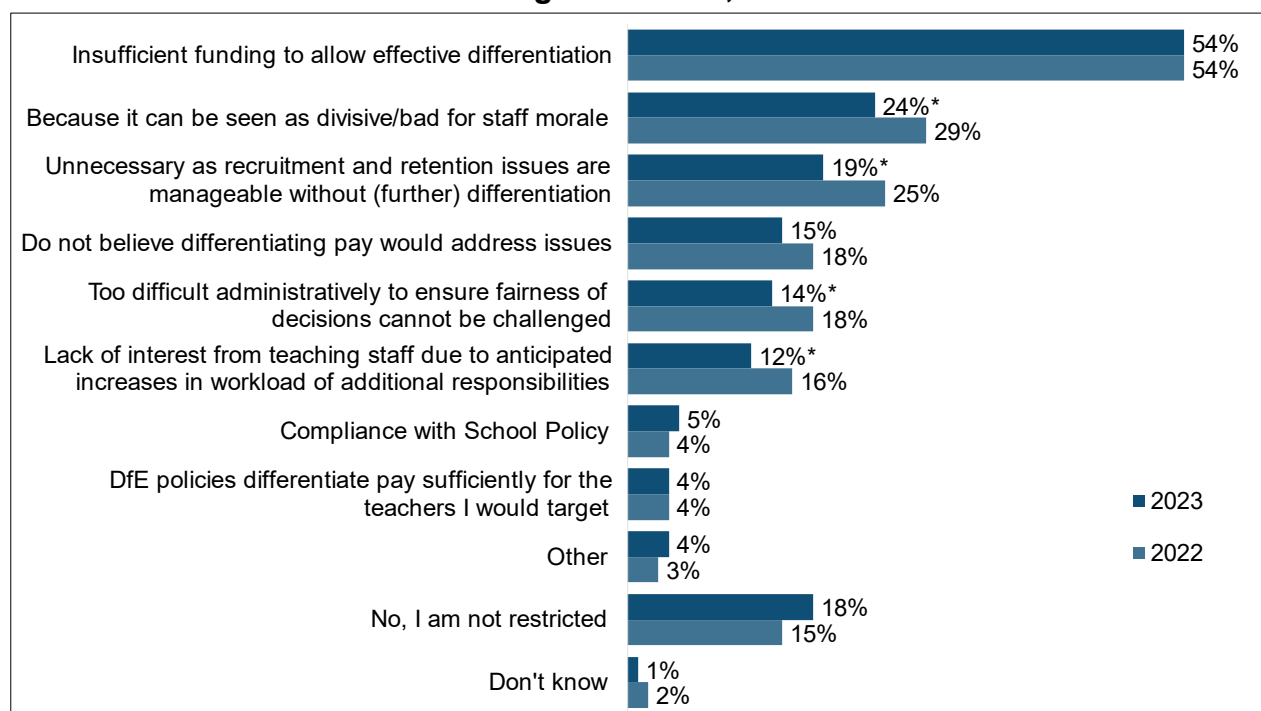
Headteachers in the largest schools were more likely to use flexibilities in the pay system to support recruitment and retention in their school (quintile 5: 69%) than those in smaller schools (quintile 1: 51% and quintile 2: 49%). They were also more likely than headteachers in smaller schools (quintiles 1-4) to use their flexibilities in each way listed in Figure 9.13, with the exception of supporting faster pay progression for high performing teachers (where there was no difference by school size).

### **Reasons that headteachers did not use pay flexibilities or were restricted from using them more**

More than half (54%) of the headteachers and executive headteachers who did not currently use any flexibilities or who were restricted from using them more, said that they did not do so because there was insufficient funding to allow for effective differentiation. As shown below in Figure 9.14 around a quarter also said it was because it can be seen as divisive or bad for staff morale (24%) and around one-fifth said that it was unnecessary as recruitment and retention issues are manageable without further differentiation (19%).

The explanations given were again fairly consistent across survey years. That said, a smaller proportion cited a number of different reasons in 2023. Headteachers were less likely to say that they did not use pay flexibilities, or did not use them more, because it can be seen as divisive or bad for staff morale than they were in 2022 (24% vs. 29%, respectively) and that it was unnecessary to do so as recruitment and retention issues are manageable without (further) differentiation (19% vs. 25% in 2022). Headteachers were also less likely to say that they did not use pay flexibilities, or did not use them more, because it was too difficult administratively to ensure the fairness of decisions cannot be challenged (14% vs. 18% in 2022) and that there was a lack of interest from teaching staff due to the anticipated increases in workload due to the additional responsibilities associated with pay increases (12% vs. 16% in 2022).

**Figure 9.14 Reasons for not currently using pay flexibilities or being restricted from using them more, 2022-2023**



Source: Working lives of teachers and leaders survey. J10: Why do you not currently use your pay flexibilities? / Are you restricted from using pay flexibilities more than you do currently for any of the following reasons? Multiple response. All executive headteachers who are aware of but do not use flexibilities (wave 1, 2022, n=737) (wave 2, 2023, n=649). \*Indicates a significant difference compared to 2022 survey. Please note: Full response text for 'do not believe differentiating pay would address issues' was 'do not believe (further) differentiating pay would be effective in addressing recruitment and retention issues'; for 'Too difficult administratively to ensure the fairness of decisions cannot be challenged' was 'Too difficult administratively to ensure the fairness of decisions cannot be challenged'; for 'Lack of interest from teaching staff due to the anticipated increases in workload of additional responsibilities' was 'Lack of interest from teaching staff due to the anticipated increases in workload of additional responsibilities associated with pay increases'.

## Variations in reasons that headteachers did not use pay flexibilities or were restricted from using them more, by school type

Differences by phase were evident. Headteachers in secondary schools were more likely to report that they did not use pay flexibilities, or did not use them more, because they can be seen as divisive or bad for staff morale (36%) than those in primary schools (21%). Conversely, headteachers in primary schools were more likely to state that they did not use pay flexibilities, or did not use them more, because they were unnecessary as recruitment and retention issues are manageable without (further) differentiation (22%) when compared to secondary school headteachers (6%). These findings matched those seen in 2022.

There were also a range of differences according to whether teachers were working in an academy or local authority-maintained school, many of which were new to this survey year:

- unlike in 2022, those in local authority-maintained schools were more likely to report that insufficient funding to allow effective differentiation was a reason to not use pay flexibilities, or to not use them more (60% vs. 50% of those in academies) and that recruitment and retention issues were manageable without (further) differentiation (22% vs. 13% of those in academies) – on the other hand, those working at academies were more likely to say that they did not use pay flexibilities due to school policy compliance (8% vs. 3% of those in local authority-maintained schools)
- in 2023, local authority-maintained-schools were also more likely to say that pay flexibilities were unnecessary because they did not believe that (further) differentiation of pay would be effective at addressing recruitment and retention issues (19% vs. 11% of those in academies)

## Changes over time among panellists

As some of the teachers and leaders responding to the 2023 survey also took part in 2022, it is possible to look at how individuals' views on pay have changed over time.

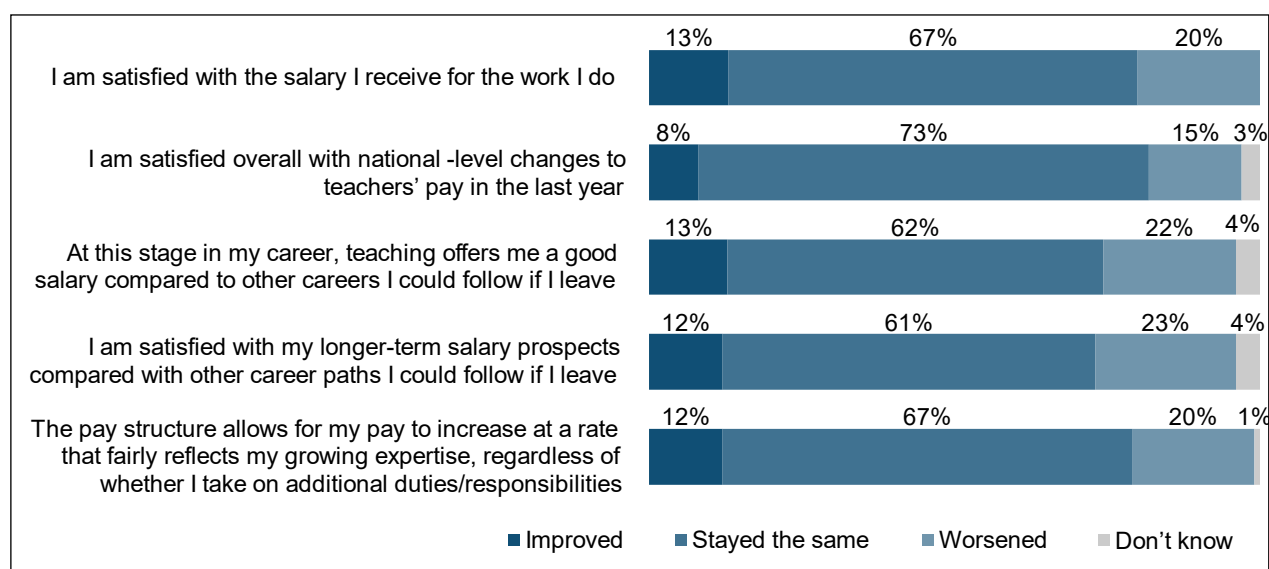
In this section, changes for panellists are explored for the following statements:

- I am satisfied with the salary I receive for the work I do
- I am satisfied overall with national-level changes to teachers' pay in the last year
- At this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave
- I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave
- The teacher pay structure allows for my pay to increase at a rate that fairly reflects my growing expertise, regardless of whether I take on additional duties and responsibilities

Overall, for all statements, it was most common for views to remain unchanged between years. Where there had been a change in reported views between years, the patterns observed mirror the cross-sectional analysis on these statements reported earlier in this chapter, with the proportion whose views had become more negative exceeding those who had become more positive.

Figure 9.15 shows the proportion of panellists whose views around pay changed between the 2022 and 2023 surveys.<sup>59</sup> For each statement, around three-fifths to three-quarters (61% to 73%) of panellists gave the same level of agreement in 2023 as they did in 2022. The proportion of teachers and leaders whose views had become more negative were similar, at around one-fifth for each statement (slightly lower for those agreeing that ‘I am satisfied overall with national-level changes to teachers’ pay in the last year’ at 15%). At the same time, only between 8% and 13% had higher levels of agreement in 2023.

**Figure 9.15 Whether specific views around pay have improved, stayed the same or worsened between survey years, 2022-2023**



Source: Working lives of teachers and leaders survey. J1 How strongly do you agree or disagree with the following statements about pay and your job? Single response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577).

<sup>59</sup> This shows the proportion of panellists whose views around pay changed from positive (strongly or tended to agree) to neutral (neither agree nor disagree) or negative (strongly or tended to disagree) ('worsened'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('improved'), between the 2022 and 2023 surveys.

Table 9.4 below shows movement between waves at a more granular level, with all five points of the scale shown for both the 2022 (in columns) and 2023 (in rows) surveys.

Of teachers and leaders whose level of agreement with the individual statements about their pay changed between 2022 and 2023, the most common change was moving from a tend to disagree response in 2022 to a strongly disagree response in 2023. This was the most common change between waves in four of the five statements about views on pay:

- I am satisfied overall with national-level changes to teachers' pay in the last year: 46% of teachers and leaders who tended to disagree in 2022 strongly disagreed in 2023
- The teacher pay structure allows my pay to increase at a rate that fairly reflects my growing expertise regardless of whether I take on additional duties and responsibilities: 40% of teachers and leaders who tended to disagree in 2022 strongly disagreed in 2023
- I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave: 38% of teachers and leaders who tended to disagree in 2022 strongly disagreed in 2023
- at this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave: 38% of teachers and leaders who tended to disagree in 2022 strongly disagreed in 2023

Table 9.4 also shows that it was common for panellists to change the strength of their agreement or disagreement to the statements on pay between 2022 and 2023, regardless of whether they agreed or disagreed with the statements in 2022. For example, 41% of teachers and leaders who strongly agreed that they were satisfied with the salary they received for the work they do in 2022 changed to tend to agree with the statement in 2023. Four in ten (39%) teachers and leaders who tended to agree that they were satisfied overall with national-level changes to teachers' pay in the last year in 2022 tended to disagree with the statement in 2023. Movement in the other direction of the scale was less common.

**Table 9.4 Panellists' views around pay, 2022 responses compared with 2023 responses**

<b>I am satisfied with the salary I receive for the work I do</b>	<b>Strongly agree (2022)</b>	<b>Tend to agree (2022)</b>	<b>Neither agree nor disagree (2022)</b>	<b>Tend to disagree (2022)</b>	<b>Strongly disagree (2022)</b>	<b>Don't know (2022)</b>	<b>Total (2022)</b>
<b>Base (n)</b>	244	1,477	868	2,324	1,656	8	6,577
Strongly agree (2023)	27%	7%	2%	1%	1%	-	3%
Tend to agree (2023)	41%	40%	23%	11%	4%	-	19%
Neither agree nor disagree (2023)	7%	14%	22%	9%	3%	-	10%
Tend to disagree (2023)	17%	31%	38%	47%	25%	-	36%
Strongly disagree (2023)	9%	9%	16%	31%	68%	-	32%
Don't know (2023)	0%	0%	<0.5%	<0.5%	<0.5%	-	<0.5%
<b>I am satisfied overall with national-level changes to teachers' pay in the last year</b>	<b>Strongly agree (2022)</b>	<b>Tend to agree (2022)</b>	<b>Neither agree nor disagree (2022)</b>	<b>Tend to disagree (2022)</b>	<b>Strongly disagree (2022)</b>	<b>Don't know (2022)</b>	<b>Total (2022)</b>
<b>Base (n)</b>	59	494	763	2,172	2,914	175	6,577
Strongly agree (2023)	14%	3%	1%	1%	1%	1%	1%
Tend to agree (2023)	25%	20%	10%	7%	2%	7%	6%

Neither agree nor disagree (2023)	6%	11%	18%	7%	2%	14%	7%
Tend to disagree (2023)	21%	39%	38%	39%	20%	38%	30%
Strongly disagree (2023)	34%	27%	31%	46%	75%	38%	55%
Don't know (2023)	0%	1%	2%	<0.5%	<0.5%	2%	<0.5%
<b>At this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave</b>	<b>Strongly agree (2022)</b>	<b>Tend to agree (2022)</b>	<b>Neither agree nor disagree (2022)</b>	<b>Tend to disagree (2022)</b>	<b>Strongly disagree (2022)</b>	<b>Don't know (2022)</b>	<b>Total (2022)</b>
<b>Base (n)</b>	<b>263</b>	<b>1,364</b>	<b>1,044</b>	<b>1,756</b>	<b>1,983</b>	<b>167</b>	<b>6,577</b>
Strongly agree (2023)	26%	7%	2%	1%	1%	2%	4%
Tend to agree (2023)	33%	38%	18%	12%	4%	18%	17%
Neither agree nor disagree (2023)	13%	17%	24%	11%	5%	19%	13%
Tend to disagree (2023)	12%	24%	32%	37%	20%	20%	27%
Strongly disagree (2023)	16%	11%	22%	38%	69%	23%	38%
Don't know (2023)	1%	2%	2%	1%	1%	17%	2%



I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave	Strongly agree (2022)	Tend to agree (2022)	Neither agree nor disagree (2022)	Tend to disagree (2022)	Strongly disagree (2022)	Don't know (2022)	Total (2022)
Base (n)	200	1,111	1,269	1,902	1,934	161	6,577
Strongly agree (2023)	21%	6%	2%	1%	1%	1%	2%
Tend to agree (2023)	33%	34%	15%	8%	3%	15%	13%
Neither agree nor disagree (2023)	16%	18%	24%	14%	5%	17%	14%
Tend to disagree (2023)	13%	29%	36%	38%	20%	27%	30%
Strongly disagree (2023)	13%	11%	21%	38%	71%	21%	38%
Don't know (2023)	3%	2%	2%	1%	1%	18%	2%
Teacher pay structure allows my pay to increase at a rate that fairly reflects my growing expertise regardless of whether I take on additional duties	Strongly agree (2022)	Tend to agree (2022)	Neither agree nor disagree (2022)	Tend to disagree (2022)	Strongly disagree (2022)	Don't know (2022)	Total (2022)
Base (n)	121	1,035	962	2,029	2,375	55	6,577
Strongly agree (2023)	19%	4%	1%	1%	1%	0%	2%

Tend to agree (2023)	27%	32%	17%	10%	3%	16%	12%
Neither agree nor disagree (2023)	21%	15%	20%	10%	3%	24%	10%
Tend to disagree (2023)	15%	34%	38%	39%	20%	42%	31%
Strongly disagree (2023)	18%	15%	23%	40%	73%	15%	44%
Don't know (2023)	0%	1%	1%	1%	<0.5%	3%	1%

Source: Working lives of teachers and leaders survey. J1 How strongly do you agree or disagree with the following statements about pay and your job? Single response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577). Please note, the findings for panellists who responded 'don't know' to the statement '**I am satisfied with the salary I receive for the work I do**' in 2022 are not presented here due to a low base size (8)

In 2023, each pay statement received more negative ratings from 15-23% of teachers and leaders who responded to both years of the survey. As shown in Table 9.5, of panellists who rated at least one statement more negatively than they did last year, most (74%) of these had only rated one (46%) or two (28%) statements more negatively. Three per cent gave a lower rating to all five statements in 2023.

**Table 9.5 Number of statements at which salary rating has declined across survey years, 2023**

<b>Number of statements seeing a decline</b>	<b>All panellists</b>	<b>Panellists who rated at least one statement lower than last year (2022)</b>
None	52%	-
One	22%	46%
Two	14%	28%
Three	7%	15%
Four	4%	8%
Five (i.e., all)	2%	3%

Source: Working lives of teachers and leaders survey. J1. How strongly do you agree or disagree with the following statements about pay and your job? All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577) and all teachers and leaders taking part in wave 1 and wave 2 who had seen a decline in ratings at 1+ pay statements (wave 2, 2023, 3,299)

## 10. Career reflections

This chapter considers levels of confidence among teachers and leaders regarding their ability to teach their subject/s, and engage and interact with their pupils more generally.

### Confidence with subject knowledge – secondary teachers

Those working in secondary schools with teaching responsibilities were asked about their confidence in teaching all subjects that they taught (on a five-point scale where a rating of 4 or 5 indicated that they were confident and a score of 1 or 2 indicated they were not confident). We explore views according to the main subject taught first, before moving on to look at all subjects taught.

#### Confidence in main subject taught

Most secondary teachers and leaders with teaching responsibilities reported that they were confident in their knowledge of their main subject (97%), which was consistent with the 96% seen in 2022.

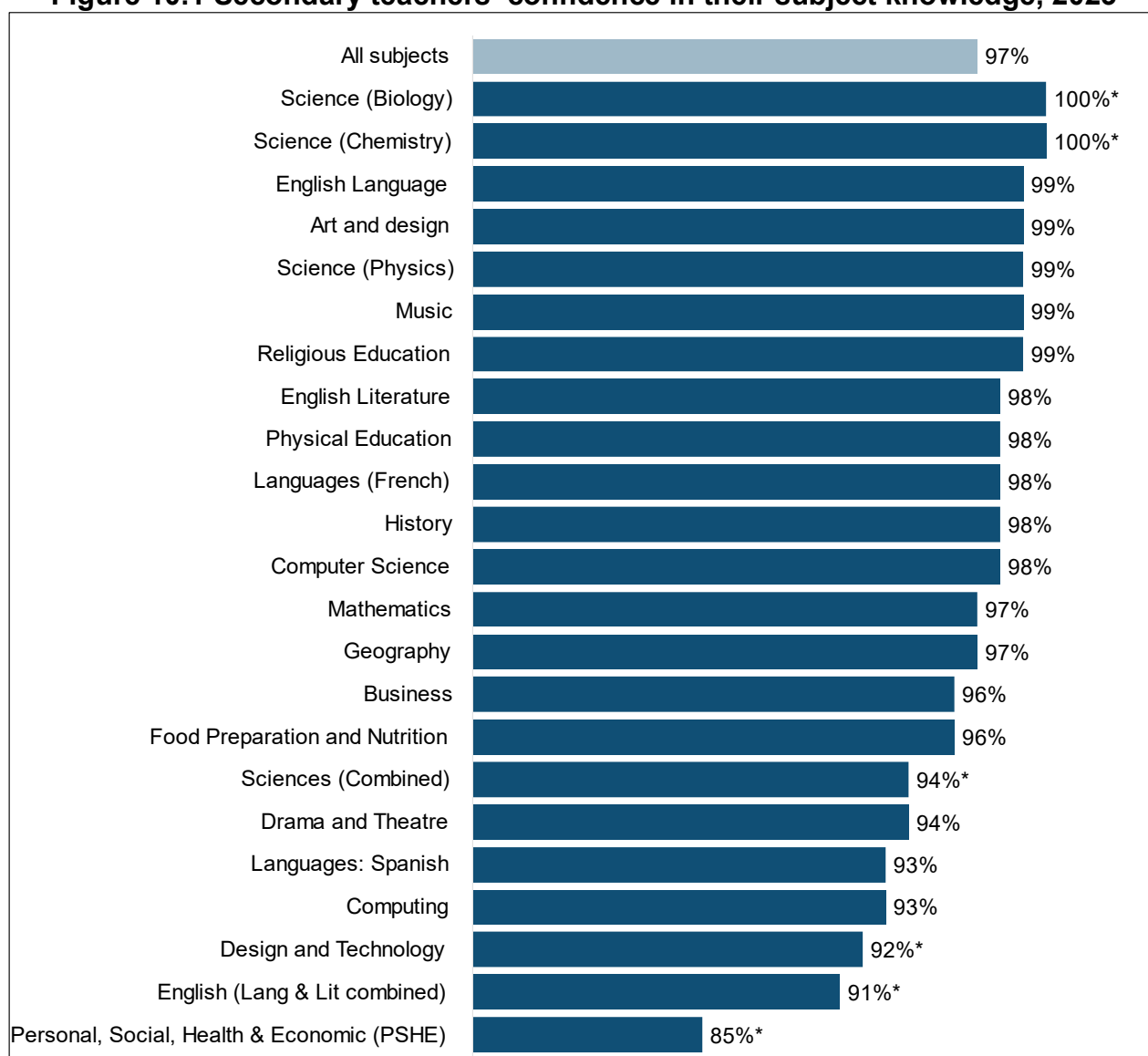
As shown in Figure 10.1, those teaching biology or chemistry as their main subject were more likely to report feeling confident teaching that subject compared with the average of all subjects (both 100% confident vs. 97% overall). On the other hand, some subjects generated lower confidence scores among those teaching them as their main subject, such as the following:

- personal, social, health and economic (PSHE) education (85% confident)
- English language and literature combined (91%)
- design and technology (92%)
- sciences (combined) (94%)

As in 2022, confidence with the main subject taught rose with number of years qualified: 93% of those qualified for up to one year reported that they were confident vs. 97% of those qualified for 3-5 years, the same proportion (98%) of those qualified for 5-10 years and 97% of those qualified for more than ten years. There were also signs that this translated into overall levels of experience, with classroom teachers who were not ECTs being more likely to feel confident than ECTs (97% vs. 93%, respectively).

Confidence levels also increased with job satisfaction, with a slightly smaller proportion of those rarely or never satisfied with their job reporting that they were confident in the main subject they taught (95% vs. 97% overall and 98% of those satisfied all or most of the time).

**Figure 10.1 Secondary teachers' confidence in their subject knowledge, 2023**



Source: Working lives of teachers and leaders survey. I2. Thinking about subject knowledge specifically. How confident are you in your knowledge of the subject(s) you teach? Single response for each subject. All who teach secondary and reported a subject taught (wave 2, 2023, n=4,284). Confidence scale out of 5 (1=not at all confident and 5=very confident). The chart is ranked in order of confidence in main subject taught. \*Indicates significant difference compared to overall.

## Confidence in all subjects taught

Around two-thirds (66%) of secondary teachers and leaders reported that they were confident in their knowledge of all the subjects they taught. This represents a decrease from the 70% seen in 2022. Likewise, around a third (32%) were not confident in at least one subject taught compared to 27% in 2022.<sup>60</sup>

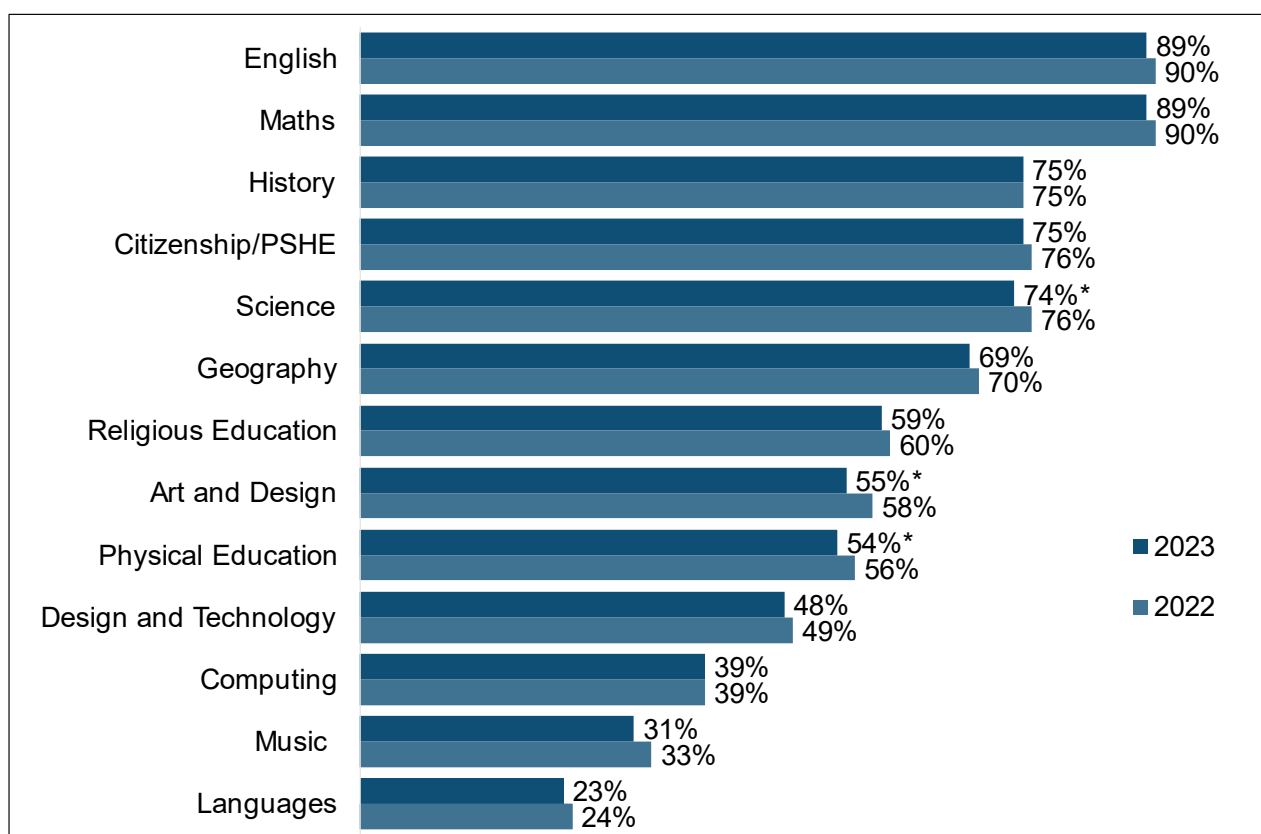
<sup>60</sup> Due to routing changes in the 2023 questionnaire, subject knowledge confidence comparisons with data from 2022 have been excluded from this report. This applies to the sections on both primary and secondary teachers and leaders' confidence levels.

## Confidence with subject knowledge - primary teachers

Primary teachers and leaders with teaching responsibilities were most confident in their subject knowledge of English and mathematics (both 89%). Confidence in teaching science, the third core primary subject, was lower, with 74% reporting that they felt confident. These figures were consistent with those seen in 2022 for English and mathematics (both 90%) but reported confidence teaching science was lower than it was in 2022 (76%).

A full breakdown of primary teachers and leaders' subject knowledge confidence can be seen in Figure 10.2. As shown, confidence levels in 2023 were generally comparable with those in 2022 although there were small drops in confidence in teaching science, art and design and PE. The subjects that primary teachers and leaders with teaching responsibilities felt the least confident teaching in 2023 were languages (23%), music (31%) and computing (39%).

**Figure 10.2 Primary teachers and leaders' confidence in their subject knowledge, 2022-2023**



Source: Working lives of teachers and leaders survey. I3. Thinking about subject knowledge specifically. How confident are you in your knowledge of the following...? Single response. All primary teachers and leaders with teaching responsibilities (wave 1, 2022, n=5,402) (wave 2, 2023, n=5,001). \*Indicates a significant difference compared to 2022 survey.

Primary leaders with teaching responsibilities were more confident than primary teachers across all subjects, with the largest difference in confidence levels seen for physical education (66% of leaders vs. 52% of teachers, which was primarily driven by only 46% of first year ECTs and 42% of second year ECTs reporting that they were confident).

Perhaps reflective of this, confidence levels typically grew with number of years qualified (Table 10.1). As also shown, ECTs were generally less confident in their subject knowledge than other classroom teachers. For example, 70% of first year ECTs and 76% of second year ECTs in primary schools were confident in teaching English compared to 90% of classroom teachers who were not ECTs.

**Table 10.1 Primary teachers' subject confidence by role and years qualified, 2023**

% giving score of 4 or 5	Total	Leaders	1 <sup>st</sup> year ECTs	2 <sup>nd</sup> year ECTs	Classroom teachers - non-ECT	Up to 1 year	> 1 year, up to 2	> 2 years, up to 3	> 3 years, up to 5	> 5 years, up to 10	> 10 years
<i>With teaching responsibilities</i>	(5,001)	(573)	(558)	(540)	(3,102)	(1,125)	(337)	(157)	(379)	(928)	(1,941)
English	<b>89%</b>	*94%	*70%	*76%	*90%	*73%	87%	*81%	88%	*92%	*92%
Maths	<b>89%</b>	*93%	*75%	*79%	*91%	*77%	91%	87%	90%	*92%	*91%
Science	<b>74%</b>	*81%	*66%	*62%	75%	*64%	*67%	69%	73%	73%	*80%
Art and design	<b>55%</b>	*59%	*47%	*46%	56%	*47%	*45%	49%	54%	53%	*61%
Citizenship / PSHE	<b>75%</b>	*84%	*68%	*68%	75%	*69%	70%	73%	74%	75%	*78%
Computing	<b>39%</b>	*49%	*31%	*31%	38%	*31%	36%	39%	42%	40%	40%
Design and technology	<b>48%</b>	*55%	*37%	*38%	48%	*37%	*38%	*38%	46%	*45%	*55%
Languages	<b>23%</b>	*28%	23%	24%	*22%	23%	21%	18%	20%	21%	*26%
Geography	<b>69%</b>	*78%	*58%	*56%	69%	*57%	66%	*58%	65%	70%	*75%
History	<b>75%</b>	*84%	*62%	*65%	*76%	*64%	*71%	73%	73%	76%	*80%
Music	<b>31%</b>	*39%	33%	28%	31%	30%	27%	24%	*25%	29%	*36%
Physical education	<b>54%</b>	*66%	*46%	*42%	53%	*45%	*47%	57%	57%	53%	*57%
Religious education	<b>59%</b>	*69%	*50%	*52%	59%	*53%	*51%	61%	*52%	57%	*65%

Source: Working lives of teachers and leaders survey. I3. Thinking about subject knowledge specifically. How confident are you in your knowledge of the following...? Single response. All primary teachers and leaders with teaching responsibilities (wave 2, 2023, n=5,001). \*Indicates a significant difference to overall.



## Confidence with different aspects of teaching

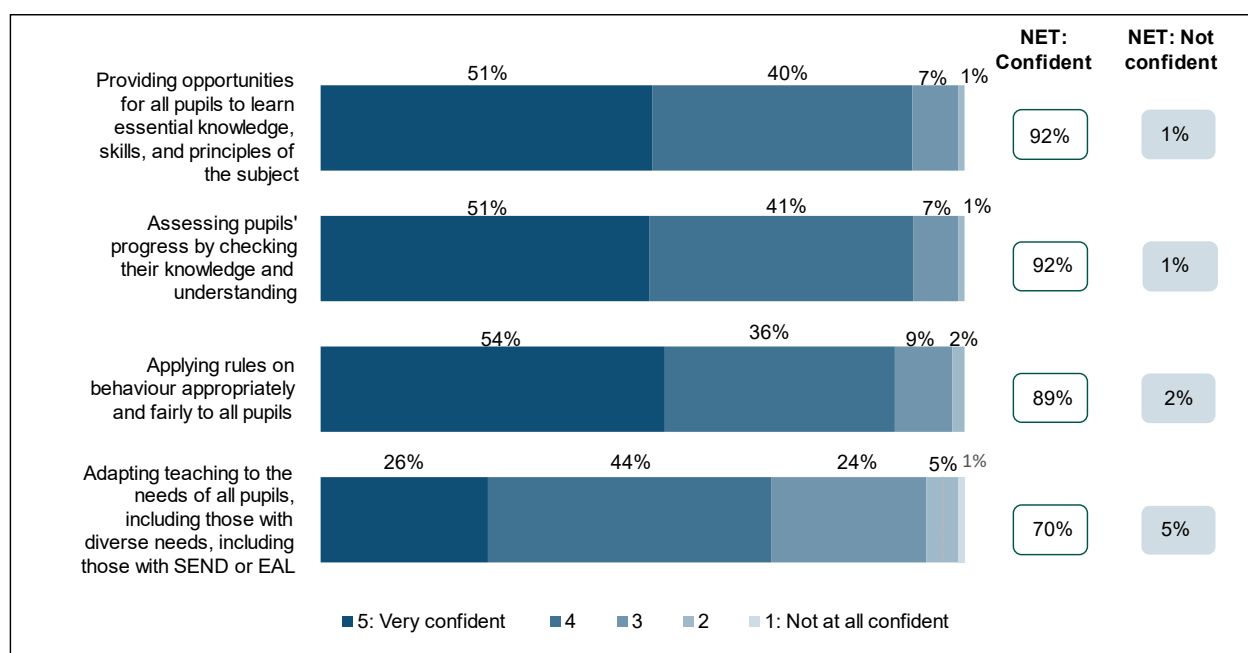
Subject knowledge aside, confidence with other elements of teaching were relatively high and remained largely consistent with 2022 (Figure 10.3).<sup>61</sup> The same proportion were confident in assessing pupils' progress by checking their knowledge and understanding, for example (92% in both years). Additionally, where differences did emerge between years around different aspects of teaching, they were only slight:

- the majority (92%) were confident in their ability to provide opportunities for all pupils to learn essential subject knowledge, skills and principles of the subject (93% in 2022)
- a marginally smaller proportion (89%) felt confident when applying rules on behaviour appropriately and fairly to all pupils – confidence levels were slightly higher in primary schools (91%) and special schools, PRUs or other alternative provision (93%), than in secondary schools (87%)
- seven-in-ten (70%) felt confident adapting teaching to the needs of all pupils, including those with diverse needs such as Special Education Needs and Disability (SEND) or English as an additional language (EAL) (73% in 2022)

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<sup>61</sup> Please note that the wording of question I1\_3 was changed between the 2022 and 2023 survey from 'Implementing behaviour rewards and sanctions with all pupils and classes' to 'Applying rules on behaviour appropriately and fairly to all pupils'.

**Figure 10.3 Confidence with aspects of teaching, 2023**



Source: Working lives of teachers and leaders survey. I1. How confident are you with the following? 'Providing opportunities for all pupils to learn essential knowledge, skills, and principles of the subject'; 'Assessing pupils' progress by checking their knowledge and understanding'; 'Applying rules on behaviour appropriately and fairly to all pupils', 'Adapting teaching to the needs of all pupils, including those with diverse needs, including SEND or EAL'. Single response for each statement. All with teaching responsibilities (wave 2, 2023, n=9,620)

Those who reported that they were satisfied with their jobs all or most of the time were more likely to report that they were confident at each statement:

- providing opportunities for all pupils to learn essential subject knowledge, skills, and principles of the subject (overall 92% were confident): 95% of those satisfied with their job all or most of the time vs. 91% of those satisfied some of the time and 84% satisfied rarely or not at all
- assessing pupils' progress by checking their knowledge and understanding (overall 92% were confident): 95% of those satisfied with their job all or most of the time vs. 92% of those satisfied some of the time and 86% satisfied rarely or not at all
- applying rules on behaviour appropriately and fairly to all pupils (overall 89% were confident): 93% of those satisfied with their job all or most of the time vs. 87% of those satisfied some of the time and 84% satisfied rarely or not at all
- adapting teaching to the needs of all pupils, including those with diverse needs, including SEND or EAL (overall 70% were confident): 75% of those satisfied with their job all or most of the time vs. 67% of those satisfied some of the time and 64% satisfied rarely or not at all

Below are details of the groups exhibiting higher levels of confidence in each aspect of teaching.

**Providing opportunities for all pupils to learn essential knowledge, skills and principles of the subject (92% confident overall):**

- School-based factors
  - those teaching in secondary schools (93% vs. 91% teaching in primary schools and 88% teaching in special schools, PRUs and other alternative provision)
  - those teaching in larger schools (quintile 5) (92% vs. 89% in quintile 1)
  - FSM quintile (94% Q1 vs. 92% Q3, 90% Q4 and 91% Q5 (Q2 was consistent with the average (92%)).
  - those who rated pupil behaviour in their school as good (94% vs. 91% of those who rated pupil behaviour as acceptable and 86% who rated pupil behaviour as poor)
- Teacher/leader characteristics
  - leaders (97% vs. 91% teachers)
  - classroom teachers who were not ECTs (93% vs. 75% of first year ECTs and 81% of second year ECTs)
  - those who had been qualified for longer (95%, 94% and 93% of those qualified for more than ten years, 5-10 years and 3-5 years, respectively vs. 79% qualified for up to 1 year, 89% qualified for more than 1 year and up to 3 and 89% qualified for 2-3 years)

**Assessing pupils' progress by checking their knowledge and understanding (92% confident overall):**

- School-based factors
  - those teaching in primary or secondary schools vs. special schools, PRUs and other alternative provision (92%, 92% and 88%)
  - those teaching in schools in quintile 1 for size (89% vs. 92%-93% in quintile 2-5)
  - those who rated pupil behaviour in their school as good (95% vs. 91% of those who rated pupil behaviour as acceptable and 87% who rated pupil behaviour as poor)
- Teacher/leader characteristics
  - leaders (97% vs. 91% teachers)
  - classroom teachers who were not ECTs (94% vs. 76% of first year ECTs and 81% of second year ECTs)
  - those who had been qualified for longer (95%, 95% and 93% of those qualified for more than ten years, 5-10 years and 3-5 years, respectively vs. 80% qualified for up to 1 year and 89% qualified for more than 1 year and

up to 2 (those who had been qualified for 2-3 years fell in the middle, at 90%.

**Applying rules on behaviour appropriately and fairly to all pupils (overall 89% are confident):**

- School-based factors
  - those teaching in special schools, PRUs and other alternative provisions and primary schools (93% and 91%, respectively, vs. 87% of those working in secondary schools)
  - those working in local authority-maintained schools (91% vs. 88% of those working in academies)
  - those working in schools in quintiles 1-4 for size (92%, 92%, 91% and 91% vs. 88% in quintile 5)
  - those in schools in FSM quintile 5 (91% vs. 89% overall)
  - those who rated pupil behaviour in their school as good (95% vs. 86% of those who rated pupil behaviour as acceptable and 80% who rated pupil behaviour as poor)
- Teacher/leader characteristics
  - leaders (98% vs. 88% teachers)
  - classroom teachers who were not ECTs (90% vs. 68% of first year ECTs and 77% of second year ECTs)
  - those who had been qualified for longer (94% for more than ten years, 93% for more than 5 years and up to 10 vs. 73% for up to one year and 83% for 1-2 years, for example)
  - those in SENCO roles (95% vs. 89% overall)

**Adapting teaching to the needs of all pupils, including those with diverse needs, including SEND or EAL (overall 70% are confident):**

- School-based factors
  - those teaching in special schools, PRUs and other alternative provisions (94% vs. 73% in primary schools and 64% in secondary schools)
  - those working in local authority-maintained schools (73% vs. 68% of those working in academies)
  - Those working in schools in quintiles 1-2 for size (80% and 79%, vs. 74%, 73% and 66% in quintiles 3-5, respectively)
  - FSM quintile (77% quintile 5 and 71% in quintile 4 vs. 68% Q3, 68% in Q2 and 70% Q1.
  - those who rated pupil behaviour in their school as good (76% vs. 66% of those who rated pupil behaviour as acceptable and 61% who rated pupil behaviour as poor)
- Teacher/leader characteristics

- leaders (83% vs. 69% teachers)
- classroom teachers who were not ECTs (70% vs. 50% of first year ECTs and 57% of second year ECTs)
- those who had been qualified for longer (76% for more than 10 years, 70% for more than 5 years and up to 10 vs. 55% for up to one year and 60% for 1-2 years, for example)
- those working full-time (71% vs. 68% part-time)
- those in SENCO roles (95% vs. 70% overall)

As shown, and as also seen in 2022, leaders were more confident than teachers across all four statements, as were classroom teachers who were not ECTs: 97% of leaders were confident providing opportunities for all pupils to learn essential knowledge, skills and principles of the subject compared to 91% of teachers, for example. Additionally, classroom teachers who were not ECTs were more confident than both first and second year ECTs (93% vs. 75% and 81%, respectively).

Other trends consistent with 2022 include the fact that those who rated behaviour at their school as good exhibited higher levels of confidence than those who rated it as acceptable or poor. Additionally, those in SENCO roles again exhibited higher levels of confidence in applying rules on behaviour appropriately and fairly to all pupils and adapting teaching to the needs of all pupils, including those with diverse needs.

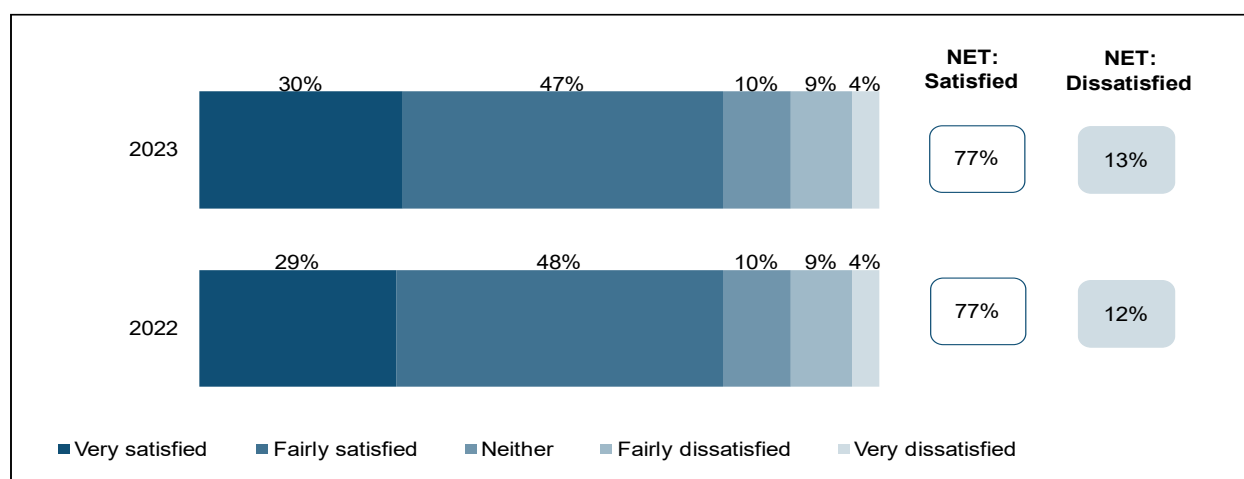
## 11. Teacher Training and CPD

This chapter explores experiences of Initial Teacher Training (ITT), from the perspective of early career teachers (ECTs) who responded to the survey. It starts by outlining their training route before considering the extent to which ECTs were satisfied with their training and views on how well it prepared them for their teaching role. The remainder of the chapter looks at the use of formal continuing professional development (CPD) across all teachers and leaders, including time spent on training and the type of training and content covered. The final part of the chapter looks at views on the extent to which schools prioritise and support CPD, the perceived impact of CPD and any barriers to accessing it.

### Satisfaction with initial teacher training

Overall, ECTs reported relatively high levels of satisfaction with their ITT (77% satisfied). This was consistent with 2022 findings (also 77%) (Figure 11.1). While first year ECTs were more likely than second year ECTs to say they were very satisfied (34% vs. 26%, respectively) the proportions that were either very satisfied or satisfied were consistent at 79% of first year ECTs and 75% of second year ECTs.

**Figure 11.1 Satisfaction with initial teacher training, 2022-2023**



Source: Working lives of teachers and leaders survey. G1. Overall, how satisfied are you with the training that you received in order to qualify as a teacher? Single response. All qualified early career teachers (wave 1, 2022, n=1,429) (wave 2, 2023, n=2,242). Please note: There was no significant difference compared to 2022.

### Subgroup differences in satisfaction with initial teacher training

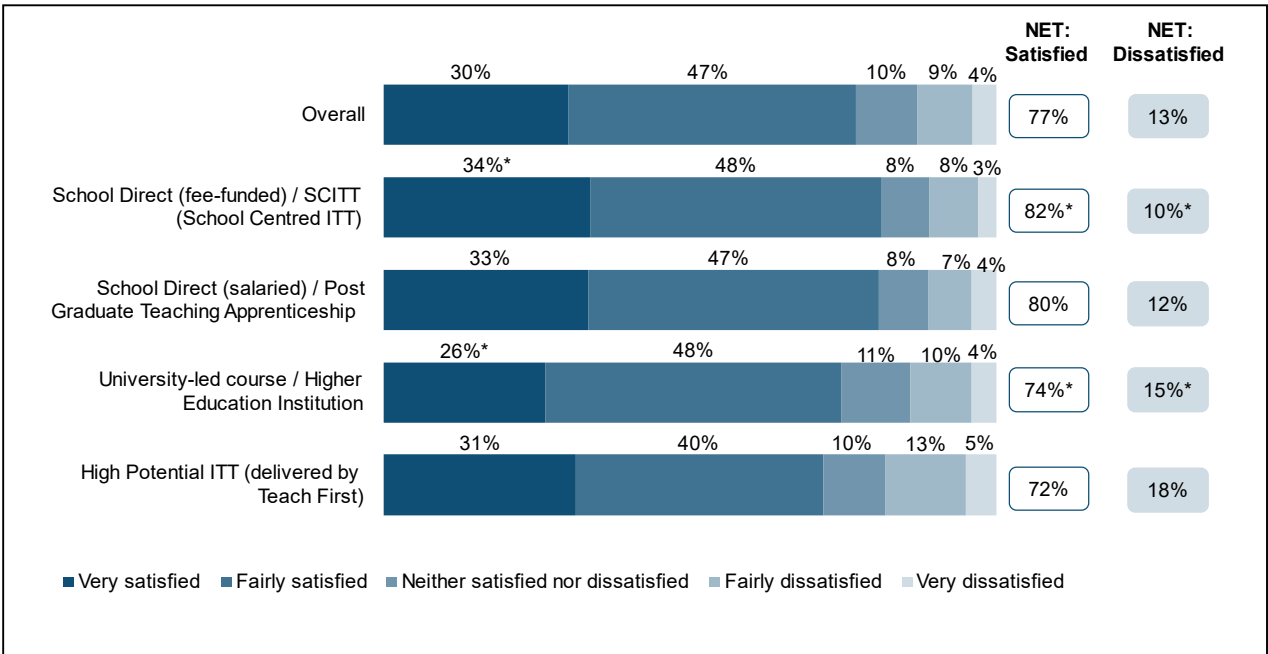
ECTs who worked in academies had higher levels of satisfaction with their ITT (78% very satisfied or fairly satisfied vs. 75% among those working in local authority-maintained

schools). ECTs in schools with the lowest proportion of students eligible for free school meals (FSM) (quintile 1) also exhibited above average satisfaction levels (83%).

Among ECTs with lower overall job satisfaction, there was a corresponding lower level of satisfaction with their ITT. The proportion of ECTs who were satisfied with their ITT fell to 67% for those satisfied with their job either rarely or not at all (vs. 77% overall). It then increased to 75% among those satisfied some of the time and 84% among those satisfied all or most of the time.

As shown in Figure 11.2, satisfaction with different ITT routes was relatively consistent. There were two exceptions however: those going through the school direct (fee-funded) or SCITT route were more likely to be satisfied (82% vs. 77%) while those qualifying through the university-led course route were less likely to be satisfied (74%).

**Figure 11.2 Satisfaction with initial teacher training, by route, 2023**



Source: Working lives of teachers and leaders survey. G1. Overall, how satisfied are you with the training that you received in order to qualify as a teacher? Single response. G1A. Through which of the following routes did you complete your teacher training qualification?<sup>62</sup> Single response. All qualified early career teachers (wave 2, 2023, n=2,242). \*Indicates significant difference compared to overall.

### Preparedness following ITT

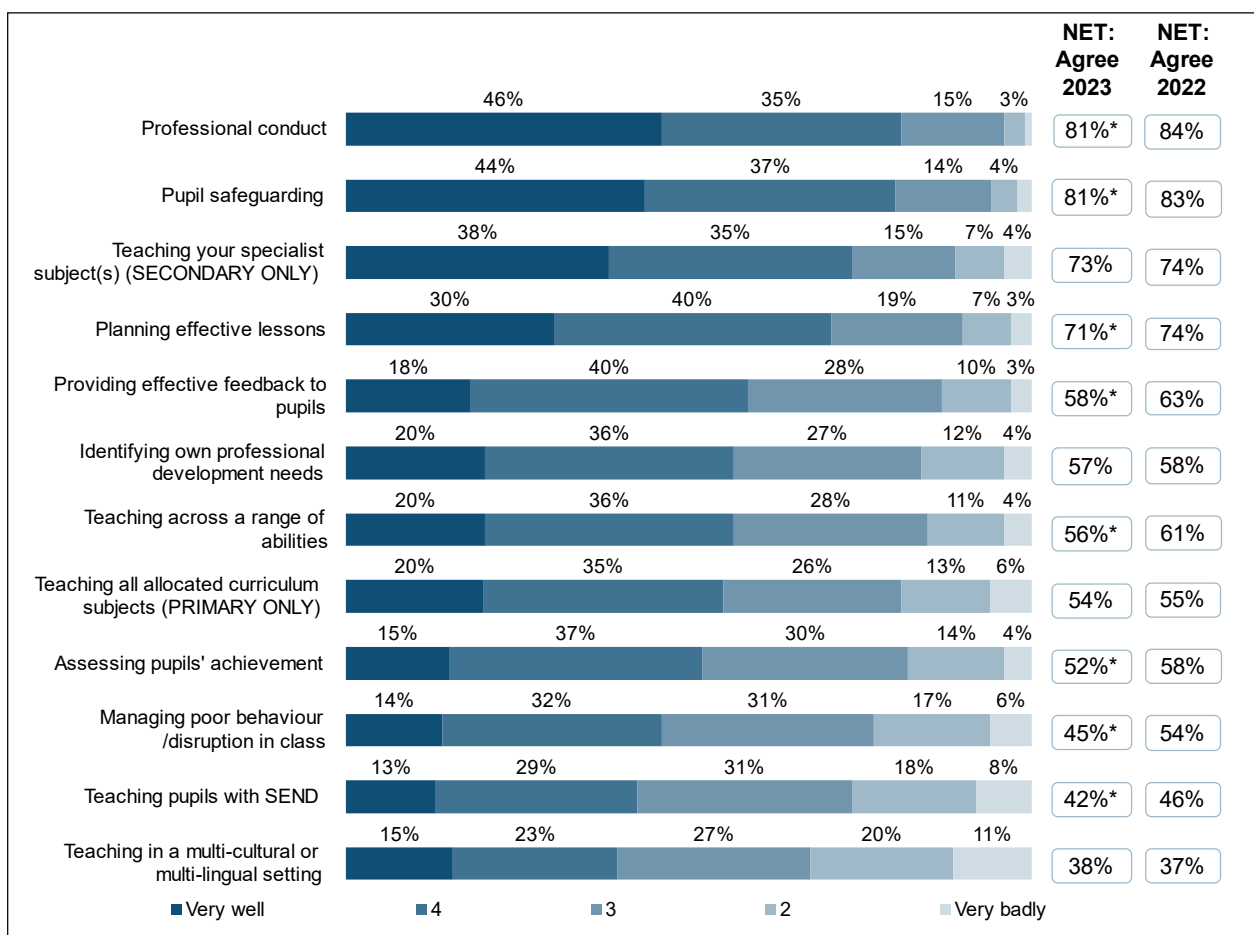
The proportions of ECTs agreeing that their ITT prepared them well for different elements of their role was either consistent with 2022 or had decreased (Figure 11.3). The areas that ECTs agreed that training had prepared them well for were broadly consistent

<sup>62</sup> Please note that the option ‘High Potential ITT (delivered by Teach First)’ was corrected from ‘High Performance ITT (delivered by Teach First)’ between the 2022 and 2023 surveys.

between 2023 and 2022, with the highest proportion of ECTs agreeing that teacher training had prepared them well for professional conduct and pupil safeguarding, albeit at a slightly lower proportion in 2023 than 2022 (81% for both in 2023 vs. 84% and 83% in 2022). The area in which the lowest proportion of ECTs agreed that training had prepared them well was for teaching in a multi-cultural or multi-lingual setting (38% in 2023 consistent with 37% in 2022).

As also shown in Figure 11.3, the decrease in the proportion of ECTs who agreed that teacher training had prepared them well for specific aspects of teaching was most marked with regards to managing pupil behaviour (45% reportedly felt that training had prepared them well in 2023 vs. 54% in 2022). This is consistent with the general decline seen in the proportion of teachers and leaders saying that pupil behaviour in their school was good (53% vs. 62% in 2022).

**Figure 11.3 Views on how well teacher training prepared ECTs, 2023**



Source: Working lives of teachers and leaders survey. G2. Specifically, how well did the training prepare you for the following aspects of your role? All qualified early career teachers (wave 1, 2022, n=1,429) (wave 2, 2023, n=2,242). \*Indicates significant difference compared to 2022 survey.



Other areas in which there was a decline in the proportion of ECTs agreeing that their teacher training had prepared them well included the following:

- assessing pupils' achievement: 52% in 2023 vs. 58% in 2022
- teaching across a range of abilities: 56% in 2023 vs. 61% in 2022
- planning effective lessons: 71% in 2023 vs. 74% in 2022
- providing effective feedback to pupils: 58% in 2023 vs. 63% in 2022
- teaching pupils with SEND 42% in 2023 vs. 46% in 2022
- professional conduct: 81% in 2023 vs. 84% in 2022

## Continuing professional development

Almost all teachers and leaders (98%) reported having taken part in some form of formal continuing professional development (CPD) in the 12 months prior to taking part in the survey (or, if an ECT, since the start of their teaching career if they completed their initial teacher training within this period).<sup>63</sup> This was consistent with the 2022 survey (also 98%). The average number of activities undertaken by teachers and leaders increased to 5.1 in 2023 from 4.4 in 2022 (Table 11.1).

**Table 11.1 The number of formal CPD activities undertaken by all teachers and leaders in the 12 months prior to interview, 2022-2023**

Formal CPD activities	Proportion undertaking activity in the 12 months prior to wave 1 (2022)	Proportion undertaking activity in the 12 months prior to wave 2 (2023)
Any CPD activity	98%	98%
One activity	6%	4%*
Two to three	29%	22%*
Four to five	33%	30%*
Six to seven	20%	24%*
Eight plus	9%	18%*
None	2%	1%*
Mean number of activities	4.4	5.1*

Source: Working lives of teachers and leaders survey. H2. Which of the following CPD activities have you undertaken in the past 12 months? Please consider formal forms of activity and support only. Multi

<sup>63</sup> Formal CPD was defined to respondents as including any structured and/or pre-planned learning activities to develop and enhance teachers and leaders' abilities, including activities such as training workshops, studying for a qualification, conferences and events, e-learning programs, coaching, mentoring, lesson observation etc.

response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

The average number of different activities undertaken was higher for leaders (6.4 on average) than teachers (4.9 on average), and marginally higher for those in primary schools (5.3 on average) than secondary schools (4.9). Other groups indicating that they had undertaken on average a higher number of formal CPD activities included ECTs (5.3 activities undertaken among first year ECTs and 5.5 among second year ECTs vs. 5.1 among non-ECTs), those working full-time (5.2 activities undertaken on average vs. 4.5 among those working part-time) and those working in schools with the highest proportion of students eligible for free school meals (5.4 for quintile 5 vs. 4.9-5.1 for quintiles 1-4).

## Different types of formal CPD on offer

There was an increase since 2022 in the proportion of teachers and leaders undertaking different types of formal CPD across all types of CPD, as demonstrated by Table 11.2. The biggest increases related to off-the-job training: 76% attended training designed and delivered by staff in their own school, multi-academy trust or local authority in 2023 vs. 69% in 2022, for example. Additionally, 56% attended training designed and delivered by external providers (vs. 48% in 2022) and 42% attended training designed externally but delivered by staff in their own school (vs. 35% in 2022).

**Table 11.2 The type of formal CPD activities undertaken by all teachers and leaders in the 12 months prior to interview, 2022-2023**

<b>Self-directed learning</b>	<b>2022</b>	<b>2023</b>
Undertaken any professional reading	54%	57%*
Participated in a network of teachers formed specifically for professional development	39%	44%*
Attended education conferences	21%	26%*
<b>Off-the-job training</b>	<b>2022</b>	<b>2023</b>
Training designed and delivered by staff in your own school/multi-academy trust/local authority	69%	76%*
Training designed and delivered by external providers	48%	56%*
Training designed externally but delivered by staff in your own school	35%	42%*
Coaching or mentoring (not including ECF/NPQ)	23%	27%*
Training designed and delivered by a Teaching School Hub	21%	27%*
<b>Coaching</b>	<b>2022</b>	<b>2023</b>

Had others observe and feedback on your lesson(s)	69%	74%*
Observed other teachers' lessons for your own development	35%	40%*
Early Career Framework (no longer ECT)	4%	10%*
<b>Formal qualifications</b>	<b>2022</b>	<b>2023</b>
A National Professional Qualification (NPQ)	12%	16%*
Other formal qualification (e.g. a Master's degree)	5%	7%*

Source: Working lives of teachers and leaders survey. H2. Which of the following CPD activities have you undertaken in the past 12 months? Please consider formal forms of activity and support only. Multiple response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Variation in formal CPD activities undertaken by key subgroups

There were some variations in formal CPD activities undertaken according to the school phase the teacher or leader worked in and teacher and leader status (Table 11.3), many of which were also seen in 2022. For example, leaders were again more likely than teachers to have undertaken each of the different activities shown, with the exception of lesson observations. Those who worked in primary schools were more likely than those in secondary schools to have undertaken training designed and delivered by external providers (62% vs. 49%), training designed externally but delivered internally (48% vs. 34%) and to have participated in a network of teachers formed specifically for the professional development of teachers (52% vs. 37%).

**Table 11.3 Formal CPD activities in last 12 months by phase and role, 2023<sup>64</sup>**

	All	Primary	Secondary	Special / PRU / AP	Leaders	Teachers
<b>Base (n)</b>	10,411	5,240	4,691	480	1,637	8,557
Training designed and delivered by staff in own school, MAT or LA (excluding NPQs and ECT)	76%	75%*	77%*	76%	86%*	74%*
Had others observe/feedback on lessons	74%	72%*	77%*	69%*	51%*	78%*
Professional reading	57%	58%	57%	55%	84%*	53%*
Training designed and delivered by external providers (excluding NPQs and ECT)	56%	62%*	49%*	61%*	73%*	53%*
Early Career Framework (ECF) – in first three years of teaching	52%	48%*	57%*	49%	0%	52%
Participated in a network of teachers formed specifically for the professional development of teachers	44%	52%*	37%*	35%*	64%*	41%*
Training designed externally but delivered by staff in own school MAT or LA (e.g. train the trainer, cascades, teach ins)	42%	48%*	34%*	51%*	55%*	40%*
Observed other teachers' lessons for own development (excluding lessons observed in management capacity)	40%	37%*	43%*	37%	38%	41%*
Coaching or mentoring (not including ECF or NPQ)	27%	26%*	29%*	26%	45%*	24%*
Training designed and delivered by Teaching School Hub (including at your own school, but excluding NPQs and ECF)	27%	31%*	23%*	22%	31%*	26%*
Attended education conferences	26%	28%*	24%*	28%	55%*	21%*

<sup>64</sup> Those who selected ECF have been split out into those in their first 3 years of teaching and those who have been teaching for more than 3 years. Whilst we don't ask specifically about ECT mentoring/training those who have been teaching for more than 3 years would not have been eligible for ECT training in the 12 months before being surveyed so have been grouped separately here for clarity.

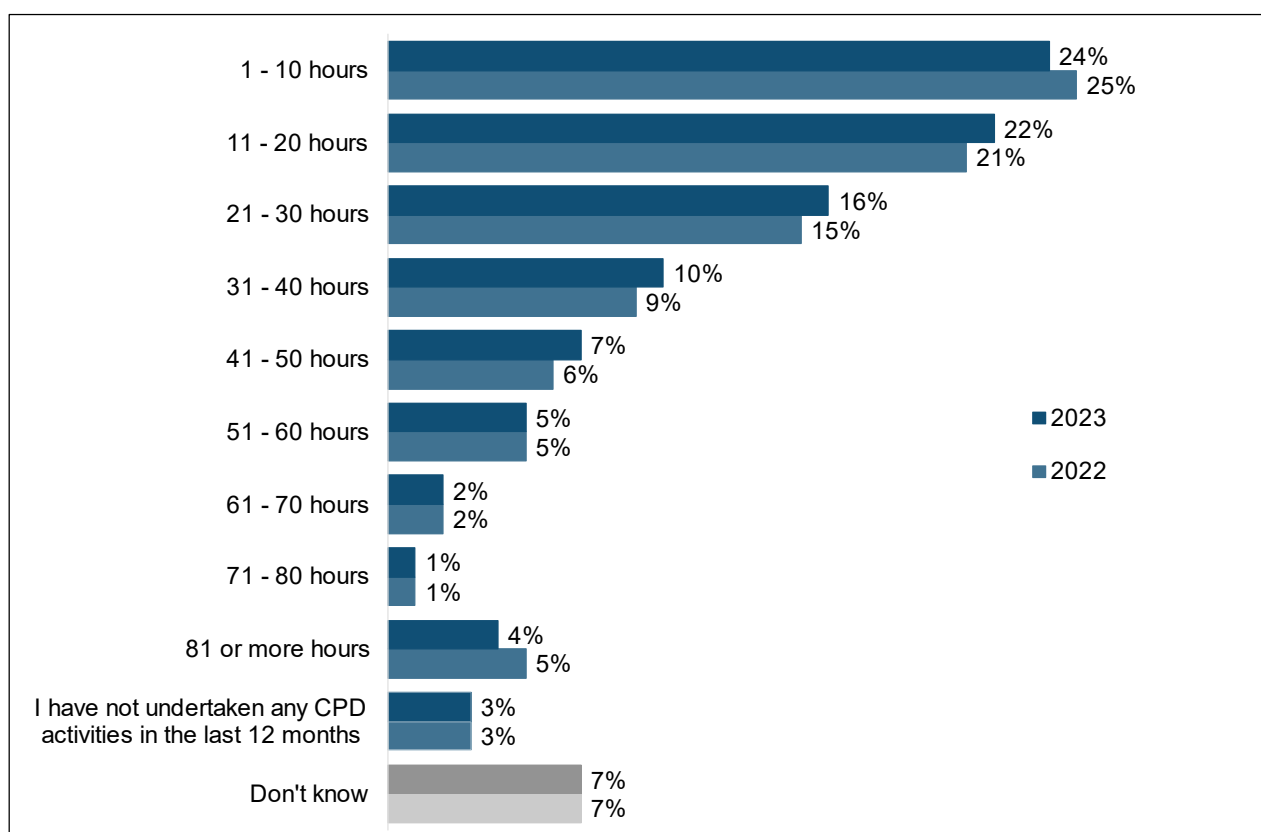
A National Professional Qualification (NPQ)	16%	16%	16%	18%	30%*	14%*
Early Career Framework (ECF) – teaching for more than three years	9%	10%	8%	7%	20%*	7%*
Other formal qualification	7%	6%*	6%	9%	12%*	6%*
None of these	1%	1%	1%	3%*	1%*	1%

Source: Working lives of teachers and leaders 2022 survey. H2. Which of the following CPD activities have you undertaken in the past 12 months? Please consider formal forms of activity and support only. Multiple response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

## Time spent on formal CPD

Although teachers and leaders appeared to be undertaking a wider range of activities in 2023 when compared with 2022, there were no differences in terms of the hours spent on formal CPD. A full breakdown of these hours can be seen in Figure 11.4. As shown, teachers and leaders were most likely to be spending between 1 and 10 hours (24%) or 11 and 20 hours (22%) in total, as was the case in 2022.

**Figure 11.4 The number of hours teachers and leaders spent undertaking formal CPD activities in the 12 months prior to interview, 2022-2023**



Source: Working lives of teachers and leaders survey. Q2. Approximately how much time (in hours) have you spent on formal continuing professional development (CPD) activities in the last 12 months? Single response. All module 2: CPD (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462). Please note: There are no significant differences compared to 2022 survey.

### Time spent on formal CPD by key subgroup

There were differences in time spent on formal CPD between teachers and leaders and by school phase:

- leaders reported undertaking more hours of CPD than teachers: half (48%) of teachers reported undertaking 1-20 hours in the last 12 months, compared with a third (32%) of leaders. Likewise, one-in-ten (11%) teachers reported spending 51+ hours compared with a quarter (26%) of leaders. This was consistent with the trend observed in 2022
- half (49%) of secondary teachers and leaders had reported undertaking 1-20 hours in the last 12 months, compared with 44% of primary teachers and leaders, and a third (33%) of those in special schools, PRUs or other alternative provision – the latter were more likely to report they had undertaken 21-50 hours of formal CPD (44%, vs. 32% in primary or secondary schools)

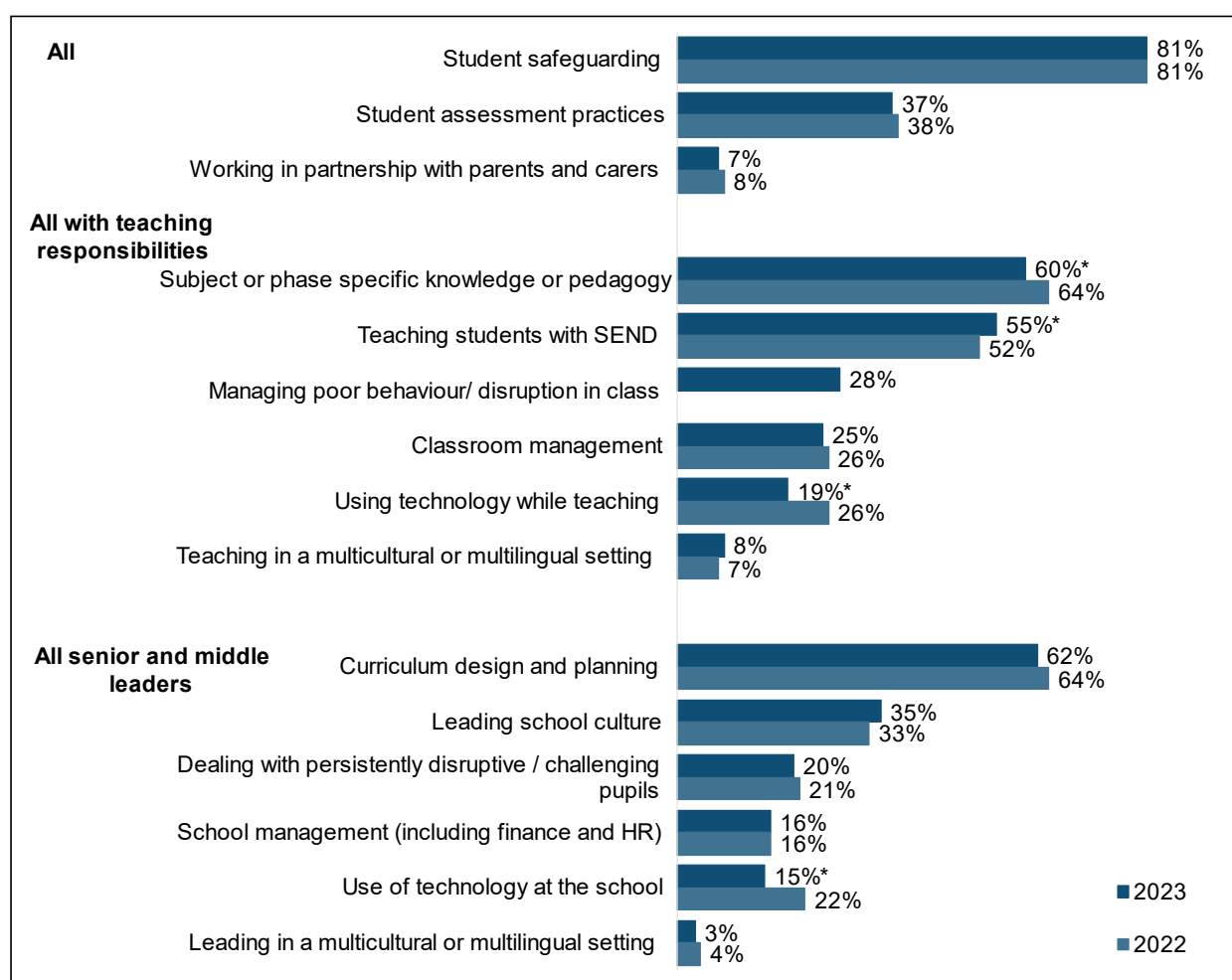
Those working in schools with an Ofsted rating of inadequate were more likely to report they had undertaken 51+ hours of formal CPD (25% vs. 13% overall). Similarly, those in schools with a higher proportion of free school meals reported they had undertaken more hours: for example, the proportion who reported doing 51+ hours was 10% in the lowest FSM quintile rising to 19% in the highest FSM quintile.

## **Content of formal CPD**

The specific topics covered in the formal CPD activities teachers and leaders had reportedly undertaken in the last 12 months were also fairly consistent with those seen in the 2022 survey (Figure 11.5). It was most common for all teachers and leaders to have undertaken formal CPD on student safeguarding in the previous 12 months (81% had on both years), while those with teaching responsibilities had most commonly undertaken formal CPD relating to subject or phase specific knowledge or pedagogy (60% in 2023, lower than the 64% in 2022). For senior and middle leaders, it was most common to have undertaken curriculum design and planning (62% had in 2023, consistent with the 64% in 2022).

Other differences between the two surveys years included a higher proportion of those with teaching responsibilities having undertaken formal CPD around teaching students with SEND (55% in 2023 vs. 52% in 2022) and a lower proportion having undertaken formal CPD about using technology with teaching (19% in 2023 vs 26% in 2022). The only change between waves for senior and middle leaders was a lower proportion having undertaken formal CPD around the use of technology at the school in the previous 12 months (15% in 2023 vs. 22% in 2022).

**Figure 11.5 Topics included in formal CPD activities in previous 12 months, 2022-2023<sup>65</sup>**



Source: Working lives of teachers and leaders survey. Q4. Which of the following topics were included in your CPD activities during the last 12 months? Multiple response. All module 2 who had received formal CPD in previous 12 months (wave 1, 2022, n=3,426) (wave 2, 2023, n=2,414), all module 2 with teaching responsibilities who had received formal CPD in previous 12 months (wave 1, 2022, n=3,197) (wave 2, 2023, n=2,299), all module 2 senior and middle leaders who had received formal CPD in previous 12 months (wave 1, 2022, n=1,634) (wave 2, 2023, n=895).  
\*Indicates significant difference compared to 2022 survey.

## Formal CPD content by key subgroup

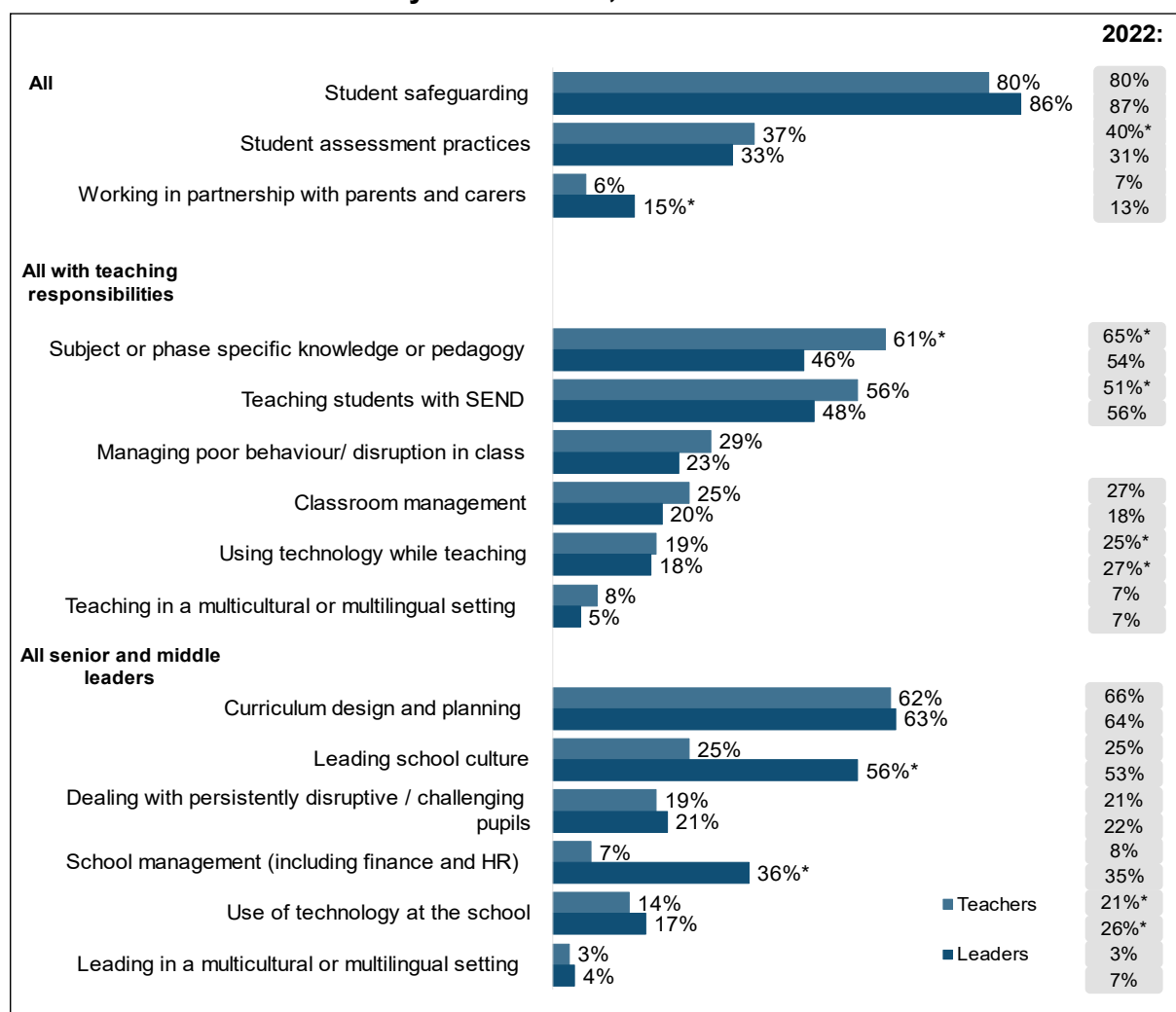
In terms of differences in formal CPD undertaken between teachers and leaders, a higher proportion of leaders had undertaken formal CPD related to working in partnership with parents and carers in the previous 12 months (15% vs. 6% of teachers). In addition, leaders were more likely than teachers who were classed as senior or middle leaders to have undertaken formal CPD on leading school culture (56% vs. 25%), school

<sup>65</sup> Certain topics/areas at these questions were asked only of certain groups. For example, 'classroom management' was only asked of those with teaching responsibilities, while 'curriculum design and planning' was asked only of leaders.



management (including finance and HR) (36% vs. 7%) and the use of technology at the school (17% vs. 14%). On the other hand, teachers with teaching responsibilities were more likely than leaders with teaching responsibilities to have undertaken formal CPD on subject or phase specific knowledge or pedagogy (61% vs. 46%). A full breakdown of differences is shown in Figure 11.6.

**Figure 11.6 Topics included in formal CPD activities in previous 12 months, by current role, 2022-2023<sup>66</sup>**



Source: Working lives of teachers and leaders survey. Q4. Which of the following topics were included in your CPD activities during the last 12 months? Multiple response. All module 2: CPD; teachers (wave 1, 2022, n=2,870) (wave 2, 2023, n=2,115); leaders (wave 1, 2022, n=484) (wave 2, 2023, n=252), teachers with teaching responsibilities (wave 1, 2022, n=2,842) (wave 2, 2023, n=2,110); leaders with teaching responsibilities (wave 1, 2022, n=301) (wave 2, 2023, n=171), teachers classed as a senior or middle leader (wave 1, 2022, n=1,116) (wave 2, 2023, n=614), leaders classed as a senior or middle leader (wave 1, 2022, n=484) (wave 2, 2023, n=252). Please note: \*On bars indicates significant difference between teachers and leaders on 2023 survey. \*On buttons indicates significant difference compared to 2022 survey.

<sup>66</sup> Certain topics/areas at these questions were asked only of certain groups. For example, 'classroom management' was only asked of those with teaching responsibilities, while 'curriculum design and planning' was asked only of leaders.

As shown in Table 11.4 there was also some variation by phase. For example, among all teachers and leaders, those working in primary schools were more likely to have undertaken CPD in working with partnership with parents and carers (9% vs. 7% on average) while those in secondary schools were more likely to have undertaken formal CPD on student assessment practices (40% vs. 37% on average). Among those with teaching responsibilities, those in primary schools were more likely to have undertaken formal CPD on subject or phase specific knowledge or pedagogy (67% vs. 60% on average), while those in secondary schools were more likely to have undertaken formal CPD on a range of other topics: teaching students with SEND (61% vs. 55% on average), managing poor behaviour/disruption (35% vs. 28% on average), classroom management (31% vs 25% on average) and using technology while teaching (22% vs. 19% on average). There were no differences by phase among topics asked of only senior or middle leaders.

**Table 11.4 Topics included in formal CPD activities by phase**

	All	Primary	Secondary	Special/PRUs/AP
<b>Base (n) – all teachers and leaders (module 2) who received formal CPD</b>	<b>2,414</b>	<b>1,173</b>	<b>1,137</b>	<b>104</b>
Student safeguarding	81%	81%	82%	81%
Student assessment practices	37%	33%*	40%*	45%
Working in partnership with parents and carers	7%	9%*	6%*	7%
<b>Base (n) – all with teaching responsibilities (module 2) who received formal CPD</b>	<b>2,299</b>	<b>1,112</b>	<b>1,091</b>	<b>96</b>
Subject/phase specific/pedagogy	60%	67%*	53%*	50%
Teaching students with SEND	55%	49%*	61%*	61%
Managing poor behaviour/ disruption	28%	20%*	35%*	34%
Classroom management	25%	19%*	31%*	19%
Using technology while teaching	19%	16%	22%*	16%
Teaching in a multicultural or multilingual setting	8%	6%	10%*	4%
<b>Base (n) – all senior and middle leaders (module 2) who received formal CPD</b>	<b>895</b>	<b>364</b>	<b>482</b>	<b>49</b>
Curriculum design and planning	62%	66%	57%	-
Leading school culture	35%	37%	33%	-
Dealing with persistently disruptive/	20%	15%	23%	-
School management	16%	21%	13%	-
Use of technology at the school	15%	14%	16%	-
Leading in a multicultural or multilingual setting	3%	4%	4%	-

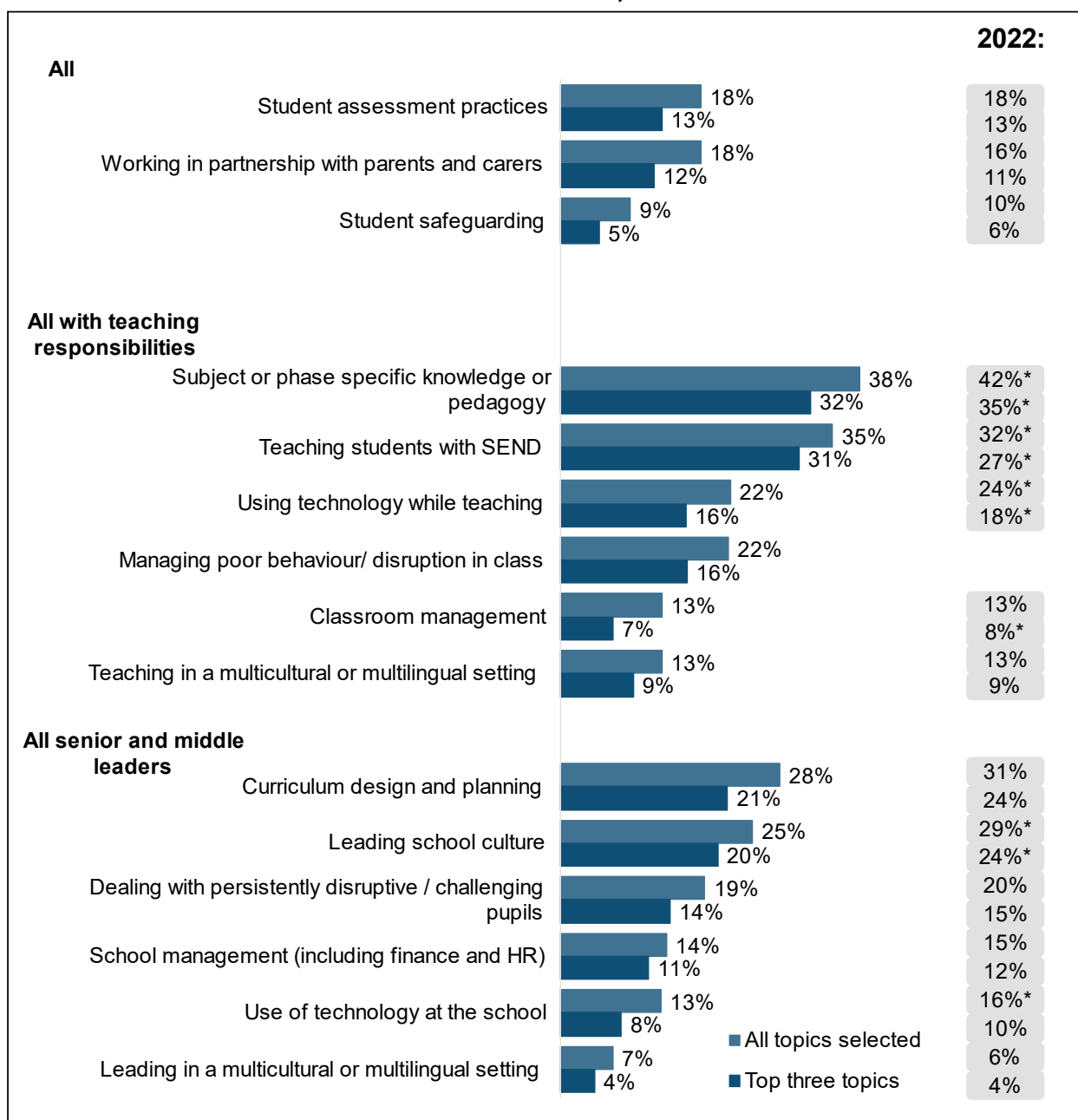
Source: Working lives of teachers and leaders survey. Q4. Which of the following topics were included in your CPD activities during the last 12 months? Multiple response. All teachers and leaders who had received some CPD in the last 12 months in module 2 (wave 2, 2023, n=2,414). Please note, the findings for senior and middle leaders who received formal CPD and worked in a special school, PRU or other alternative provision are not presented here due to a low base size (49) \*Indicates significant difference compared to overall. Please note: Figures 2%+ are included in the table

## Further areas of interest for CPD

Teachers and leaders were also asked which areas they would like further development or training in over the next 12 months, alongside their top three priorities. The full list of options is outlined in Figure 11.7. As shown, the order of CPD priorities for future training and development was broadly the same across survey years, for topics that were applicable to all teachers and leaders, those with teaching responsibilities only and senior and middle leaders only. For all teachers and leaders, the most commonly mentioned topics were student assessment practices (18% in both survey years) and working in partnership with parents and careers (18% in 2023, consistent with the 16% in 2022). For those with teaching responsibilities, subject or phase specific knowledge or pedagogy was the most commonly mentioned area for more training or development in (38%, lower than the 42% in 2022), while for middle and senior leaders curriculum design and planning was the most commonly mentioned (28% in 2023, consistent with the 31% in 2022).

Other notable changes between 2022 and 2023 included a higher proportion of those with teaching responsibilities mentioning CPD relating to teaching pupils with SEND (35% in 2023 vs. 32% in 2022) and a lower proportion of senior or middle leaders mentioning leading school culture in 2023 (25% vs 29% in 2022). All other changes between waves are shown in Figure 11.7 below.

**Figure 11.7 Topics teachers and leaders would like training or development in, over the next 12 months, 2022-2023<sup>67</sup>**



Source: Working lives of teachers and leaders survey. Q6. Which of the following topics/areas would you like further development or training in over the next 12 months? Multiple response. Q7. And which would be the top three areas that you need training in? Multiple response up to 3 answers. All module 2: CPD (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462), all module 2 with teaching responsibilities (wave 1, 2022, n=3,259) (wave 2, 2023, n=2,340), all module 2 senior and middle leaders (wave 1, 2022, n=1,658) (wave 2, 2023, n=910). \*Indicates significant difference compared to 2022 survey.

<sup>67</sup> Certain topics or areas at these questions were asked only of certain groups. For example, 'classroom management' was only asked of those with teaching responsibilities, while 'curriculum design and planning' was asked only of leaders.

## Further areas of interest, by phase

There was little variation in topics that teachers and leaders would like more training or development in over the next 12 months by phase, with the only difference that those with teaching responsibilities who worked in a primary school were less likely than the average of all with teaching responsibilities to mention classroom management (10% vs. 13% overall).

There was more variation between teachers and leaders, however (Table 11.5). Leaders were more likely to cite student safeguarding (20% vs. 9% compared with the overall average of all teachers and leaders) and various other topics asked only of those who were senior or middle leaders:

- leading school culture (mentioned by 34% vs. 25% of all senior and middle leaders)
- dealing with persistently disruptive/ challenging pupils (mentioned by 24% vs. 19% of all senior and middle leaders)
- school management (mentioned by 24% vs. 14% of all senior and middle leaders)

**Table 11.5 Topics teachers and leaders would like training or development in over the next 12 months by phase and role, 2023<sup>68</sup>**

	All	Primary	Secondary	Special / PRU / AP	Leaders	Teachers
<b>Base (n) – all teachers and leaders (module 2) who received formal CPD</b>	<b>2,462</b>	<b>1,196</b>	<b>1,157</b>	<b>109</b>	<b>258</b>	<b>2,154</b>
Student assessment practices	18%	17%	19%	17%	17%	18%
Working in partnership with parents and carers	18%	18%	17%	18%	22%	17%
Student safeguarding	9%	9%	9%	15%	20%*	7%*
<b>Base (n) – all with teaching responsibilities (module 2) who received formal CPD</b>	<b>2,340</b>	<b>1,132</b>	<b>1,108</b>	<b>100</b>	<b>173</b>	<b>2,149</b>
Subject/phase specific/pedagogy	38%	40%	36%	37%	21%*	40%
Teaching students with SEND	35%	38%	32%	34%	26%*	36%
Using technology while teaching	22%	24%	20%	22%	11%*	23%
Managing poor behaviour/ disruption in class	22%	20%	24%	19%	16%	22%
Classroom management	13%	10%*	16%	17%	10%	14%
Teaching in a multicultural or multilingual setting	13%	13%	13%	10%	6%*	14%
<b>Base (n) – all senior and middle leaders (module 2) who received formal CPD</b>	<b>910</b>	<b>368</b>	<b>490</b>	<b>52</b>	<b>258</b>	<b>621</b>
Curriculum design and planning	28%	34%	23%	34%	31%	27%
Leading school culture	25%	26%	22%	35%	34%*	21%
Dealing with persistently disruptive/ challenging pupils	19%	21%	18%	13%	24%*	16%
School management	14%	14%	13%	15%	24%*	9%
Use of technology at the school	13%	13%	12%	19%	14%	12%
Leading in a multicultural or multilingual setting	7%	6%	7%	9%	8%	5%

Source: Working lives of teachers and leaders survey. Q6. Which of the following topics/areas would you like further development or training in over the next 12 months? All teachers and leaders in module 2 (wave

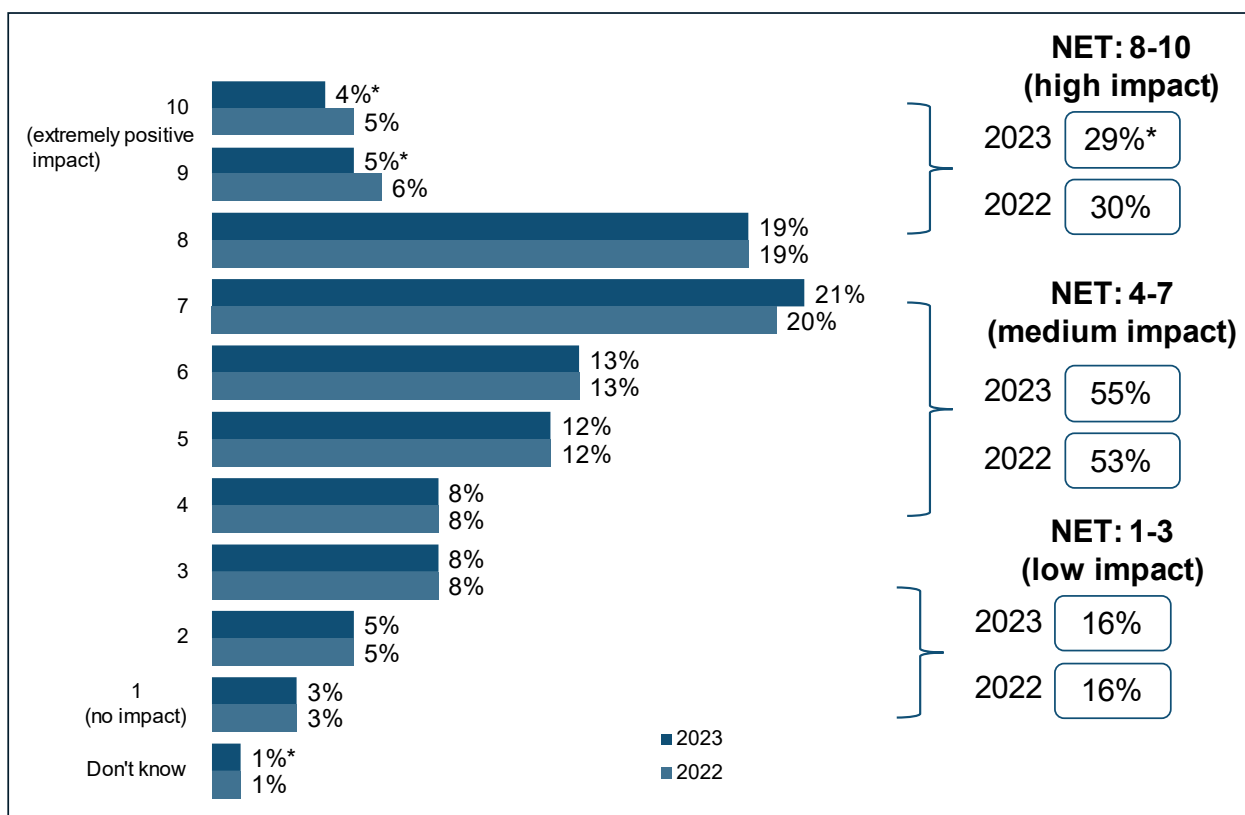
<sup>68</sup> Certain topics/areas at Q6 and Q7 were asked only of either those with teaching responsibilities or senior/middle leaders, meaning a lower proportion in these codes. For example, 'classroom management' was only asked of those with teaching responsibilities, while 'curriculum design and planning' was asked only of leaders.

2, 2023, n=2,462). \*Indicates significant difference compared to overall. Please note: Figures 3%+ for 'all topics' are included in the table.

## Perceived impact of CPD

Teachers and leaders who had undertaken at least one form of CPD had mixed views on its impact on their ability to perform their roles. In 2023, teachers and leaders were slightly less likely than in 2022 to give a very positive (8-10/10) rating of the impact of CPD (29% vs. 30%), as shown in Figure 11.8.

**Figure 11.8 The impact of CPD on teachers and leaders' ability to perform their role, 2022-2023**



Source: Working lives of teachers and leaders survey. H3. Taking into account all of the CPD you've done in the last 12 months, how would you rate the overall impact on your ability to perform your role? Single response. All who undertook at least one form of CPD (wave 1, 2022, n=10,935) (wave 2, 2023, n=10,267).

\*Indicates significant difference compared to 2022 survey.

## Perceived impact of CPD, by key subgroup

The proportion of teachers and leaders providing a high impact rating (8+) increased with job satisfaction: 42% of those who were satisfied with their job all or most of the time did so compared to 21% of those who were satisfied with their job some of the time and 10% of those who were satisfied with their job rarely or not at all. The proportion was also higher among teachers and leaders in schools with higher Ofsted ratings (32% in schools



rated outstanding gave an 8-10 rating falling steadily to 17% in schools rated as inadequate).

Other differences of note include greater proportions providing a score of 8+ among the following groups:

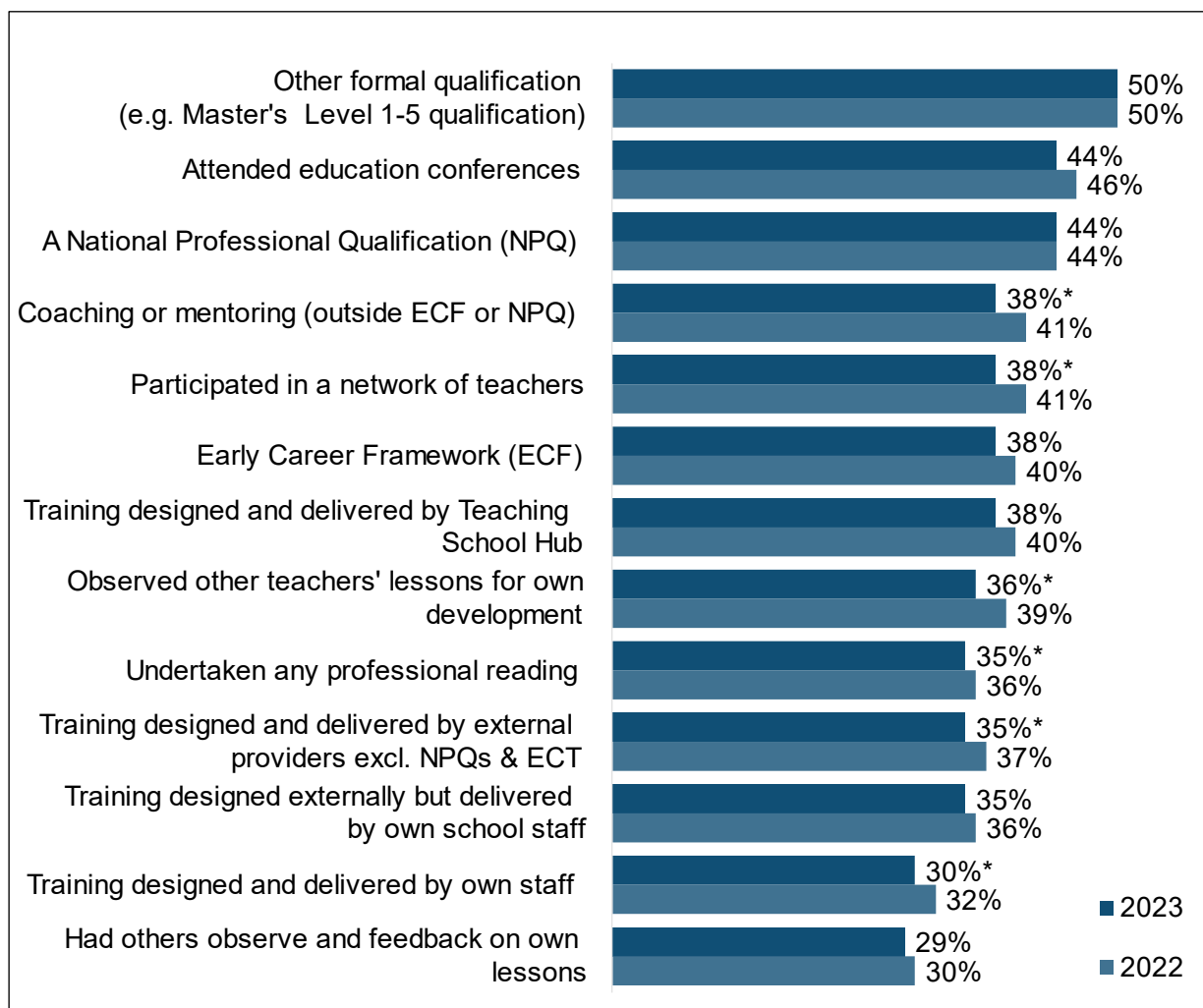
- leaders (47%) compared with teachers (25%)
- first year ECTs (35%), and second year ECTs (33%), compared with non-ECT classroom teachers (24%)
- those working full-time (30%) compared with those working part-time (24%)
- those working in local authority-maintained schools (33%) rather than academies (26%)
- those working in special schools, PRUs or other alternative provision (37%) and primary schools (35%) compared with in secondary schools (21%).

It is also interesting to look at the variation in impact ratings according to the specific type of CPD undertaken. As teachers and leaders had often undertaken a variety of different CPD activities (averaging 5.1 activities from a list of 13), it is not possible to completely isolate the impact of each of these activities individually. However, Figure 11.9 shows the overall positive impact rating among those who had done each type of CPD, bearing in mind they may also have undertaken other activities too.

As shown, the highest overall impact scores were given by those who had undertaken other formal qualifications (50%), attended education conferences (where research is presented and educational issues discussed) (44%), or an NPQ (also 44%). The lowest overall impact scores were from those who had undertaken more informal activities, such as training designed and delivered in-house (30%) or observation by others of their lessons (29%). While the ranking of types of CPD that had the highest impact was similar between 2022 and 2023, reported impact had fallen for the following between years:

- coaching or mentoring (outside ECT or NPQ) – reported high impact falling from 41% to 38%
- participation in a network of teachers, falling from 41% to 38%
- observing other teachers' lessons for own development, falling from 39% to 36%
- training designed and delivered by external providers (excluding NPQs and ECTs), falling from 37% to 35%
- undertaken any professional reading, falling from 36% to 35%

**Figure 11.9 Proportion who rated the impact of their CPD on their ability to perform their role as high (8-10) by type of CPD undertaken (teachers and leaders could undertake more than one activity), 2022-2023**



Source: Working lives of teachers and leaders survey. H3. Taking into account all of the CPD you've done in the last 12 months, how would you rate the overall impact on your ability to perform your role? Single response. All teachers and leaders who had undertaken CPD in the last 12 months (wave 1, 2022, n=10,935) (wave 2, 2023, n=10,267). \*Indicates significant difference compared to 2022 survey.

Teachers and leaders who were asked module 2 of the survey (the CPD module) were also asked about the amount of time that they spent on CPD over the previous year. It is also interesting, therefore, to consider views on CPD by the amount of hours that these teachers and leaders spent on CPD.

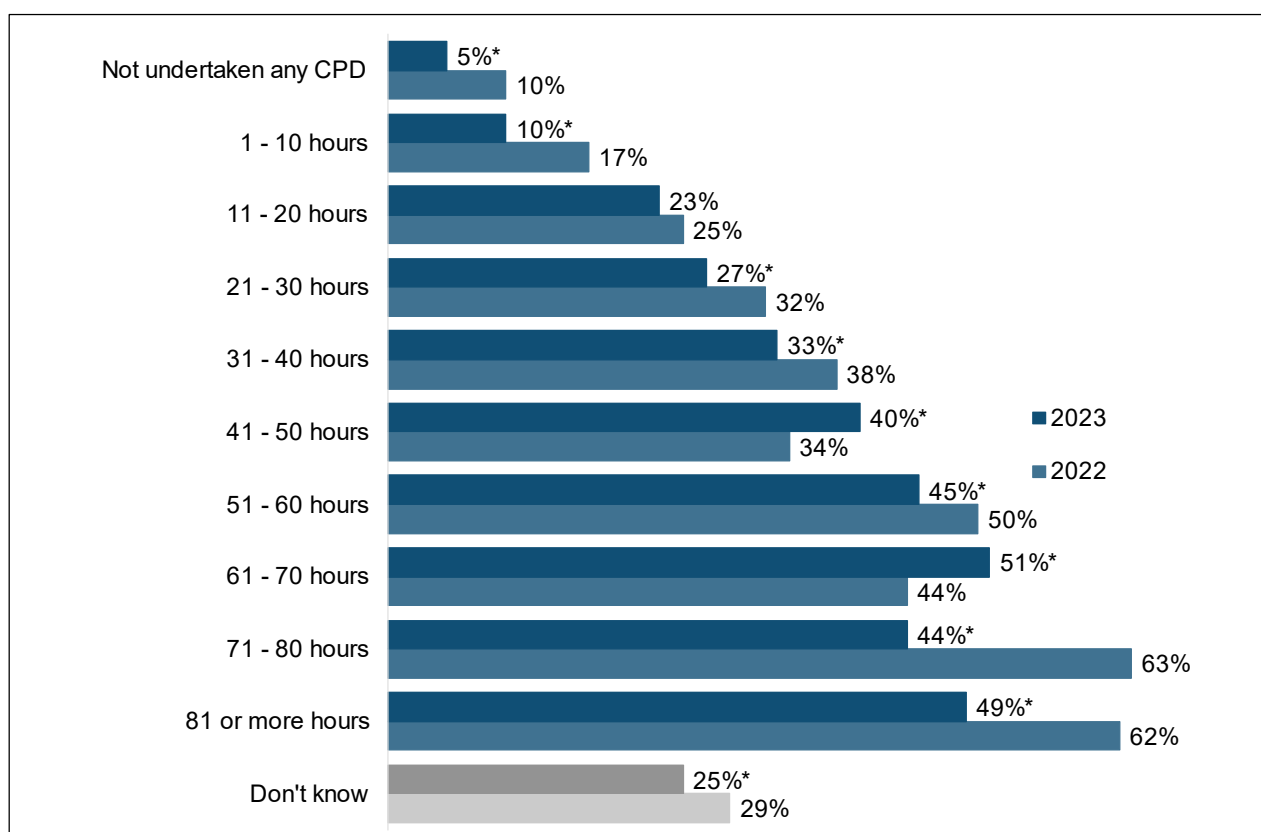
In general, those who had undertaken a higher number of CPD hours were more likely to give a higher impact rating on their ability to perform their role. In 2023, teachers and leaders who had undertaken 61-70 hours of CPD over the previous year were most likely to rate the impact as very positive (8-10/10) (51%), followed by those who had undertaken 81 or more hours (49%), 51-60 hours (45%), and 71-80 hours (44%). This compared to just 10% of those who had undertaken 1-10 hours, and 23% of those who

had undertaken 11-20 hours rating the impact of their CPD as very positive. It is notable that the four types of CPD that were rated as having the most positive impact on ability to perform a role (Figure 11.9) were also the four types of CPD which teachers and leaders spent most time on over the past 12 months:

- other formal qualification (e.g. Master's Level 1-5 qualification): 29% spent at least 51+ hours on this in the 12 months preceding the survey (vs. 13% overall)
- attending education conferences where teachers and/or researchers present their research or discuss educational issues: 21% spent at least 51+ hours on this in the 12 months preceding the survey (vs. 13% overall)
- a National Professional Qualification (NPQ): 34% spent at least 51+ hours on this in the 12 months preceding the survey (vs. 13% overall)
- Coaching or mentoring (outside ECF or NPQ): 21% spent at least 51+ hours on this in the 12 months preceding the survey (vs. 13% overall)

A similar pattern was observed in 2022; however, there were some differences, as shown in Figure 11.10. The most notable changes were seen among those who had undertaken 81 or more hours of CPD, who were less likely to rate the impact highly in 2023 (49%) than in 2022 (62%). The same was true for those undertaking 71-80 hours (63% in 2022 vs. 44% in 2023).

**Figure 11.10 Proportion who rated the impact of their CPD as high (8-10) by number of hours of CPD undertaken in the previous year, 2022-23**



Source: Working lives of teachers and leaders survey. H3. Taking into account all of the CPD you've done in the last 12 months, how would you rate the overall impact on your ability to perform your role? Single response. All teachers and leaders who had undertaken CPD in the last 12 months and were asked module 2 (wave 1, 2022, n=3,426) (wave 2, 2023, n=2,414). \*Indicates significant difference compared to 2022 survey.

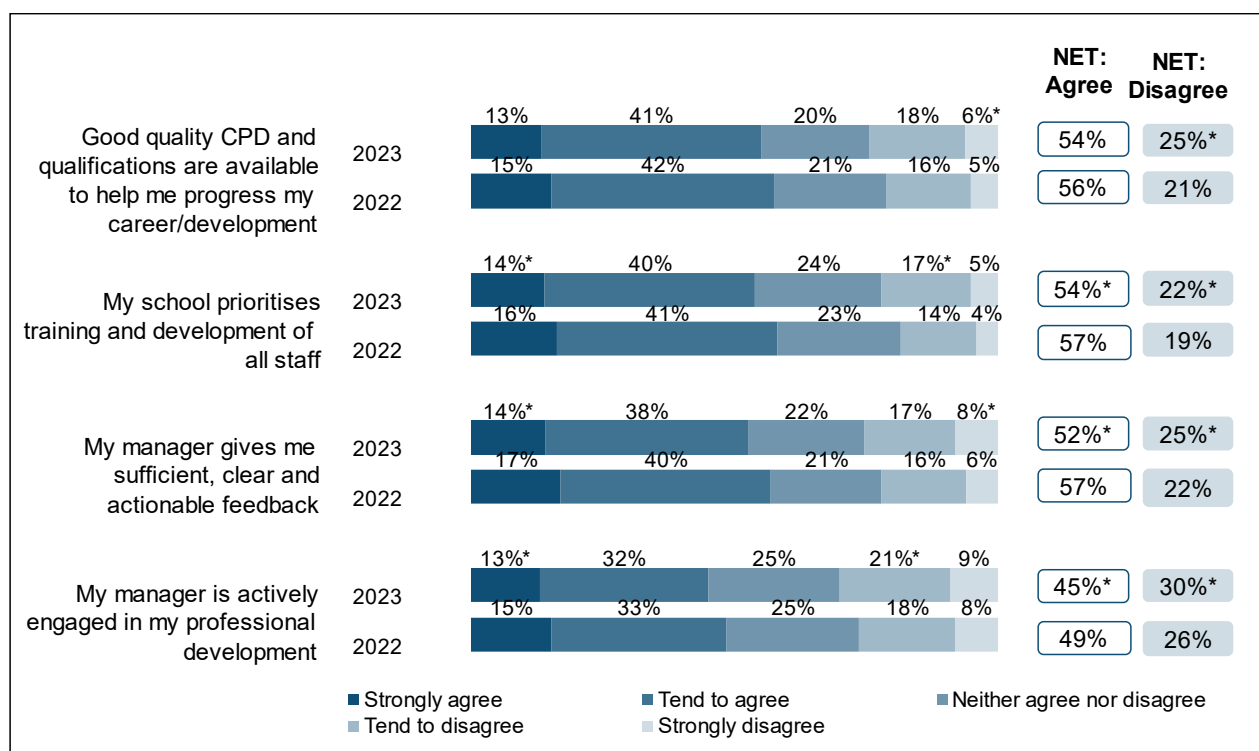
## School support for CPD

Teachers and leaders also had mixed views on the extent to which their school and managers supported CPD participation, with between five to six-in-ten in agreement with a range of related statements (Figure 11.11). There were some differences when compared with 2022, all of which suggest a general decline in views:

- my manager is actively engaged in my professional development: 30% disagreed in 2023 vs. 26% in 2022
- my manager gives me sufficient, clear and actionable feedback: 52% agreed in 2023 vs. 57% in 2022
- my school prioritises the training and development of all staff: 54% agreed in 2023 vs. 57% in 2022

- good quality CPD and qualifications are available to help me progress my career or development: 54% agreed in 2023 vs. 56% in 2022

**Figure 11.11 Views on quality of professional development activities, 2022-2023**



Source: Working lives of teachers and leaders survey. Q1\_1/2/5/6. To what extent do you agree or disagree with the following statements about your school? Single response. All teachers and leaders in module 2 (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462). \*Indicates significant difference compared to 2022 survey.

## School support for CPD, by key subgroup

Unlike in 2022, there was little variation in attitudes towards these statements by phase.<sup>69</sup> The exception to this was that those in secondary schools who were more likely to disagree that good quality CPD and qualifications were available to help career progression or support development (28%) than those in primary schools (22%). In both survey years leaders gave more positive responses than teachers to all statements, with headteachers in particular often the most satisfied:

- good quality CPD and qualifications are available to help me: 76% among leaders and 78% among headteachers vs. 50% among teachers

<sup>69</sup> In 2022, those working in primary schools were more likely to agree with the statements 'My manager gives me sufficient, clear and actionable feedback' and 'good quality CPD and qualifications are available to help me', while those in secondary schools were less likely to agree with this and also the statement 'My manager is actively engaged in my professional development.'

- my school prioritises the learning and development of all staff: 78% among leaders and 95% among headteachers vs. 49% among teachers
- my manager gives me sufficient, clear and actionable feedback: 59% among leader and 71% among headteachers vs. 51% among teachers
- my manager is actively engaged in my professional development: 59% among leaders and 68% among headteachers vs. 42% among teachers

A range of other subgroups also frequently emerged as more likely to agree. Typically these were ECTs, those working full-time, those working in schools with higher Ofsted ratings and those satisfied with their job overall. These differences are summarised below.

**Those more likely to agree with the statement ‘good quality CPD and qualifications are available to help me’ include:**

- those working full-time (56% vs. 45% working part-time)
- first year ECTs (62% vs. 53% of those who were not)
- those who were satisfied with their job all or most of the time: 69% vs. 49% of satisfied some of the time and 33% of those who were rarely or never satisfied

**Those more likely to agree with the statement ‘my manager gives me sufficient, clear and actionable feedback’ include:**

- those in schools with higher Ofsted ratings: 58% in outstanding schools and 52% in good schools vs. 43% in schools rated as requiring improvement
- first and second year ECTs (68% and 64% respectively vs. 51% of those who were not ECTs)
- those who were satisfied with their job all or most of the time: 70% vs. 45% of those satisfied some of the time and 33% of those rarely or not at all satisfied

**Those more likely to agree with the statement ‘my school prioritises the learning and development of all’ include:**

- those in schools with higher Ofsted ratings: 58% in outstanding schools, 53% in good schools vs. 45% in schools requiring improvement and 46% in schools with an inadequate rating
- those in schools with the lowest proportion of students eligible for free school meals (58% of those in FSM Q1 vs. 54% overall)
- those working full-time (55% vs. 47% working part-time)
- first year ECTs (62% vs. 53% who were not)

- those who were satisfied with their job all or most of the time (69% vs. 50% of those satisfied some of the time and 32% of those rarely or never satisfied).

**Those more likely to agree with the statement ‘my manager is actively engaged in my professional development’ include:**

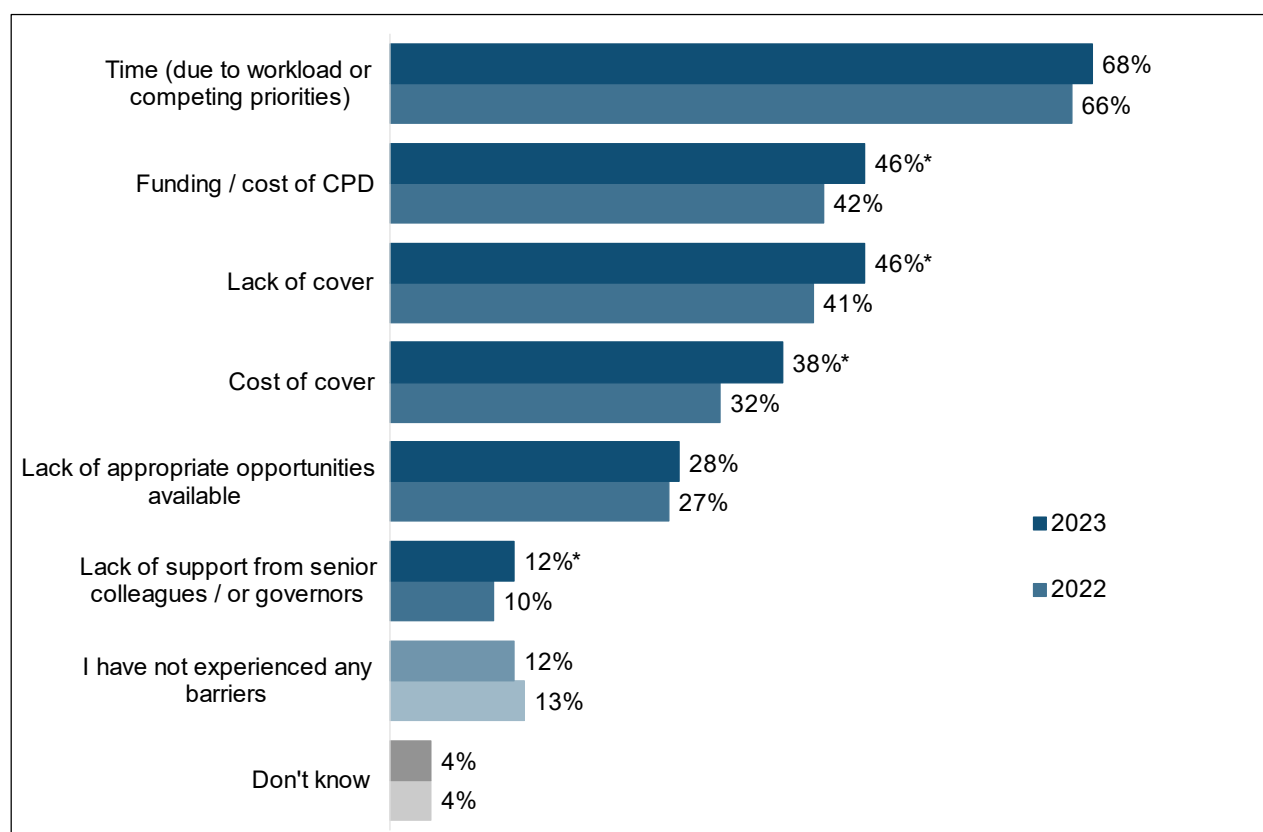
- those in schools with higher Ofsted ratings: 50% of those in outstanding schools vs. 45% overall
- those in schools with the lowest proportion of students eligible for free school meals (51% of those in FSM Q1 vs. 45% overall)
- first and second year ECTs (63% and 57% respectively vs. 39% of classroom teachers who were not ECTs)
- those who were satisfied with their job all or most of the time (61% vs. 37% of those satisfied some of the time and 26% rarely or not at all satisfied)

## **Barriers to accessing CPD**

The majority of teachers and leaders had experienced at least one barrier to accessing CPD in the 12 months prior, with a small proportion (12%) not experiencing any. This was consistent with 2022. The most commonly cited barrier was a lack of time due to high workloads or competing priorities (68%, consistent with the 66% seen in 2022).

Although the overall proportion of teachers and leaders who had experienced a barrier remained consistent, a number of the specific barriers faced had increased (Figure 11.12). Specifically, there was an increase in the proportion of teachers and leaders reporting barriers related to the funding or cost of CPD (46% in 2023 vs. 42% in 2022), lack of cover (46% in 2023 vs. 41% in 2022) and cost of cover (38% in 2023 vs. 32% in 2022).

**Figure 11.12 Barriers faced by teachers and leaders when attempting to access CPD activities in the 12 months prior to interview, 2022-2023**



Source: Working lives of teachers and leaders survey. Q3. Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months? Single response. All module 2: CPD (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462). \*Indicates significant difference compared to 2022 survey. Please note: Figures <1% are not included in this chart.

As in 2022, the hierarchy of barriers to accessing CPD was generally the same regardless of phase or current job role. There were a range of differences in terms of the proportion citing each one, however:

- leaders were more likely to mention time pressures due to workload or competing priorities as a barrier (76%, vs. 67% of teachers). Conversely, teachers were more likely to mention lack of cover (48%, vs. 34% of leaders) and a lack of support from senior colleagues or governors (13% vs. 7% of leaders)
- those in primary schools were more likely than those in secondaries to mention funding or cost of CPD (51% vs. 41%), lack of cover (51% vs. 39%) and cost of cover (42% vs. 35%). Conversely, those in secondary schools were more likely to cite lack of appropriate opportunities available (30% vs. 25% in primaries)

Classroom teachers who were not ECTs were also more likely to cite several barriers than their ECT counterparts. These included the following:



- funding or cost of CPD: 48% among those who were not ECTs, which was higher than the 32% seen among second year ECTs and the 27% seen among first year ECTs
- lack of cover: 50% among those who were not ECTs, which was higher than the 32% seen among first year ECTs
- cost of cover: 41% among those who were not ECTs, which was higher than the 27% seen among second year ECTs and 16% seen among first year ECTs
- lack of appropriate opportunities available: 30% among those who were not ECTs, which was higher than the 18% seen among second year ECTs and 17% seen among first year ECTs

## 12. Job and career satisfaction

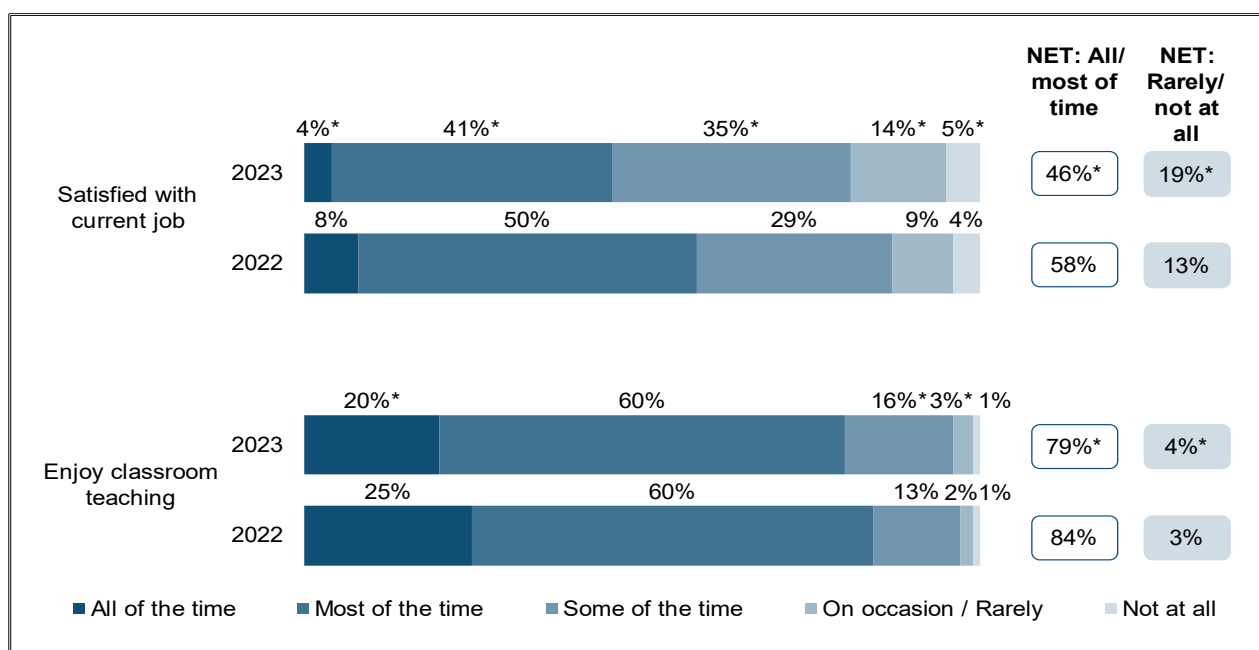
This chapter explores overall levels of job and career satisfaction amongst teachers and leaders and the extent to which they believed they were valued, both within their schools and by the wider public.

### Satisfaction with current job and enjoyment of classroom teaching

Under half (46%) of teachers and leaders reported that they were satisfied with their current job either most or all of the time, a marked decrease from the 58% seen in 2022 (Figure 12.1). Instead, teachers and leaders were more likely to say they were satisfied some of the time (35% compared with 29% in 2022), on occasion / rarely (14% compared with 9% in 2022) or not at all (5% compared with 4% in 2022).

A similar pattern was seen when considering enjoyment of classroom teaching specifically, among those with teaching responsibilities. While the proportion who enjoyed classroom teaching most or all of the time was higher than the proportion who were satisfied with their current job most or all of the time, at 79%, this had decreased from the 84% seen in 2022.

**Figure 12.1 Satisfaction with current job and enjoyment of classroom teaching, 2022-2023**



Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411); M1\_2. To what extent would you say that you enjoy classroom teaching? Single response. All with teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620). \*Indicates significant difference compared to 2022 survey.

## Variation by school-based characteristics

Trends in job satisfaction and enjoyment of classroom teaching by school-based characteristics were evident, with largely the same patterns as seen in 2022. In terms of phase, teachers and leaders working in primary schools (47%) and special schools, PRUs or other alternative provision (49%) were more likely than their peers in secondary schools (44%) to be satisfied with their job all or most of the time.

Teachers and leaders working in schools rated as outstanding (48%) and good (46%) by Ofsted were more likely to be satisfied with their job all or most of the time compared with those working in schools with ratings of requires improvement or inadequate (38% and 36% respectively). Similarly, those working in outstanding schools were most likely to enjoy classroom teaching all or most of the time (83% compared with the average of 79%), whereas those teachers and leaders in inadequate schools were least likely (69%).

Those who worked in the smallest schools (quintile 1) were most likely to be satisfied with their current job all or most of the time (50% compared with an average of 46%), while teachers and leaders working in the largest schools (quintile 5) were least likely to be satisfied with their job all or most of the time and least likely to report that they enjoyed classroom teaching all or most of the time (44% and 78% respectively compared with averages of 46% and 79%). Those working in smaller mid-sized schools (quintile 2) were most likely to enjoy classroom teaching all or most of the time (84%).

Teachers and leaders working in schools in the lowest quintile (quintile 1) of pupils receiving free school meals (FSM) were most likely to say they were satisfied with their job all or most of the time (49% compared with the average of 46%). They were also most likely to enjoy classroom teaching all or most of the time (83% compared with the average of 79%).

Those working in local authority-maintained schools were more likely to enjoy classroom teaching all or most of the time compared with teachers and leaders working in academies (81% vs. 78%). This is in contrast to 2022, where satisfaction with current job and enjoyment of classroom teaching did not differ by school type.

## Variation by teacher and leader characteristics

Leaders were more likely to be satisfied all or most of the time than teachers (59% compared with 43%), a result consistent with that seen in 2022 (Figure 12.2).

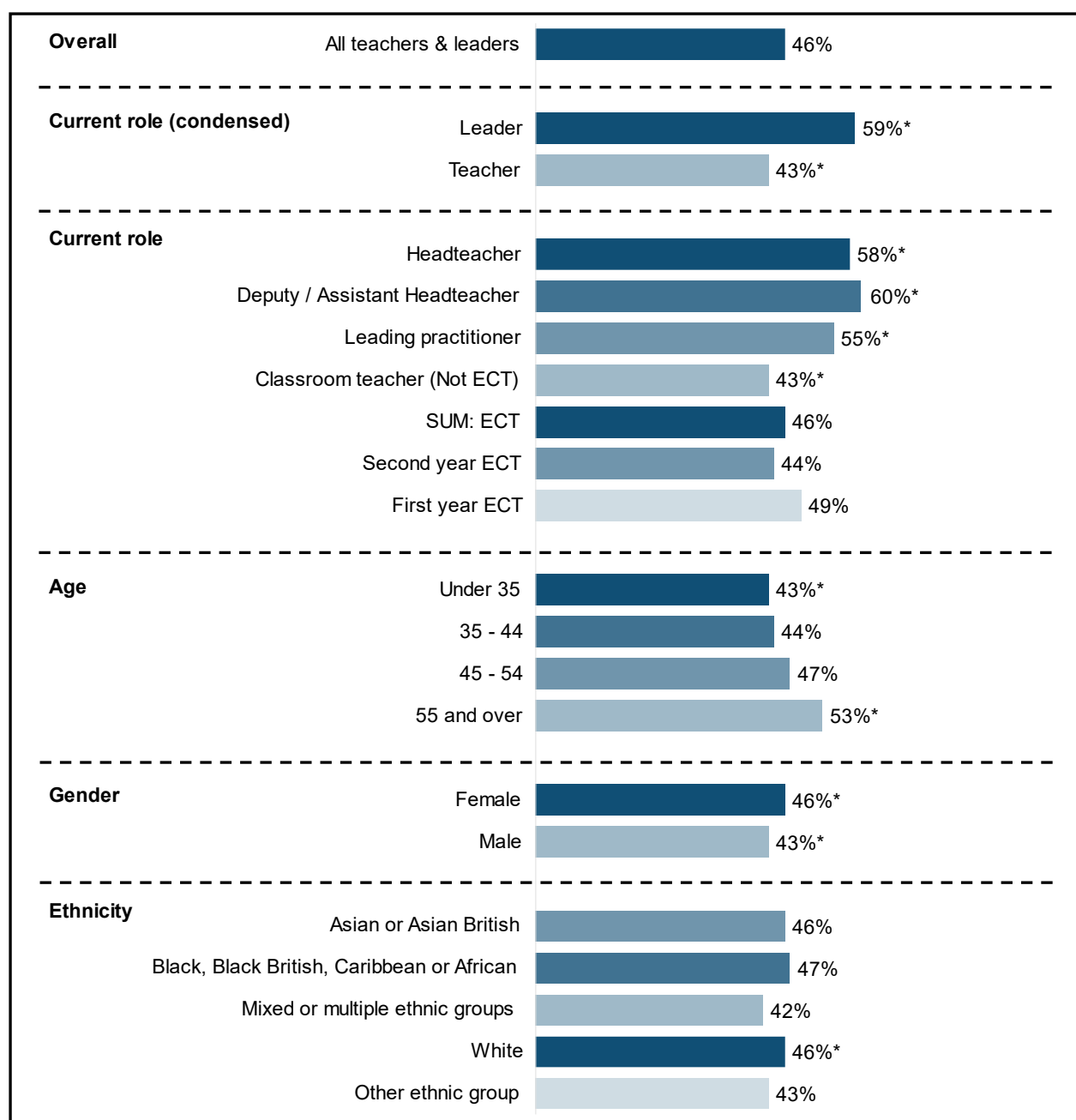
In 2023, ECTs were more likely to be satisfied with their job all or most of the time compared with classroom teachers who were not ECTs (46% compared with 43%). This was particularly true of first year ECTs (49%). Conversely, classroom teachers who were not ECTs were more likely to report enjoying classroom teaching all or most of the time compared with first ECTs (79% compared with 76%).

Older teachers and leaders (those aged 55 and over) were more likely than their younger counterparts (those aged 35 and under) to be satisfied all or most of the time (53% compared with 43%). This group were also most likely to enjoy classroom teaching all or most of the time (83% compared with the average of 79%).

Female teachers and leaders were more likely than their male peers to be satisfied all or most of the time (46% compared with 43%). Those who had been working in their school for more than ten years were most likely to be satisfied with their current job all or most of the time (48% vs. the average of 46%) while those in their first year in their school were least likely to enjoy classroom teaching (76% compared with an average of 79%). This is likely influenced by first year ECTs also enjoying classroom teaching the least (76%).

White teachers and leaders were also more likely to report being satisfied with their current job all or most of the time (46%) compared with the average of all other ethnic groups (45%).

**Figure 12.2 Proportion satisfied with current job all or most of the time, by selected individual and demographic subgroups, 2023**



Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders (wave 2, 2023, n=10,411).

\*Indicates significant difference compared to overall.

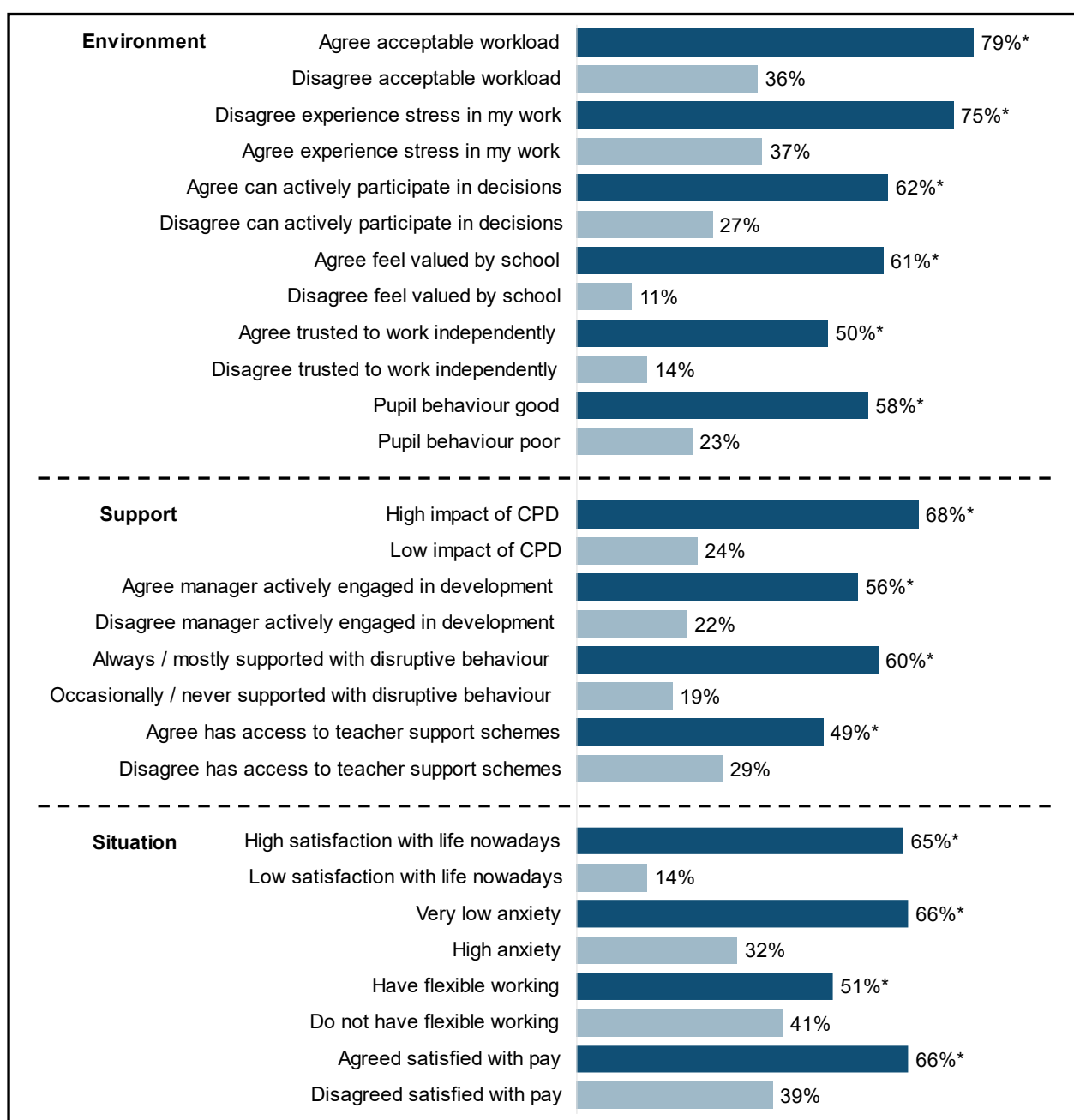
## Variation by environmental, support and situational factors

As in 2022, those who rated their work environment, their support, and their general life situation higher also rated their job satisfaction higher, indicating a strong inter-relationship between these factors. This is shown in Figure 12.3.

The greatest gap for teachers and leaders was in feeling that they were valued by their school. Six-in-ten (61%) of those who agreed they were valued by their schools reported feeling satisfied with their current job all or most of the time, whereas just 11% of those disagreeing with this statement were satisfied with their current job all or most of the time. Other notable gaps were seen in the following areas:

- Continued Professional Development (CPD): 68% of those reporting that the CPD they had undertaken in the previous 12 months had a high impact were satisfied with their job all or most of the time, compared with 24% of those reporting it had a low impact
- workload: 79% of those agreeing they had an acceptable workload were satisfied with their job all or most of the time compared with 36% of those disagreeing that their workload was acceptable
- life satisfaction: 83% of teachers and leaders that reported a very high score (9-10/10) for being satisfied with their life nowadays (65% high or very high – 7-10/10), compared with 14% who reported a low score (0-4/10) for the same measure
- behaviour: 60% of those reporting they were always or mostly supported to deal with disruptive pupil behaviour were satisfied with their job compared with just 19% of those that were occasionally or never supported

**Figure 12.3 Proportion satisfied with current job all or most of the time by environmental, support and situational factors, 2023**



Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders (wave 2, 2023, n=10,411).

\*Indicates significant difference compared with opposite statement.

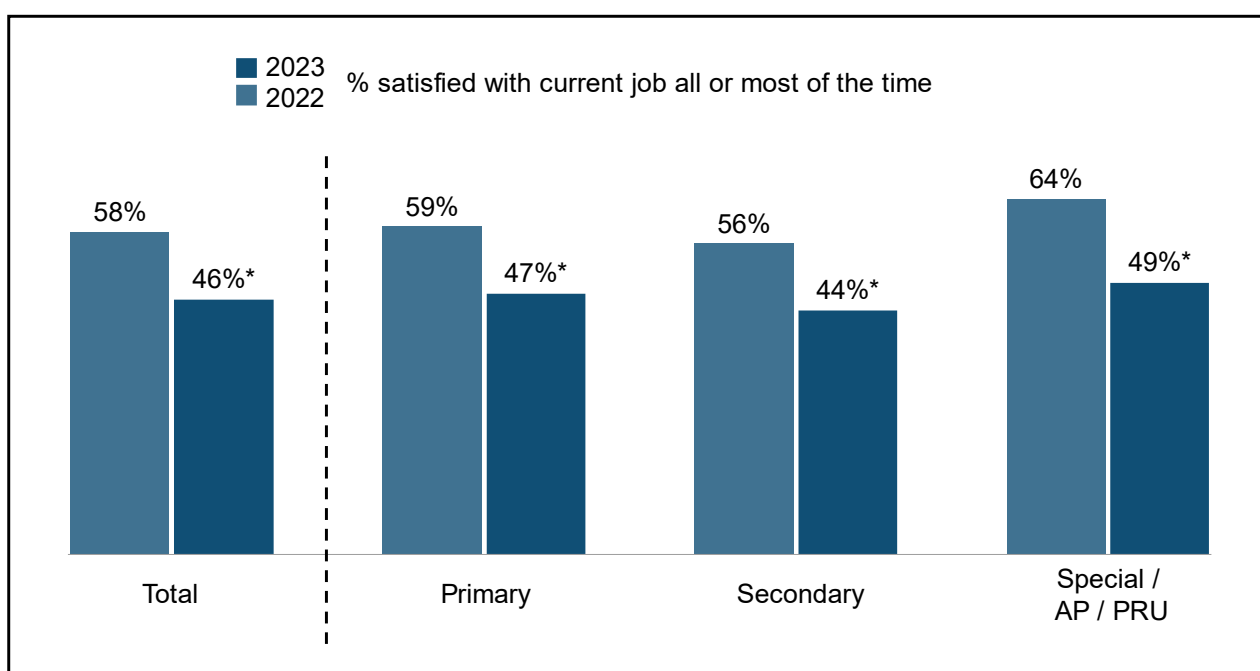
A similar, though less pronounced, trend can be seen when looking at enjoyment of classroom teaching. Again, those who felt valued by their school was where the difference was most notable, with 85% of those who felt valued by their school saying they enjoy classroom teaching compared with 65% of those who felt they were not valued.

## Variation by key subgroups across survey years

Although relatively large falls between 2022 and 2023 were evident at these statements (satisfaction with current job and enjoyment of classroom teaching), the extent of the decrease varied by key subgroups.

In terms of phase, the most marked decrease was among those who worked in special schools, PRUs or other alternative provision (Figure 12.4). In these schools, those reporting they were satisfied all or most of the time decreased from 64% in 2022 to 49% in 2023 – a fall of 15 percentage points.

**Figure 12.4 Proportion satisfied with current job all or most of the time, by phase, 2022-2023**



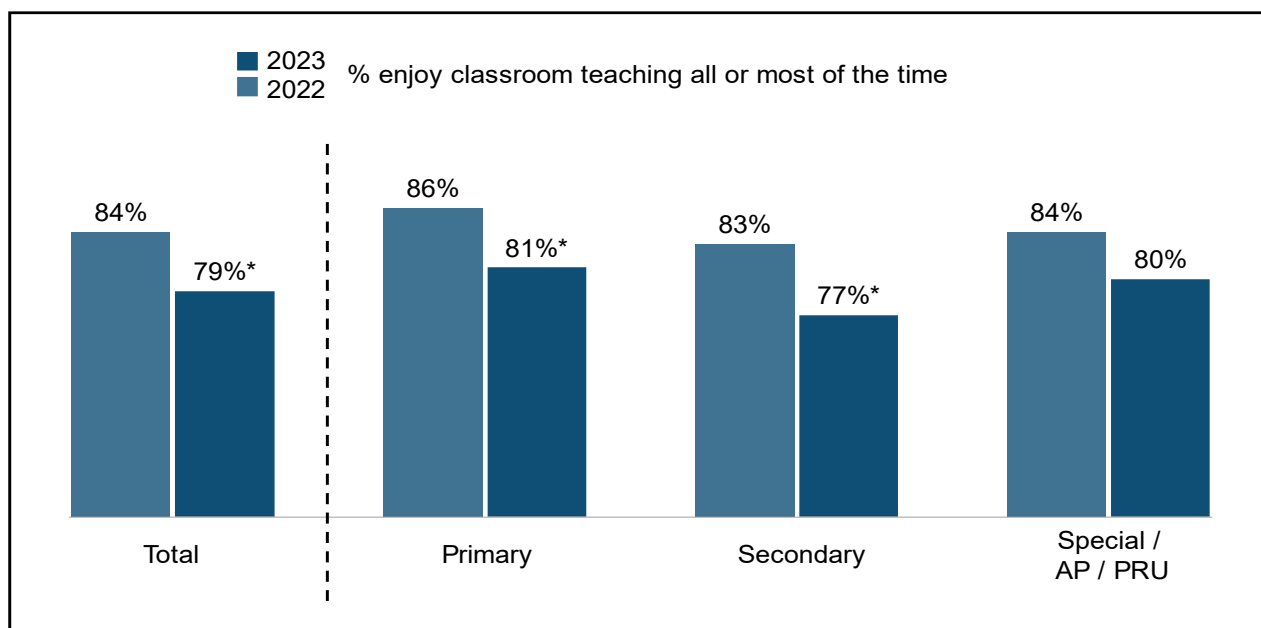
Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411); primary (wave 1, 2022, n=5,770) (wave 2, 2023, n=5,240); secondary (wave 1, 2022, n=4,859) (wave 2, 2023, n=4,691); special / PRU / AP (wave 1, 2022, n=548) (wave 2, 2023, n=480).

\*Indicates significant difference compared to 2022 survey.

In terms of enjoyment of classroom teaching, the drops in those who reported enjoying classroom teaching all or most the time were more even across phase (Figure 12.5).



**Figure 12.5 Enjoyment of classroom teaching, by phase, 2022-2023**



Source: Working lives of teachers and leaders survey. M1\_2. To what extent would you say that you enjoy classroom teaching? Single response. All with teaching responsibility (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620); primary (wave 1, 2022, n=5,150) (wave 2, 2023, n=4,747); secondary (wave 1, 2022, n=4,630) (wave 2, 2023, n=4,465); special / PRU / AP (wave 1, 2022, n=464) (wave 2, 2023, n=408).

\*Indicates significant difference compared to 2022 survey.

Looking at other school-based factors (Table 12.1), the largest drops in those agreeing that they were satisfied with their jobs all or most of the time were among the following groups:

- schools with the second highest proportion of pupils in receipt of FSM (quintile 4) (a 15 percentage point fall, from 57% to 42%), although job satisfaction for those in schools with the highest proportion of pupils receiving FSM had only fallen by 10 percentage points (from 58% to 48%)
- local authority-maintained schools, falling 13 percentage points (from 59% to 46%)
- schools with a requires improvement Ofsted rating (falling by 17 percentage points between years from 55% to 38%, compared with a fall of 12 percentage points on average)

In terms of enjoyment of classroom teaching, teachers and leaders with the biggest decreases between 2022 and 2023 were more commonly found in certain school types:

- schools in the two highest quintiles of pupils receiving FSM (falling by 6 percentage points if quintile 4, from 84% to 78%, and 8 percentage points, from 85% to 77%, if quintile 5)
- academies (falling by 6 percentage points, from 84% to 78%)

**Table 12.1 The proportion satisfied with current job and who reported enjoying classroom teaching all or most of the time, by selected school-based subgroups, 2022-2023**

	Satisfied with current job: base (n)	Satisfied with current job: %	Satisfied with current job: base (n)	Satisfied with current job: %	Percentage point difference between years	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Percentage point difference between years
	2022	2022	2023	2023		2022	2022	2023	2023	
<b>All</b>	11,177	58%	10,411	46%	-12pp*	10,244	84%	9,620	79%	-5pp*
<b>Ofsted rating</b>	<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>		<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	
Outstanding	1,827	60%	1,613	48%	-12pp*	1,682	87%	1,487	83%	-4pp*
Good	6,799	58%	6,778	46%	-12pp*	6,182	84%	6,237	79%	-5pp*
Requires improvement	934	55%	852	38%	-17pp*	870	83%	802	78%	-5pp*
Inadequate	119	42%	183	36%	-8pp	115	71%	174	69%	-2pp
<b>School % of FSM</b>	<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>		<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	
Quintile 1	2,179	61%	1,934	49%	-12pp*	2,034	86%	1,795	83%	-3pp*
Quintile 2	2,514	58%	2,295	46%	-12pp*	2,336	85%	2,150	81%	-4pp*
Quintile 3	2,406	55%	2,165	44%	-11pp*	2,235	83%	2,013	79%	-4pp*
Quintile 4	2,254	57%	2,118	42%	-15pp*	2,044	84%	1,947	78%	-6pp*

	Satisfied with current job: base (n)	Satisfied with current job: %	Satisfied with current job: base (n)	Satisfied with current job: %	Percentage point difference between years	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Percentage point difference between years
Quintile 5	1,800	58%	1,655	48%	-10pp*	1,574	85%	1,490	77%	-8pp*
<b>School type</b>	<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>		<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	
Local authority-maintained	5,053	59%	4,264	46%*	-13pp*	4,565	84%	3,891	81%	-3pp*
Academy	5,669	57%	5,439	45%*	-12pp*	5,243	84%	5,060	78%	-6pp*

Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). M1\_2. To what extent would you say that you enjoy classroom teaching? Single response. All with teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620). \*Indicates significant difference compared to 2022 survey.

As shown in Table 12.2 below, the scale of change in views on satisfaction with job and enjoyment of classroom teaching varied by individual and professional characteristics. In terms of those satisfied with their current job all or most of the time, the following groups saw the largest drops between 2022 and 2023:

- teachers, among whom satisfaction fell by 13 percentage points (56% to 43%) – this was starker for second year ECTs, among whom satisfaction fell by 15 percentage points (from 59% to 44%)
- those aged 35-44 (falling by 14 percentage points, from 58% to 44%)
- those from an Asian or Asian British ethnic group (falling by 16 percentage points, from 62% to 46%)
- those from a mixed or multiple ethnic group (falling by 15 percentage points, from 57% to 42%)

The subgroups with the most marked decreases in those who said they enjoyed classroom teaching all or most of the time, though less pronounced than when looking at job satisfaction, were:

- ECTs, with a fall of 8 percentage points (85% to 77%), growing to 10 percentage points for first year ECTs (from 86% to 76%)
- those aged 45- 54, with a fall of 6 percentage points (from 84% to 78%);
- those aged under 35, with a fall of 5 percentage points (from 85% to 80%);
- female teachers and leaders, with a fall of 5 percentage points (from 85% to 80%)
- those from a mixed or multiple ethnic group, with a fall from 88% to 81% (a 7 percentage point decrease)

A full breakdown of job satisfaction and enjoyment of classroom teaching by job role, age, gender and ethnicity over time can be seen in Table 12.2.

**Table 12.2 The proportion satisfied with current job and who reported enjoying classroom teaching all or most of the time, by selected individual and demographic subgroups, 2022-2023**

	Satisfied with current job: base (n)	Satisfied with current job: %	Satisfied with current job: base (n)	Satisfied with current job: %	Percentage point difference between years	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Percentage point difference between years
	2022	2022	2023	2023		2022	2022	2023	2023	
<b>All</b>	11,177	58%	10,411	46%	-12pp*	10,244	84%	9,620	79%	-5pp*
<b>Job role</b>	2022	2022	2023	2023		2022	2022	2023	2023	
<b>Leaders</b>	1,857	70%	1,637	59%	-11pp*	1,142	87%	1,025	83%	-4pp*
Headteachers	771	66%	677	58%	-8pp*	272	87%	242	83%	-4pp
Deputy/assistant headteachers	1,086	71%	960	60%	-11pp*	870	87%	783	83%	-4pp*
<b>Teachers</b>	9,094	56%	8,557	43%	-13pp*	8,956	84%	8,520	79%	-5pp*
Leading practitioners	356	66%	292	55%	-11pp*	322	87%	261	84%	-3pp
Classroom teachers	7,227	55%	5,946	43%	-12pp*	7,139	84%	5,946	79%	-5pp*
<b>Summary: ECTs</b>	1,429	60%	2,240	46%	-14pp*	1,422	85%	2,240	77%	-8pp*
2 <sup>nd</sup> year ECTs	1,218	59%	1,121	44%	-15pp*	1,212	84%	1,121	78%	-6pp*
1 <sup>st</sup> year ECTs	211	61%	1,119	49%	-12pp*	210	86%	1,119	76%	-10pp*

	Satisfied with current job: base (n)	Satisfied with current job: %	Satisfied with current job: base (n)	Satisfied with current job: %	Percentage point difference between years	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Percentage point difference between years
<b>Age</b>	<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>		<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	
Under 35	4,364	56%	3,938	43%	-13pp*	4,273	85%	3,884	80%	-5pp*
35-44	3,132	58%	2,688	44%	-14pp*	2,850	83%	2,471	79%	-4pp*
45-54	2,808	59%	2,471	47%	-12pp*	2,399	84%	2,126	78%	-6pp*
55 and over	834	64%	926	53%	-11pp*	687	87%	771	83%	-4pp*
<b>Gender</b>	<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>		<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	
Female	8,361	59%	7,756	46%	-13pp*	7,694	85%	7,217	80%	-5pp*
Male	2,691	56%	2,487	43%	-13pp*	2,438	82%	2,235	79%	-3pp*
<b>Ethnicity<sup>70</sup></b>	<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>		<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2023</b>	
Asian or Asian British	404	62%	430	46%	-16pp*	390	86%	406	82%	-4pp
Black, black British, Caribbean or African	190	50%	204	47%	-3pp	177	86%	193	78%	-8pp*

<sup>70</sup> The findings for 'other ethnic group' in 2022, and therefore comparison between 2022 and 2023, are not presented here due to low base sizes: satisfied with current job 2022 (47); enjoyment of classroom teaching 2022 (43).

	Satisfied with current job: base (n)	Satisfied with current job: %	Satisfied with current job: base (n)	Satisfied with current job: %	Percentage point difference between years	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Enjoy classroom teaching: base (n)	Enjoy classroom teaching: %	Percentage point difference between years
Mixed or multiple ethnic group	241	57%	146	42%	-15pp*	230	88%	141	81%	-7pp
White	10,129	58%	8,452	46%	-12pp*	9,256	84%	7,847	80%	-4pp*
Other ethnic group	-	-	62	43%	-	-	-	60	75%	-

Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). M1\_2. To what extent would you say that you enjoy classroom teaching? Single response. All with teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620). \*Indicates significant difference compared to 2022 survey.

## Views on school

Teachers and leaders were typically less positive about school accountability, inspection regimes, feeling that their views were valued by policymakers and feeling recognised and rewarded for high performance in 2023 compared with 2022, as shown in Table 12.3. The largest decrease between years was in agreement that the school recognises and rewards high performance from the teaching and leadership staff, with 34% agreeing that their school did, compared with 39% in 2022. Teachers and leaders were also less likely to agree in 2023 with the following:

- the school inspection regime provides a fair assessment of school performance (15% agreed vs. 18% in 2022). Around two-in-five (41%) strongly disagreed (up from 33% in 2022)
- school accountability measures provide important information about school performance (26% agreed, vs. 28% in 2022). Around one-in-five (22%) strongly disagreed (up from 20% in 2022)
- teachers' views are valued by policymakers (4% agreed, vs. 6% in 2022). Around seven-in-ten (72%) strongly disagreed (up from 64% in 2022)

Agreement that teachers and leaders felt valued by their school did, however, remain consistent, with two-in-three (65%) agreeing in both 2022 and 2023.

**Table 12.3 Teachers and leaders' views on being valued and recognised by their school and policymakers, 2022-2023**

	Disagree	Agree	Disagree	Agree
	2022	2022	2023	2023
I feel valued by my school	21%	65%	21%	65%
My school recognises and rewards high performance from the teaching / leadership staff	31%	39%	35%*	34%*
School accountability measures provide important information about school performance	49%	28%	52%*	26%*
The school inspection regime provides a fair assessment of school performance	63%	18%	71%*	15%*
Teachers' views are valued by policymakers, e.g. the government	85%	6%	90%*	4%*

Source: Working lives of teachers and leaders survey. E1\_1. Agreement that 'I feel valued by my school'.

Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). Q1\_4. Agreement that 'my school recognises and rewards high performance from the teaching / leadership staff'.

Single response. All teachers and leaders (module 2) (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462).

E4\_1-3. Agreement that 'school accountability measures provide important information about school performance'; 'The school inspection regime provides a fair assessment of school performance'; 'Teachers' views are valued by policymakers'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Variation by school-based characteristics

There were notable differences in views by school-based characteristics. Those working in primary or special schools, PRUs or other alternative provision were more likely than their counterparts in secondary schools to agree they felt valued by their school (69% and 67% respectively, compared with 61%). Conversely, secondary teachers and leaders were more likely to agree that accountability measures provide important information than those working in primary or special schools, PRUs or other alternative provision (30% compared with 24% and 21% respectively). Teachers and leaders working in special schools, PRUs or other alternative provision were more likely than those in primary and secondary schools to agree that school inspection regimes provide a fair assessment of performance (21% compared with 13% and 15% respectively).



Teachers and leaders were more likely to agree they felt valued by their schools if they were in local authority-maintained schools (69% agreed they were vs. 62% in academies) (Table 12.4). They were also more likely to agree they felt valued by their school if they worked in schools with a low proportion of pupils receiving FSM (vs. those in schools with a high proportion receiving FSM) or worked in small schools in terms of pupil size (vs. larger schools). For example, seven-in-ten (70%) of those in schools with the lowest proportion of pupils receiving FSM (quintile 1) agreed that they felt valued by their school, compared with only 63% in schools with the highest proportion of FSM (quintile 5). Similarly, 74% in the schools with the smallest number of pupils (quintile 1) felt valued compared with 61% in schools with the highest proportion (quintile 5).

Similar patterns were observed by FSM and school size by agreement that school accountability measures provide important information about school performance. However, those in academies were more likely to agree with this than those in local authority-maintained schools (28% vs. 24%).

As shown in Table 12.4, findings were relatively consistent across school-based factors in terms of feeling the following: their school recognises and rewards high performance from the teaching or leadership staff; the school inspection regime provides a fair assessment of school performance; and teachers' views are valued by policymakers.

**Table 12.4 Teachers and leaders' agreement with being valued and recognised by their school and policymakers, by selected school-based subgroups, 2023**

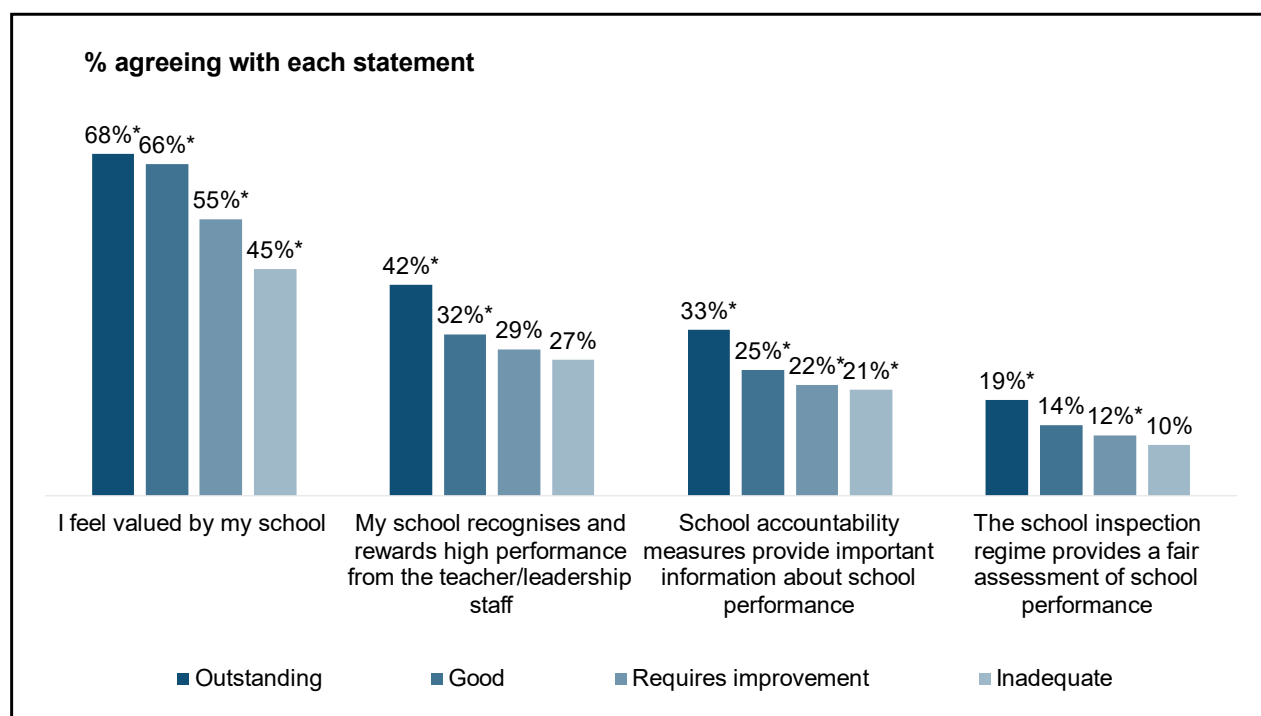
	I feel valued by my school	My school recognises and rewards high performance from the teaching / leadership staff	School accountability measures provide important information about school performance	The school inspection regime provides a fair assessment of school performance	Teachers' views are valued by policymakers, e.g. the government
<b>All</b>	<b>65%</b>	<b>34%</b>	<b>26%</b>	<b>15%</b>	<b>4%</b>
<b>School % of FSM</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Quintile 1	70%*	39%*	29%*	14%	4%
Quintile 2	66%*	33%	25%	14%	3%
Quintile 3	62%*	30%	26%	13%	3%
Quintile 4	62%*	35%	27%	17%*	5%*
Quintile 5	63%	33%	24%	16%	5%
<b>School size</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Quintile 1	74%*	40%	22%*	16%	5%
Quintile 2	71%*	39%	22%*	13%	3%
Quintile 3	68%*	32%	22%*	14%	4%
Quintile 4	68%*	33%	24%*	14%	5%
Quintile 5	61%*	32%	30%*	15%	4%
<b>School type</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Local authority-maintained	69%*	36%	24%*	14%	4%
Academy	62%*	33%	28%*	15%	4%

Source: Working lives of teachers and leaders survey. E1\_1. Agreement that 'I feel valued by my school'.

Single response. All teachers and leaders (wave 2, 2023, n=10,411). Q1\_4. Agreement that 'my school recognises and rewards high performance from the teaching / leadership staff'. Single response. All teachers and leaders in module 2 (wave 2, 2023, n=2,462). E4\_1-3. Agreement that 'school accountability measures provide important information about school performance'; 'The school inspection regime provides a fair assessment of school performance'; 'teachers' views are valued by policymakers'. Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

Those in schools with higher Ofsted ratings were more likely to agree that they felt valued and recognised by schools and policymakers than those working in schools with lower Ofsted ratings, as shown in Figure 12.6 below. This was most marked when looking at whether teachers and leaders agreed they felt valued by their school. Around seven-in-ten (68%) of those working in schools with an outstanding Ofsted rating felt valued, whereas fewer than half (45%) of those in schools with an inadequate rating felt the same way. There was no clear trend when looking at whether teachers' views were valued by policymakers.

**Figure 12.6 Teachers and leaders' views on being valued and recognised by their school and policymakers, by school Ofsted rating, 2023**



Source: Working lives of teachers and leaders survey. E1\_1. Agreement that 'I feel valued by my school'. Single response. All teachers and leaders (wave 2, 2023; n=10,411); outstanding (wave 2, 2023, n=1,613); good (wave 2, 2023, n=6,778); requires improvement (wave 2, 2023, n=852); inadequate (wave 2, 2023, n=183). Q1\_4. Agreement that 'my school recognises and rewards high performance from the teaching / leadership staff'. Single response. All teachers and leaders in module 2 (wave 2, 2023; n=2,462); outstanding (wave 2, 2023, n=411); good (wave 2, 2023, n=1,581); requires improvement (wave 2, 2023, n=190); inadequate (wave 2, 2023, n=57). E4\_1-3. Agreement that 'School accountability measures provide important information about school performance'; 'The school inspection regime provides a fair assessment of school performance'; 'Teachers' views are valued by policymakers'. Single response. All teachers and leaders (wave 2, 2023; n=10,411); outstanding (wave 2, 2023, n=1,613); good (wave 2, 2023, n=6,778); requires improvement (wave 2, 2023, n=852); inadequate (wave 2, 2023, n=183). \*Indicates significant difference compared to overall.

## Variation by teacher and leader characteristics

Turning to individual and professional characteristics, leaders were more likely than teachers in 2023 to agree they were valued by their school (86% vs. 61%), that their school recognises and rewards high performance (59% vs. 29%) and that school accountability measures provide important information about performance (29% vs. 26%).

Headteachers were notably more likely than any other group to agree that their school recognises and values high performance (70%). In comparison, second year ECTs were the least likely to agree (28%). ECTs were, however, more likely than other groups to agree that their views are valued by policymakers (8%). This was particularly true of first year ECTs (9%).

Teachers and leaders under the age of 35 were least likely to agree they felt valued by their school (62% vs. average of 65%). However, they were most likely to agree that accountability measures provide important information on school performance (28% compared with an average of 26%).

Male teachers and leaders were more likely than their female peers to agree that they felt valued by their school (68% vs. 64%) and that their school recognises and rewards high performance (38% vs. 32%).

There were some notable differences when looking at agreement by ethnicity. Those from an Asian or Asian British ethnic group and a black, black British, Caribbean or African ethnic group were more likely than teachers and leaders from a white ethnic group to agree with the following statements:

- school accountability measures provide important information about school performance (both 45% vs. 25%)
- the school inspection regime provides a fair assessment of school performance (29% and 33% respectively, compared with 13%)
- teachers' views are valued by policymakers, e.g. the government (11% and 13% respectively, compared with 3%)

However, those from a white ethnic group were more likely to agree they felt valued by their school (66% vs. 57% of those from a black, black British, Caribbean or African ethnic group and 55% of those from an Asian or Asian British ethnic group).

A full breakdown of agreement with statements on being valued and recognised, by job role, age, gender and ethnicity, can be found in Table 12.5.

**Table 12.5 The proportion agreeing with statements on being valued and recognised by their school and policymakers, by selected subgroups, 2023**

% agreeing with each statement	I feel valued by my school	My school recognises and rewards high performance from the teaching / leadership staff	School accountability measures provide important information about school performance	The school inspection regime provides a fair assessment of school performance	Teachers' views are valued by policymakers, e.g. the government
<b>Total</b>	<b>65%</b>	<b>34%</b>	<b>26%</b>	<b>15%</b>	<b>4%</b>
<b>Job role</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Leaders</b>	<b>86%*</b>	<b>59%*</b>	<b>29%*</b>	<b>15%</b>	<b>3%</b>
Headteachers	89%*	70%*	24%	15%	4%
Deputy/assistant headteachers	85%*	54%*	32%*	15%	3%
<b>Teachers</b>	<b>61%*</b>	<b>29%*</b>	<b>26%*</b>	<b>15%</b>	<b>4%</b>
Leading practitioners	71%	34%	26%	20%	3%
Classroom teachers	62%*	29%*	25%*	13%*	3%*
<b>Summary: ECTs</b>	<b>60%*</b>	<b>33%</b>	<b>32%*</b>	<b>19%*</b>	<b>8%*</b>
2 <sup>nd</sup> year ECTs	59%*	28%	30%*	18%*	7%*
1 <sup>st</sup> year ECTs	61%*	37%	33%*	20%*	9%*
<b>Age</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Under 35	62%*	34%	28%*	16%*	5%*
35-44	66%	32%	25%	15%	4%

% agreeing with each statement	I feel valued by my school	My school recognises and rewards high performance from the teaching / leadership staff	School accountability measures provide important information about school performance	The school inspection regime provides a fair assessment of school performance	Teachers' views are valued by policymakers, e.g. the government
45-54	67%	34%	25%	13%*	3%*
55 and over	68%	39%	25%	14%	4%
<b>Gender</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Female	64%*	32%*	26%	15%	4%
Male	68%*	38%*	27%	15%	4%
<b>Ethnicity</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Asian or Asian British	55%*	35%	45%*	29%*	11%*
Black, black British, Caribbean or African	57%*	41%	45%*	33%*	13%*
Mixed or multiple ethnic group	62%	38%	34%	14%	5%
White	66%*	33%	25%*	13%*	3%*
Other ethnic group	63%	31%	19%	11%	8%

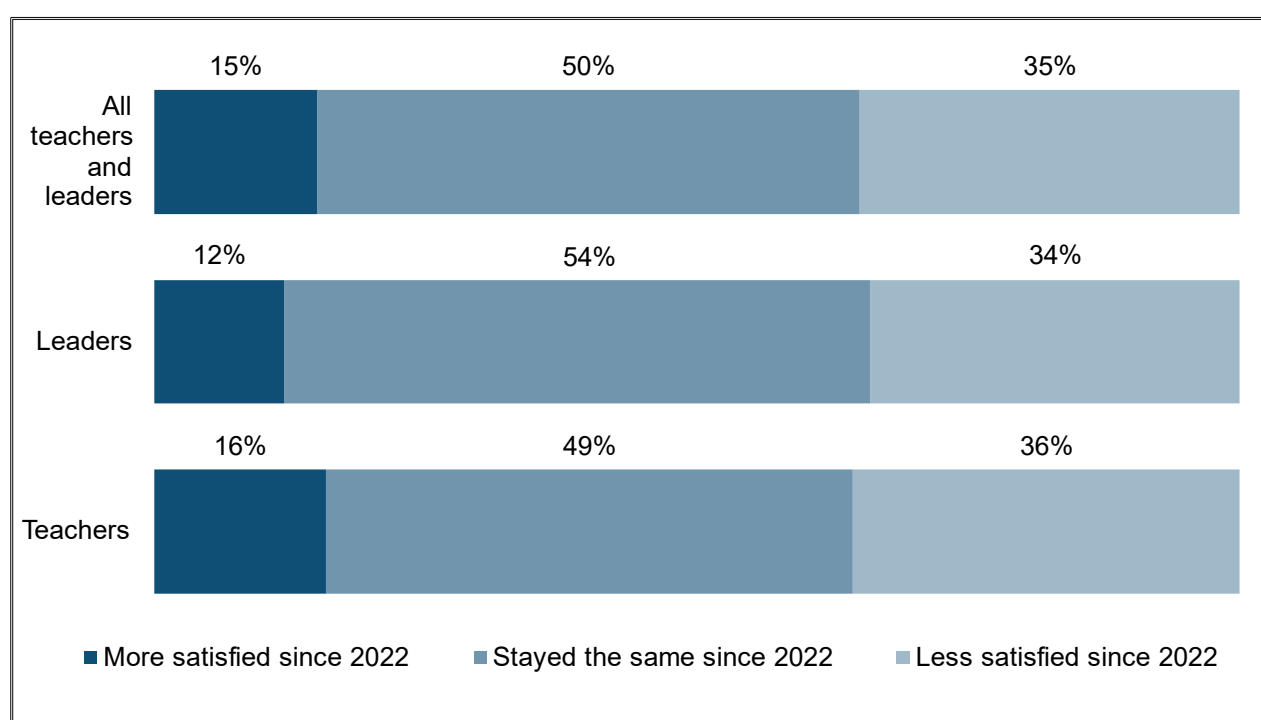
Source: Working lives of teachers and leaders survey. E1\_1. Agreement that 'I feel valued by my school'. Single response. All teachers and leaders (wave 2, 2023, n=10,411). Q1\_4. Agreement that 'my school recognises and rewards high performance from the teaching / leadership staff'. Single response. All teachers and leaders in module 2 (wave 2, 2023, n=2,462). E4\_1-3. Agreement that 'School accountability measures provide important information about school performance'; 'The school inspection regime provides a fair assessment of school performance'; 'Teachers' views are valued by policymakers'. Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates a significant difference compared to total figure for each column.

## Changes in panellists' views on satisfaction over time

Consistent with overall levels of satisfaction falling for all teachers and leaders, more of those who took part in both the 2022 and 2023 surveys were less satisfied with their job in 2023 than were more satisfied.

Around a third (35%) of teachers and leaders who completed the survey in both 2022 and 2023 felt less satisfied with their current job in 2023. Exactly half (50%) indicated the same level of job satisfaction, while around one-in-six (15%) were more satisfied (Figure 12.7).

**Figure 12.7 Panellists' change in career satisfaction, by condensed job role, 2022-2023 <sup>71</sup>**



Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577); leaders (wave 2, 2023, n=1,163); teachers (wave 2, 2023, n=5,242).

The proportions of panellists less satisfied with their job in 2023 were relatively consistent across most subgroups of teachers and leaders. An exception to this was teachers and leaders aged 35 and under, who were most likely to be less satisfied with their job in 2023 (38% vs. the average of 35%).

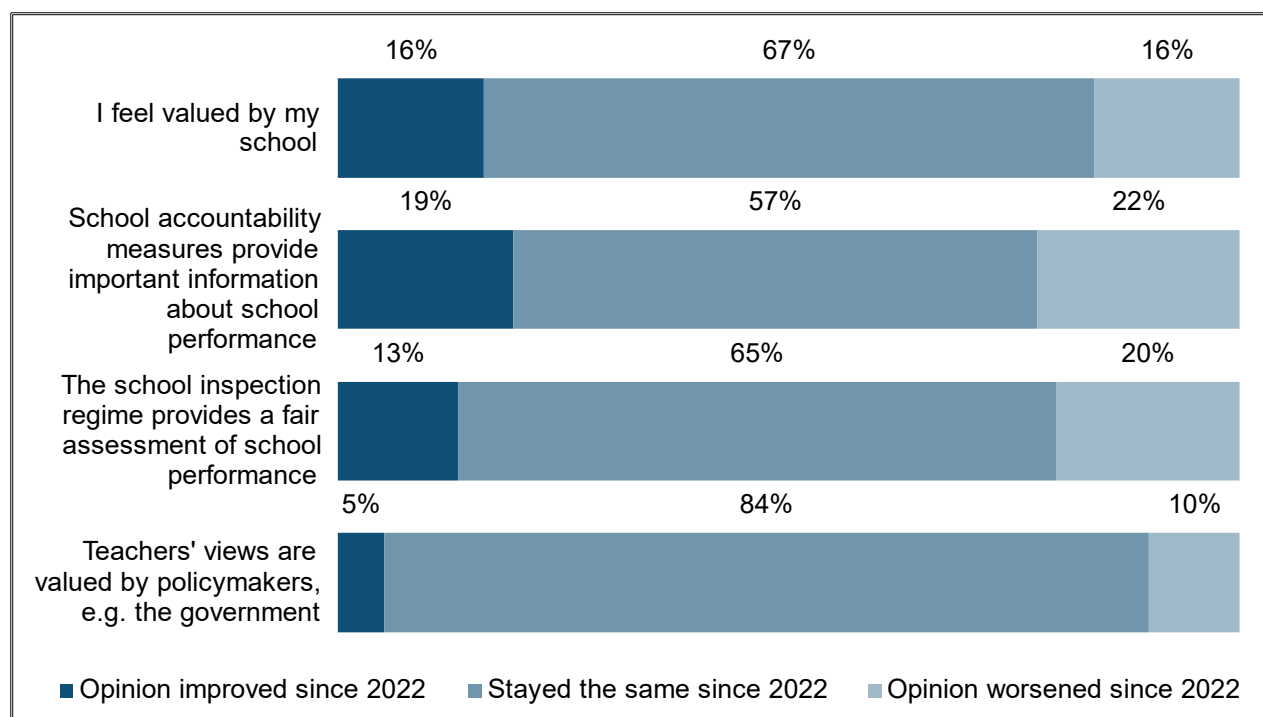
<sup>71</sup> This shows the proportion of panellists whose views around career satisfaction changed from positive (satisfied all or most of the time) to neutral (satisfied some of the time) or negative (satisfied on occasion/rarely or not at all) ('less satisfied'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('more satisfied'), between the 2022 and 2023 surveys.

On the other hand, teachers and leaders in their first year in their school were most likely to be more satisfied with their job compared with 2022 (38% compared with the average of 15%).

Among teachers and leaders who completed the survey in both 2022 and 2023, perceptions around feeling valued by their school improved year-on-year for around one-in-six (16%). The same proportion of panellists, however, saw their perception worsen (16%). For two-thirds (67%), there was no change.

The difference between the proportions of panellists having more and less positive views was generally less marked for the statements about being valued and recognised by their school and policymakers (Figure 12.8). The exception to this was that the proportion who were more negative about the school inspection regime providing a fair assessment of school performance was greater than the proportion who were more positive (20%, compared with 13% who had become more positive). Less marked was the fact that one-in-ten (10%) held a more negative opinion on whether teachers' views are valued by policymakers in 2023 than 2022, compared with 5% who had a more positive view.

**Figure 12.8 Panellists' change in views on being valued and recognised by their school and policymakers, 2022-2023**



Source: Working lives of teachers and leaders survey. E1\_1. Agreement that 'I feel valued by my school'.

Single response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577).

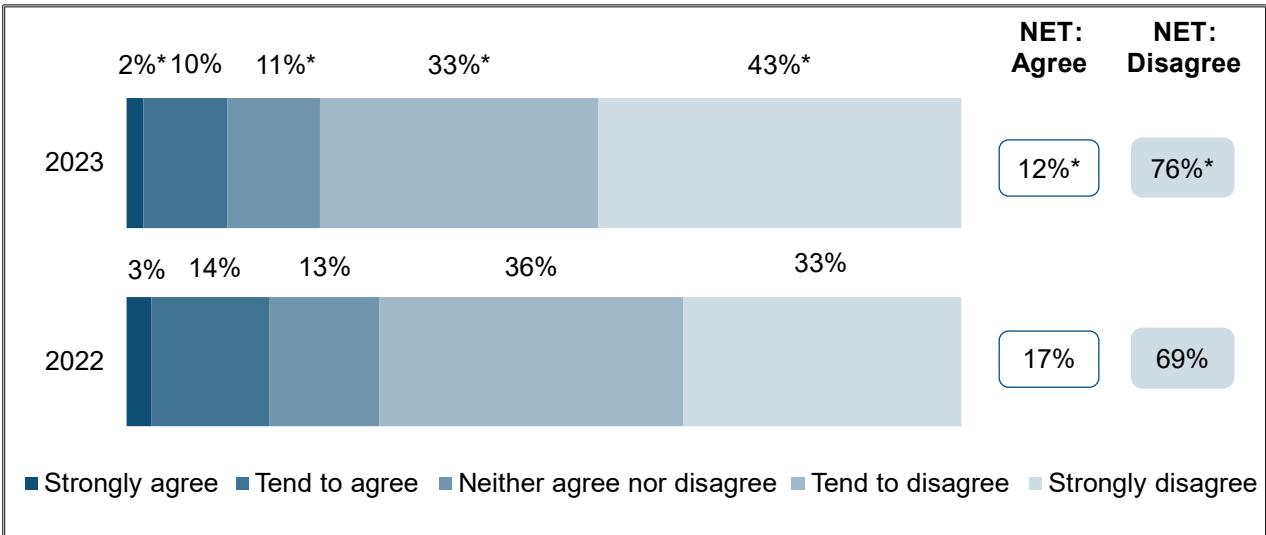
E4\_1-3. Agreement that 'School accountability measures provide important information about school performance'; 'The school inspection regime provides a fair assessment of school performance'; 'Teachers' views are valued by policymakers'. Single response. All teachers and leaders taking part in wave 1 and wave 2 (wave 2, 2023, n=6,577).



## Public perceptions

The majority (76%) of teachers and leaders disagreed that the teaching profession was valued by society. This is a larger proportion than in 2022, when 69% disagreed with this statement (Figure 12.9). It is notable that the proportion strongly disagreeing also increased, from 33% to 43%.

**Figure 12.9 Views on whether the teaching profession is valued by society, 2022-2023**



Source: Working lives of teachers and leaders survey. Q1\_7. To what extent do you agree or disagree with the following statements about your school? 'I think the teaching profession is valued by society'. Single response. All teachers and leaders in module 2 (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462).

\*Indicates significant difference compared to 2022 survey.

## Variation by school-based characteristics

Teachers and leaders working in special schools, PRUs or other alternative provision were less likely to disagree (66%) that the teaching profession is valued by society compared with their counterparts working in primary and secondary schools (both 76%).

Compared with 2022, both primary (70% in 2022 vs. 76% in 2023) and secondary teachers (69% vs. 76%) saw a notable increase in the proportion disagreeing (Table 12.6). The proportion of teachers disagreeing in special schools, PRUs or other alternative provision remained consistent.

**Table 12.6 The proportion disagreeing that the teaching profession is valued by society, by phase, 2022-2023**

	Primary	Primary	Secondary	Secondary	Special / PRU / AP	Special / PRU / AP
	2022	2023	2022	2023	2022	2023
I think the teaching profession is valued by society	70%	76%*	69%	76%*	60%	66%

Source: Working lives of teachers and leaders survey. Q1\_7. To what extent do you agree or disagree with the following statements about your school? I think the teaching profession is valued by society. Single response. All teachers and leaders in module 2, primary (wave 1, 2022, n=1,750) (wave 2, 2023, n=1,196); secondary (wave 1, 2022, n=1,576) (wave 2, 2023, n=1,157); special / PRU / AP (wave 1, 2022, n=168) (wave 2, 2023, n=109). \*Indicates significant difference compared to 2022 survey.

In terms of other school-based characteristics, the increase in levels of disagreement was most notable among teachers and leaders working in schools with the second highest proportion of pupils in receipt of FSM (quintile 4) (78% in 2023 compared with 69% in 2022). Other notable increases in disagreement were among the following:

- those working in schools with the lowest proportion of pupils in receipt of FSM (quintile 1) (78% vs. 71% in 2022)
- those working in academies (77% vs. 70%)
- those working in schools with an outstanding Ofsted rating (74% vs. 67%)

### Variation by teacher and leader characteristics

While there was little variation in disagreement with the statement according to job role, leaders were more likely to agree that the profession is valued by society than teachers (17% vs. 12%). Breaking down job role further, leading practitioners (32%), headteachers (21%) and ECTs (18%) were all more likely than average (12%) to agree, whereas classroom teachers that were not ECTs were less likely (11%).

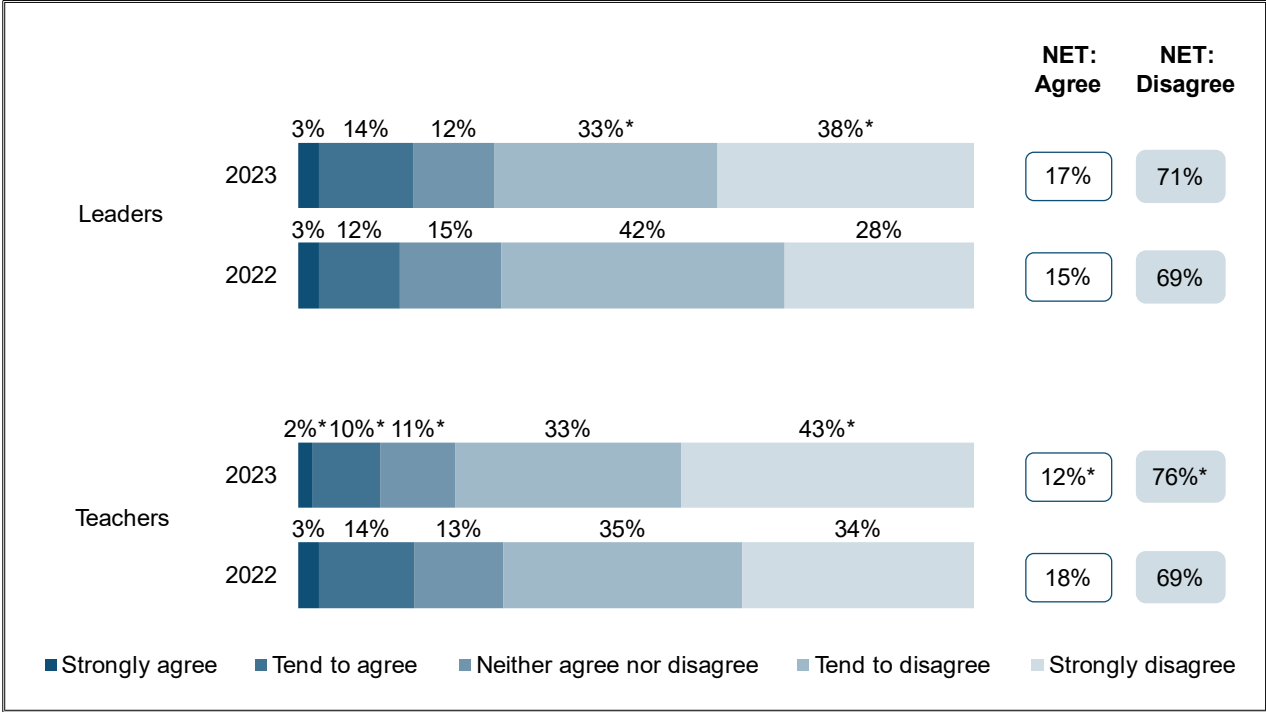
Also more likely to agree were the following groups:

- older teachers and leaders (aged 55 or older) (18%)
- male teachers and leaders (17%, vs. 11% of female teachers)
- those from an ethnic minority group (this excludes white minorities) (32%)

Compared with 2022, the proportion of teachers agreeing decreased (12% compared with 18% in 2022), whereas the proportion of leaders agreeing remained consistent (17%

compared with 15%) (Figure 12.10). However, the proportion strongly disagreeing increased among both teachers (43% vs. 34%) and leaders (38% vs. 28% in 2022).

**Figure 12.10 Views on whether the teaching profession is valued by society, 2022-2023**



Source: Working lives of teachers and leaders survey. Q1\_7. To what extent do you agree or disagree with the following statements about your school? I think the teaching profession is valued by society. Single response. All teachers and leaders in module 2 (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462); leaders (wave 1, 2022, n=488) (wave 2, 2023, n=258); teachers (wave 1, 2022, n=2,930) (wave 2, 2023, n=2,154).  
\*Indicates significant difference compared to 2022 survey.

More junior members of the profession saw levels of agreement decrease compared with 2022. Classroom teachers who were not ECTs (16% in 2022 vs. 11% in 2023) and ECTs (18% vs. 26%) both saw notable decreases in the proportion agreeing the profession is valued by society. More senior staff members’ (headteachers, deputy and assistant headteachers and leading practitioners) levels of agreement remained consistent with 2022.

Levels of disagreement with the statement that the teaching profession is valued by society increased across all demographic subgroups, with the most notable increase being among teachers and leaders aged 35 and under, where disagreement increased from 68% in 2022 to 79% in 2023.

### 13. Future plans, including intentions to leave<sup>72</sup>

This chapter considers the plans that teachers and leaders had for their careers in the coming year, including whether they intended to leave the English state school sector entirely, to seek promotion, to move schools, or to retire. It finishes by exploring perceptions about what teachers and leaders need to do in order to progress in their careers.

#### Consideration of leaving the English state school sector

Over one-third (36%) of teachers and leaders were considering leaving the English state school sector in the next 12 months, for reasons other than retirement (Table 13.1). This was higher than the 25% seen in 2022. A further 6% of teachers and leaders were considering retirement in this time, which was the same proportion as in 2022 (6%).

**Table 13.1 Those who reported that they were considering leaving the state sector and considering retirement in the next 12 months, by phase and role, 2023**

	All	Primary	Secondary	Special / PRU / AP	Leaders	Teachers
Leaving the English state school sector (excl. retirement): 2023	36%	33%*	39%*	35%	31%*	37%*
Leaving the English state school sector (excl. retirement): 2022	25%	23%*	28%*	20%*	21%*	26%*
Retirement: 2023	6%	5%*	7%	8%	11%*	5%*
Retirement: 2022	6%	5%	6%	8%*	9%*	5%

Source: Working lives of teachers and leaders survey. M2. In the next 12 months, are you considering any of the following? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023; n=10,411); primary (wave 1, 2022, n=5,770) (wave 2, 2023, n=5,240); secondary (wave 1, 2022, n=4,859) (wave 2, 2023, n=4,691); special / PRU / AP (wave 1, 2022, n=548) (wave 2, 2023, n=480); leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637); teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,557).

\*Indicates significant difference compared to overall.

<sup>72</sup> The wording of the relevant survey question is 'In the next 12 months, are you considering any of the following?'. Where the text refers to intentions to leave, move or seek promotion, this explicitly refers to those who reported *considering* one of these behaviours, and does not necessarily mean the respondent has made concrete plans to make this career change.

## Variation in the proportions considering leaving the English state school sector, by school type

Teachers and leaders in secondary schools were more likely to have been considering leaving the English state school sector for reasons other than retirement (39%) than counterparts in primary schools (33%) and special schools, PRUs or other alternative provision (35%). All these figures were considerably higher than in 2022 (when primary was 23%, secondary 28% and special schools, PRUs or other alternative provision 20%) (Table 13.2).

**Table 13.2 Those who reported that they were considering leaving the state sector and considering retirement in the next 12 months, by phase and role, 2023**

	All	Primary	Secondary	Special / PRU / AP	Leaders	Teachers
Leaving the English state school sector (excl. retirement)	<b>36%</b>	33%*	39%*	35%	31%*	37%*
Retirement	<b>6%</b>	5%*	7%	8%	11%*	5%*

Source: Working lives of teachers and leaders survey. M2. In the next 12 months, are you considering any of the following? Single response. All teachers and leaders (wave 2, 2023, n=10,411); primary (wave 2, 2023, n=5,240); secondary (wave 2, 2023, n=4,691); special / PRU / AP (wave 2, 2023, n=480); leaders (wave 2, 2023, n=1,637); teachers (wave 2, 2023, n=8,557). \*Indicates significant difference compared to overall.

This difference by phase was evident across the key stages, with teachers and leaders involved in teaching at later key stages typically more likely to consider leaving the English state school sector in the next 12 months for reasons other than retirement: teachers and leaders in key stages 3 (38%), 4 (39%) and 5 (38%) were all more likely to be considering leaving the sector in the next 12 months for reasons other than retirement than those in key stages 1 (32%) and 2 (34%). This matched the pattern seen in 2022, albeit with figures higher in 2023 than 2022.

## Variation in the proportions considering leaving the English state school sector, by teacher and leader characteristics

There was some variation by job category and by job role, with teachers more likely to be considering leaving the sector for reasons other than retirement in the next 12 months (37%) than leaders (31%). Additionally, considerations of leaving the sector for reasons other than retirement were highest among non-ECT classroom teachers (37%).

In contrast, headteachers (29%), first year ECTs (29%), and deputy and assistant headteachers (32%) were the least likely to have been considering leaving the sector for reasons other than retirement. These findings were broadly consistent with the variation across job roles seen in 2022. Other groups more likely to be considering leaving (outside of retirement) include the following:

- those working part-time (39% vs. 35% working full-time)
- those with a physical or mental health condition (43% vs. 33% of those without)
- those with ten years' or fewer tenure in their school (37%), compared to those with more than ten years' tenure (32%)
- those aged under 35 (38%) or 35-44 (39%) – in comparison, consideration of leaving the English state school sector for reasons other than retirement was low among those aged 55+ (22%)
- males (42% vs. 34% of females)
- those who rated pupil behaviour in their school as poor (49%) – by comparison, 29% of those who rated behaviour as good were considering leaving. Similarly, 51% of those who felt occasionally or never supported to deal with disruptive behaviour were considering leaving compared with 28% of those who felt always or mostly supported
- those teaching computer science or computing (52%), business studies (44%), and sciences (43%)
- those who were rarely satisfied or not at all satisfied with their current job (72%)

White teachers and leaders were also more likely to say that they were not considering leaving (56%), compared with those from ethnic minority groups (excluding white minorities) (55%).

While the proportion reporting considering leaving the state school sector across almost all subgroups (with only inadequate Ofsted rating not showing an increase between years), the largest increases were among those in schools rated requires improvement in their Ofsted rating (17 percentage point increase), and special schools, PRUs or other alternative provision (15 percentage point increase), as shown in Table 13.3. Additionally, while the percentage point change from 2022 to 2023 varied across free school meal (FSM) quintiles, those in schools in the second highest FSM quintile (quintile 4) also showed a larger than average percentage point difference (13 percentage points).

**Table 13.3 Change in proportion of teachers and leaders considering leaving the sector for reasons other than retirement between 2022 and 2023 by school type**

% considering leaving the sector for reasons other than retirement	2022 Base (n)	2022 %	2023 Base	2023 %	Percentage point difference between years
All	11,177	25%	10,411	36%	+11pp*
Phase	Base (n)	%	Base (n)	%	% Difference
Primary	5,770	23%	5,240	33%	+10pp*
Secondary	4,859	28%	4,691	39%	+11pp*
Special/PRUs/AP	548	20%	480	35%	+15pp*
Type	Base (n)	%	Base (n)	%	% Difference
Academy	5,669	26%	5,439	37%	+11pp*
Local authority-maintained	5,053	24%	4,264	34%	+10pp*
Ofsted rating	Base (n)	%	Base (n)	%	% Difference
Outstanding	1,827	25%	1,613	36%	+11pp*
Good	6,799	24%	6,778	35%	+11pp*
Requires improvement	934	26%	852	43%	+17pp*
Inadequate	119	33%	183	35%	+2pp
% Free school meals	Base (n)	%	Base (n)	%	% Difference
Quintile 1	2,179	26%	1,934	37%	+11pp*
Quintile 2	2,514	25%	2,295	35%	+10pp*
Quintile 3	2,406	28%	2,165	37%	+9pp*
Quintile 4	2,254	23%	2,118	36%	+13pp*
Quintile 5	1,800	23%	1,655	33%	+10pp*

Source: Working lives of teachers and leaders survey. M2\_4. In the next 12 months, are you considering any of the following... Leaving the state school sector (excluding retirement)? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

In terms of the individual characteristics of teachers and leaders, again there were certain subgroups where the proportion considering leaving for reasons other than retirement was particularly large. While the proportions of both teachers and leaders increased by a comparable amount (11 percentage points for teachers and 10 percentage points for leaders), within specific seniority levels there were larger increases than others. Most notably, the proportion of unqualified teachers who were considering leaving the sector for reasons other than retirement increased by 17 percentage points. Similarly, the proportion of second year ECTs increased by 16 percentage points between 2022 and

2023. This compares with, for example, first year ECTs, for whom the increase was just 6 percentage points between 2022 and 2023.

Similarly, the increase in the proportion of teachers and leaders considering leaving the sector (for reasons other than retirement) between 2022 and 2023 was generally more marked among teachers who had qualified more recently. Teachers and leaders who had been qualified for up to one year, for example, increased by 13 percentage points between 2022 and 2023, the proportion with 1-2 years of experience increased by 12 percentage points and those with 2-3 years increased by 14 percentage points. In contrast, the increase in proportion was smaller for those with 3- 5 years (10 percentage points), 5- 10 years (11 percentage points) or more than ten years (10 percentage points) since qualification. Similarly, the largest proportional increase from 2022 to 2023 in terms of tenure at the school was among those with less than 1 year tenure (18 percentage points).

Other differences include a larger increase for part-time staff (12 percentage points) than full-time staff (11 percentage points) and those who had returned to the profession since 2020/21 (17 percentage points).



**Table 13.4 Change in proportion of teachers and leaders considering leaving the sector for reasons other than retirement  
between 2022 and 2023  
by selected characteristics of teachers and leaders**

<b>% considering leaving the sector for reasons other than retirement</b>	<b>2022 Base (n)</b>	<b>2022 %</b>	<b>2023 Base</b>	<b>2023 %</b>	<b>Percentage point difference between years</b>
All	11,177	25%	10,411	36%	+11pp*
<b>Role</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Leader	1,857	21%	1,637	31%	+10pp*
Teacher	9,094	26%	8,557	37%	+11pp*
<b>Seniority</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Headteachers	771	22%	677	29%	+7pp*
Deputy/assistant headteachers	1,086	20%	960	32%	+12pp*
Leading practitioners	356	29%	292	38%	+9pp*
Classroom teachers, not ECT	7,227	26%	5,946	37%	+11pp*
2 <sup>nd</sup> year ECTs	1,218	22%	1,121	38%	+16pp*
1 <sup>st</sup> year ECTs	211	23%	1,119	29%	+6pp
Unqualified teachers	82	18%	79	33%	+17pp*
<b>Years qualified</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Up to 1 year	1,429	22%	2,293	35%	+13pp*
More than 1, up to 2 years	441	25%	649	37%	+12pp*
More than 2, up to 3 years	482	24%	303	38%	+14pp*
More than 3, up to 5 years	883	28%	649	38%	+10pp*
More than 5, up to 10 years	2,104	27%	1,562	38%	+11pp*
More than 10 years	5,721	25%	4,614	35%	+10pp*
<b>School tenure</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>

<b>% considering leaving the sector for reasons other than retirement</b>	<b>2022 Base (n)</b>	<b>2022 %</b>	<b>2023 Base</b>	<b>2023 %</b>	<b>Percentage point difference between years</b>
Up to 1 year	171	17%	1,471	35%	+18pp*
More than 1, up to 2 years	1,444	27%	1,083	36%	+9pp*
More than 2, up to 3 years	1,254	26%	1,025	39%	+13pp*
More than 3, up to 5 years	2,073	26%	1,658	38%	+12pp*
More than 5, up to 10 years	3,160	26%	2,621	37%	+11pp*
More than 10 years	3,062	23%	2,548	32%	+9pp*
<b>Key Stages taught</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Reception	1,101	24%	990	33%	+9pp*
Key stage 1	1,894	25%	1,759	32%	+7pp*
Key stage 2	3,329	24%	3,143	34%	+10pp*
Key stage 3	4,456	27%	4,259	38%	+11pp*
Key stage 4	4,608	27%	4,387	39%	+12pp*
Key stage 5	2,405	27%	2,198	38%	+11pp*
<b>Gender</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Female	8,361	23%	7,756	34%	+11pp*
Male	2,691	31%	2,487	42%	+11pp*
<b>Age</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Under 35	4,364	26%	3,938	38%	+12pp*
35-44	3,132	27%	2,688	39%	+12pp*
45-54	2,808	26%	2,471	35%	+9pp*
55+	834	13%	926	22%	+9pp*

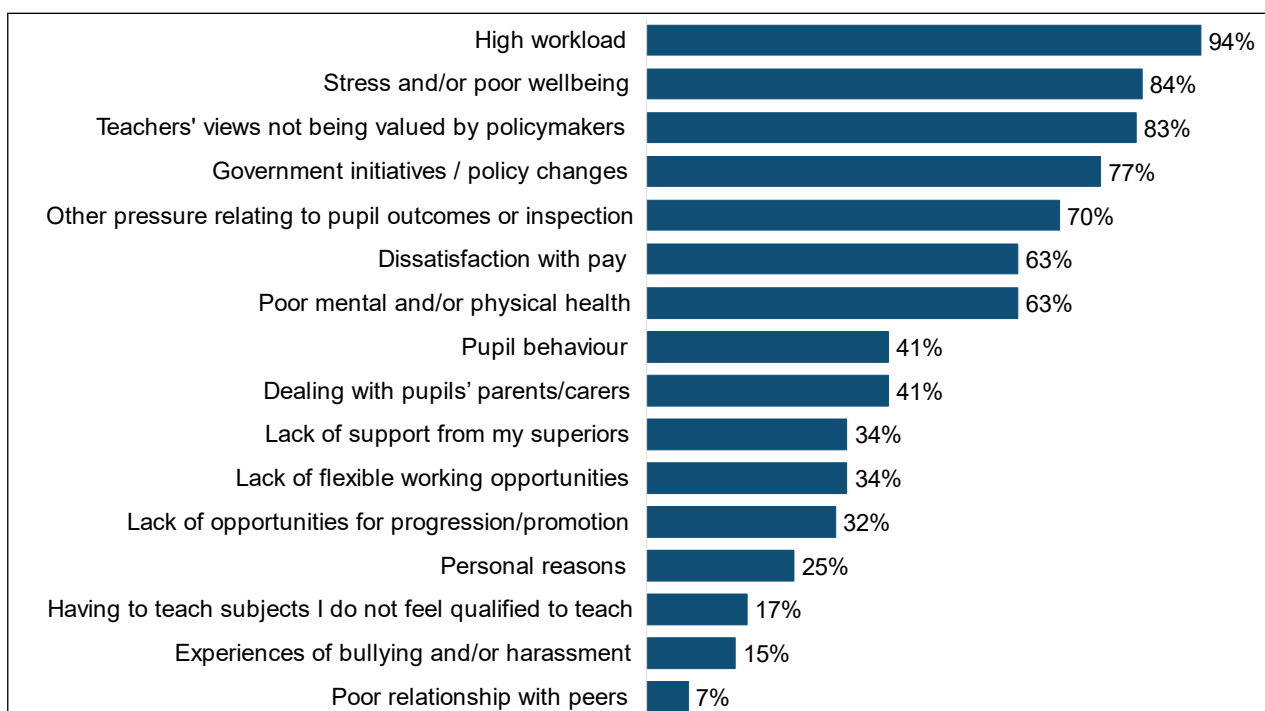
<b>% considering leaving the sector for reasons other than retirement</b>	<b>2022 Base (n)</b>	<b>2022 %</b>	<b>2023 Base</b>	<b>2023 %</b>	<b>Percentage point difference between years</b>
<b>Ethnicity</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Asian or Asian British	404	23%	430	32%	+9pp*
Black, black British, Caribbean or African	190	23%	204	28%	+5pp
Mixed or multiple ethnic group	241	26%	146	44%	+18pp*
White	10,129	25%	8,542	35%	+10pp*
Other ethnic group	47	40%	62	33%	-7pp
<b>Working hours</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Full-time	8,944	24%	8,572	35%	+11pp*
Part-time	2,233	27%	1,839	39%	+12pp*
<b>Returner</b>	<b>Base (n)</b>	<b>%</b>	<b>Base (n)</b>	<b>%</b>	<b>% Difference</b>
Yes	312	25%	405	42%	+17pp*
No	10,803	25%	10,006	35%	+10pp*

Source: Working lives of teachers and leaders survey. M2\_4. In the next 12 months, are you considering any of the following... Leaving the state sector (excluding retirement)? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Reasons for considering leaving the English state school sector

High workload was the most important factor in making teachers and leaders consider leaving the state sector in the next 12 months: when asked to rate the importance of different factors in their decision, 94% of teachers and leaders rated this as important or very important (Figure 13.1). The next most important reasons were stress and/or poor wellbeing (important for 84%), and teachers' views not being valued by policymakers (83%).

**Figure 13.1 Teachers and leaders' reasons for considering leaving the state sector in the next 12 months, 2023<sup>73</sup>**



Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response. All teachers and leaders considering leaving the state education sector (excluding retirement). (wave 2, 2023, n=3,628). Please note: The figures shown are those rating each factor a 4 or 5 on a 5-point scale where 1 is not at all important and 5 is very important.

The reasons presented to teachers and leaders in the survey questionnaire changed considerably between 2022 and 2023, and so trend analysis is not possible.

<sup>73</sup> Please note the addition of new answer codes at M5 for the 2023 survey: stress and/or poor wellbeing; poor mental and/or physical health; experiences of bullying and/or harassment. Additionally, the wording for 'having to teach subjects I did not feel qualified or have enough knowledge in to teach' was previously worded 'having to teach subjects I do not feel qualified to teach'.

## Variation in reasons for considering leaving, by phase

As shown in Table 13.5 there were differences by phase in terms of reasons for considering leaving the state sector in 2023. For primary teachers and leaders, the following factors were more important:

- high workloads (96% vs. 92% in secondary schools)
- stress and/or poor wellbeing (88% vs. 81% in secondary schools)
- teachers' views not being valued by policymakers (86% vs. 81% in secondary schools)
- government initiatives or policy changes (82% vs. 73% in secondary schools)
- other pressure relating to pupil outcomes (80% vs. 61% in secondary schools)
- poor mental and/or physical health (66% vs. 60% in secondary schools)

On the other hand, dissatisfaction with pay (67% vs. 60% in primary schools) and pupil behaviour (52% vs. 32%) were more important on average for those working in secondary schools.

**Table 13.5 Teachers and leaders' reasons for considering leaving the state sector in the next 12 months, by phase, 2023<sup>74</sup>**

	All	Primary	Secondary	Special/PRUs/AP
<b>Teachers and leaders considering leaving the state sector – base (n)</b>	<b>3,628</b>	<b>1,673</b>	<b>1,792</b>	<b>163</b>
High workload	94%	96%*	92%*	93%
Stress and/or poor wellbeing	84%	88%*	81%*	79%
Teachers' views not being valued by policymakers	83%	86%*	81%*	80%
Government initiatives / policy changes	77%	82%*	73%*	72%
Other pressure relating to pupil outcomes or inspection	70%	80%*	61%*	71%
Dissatisfaction with pay	63%	60%*	67%*	58%
Poor mental and/or physical health	63%	66%*	60%*	58%
Pupil behaviour	41%	32%*	52%*	25%*
Dealing with pupils' parents/carers	41%	41%	42%	31%*
Lack of support from my superiors	34%	34%	33%	42%
Lack of flexible working opportunities	34%	34%	34%	37%
Lack of opportunities for progression/promotion	32%	32%	33%	29%
Personal reasons	25%	24%	26%	31%
Having to teach subjects I do not feel qualified or have enough knowledge in to teach <sup>^</sup>	17%	-	17%	18%
Experiences of bullying and/or harassment	15%	16%	15%	14%
Poor relationship with peers	7%	6%	7%	5%

Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response. All teachers and leaders considering leaving the state education sector (excluding retirement). (wave 2, 2023, n=3,628). <sup>^</sup>Signifies a question not asked of primary school teachers. \*Indicates significant difference compared to overall. Please note: The figures shown are those rating each factor a 4 or 5 on a 5-point scale where 1 is not at all important and 5 is very important.

<sup>74</sup> Please note the addition of new answer codes at M5 for the 2023 survey: stress and/or poor wellbeing; poor mental and/or physical health; experiences of bullying and/or harassment. Additionally, the wording for 'having to teach subjects I did not feel qualified or have enough knowledge in to teach' was previously worded 'having to teach subjects I do not feel qualified to teach'.

There were also differences by key stage within phase, as outlined in Table 13.6. One particularly noteworthy difference concerned other pressure relating to pupil outcomes or inspection, which reduced in importance the higher the key stage: it was important to 81% of reception teachers and leaders, 80% involved with key stage 1, and 77% for key stage 2, which were all higher than for key stage 3 (61%), key stage 4 (62%), and key stage 5 (61%).

**Table 13.6 Teachers and leaders' reasons for considering leaving the state sector in the next 12 months, by Key Stage, 2023<sup>75</sup>**

	All	EYFS: Reception	Key stage 1	Key stage 2	Key stage 3	Key stage 4	Key stage 5
<b>Teachers and leaders considering leaving the state sector – base (n)</b>	3,628	318	553	1,032	1,628	1,694	838
High workload	94%	96%	97%*	96%*	92%*	91%*	92%*
Stress and/or poor wellbeing	84%	88%	90%*	87%*	81%*	80%*	78%*
Teachers' views not being valued by policymakers	83%	88%*	85%	86%*	82%*	81%*	81%
Government initiatives / policy changes	77%	84%*	81%*	80%*	74%*	73%*	76%
Other pressure relating to pupil outcomes or inspection	70%	81%*	80%*	77%*	61%*	62%*	61%*
Dissatisfaction with pay	63%	58%	60%	62%	67%*	67%*	69%*
Poor mental and/or physical health	63%	67%	69%*	63%	61%	60%*	57%*
Pupil behaviour	41%	29%*	33%*	32%*	51%*	51%*	48%*
Dealing with pupils' parents/carers	41%	36%	36%*	41%	42%	41%	40%
Lack of support from my superiors	34%	38%	41%*	35%	34%	33%	32%
Lack of flexible working opportunities	34%	36%	35%	33%	35%	34%	30%*
Lack of opportunities for progression/promotion	32%	32%	33%	33%	34%	33%	36%*
Personal reasons	25%	24%	26%	27%	26%	26%	24%

<sup>75</sup> Please note the addition of new answer codes at M5 for the 2023 survey: stress and/or poor wellbeing; poor mental and/or physical health; experiences of bullying and/or harassment. Additionally, the wording for 'having to teach subjects I did not feel qualified or have enough knowledge in to teach' was previously worded 'having to teach subjects I do not feel qualified to teach'.

Experiences of bullying and/or harassment	15%	21%*	18%	15%	15%	14%	15%
Having to teach subjects I do not feel qualified or have enough knowledge in to teach <sup>^</sup>	17%	-	-	-	18%*	18%*	*5%*
Poor relationship with peers	7%	6%	7%	6%	8%*	7%	8%

Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response. All teachers and leaders considering leaving the state education sector (excluding retirement). (wave 2, 2023, n=3,628). <sup>^</sup>Signifies a question not asked of primary school teachers. \*Indicates significant difference compared to overall. Please note: The figures shown are those rating each factor a 4 or 5 on a 5-point scale where 1 is not at all important and 5 is very important.

There was relative consistency between teachers and leaders in local authority-maintained schools and those in academies in terms of reasons for considering leaving the state sector. The largest difference was that teachers and leaders in academies were more likely to note pupil behaviour (46% vs. 34% in local authority-maintained schools) as an important reason. On the other hand, those in local authority-maintained schools were more likely to note high workload (95% vs. 93%), government initiatives or policy changes (79% vs. 76%), other pressure relating to pupil outcomes or inspection (75% vs. 67%), and stress and/or poor wellbeing (86% vs. 83%) as important compared with those in academies.

## Variation in reasons for considering leaving, by teacher and leader characteristics

There were considerable differences in the reasons that teachers and leaders were considering leaving the state education sector. The full list of factors, split out by teacher and leader status, is shown in Table 13.7. Generally, teachers were more likely than the overall average of all teachers and leaders to find each reason important, with the exception of other pressure relating to pupil outcomes or inspection (77% for leaders vs. 70% overall) and dealing with pupils' parents/carers (45% for leaders vs. 41% overall). Teachers were far more likely than leaders to note dissatisfaction with pay (65% for teachers vs. 49% for leaders), pupil behaviour (43% vs. 28% for leaders), lack of support from superiors (36% vs. 19%), lack of opportunities for progression or promotion (34% vs. 20%) and having to teach subjects 'I do not feel qualified to teach' (19% vs. 6%) and having a poor relationship with their peers (7% vs. 4%).



**Table 13.7 Teachers and leaders' reasons for considering leaving the state sector in the next 12 months, by role, 2023<sup>76</sup>**

Reason	All	Leaders	Teachers
<b>Teachers and leaders considering leaving the state sector – base (n)</b>	3,628	484	3,069
High workload	94%	92%	94%
Stress and/or poor wellbeing	84%	77%*	85%*
Teachers' views not being valued by policymakers	83%	82%	83%
Government initiatives / policy changes	77%	79%	77%
Other pressure relating to pupil outcomes or inspection	70%	77%*	69%*
Dissatisfaction with pay	63%	49%*	65%*
Poor mental and/or physical health	63%	52%*	64%*
Pupil behaviour	41%	28%*	43%*
Dealing with pupils' parents/carers	41%	45%	40%*
Lack of support from my superiors	34%	19%*	36%*
Lack of flexible working opportunities	34%	27%*	35%*
Lack of opportunities for progression/promotion	32%	20%*	34%*
Personal reasons	25%	18%*	26%*
Experiences of bullying and/or harassment	15%	12%*	16%*
Having to teach subjects I do not feel qualified or have enough knowledge in to teach	17%	6%*	19%*
Poor relationship with peers	7%	4%	7%*

Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response. All teachers and leaders considering leaving the state education sector (excluding retirement) (wave 2, 2023, n=3,628). ^Signifies a question not asked of primary school teachers. \*Indicates significant difference compared to overall. Please note: The figures shown are those rating each factor a 4 or 5 on a 5-point scale where 1 is not at all important and 5 is very important.

There were also differences among those in senior leadership positions. Headteachers and executive headteachers were more likely than deputy and assistant headteachers to cite government initiatives or policy changes (89% vs. 75%), dealing with pupils' parents or carers (55% vs. 40%), other pressures related to pupil outcomes or inspection (85%

<sup>76</sup> Please note the addition of new answer codes at M5 for the 2023 survey: stress and/or poor wellbeing; poor mental and/or physical health; experiences of bullying and/or harassment. Additionally, the wording for 'having to teach subjects I did not feel qualified or have enough knowledge in to teach' was previously worded 'having to teach subjects I do not feel qualified to teach'.

vs. 74%), and stress and/or poor wellbeing (83% vs. 74%) as important reasons for considering leaving the profession. Conversely, deputy and assistant headteachers were more likely to cite dissatisfaction with pay (52% vs. 41%), having to teach subjects 'I do not feel qualified or have enough knowledge in to teach' (6%, with no headteachers or executive headteachers citing this), pupil behaviour (32% vs. 18%), and a lack of flexible working opportunities (33% vs. 12%).

Variation was also seen according to years since qualifying and flexible working status. Among those in their first year since qualifying, high workload remained the most important reason for considering leaving (92%). However, dissatisfaction with pay (74%), pupil behaviour (51%), lack of flexible working opportunities (42%), poor mental and/or physical health (68%) were all more commonly rated as important than average. As shown in Table 13.8, the largest differences between those working flexibly and those not (in percentage point terms) related to pupil behaviour, rated as important for 45% of those not working flexibly and 36% of those with a flexible working arrangement, and a lack of flexible working opportunities (38% of those without a flexible working arrangement vs. 29% for those with one). This was followed by a lack of support from their superiors (37% of those without a flexible working arrangement vs. 30% for those with one).

**Table 13.8 Teachers and leaders' reasons for considering leaving the state sector in the next 12 months, by flexible working status, 2023<sup>77</sup>**

Reason	All	Not flexible working	Flexible working
<b>Teachers and leaders considering leaving the state sector – base (n)</b>	3,628	2,080	1,502
High workload	94%	94%	94%
Stress and/or poor wellbeing	84%	85%	83%
Teachers' views not being valued by policymakers	83%	83%	84%
Government initiatives/policy changes	77%	77%	77%
Other pressure relating to pupil outcomes or inspection	70%	68%*	73%*
Dissatisfaction with pay	63%	65%*	61%*
Poor mental and/or physical health	63%	65%*	59%*
Pupil behaviour	41%	45%*	36%*
Dealing with pupils' parents/carers	41%	42%	40%
Lack of support from my superiors	34%	37%*	30%*
Lack of flexible working opportunities	34%	38%*	29%*
Lack of opportunities for progression/promotion	32%	34%	30%*
Personal reasons	25%	23%*	29%*
Experiences of bullying and/or harassment	15%	17%*	13%*
Having to teach subjects I do not feel qualified or have enough knowledge in to teach	17%	17%	16%
Poor relationship with peers	7%	6%	7%

Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response. All teachers and leaders considering leaving the state education sector (excluding retirement) (wave 2, 2023, n=3,628). ^Signifies a question not asked of primary school teachers. \*Indicates significant difference compared to overall. Please note: The figures shown are those rating each factor a 4 or 5 on a 5-point scale where 1 is not at all important and 5 is very important.

<sup>77</sup> Please note the addition of new answer codes at M5 for the 2023 survey: stress and/or poor wellbeing; poor mental and/or physical health; experiences of bullying and/or harassment. Additionally, the wording for 'having to teach subjects I did not feel qualified or have enough knowledge in to teach' was previously worded 'having to teach subjects I do not feel qualified to teach'.

## Unprompted reasons for considering leaving the state sector in 2023

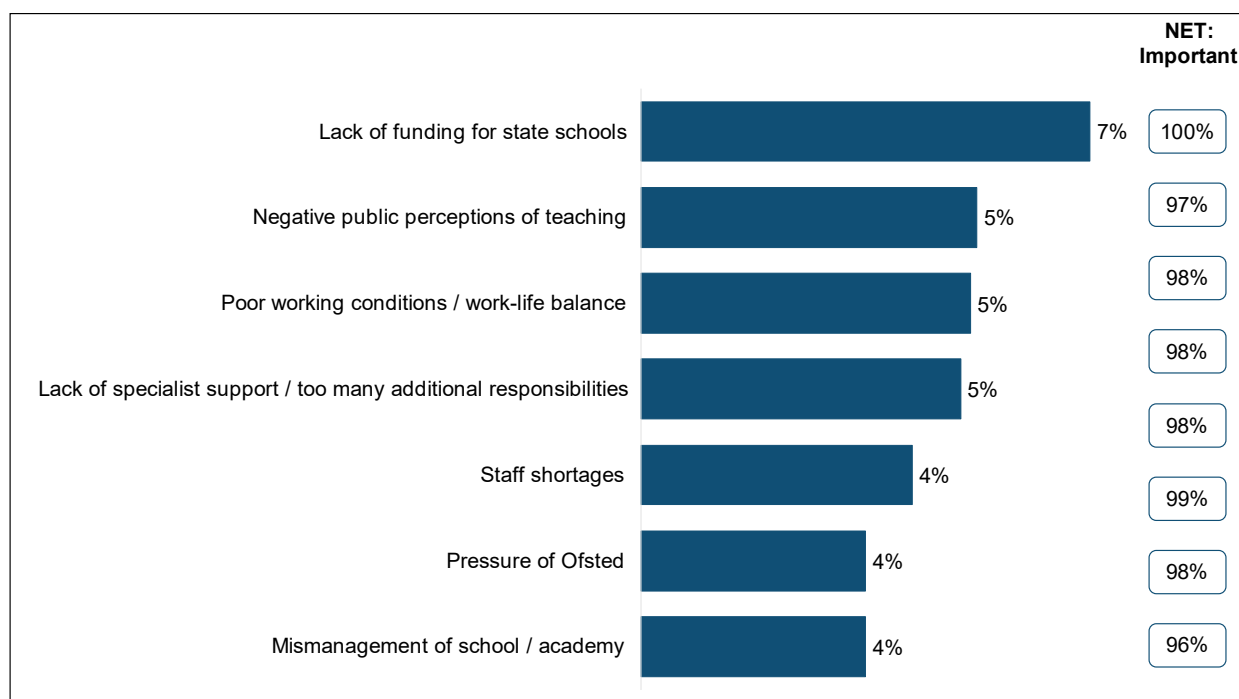
Teachers and leaders who mentioned they were considering leaving the state sector in the next 12 months also had the option to provide reasons for considering leaving that were not included in the list of reasons they were initially presented with (i.e., without being prompted for the reason).<sup>78</sup> They were also asked how important these factors had been in making them consider leaving the state education sector. As shown in Figure 13.2, the most common unprompted reasons for considering leaving the English state sector in the next 12 months for reasons other than retirement were lack of funding for state schools (mentioned by 7% of all those considering leaving), followed by negative perceptions of teaching, poor working conditions/work-life balance and lack of specialist support or having too many additional responsibilities (all spontaneously mentioned by 5%).

Almost all teachers and leaders spontaneously giving a reason here reported that reason was an important factor in their consideration of leaving. The importance scores given are shown on the right of Figure 13.2 below, and range from 100% mentioning lack of funding for state schools saying it was an important factor to 96% of those who cited mismanagement of the school or academy saying that was important.

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<sup>78</sup> If unprompted reasons given here were considered similar to the prompted codes provided at M5, these were back coded to the relevant M5 response and are therefore included in the previous section which explores prompted reasons for considering leaving. This is a different approach to that used in the wave 1 survey, where no back coding of similar responses took place, meaning data here is not comparable between wave 1 and wave 2.

**Figure 13.2 Spontaneously mentioned reasons for considering leaving the state sector in the next 12 months, 2023**



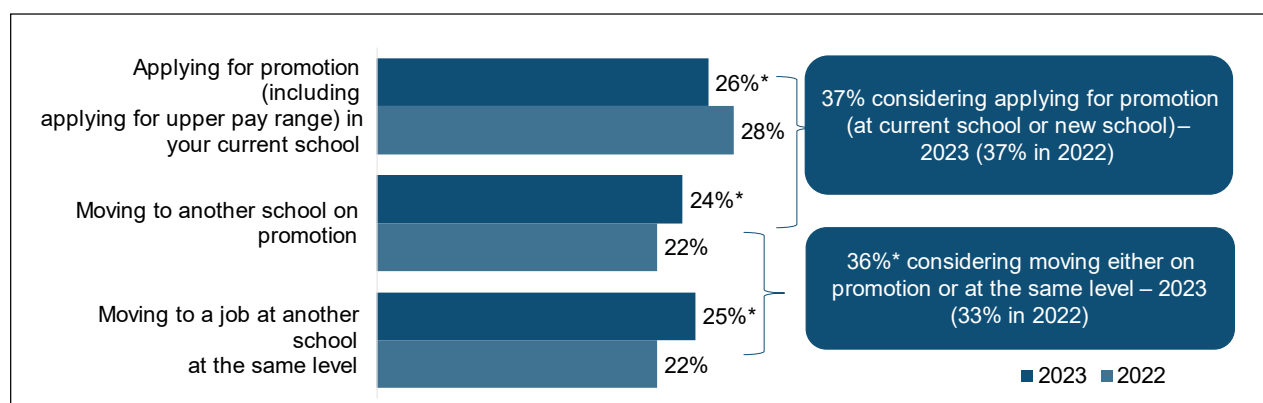
Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector – other reason provided? Single response. All teachers and leaders considering leaving the state education sector (excluding retirement) (wave 2, 2023, n=3,628).

## Other career considerations

Teachers and leaders' plans for the next 12 months indicated that many were considering next steps in their career and that these often involved moving to another school.

Just over one-in-four teachers and leaders (26%, lower than the 28% seen in 2022) were considering applying for promotion in their current school in the next 12 months, while 25% (higher than the 22% in 2022) were considering moving to another school at the same level and 24% (higher than the 22% in 2022) were considering moving to another school on promotion (Figure 13.3). In summary, 37% were considering applying for promotion at their current school or a new school (the same as 2022) and 36% were considering moving to another school, either on promotion or at the same level (higher than the 33% in 2022).

**Figure 13.3 Other career considerations for teachers and leaders in the next 12 months, 2023<sup>79</sup>**



Source: Working lives of teachers and leaders survey. M2. In the next 12 months, are you considering any of the following? Multiple response. All teachers and leaders (wave 1, 2022, n=11, 177) (wave 2, 2023, n=10,411). \*Indicates significant difference compared to 2022 survey.

## Variation in other career considerations, by school type

As elsewhere, there were a range of differences by school type:

- primary teachers and leaders were considerably less likely to be considering applying for promotion within their school (23%) compared with those working in secondary schools (28%) or special schools, PRUs or other alternative provision (31%) – similarly, secondary teachers and leaders were more likely to be considering moving to another school on promotion (28%) compared with those in primary schools (21%), and the same was true about moving to another school at the same level (26% vs. 24% primary)
- teachers and leaders in schools with the highest proportion of pupils receiving FSM (quintile 5) were more likely to be applying for promotion in their current schools (30%) than those in schools with a lower proportion FSM (quintiles 1-4) schools (25%). In terms of the proportion of teachers and leaders who were considering moving to another school on promotion, those in quintile 4 (28%) and quintile 5 (27%) were more likely than those in quintile 1-3 schools (22%). This was also true in terms of moving to a job in another school without promotion: 29% of teachers and leaders in quintile 4 and 28% in quintile 5 schools were considering this, compared to 23% in quintiles 1-3
- teachers and leaders in the largest schools were most likely to be applying for promotion in their current school or another. Over a quarter (28%) of teachers and

<sup>79</sup> This was a multiple response question, meaning respondents could select more than one option. Therefore, there will be overlap in the proportions in each code (e.g., between the 22% considering moving to a job in another school on promotion and the 22% considering moving to a job in another school at the same level).

leaders in schools in the fifth quintile by size were applying for promotion in their current schools and 28% were also considering moving to another school on promotion, while this figure was 23% across quintiles 1-4 for within their school and 21% when moving to another school on promotion

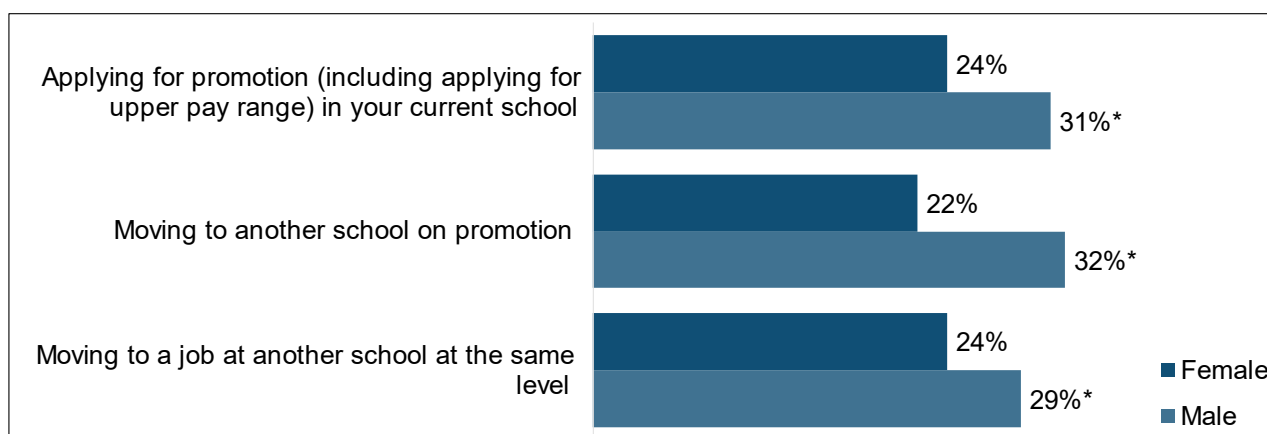
All of these patterns by subgroup were reflective of those seen in 2022.

## Variation in other career considerations, by teacher and leader characteristics

Teachers were more likely than leaders to be considering applying for promotion within their school in the next 12 months (27% vs. 19% respectively). The proportion was particularly low among headteachers (7%). Teachers were also more likely to be considering moving to another school at the same level than leaders (26% vs. 21% respectively). On the other hand, leaders were more likely to be considering moving to another school on promotion (31% vs. 23% of teachers). These variations by seniority were also seen in 2022.

As in 2022, male teachers and leaders were more likely to say they were considering each of these potential career changes when compared with female teachers and leaders (Figure 13.4). Just under one-in-three (32%) male teachers and leaders said that they were considering a move to another school on promotion compared to just over one-fifth (22%) of female teachers and leaders. Male teachers and leaders were also more likely to be considering applying for a promotion within their school than female teachers and leaders (31% vs. 24%) and to be considering moving to a job in another school at the same level (29% vs. 24%).

**Figure 13.4 Other career considerations for teachers and leaders in the next 12 months, by gender, 2023**



Source: Working lives of teachers and leaders survey. M2. In the next 12 months, are you considering any of the following? Single response. All teachers and leaders (wave 2, 2023, n=10,411); Female (wave 2, 2023, n=7,756), Male (wave 2, 2023, n=2,487). \*Indicates significant difference between male and female.

There were also differences in career considerations by ethnicity. For example, teachers and leaders were more likely than average to consider applying for promotion in their current school if they were black, black British, Caribbean or African (39%), from a mixed or multiple ethnic group (37%) or Asian or Asian British (31%). Conversely, white teachers and leaders were less likely than average to consider applying for a promotion in their current school (25% vs. 26% overall) (Table 13.9). A very similar picture was observed when looking at those considering moving to another school on promotion, as shown in Table 13.9, although there was less difference in considerations of moving to another school at the same level. That said, white teachers and leaders were slightly less likely than average to consider this (24% vs. 25% overall).

**Table 13.9 Other career considerations for teachers and leaders in the next 12 months, by ethnicity, 2023**

	Base (n)	Applying for promotion (including applying for upper pay range) in your current school?	Moving to another state school on promotion?	Moving to another state school at the same level?
Overall	10,411	26%	24%	25%
Asian or Asian British	430	31%*	29%*	28%
Black, black British, Caribbean or African	204	39%*	42%*	24%
Mixed or multiple ethnic group	146	37%*	32%*	29%
White	8,542	25%*	23%*	24%*
Other ethnic group	62	30%	25%	17%

Source: Working lives of teachers and leaders survey. M2. In the next 12 months, are you considering any of the following? Single response. All teachers and leaders (wave 2, 2023, n=10,411). \*Indicates significant difference compared to overall.

## Reasons for not considering promotion

The most common reason for not considering promotion in the next 12 months was a concern about the potential impact on work-life balance. Three-in-ten (31%) teachers and leaders cited these concerns, which was followed by around one-in-five (21%) being happy at their current level. One-in-ten teachers and leaders explained that the increase in pay would not compensate for the increase in responsibility (11%) or that there was no position for them to be promoted into (10%). Teachers and leaders also stated that they



were not considering promotion because they had been recently promoted (8%), they felt they did not possess the right skills to progress (5%) and they did not see teaching as a long-term career path (4%).

The reasons for not considering promotion were broadly consistent with those seen in 2022, although concerns about the proportion who were not doing so because they were happy at their level had decreased (24% in 2022) and a larger proportion were not considering promotion as there was no position for them to be promoted into (8% in 2022).

### **Variation in reasons for not considering promotion, by school type**

There were only a handful of variations by school type in reasons for not considering a promotion. Teachers and leaders in primary schools were more likely to state that they were not seeking promotion because they were happy at their current level (23%) than those in secondary schools (19%) and also to state that it was because there was no position for them to be promoted to (12% vs. 6%). Conversely, those in secondary schools were more likely to state that they had been recently promoted (11% vs. 6% in primary schools).

Teachers and leaders in larger schools were more likely than those in the smallest schools to not be considering a promotion due to concern about the potential impact on work-life balance (quintile 3: 30%, quintile 4: 32%, quintile 5: 33% vs. quintile 1: 24%). Conversely, there being no position to be promoted to was a reason that was more common in smaller schools (quintile 1: 20%, quintile 2: 15%) than in larger schools (quintile 4: 10%, quintile 5: 7%).

The differences seen by phase and size mirrored those seen in 2022.

### **Variation in reasons for not considering promotion, by leader and teacher characteristics**

As in 2022, teachers were more concerned about the potential impact promotion would have on their work-life balance than leaders (32% vs. 23%), while leaders were more likely than teachers to say they were happy remaining at their current level (30% vs. 20%).

There were also a range of differences by age. Teachers and leaders aged 55 plus were more likely than their younger counterparts not to be seeking promotion because they were happy at their current level (33%), as shown in Table 13.10, while under 35s were more likely than average to say that they did not have the right skills to progress (9%). This was also evident in 2022.

**Table 13.10 Main reason why teachers and leaders did not intend to seek promotion within the next 12 months, by age, 2023 (if given by <3% of total then reason not shown)**

Reason	All	Under 35	35 - 44	45 - 54	55+
<b>All not considering promotion or leaving – base (n)</b>	<b>6,167</b>	<b>2,307</b>	<b>1,570</b>	<b>1,596</b>	<b>449</b>
I am concerned about the potential impact on work-life balance	31%	29%	36%*	31%	21%*
I am happy at my current level	21%	18%*	18%*	24%*	33%*
The increase in pay would not compensate for the increase in responsibility	11%	11%	12%	12%	7%*
There is no position I can be promoted to / no promotion opportunities at the moment	10%	10%	9%	11%	15%*
I have recently been promoted	8%	9%*	9%	7%	4%*
I don't think I possess the right skills to progress	5%	9%*	3%*	3%*	1%*
I don't see teaching as a long-term career path	4%	7%*	3%*	3%*	3%
I am concerned that promotion will mean less time in the classroom	3%	2%*	2%	4%*	4%

Source: Working lives of teachers and leaders survey. M3. Which of the following best explains why you do not intend to seek promotion within the next 12 months? Single response. All teachers and leaders not considering promotion or leaving the state education sector. (wave 2, 2023, n=6,167). \*Indicates significant difference compared to overall.

## Knowing what to do in order to progress

Around two-thirds (64%) of all teachers and leaders reported that they knew what they needed to do in order to progress to the next level in their career, although a larger proportion agreed (43%) rather than strongly agreed (21%). A further 16% reported they did not know what they needed to do in order to progress to the next level in their career, with the rest explaining that they neither agreed nor disagree with the statement (14%), that they did not know (1%) or that the question did not apply to them (4%). The 64% who reported that they knew what they needed to do in order to progress was slightly higher than the 62% seen in 2022. The proportion strongly agreeing had increased particularly (21% vs. 17% in 2022).

There were only a small number of differences by subgroup:

- those in schools with the highest proportion of pupils in receipt of FSM (quintile 5) were more likely to agree (67%) than those with lower proportions (64% in schools in quintile 1 and 62% in schools in quintile 2)

- there was variation by job role, with leaders more likely to report that they knew what they needed to do to progress (82%) than teachers (61%) – within this, deputy and assistant headteachers were the most likely to reportedly know what they needed to do in order to progress in their careers (86%). The proportions were lower among other senior positions, albeit still larger than average: 73% of headteachers and executive headteachers reported they knew what to do, as did 77% of leading practitioners compared with 62% of non-ECT classroom teachers and 53% of ECTs reported they knew what to do

These variations by FSM percentage and job role were also seen in the findings from 2022.

## 14. Leaving the English state school sector

This final chapter explores the experiences of those who left a teacher or school leadership role in an English state school between the 2022 and 2023 surveys. The chapter first looks at reasons cited for leaving, before turning to leavers' current employment and how it compares to their career in teaching or leading in an English state school.

Where views in 2023 are compared with views from the 2022 survey, the comparison is made against only those who had left English state school teaching and school leadership, instead of all teachers and leaders from the 2022 survey.

### Intentions to leave in 2022 compared to actions taken by 2023

Among teachers and leaders that responded to the 2022 and 2023 surveys, 6% had left English state education by 2023.<sup>80</sup>

As may be expected, those who stated that they were considering leaving the English state school sector for reasons other than retirement in 2022 were more likely than those who were not considering leaving to have left (12% compared with 4%), while a small minority who did not know whether they were considering leaving (5%), had left by 2023.<sup>81</sup> Inversely, of those who had left the state education sector by 2023, 48% stated in 2022 that they were considering leaving (43% said they were not considering leaving and 9% did not know).

There were some differences by job role in terms of whether teachers and leaders followed through on their considerations of leaving the state sector. ECTs who indicated they were considering leaving in 2022 were more likely than the average of all considering leaving to have left the state sector by 2023 (21% vs. 12%).

Of those considering leaving the state sector for reasons other than retirement, those aged 55+ were the most likely to have followed through on this, with almost one-in-four (23%) indicating they had left in the 2023 survey, compared with 12% overall. Conversely, those aged 35-44 were less likely than the overall average to follow through

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<sup>80</sup> This may be an underestimate as it is derived from responses to the 2023 survey, and it is possible that those who had left teaching were less likely to respond (although all were encouraged to do so). Comparison between the 2022 and 2021 SWC data indicates the leaver rate is 9.7%.

<sup>81</sup> There were 222 respondents in the achieved survey sample who had stated they were considering leaving in the 2022 survey and reported that they had left in the 2023 survey. 187 respondents stated they were not considering leaving in 2022 but had left by 2023 and 33 who said they did not know whether they were considering leaving in 2022 had left by 2023. Note, these figures are unweighted so do not match the proportions presented in this paragraph.

on this intention, with only 7% who indicated they were considering leaving in 2022 having left by 2023.

## **Reasons for remaining in the English state school sector**

Of those respondents who indicated in 2022 that they were considering leaving the English state school sector, nearly nine in ten (88%) had not gone on to do so by wave 2 of the study. When asked why they remained in the sector, over half said because they enjoy teaching or working with children (53%), they wanted/needed the stability of the role (51%) or they had not decided what they wanted to do next (51%).

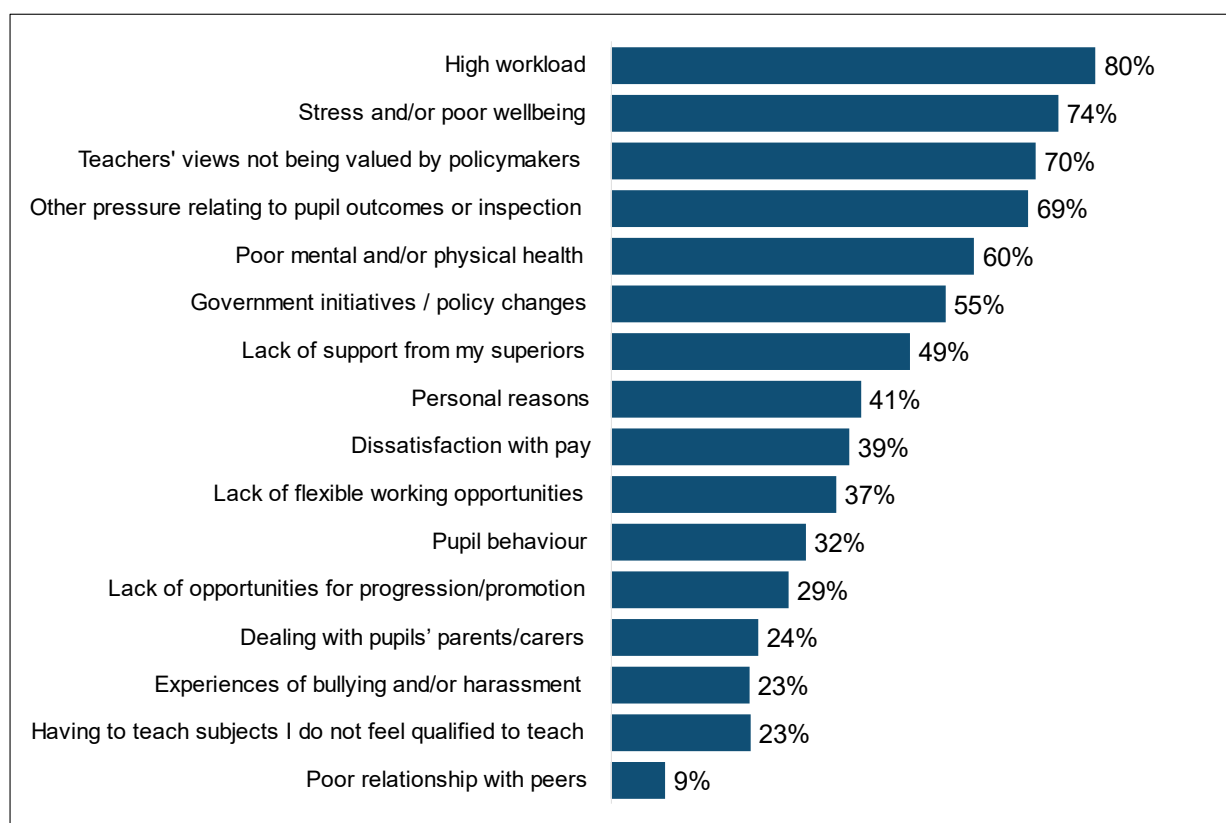
## **Reasons for leaving the English state school sector**

Those who left the English state education sector between the 2022 and 2023 waves were asked a series of questions about their reasons for leaving and what they are doing now. The most important reasons for leaving were consistent with those seen in the previous chapter among those considering leaving (Figure 14.1). High workload (80%) and stress and/or poor wellbeing (74%) were again the two most commonly cited most important factors, for example.<sup>82</sup>

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<sup>82</sup> At this question, 'important' was defined by a rating of 4 or 5 out of 5, where 5 was 'very important' and 1 was 'not at all important'.

**Figure 14.1 Proportion of leavers' citing different reasons for leaving the English state education sector, 2023**



Source: Working lives of teachers and leaders survey. M6. How important have the following factors been in making you consider leaving the state education sector? Single response. All who have left the state education sector (wave 2, 2023, n=442).

Those working in primary schools during wave 1 of the survey were more likely to cite these important factors in leaving the state sector:

- a high workload (85% vs. 74% of those in secondary schools)
- other pressure relating to pupil outcomes or inspection (78% vs. 59%)

Those that worked in schools with the lowest proportion of pupils eligible for FSM (quintile 1) were more likely to cite high workload (89% vs. 66% of those in schools with the highest proportion (quintile 5).

Ex-English state school teachers were more likely than ex-English state school leaders to cite dissatisfaction with pay (41% vs. 24% respectively), pupil behaviour (35% vs. 14%) and poor mental and/or physical health (62% vs. 42%) as important reasons in their decision to leave the sector.

Where teachers and leaders cited low job satisfaction in 2022 and went on to leave the English state school sector, they were more likely to cite pressures relating to pupil outcomes or inspection as important in their decision (78% vs. 59% of those with high job

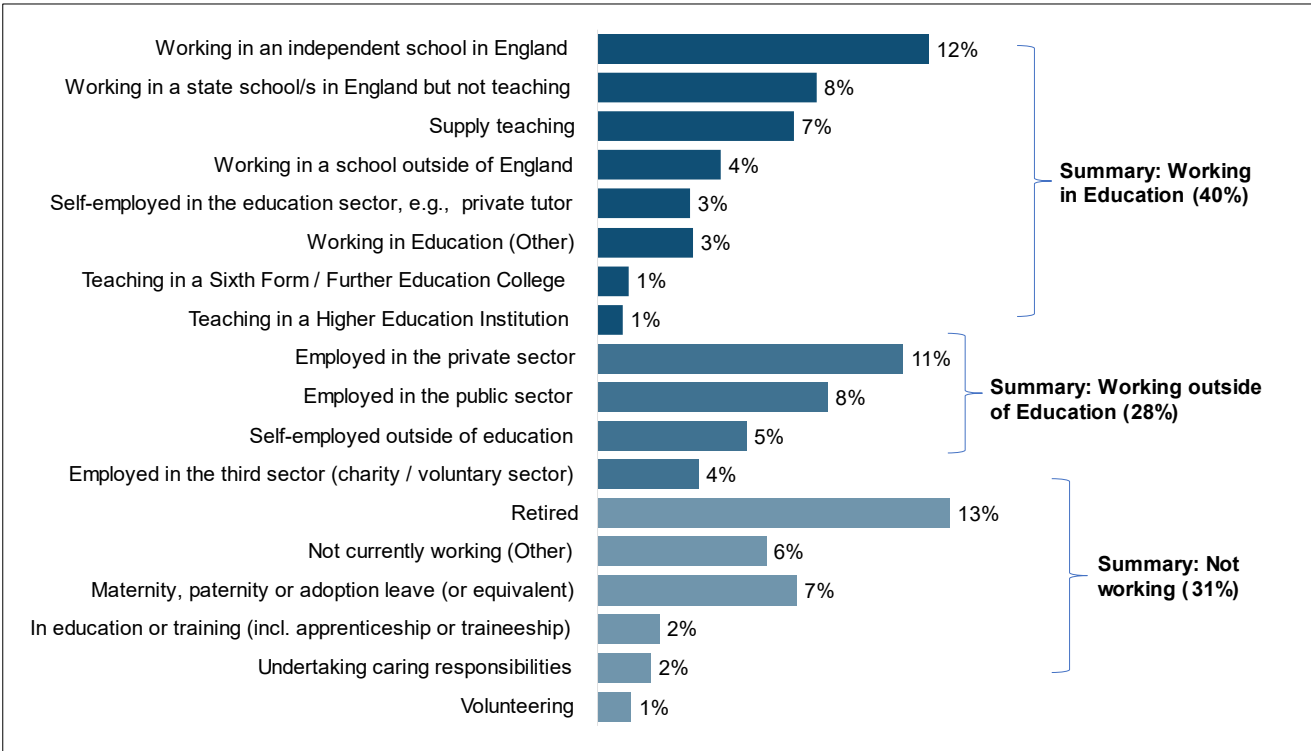
satisfaction). This was also true for those who cited a lack of opportunities for progression or promotion (41% vs. 17% of those with high job satisfaction).

When asked how likely they were to return to the English state school sector, the majority (67%) indicated they were not likely to return. That said, a substantial minority (16%) said they were likely to return while 14% felt neutrally about it.

### Current working arrangements of leavers

When asked what they were doing at the time of the survey, 40% of leavers said they were still working in education in some capacity, while 31% were not currently working at all (including 13% who had retired) and 28% who were working outside of education (Figure 14.2).<sup>83</sup> For those still working in education it was most common to be working in an independent school (12% of leavers were now doing so), while those working outside of education were most likely to be employed in the private sector (11% were).

Figure 14.2 Leavers’ employment activities, 2023



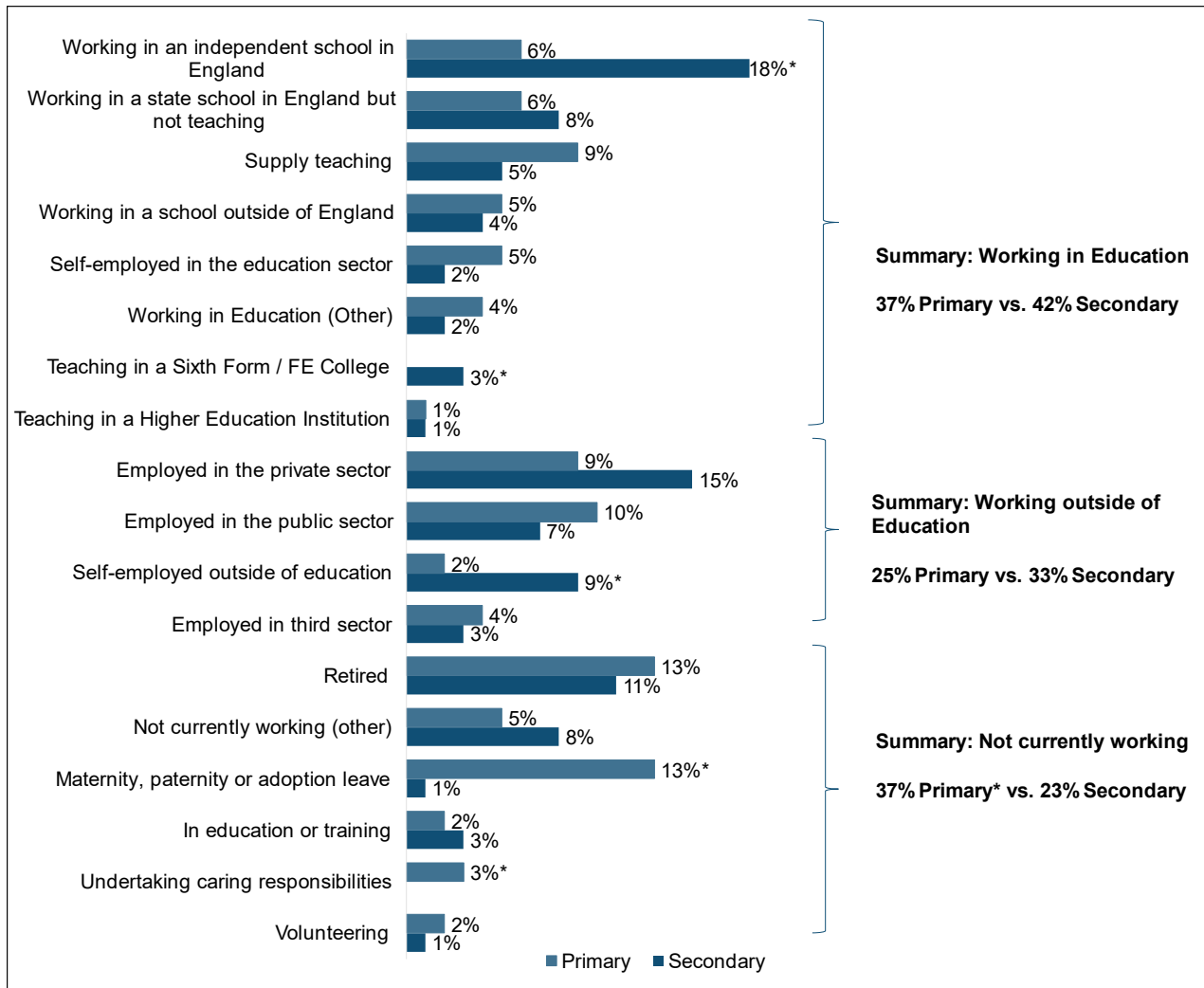
Source: Working lives of teachers and leaders. L9. Which of the following best describes what you are doing now? Single response. All leavers no longer teaching or leading in a state school in England (wave 2, 2023, n=383).

As shown in Figure 14.3, some employment activities were more likely depending on whether the teacher or leader previously worked in a primary or secondary school. Those

<sup>83</sup> The summary figures do not always match the sum of the individual figures, due to rounding.

from primary schools were more likely to be on maternity, paternity or adoption leave (13% vs. 1% for secondary), and those from secondary schools were more likely to be working in an independent school in England (18% vs. 6% for primary schools), teaching in a sixth form / FE College (3% vs. 0%), or self-employed outside of education (9% vs. 2%).

**Figure 14.3 Leavers' employment activities by phase, 2023**



Source: Working lives of teachers and leaders. L9. Which of the following best describes what you are doing now? Single response. All leavers no longer teaching or leading in a state school in England, primary (wave 2, 2023, n=211), secondary (wave 2, 2023, n=147). \*Indicates significant difference between primary and secondary.

Almost half (48%) of those that had worked in a school with the lowest proportion of pupils eligible for FSM (quintile 1) and had left the sector were not currently working (vs. 31% overall). In particular, they were more likely to have retired (29% vs. 13% overall).



Ex-English state school leaders were more likely to not currently be working than ex-English state school teachers (45% vs. 29%), especially because of retirement (26% vs. 11%).

Teachers and leaders that were part-time in 2022 were more likely to have remained in an English state school, but not be teaching (13% vs. 6%), or to have moved to the third sector (9% vs. 2%), or into volunteering (4% vs. 0%).

In terms of age, those under 35 years old (29%), 35-44 years old (37%) and 45-54 years old (36%) were all more likely than those older than 55 (10%) to now be working outside of education.

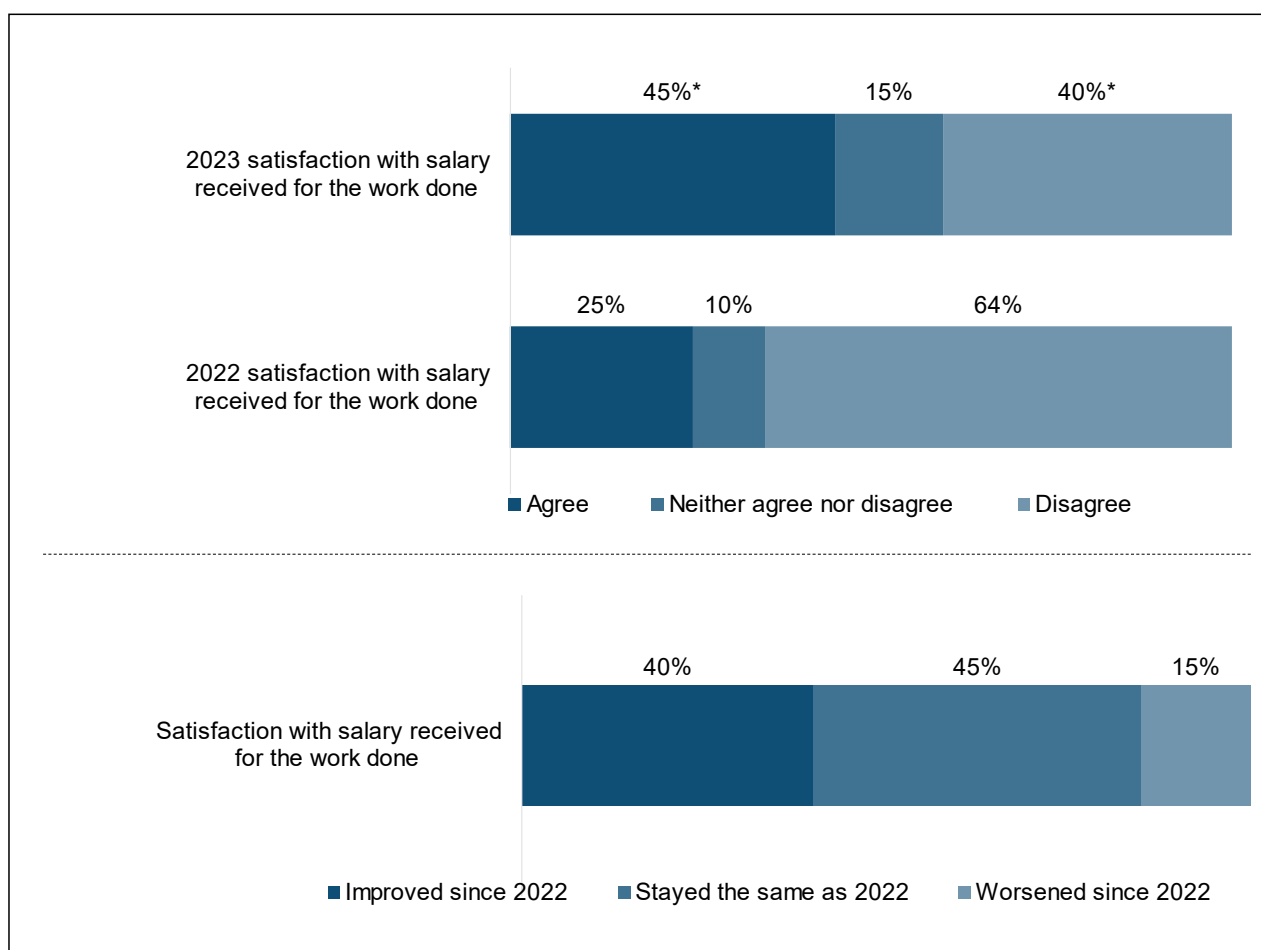
## **Change in pay and salary satisfaction**

For many of those who left the English state school sector, pay did not appear to be a motivating factor, with half (50%) who had left between 2022 and 2023 and in employment earning less in their new role (32% substantially so, 18% slightly) than they did in their previous role in the sector. Fewer than one-in-three (29%) earned more in their new role, while one-in-five (20%) earned around the same.

Those who had been ECTs in 2022 were more likely to have moved to a role with higher pay (52% vs. 29% overall), however for non-ECT classroom teachers, the reverse was true, with 57% now in lower paid roles (vs. 50% overall).

Although for a majority, pay did not increase in their new role, satisfaction with salary did, with almost half of those who left (45%) reporting they were satisfied with their salary in their new role compared with around one-in-four (25%) when they worked in an English state school (Figure 14.4).

**Figure 14.4 Leavers' satisfaction with the salary they receive for the work they do, 2022 vs. 2023, and change in view over time<sup>84</sup>**



Source: Working lives of teachers and leaders survey. J1/L16: To what extent do you agree or disagree with the following statements? I am satisfied with the salary I receive for the work I do. Single response.

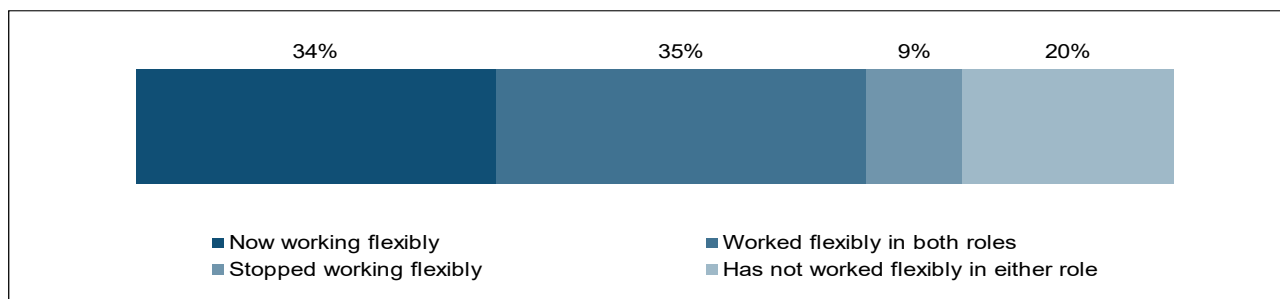
Those who had left the English state school sector between surveys and were still employed (wave 2, 2023, n=313). \*Indicates significant difference compared to 2022 survey.

## Change in flexible working

Among those who reported their working arrangements in both 2022 and 2023, over a third (34%) reported working flexibly in their new role outside of English state school teaching and school leadership, where they previously were not (Figure 14.5). A further third (35%) worked flexibly in both roles while a minority (9%) no longer utilised any flexible working arrangements and two-in-ten (20%) did not work flexibly in either role.

<sup>84</sup> This shows the proportion of panellists whose views around the salary they received changed from positive (strongly or tended to agree) to neutral (neither agree nor disagree) or negative (strongly or tended to disagree) ('worsened'), remained the same ('stayed the same'), or changed from negative to neutral or positive ('improved'), between the 2022 and 2023 surveys.

**Figure 14.5 Change in leavers' flexible working methods between 2022 and 2023**

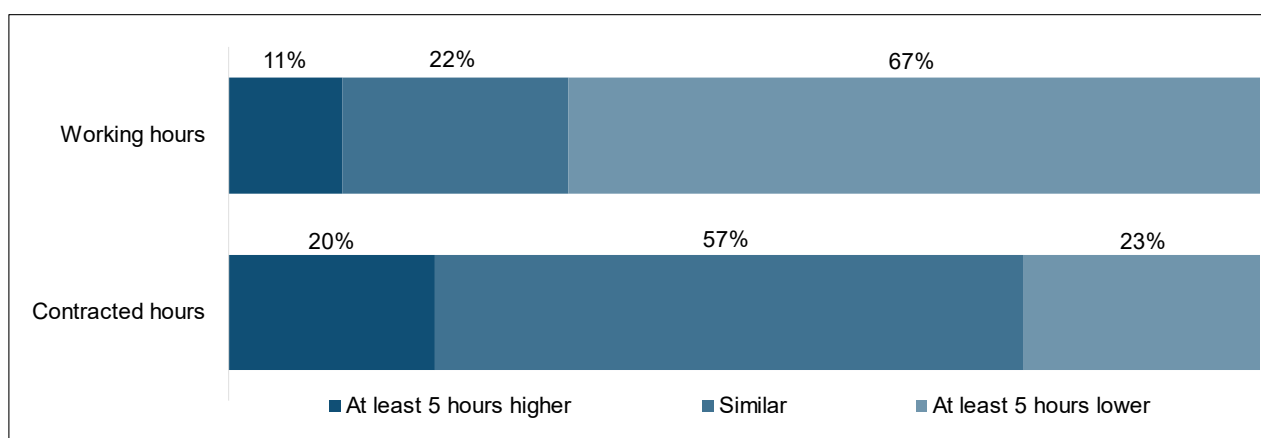


Source: Working lives of teachers and leaders survey. K1/L11: Do you currently work in any of the following ways? Single response. Those who had left the English state school sector between surveys and were still employed (wave 2, 2023, n=313).

## Change in hours between 2022 and 2023

Most (67%) of those working full-time in both survey years reported that their new job involved fewer working hours by five hours or more (Figure 14.6). Inversely, 11% reported that their new job involved more working hours, by five hours or more.

**Figure 14.6 Comparison of working and contracted hours between survey years among leavers working full-time in both surveys, 2022-2023**

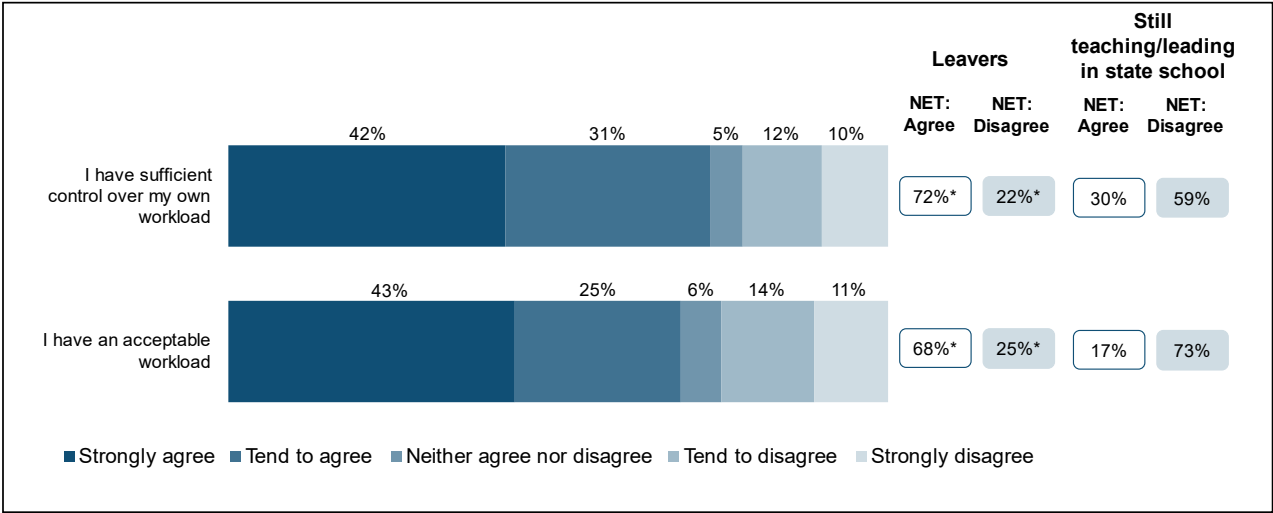


Source: Working lives of teachers and leaders survey. D1/L13: In your most recent full working week, approximately how many hours did you work? By 'full working week' we mean your last working week covering Monday to Sunday that was not shortened by illness, religious breaks, public holidays, or other exceptional circumstances. L12: How do your current contracted working hours compare to your previous role in state school teaching / leadership? Single response. All leavers working full-time in both survey years (wave 2, 2023, n=185).

# Views on workload

Leavers' perceptions of workload control and acceptability in their new jobs were strikingly different to those who had remained in the English state education sector. As shown in Figure 14.7, the majority (72%) of leavers who were in another kind of employment in 2023 agreed that they had sufficient control over their workload compared to the minority of those still teaching or leading in an English state school in the 2023 survey (30%). Similarly, over two-in-three leavers (68%) agreed that they had an acceptable workload, compared with only one-in-six (17%) of those teaching or leading in an English state school in 2023.

Figure 14.7 Views on control over workload and acceptability of workload, 2023

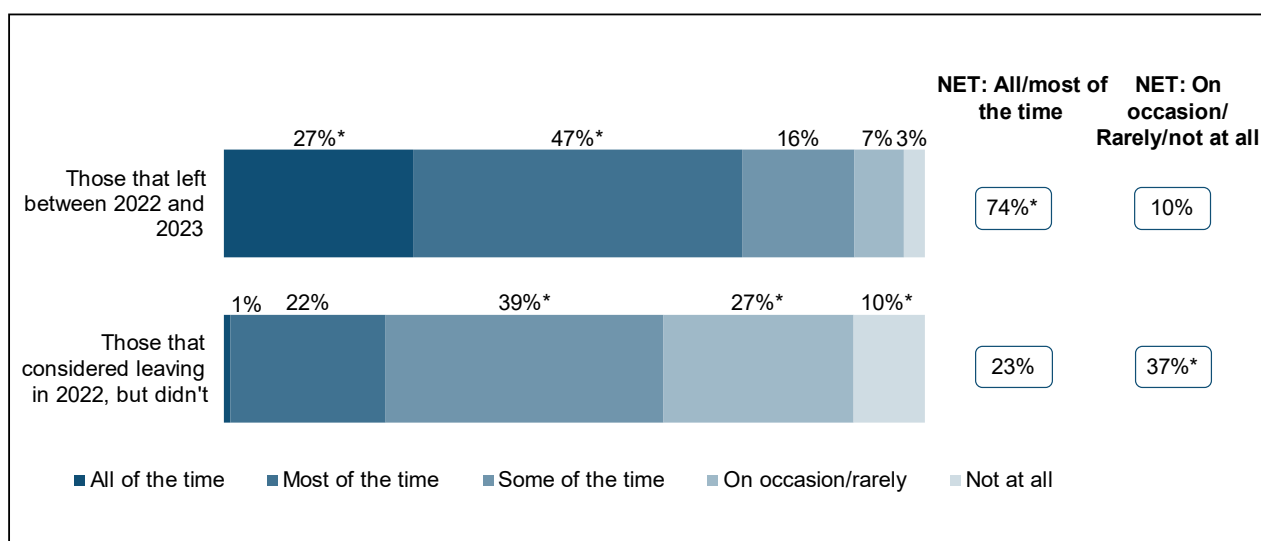


Source: Working lives of teachers and leaders survey. D4/L14. To what extent do you agree or disagree with the following statement? Single response. Those who had left the English state school sector between surveys and were still employed (wave 2, 2023, n=313); Those still teaching or leading in a state school in England (wave 2, 2023, n=10,411). \*Indicates significant difference compared to those still teaching/leading in 2023. Please note: 'Don't know' (1% for both statements) not charted.

# Job satisfaction

Almost three-quarters (74%) of leavers reported they were satisfied with their new job all or most of the time in 2023 (Figure 14.8). By comparison, among those that were considering leaving in 2022, but stayed in the sector, only 23% reported they were satisfied with their job all or most of the time.

**Figure 14.8 Job satisfaction in 2023 among those that were considering leaving in 2022, but didn't, and those that left and were employed in a new sector in 2023**



Source: Working lives of teachers and leaders survey. M1\_1/L15: To what extent would you say that you are satisfied with your current job? Single response. M1\_1: Those that considered leaving but stayed in 2023 (wave 2, 2023, n=1,610). L15: Those who had left the English state school sector between surveys and were still employed (wave 2, 2023, n=313). Satisfaction for leavers is shown within their new role.

\*Indicates significant difference between those that left between 2022 and 2023, and those that considered leaving in 2022, but didn't.

Those who had taught key stage 2 were more likely to be positive, 84% reported being satisfied with their new job all or most of the time vs. 59% of those that taught reception and 67% of those that taught key stage 5.

Ex-English state school leaders were more likely to report being satisfied with their job most of the time than ex-English state school teachers (71% vs. 45% respectively), while ex-English state school teachers were more likely to be in stronger agreement, with 29% responding their new job satisfied them all of the time (vs. 8% of ex-English state school leaders).

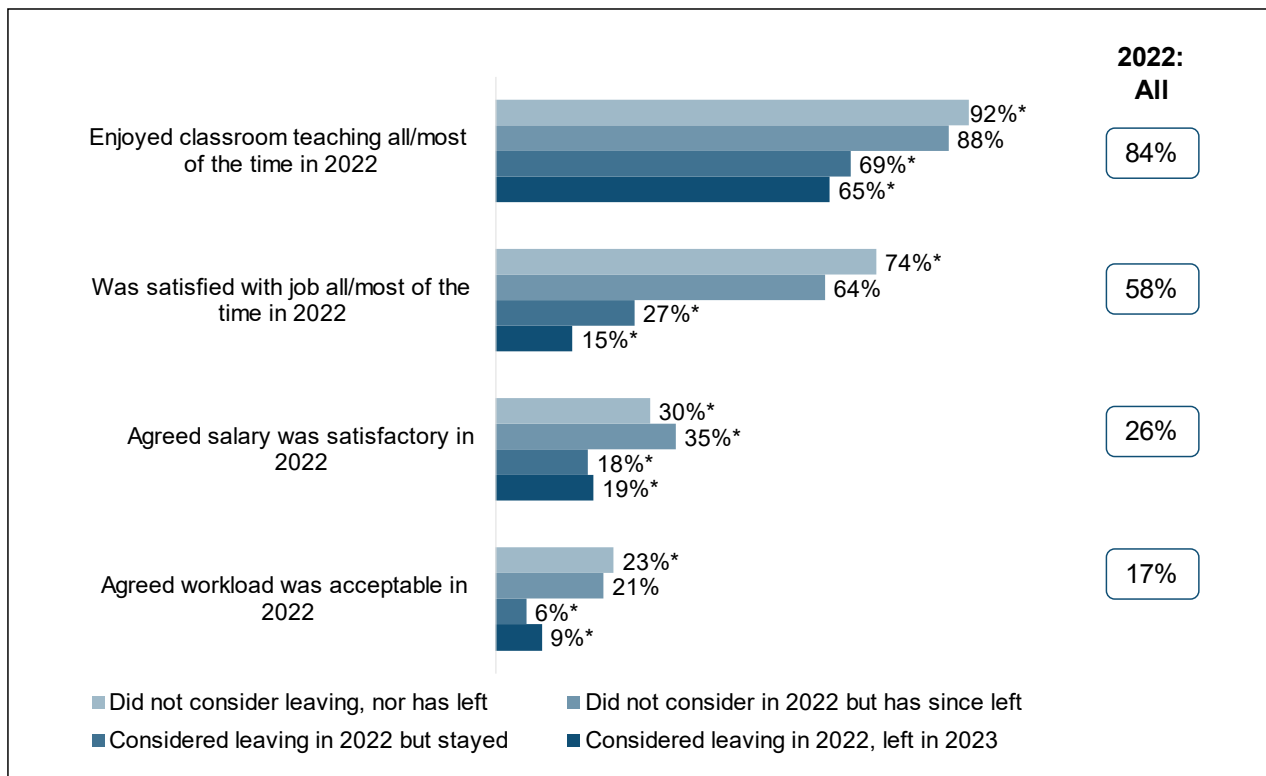
As shown in Figure 14.9, those who were considering leaving in 2022 and then went on to do so reported having lower levels of job satisfaction in 2022 than those who were considering leaving but did not do so, but gave comparable ratings in terms of enjoyment of classroom teaching, satisfaction with salary and views on workload.

Those who were not considering leaving in 2022 but did leave by 2023 reported having lower levels of job satisfaction in 2022 than those who were not considering leaving and were still in state education in 2023 but their levels of satisfaction were still much higher than those who were considering leaving.

Generally, those that did not consider leaving in 2022 but had since left gave responses consistent with the overall average with regards to enjoyment of classroom teaching, job

satisfaction, salary satisfaction and workload acceptability when they were teaching in 2022, as shown in Figure 14.9. Those that did not consider leaving in 2022, and were still teaching or leading in 2023 were more likely to give positive responses across the board, with those that considered leaving more likely to have given negative responses in 2022.

**Figure 14.9 Ratings of aspects of job satisfaction by stated intention to leave in 2022 / whether had left by 2023**

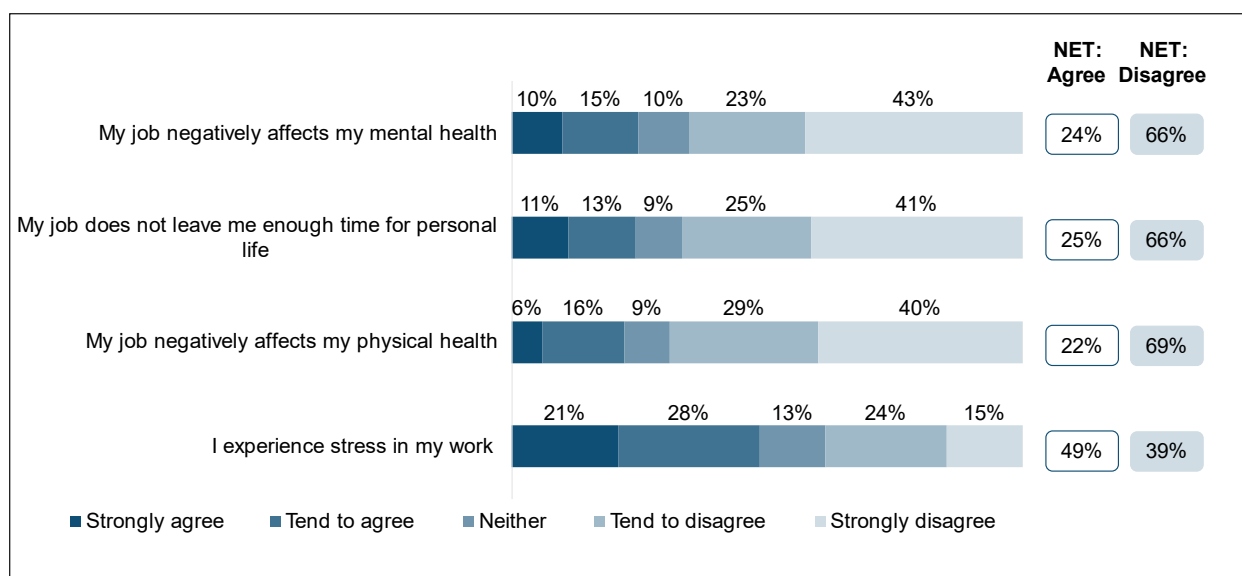


Source: Working lives of teachers and leaders survey. M2\_4 In the next 12 months, are you considering any of the following? Leaving the state school sector (excluding retirement). Single response. M1\_1 To what extent would you say that you are satisfied with your current job? Single response. M1\_2 To what extent would you say that you enjoy classroom teaching? Single response. J1\_1 How strongly do you agree or disagree with the following statements about pay and your job? I am satisfied with the salary I receive for the work. D4\_2 Thinking about the current academic year, to what extent do you agree or disagree with the following statements? I have an acceptable workload. Single response. All taking part in wave 1 (wave 1, 2022, n=11,177). Those that did not consider leaving, nor had left (wave 2, 2023, n=4,329), did not consider in 2022 but had since left (wave 2, 2023, n=187), considered leaving in 2022 but stayed (wave 2, 2023, n=1,610), and considered leaving in 2022, and left by 2023 (wave 2, 2023, n=222).

\*Indicates significant difference against overall response in 2022.

Around half (49%) of leavers experienced stress in their new work, though the proportions reporting that their job does not leave them enough time for personal life (25%), negatively affects their mental health (24%), or negatively affects their physical health (22%), were all a quarter or less (Figure 14.10).

**Figure 14.10 Leavers' views on how their new job affects their life, 2023**

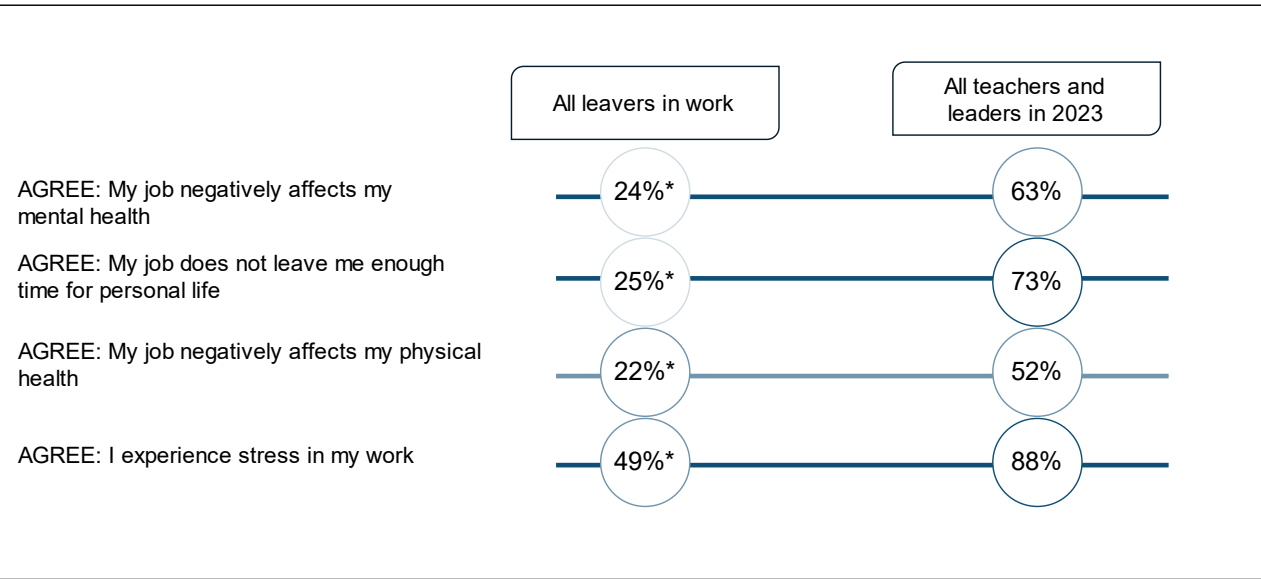


Source: Working lives of teachers and leaders survey. L16: To what extent do you agree or disagree with the following statements? Single response. Those who had left the English state school sector between surveys and were still employed (wave 2, 2023, n=313).

Across the board, leavers who were in employment outside of English state school teaching and leadership in 2023 reported more positively about how their new job affected their life than those still in English state school teaching and leadership in 2023 (Figure 14.11). This was particularly the case in terms of agreement that their job does not leave enough time for their personal life, with only 25% of leavers agreeing with this compared with 73% of teachers and leaders. Additionally, in 2023 all leavers in work were less likely than all still teaching and leading in an English state school to agree that:

- their job negatively affects their mental health (24% agreed vs. 63%)
- their job negatively affects their physical health (22% agreed vs. 52%)
- they experience stress in their work (49% agreed vs. 88%)

**Figure 14.11 Leavers' views on how their new job affects their life vs. teachers and leaders in 2023**



Source: Working lives of teachers and leaders survey. L16/P3: To what extent do you agree or disagree with the following statements? Single response. L16: Those who had left the English state school sector between surveys and were still employed (wave 2, 2023, n=313), P3: module 1 teachers and leaders (n=2,461). \*Indicates significant difference vs. teachers and leaders in 2023.

## Wellbeing

As is described in more detail in the teacher and leader wellbeing chapter, this survey included a series of ONS-validated questions about personal wellbeing. For each question, leavers were asked to answer on a scale from 0 to 10, where 0 is 'not at all' and 10 is 'completely'.

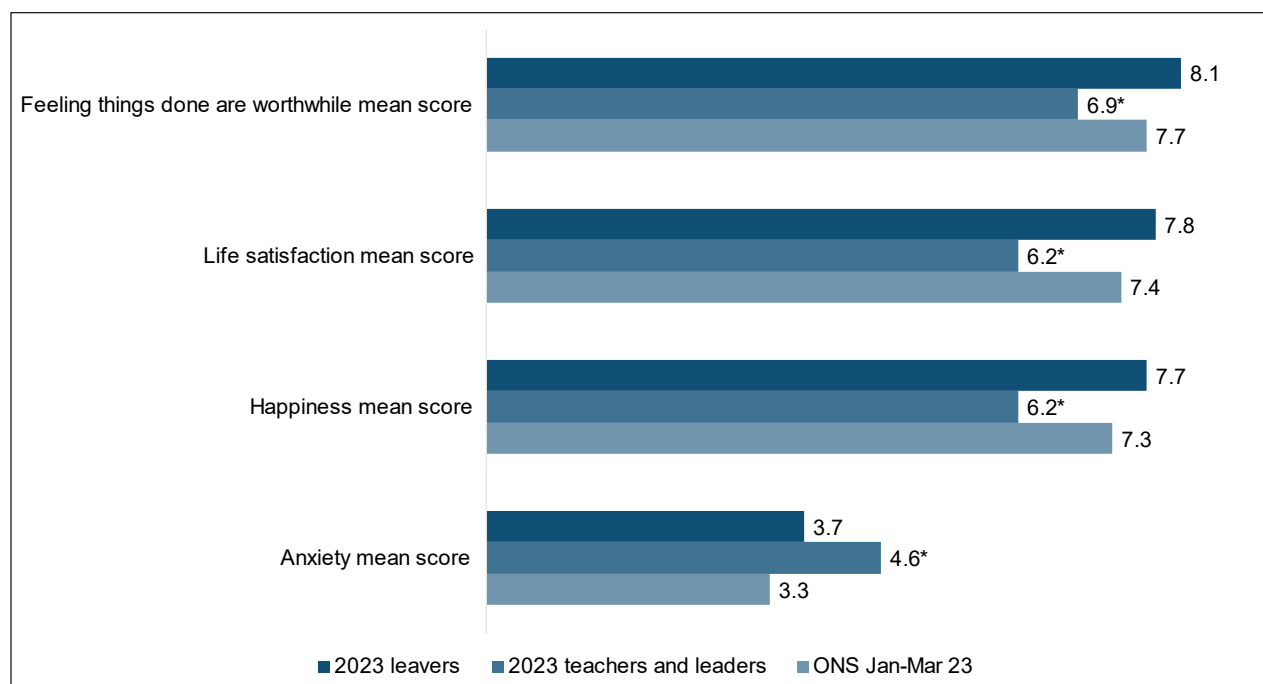
Across all wellbeing measures, those who had left the English state school sector were more positive than those still teaching or leading in an English state school in 2023, (Figure 14.12), with leavers reporting the following:

- higher levels of feeling things done in life are worthwhile: mean average of 8.1 out of 10 for leavers compared with 6.9 for those still in post
- higher life satisfaction: mean average of 7.8 out of 10 for leavers compared with 6.2 for those still in post
- higher happiness: mean average of 7.7 out of 10 for leavers compared with 6.2 for those still in post
- lower anxiety: mean average of 3.7 out of 10 for leavers compared with 4.6 for those still in post. As can also be seen in Figure 14.12, leavers' mean scores for life satisfaction, feelings things done in life are worthwhile, happiness, and high



anxiety, were much closer to ONS figures for the wider English population compared with those still teaching or leading in an English state school.

**Figure 14.12 Leavers' wellbeing against 2023 teachers and leaders, and ONS England population figures**



Source: Working lives of teachers and leaders survey. N1/N2: N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely'. N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday?

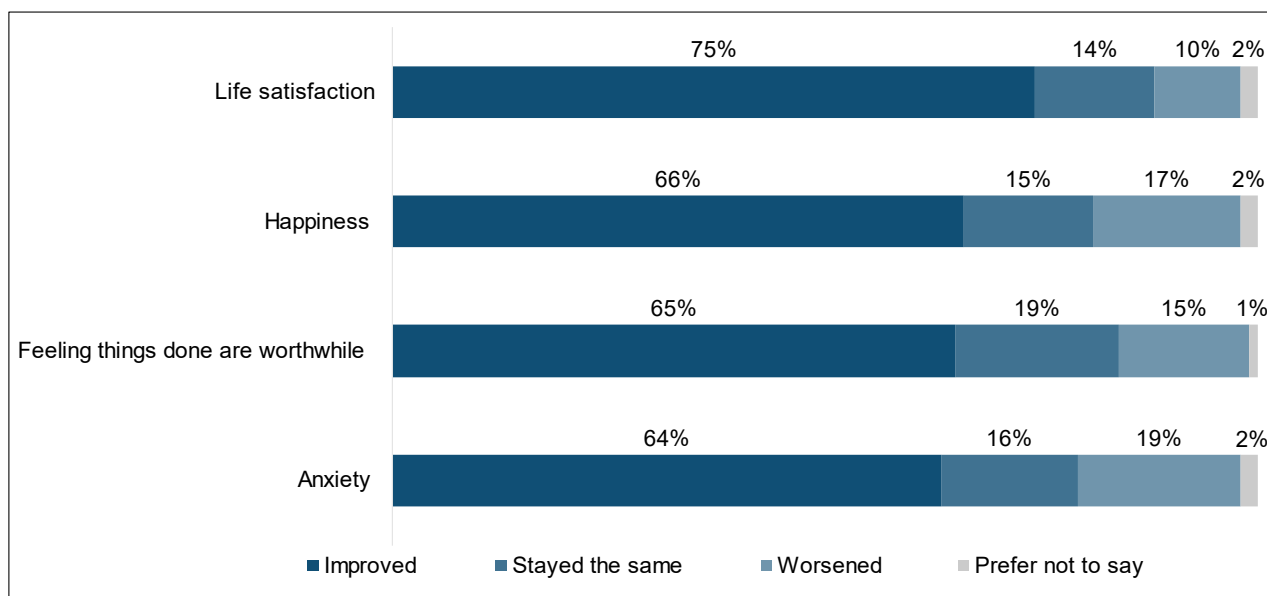
Single response. All teachers and leaders (wave 2, 2023, n=10,411); All leavers (wave 2, 2023, n=442).

\*Indicates significant difference between 2023 leavers and those still teaching or leading in an English state school.

## Change in wellbeing over time

As shown in Figure 14.13, there was a reported marked improvement across all wellbeing measures among those that left the sector, with 75% reporting higher life satisfaction, 66% reporting higher happiness, 65% reporting higher feelings of things done in their life are worthwhile, and 64% reporting lower anxiety. 39% of leavers reported an improvement across all four measures.

**Figure 14.13 Leavers' change in wellbeing measures, 2022-2023<sup>85</sup>**



Source: Working lives of teachers and leaders survey. N1/N2: N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely'. N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday?  
Single response. All leavers (wave 2, 2023, n=442).

<sup>85</sup> An 'improvement' to a wellbeing score between 2022 and 2023 is defined by the respondent giving a higher rating on a scale of 0-10 in 2023 than 2022 for measures of life satisfaction, feelings things done in life are worthwhile and happiness. An 'improvement' to an anxiety score is where the respondent gives a lower score on a scale of 0-10 in 2023 than in 2022. A 'worsening' between 2022 and 2023 is the opposite of this.



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