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for Education

Working Lives of Teachers and Leaders – Year 1

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.
- **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.
- **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.
- **Early Career Teachers (ECTs)** – where the report refers to ECTs, this includes both those who would have been referred to as Newly Qualified Teachers (NQTs) at the time of the fieldwork, and those who have participated in the Early Career Framework (ECF). Given the timing of the first year of this study, only those in their first year of participation in the ECF were covered, which is why we have expanded the definition this year to also include those in their second year of the NQT process. From the second year of this study onwards, the term ‘ECTs’ will refer only to those in their first and second years of participation in the ECF.

Executive Summary

This report presents the findings of the first wave of the Working Lives of Teachers and Leaders survey carried out in spring 2022. Findings are based on responses from 11,177 leaders and teachers.

Teacher and leader characteristics

For context, there were 505,633 teachers and leaders working in English state schools as of 2021.¹ An even proportion of teachers work in both primaries and secondaries (41% of the total population each), while more leaders worked in primary schools than secondary schools (8% of the total workforce population compared to 5%), given there are a higher number of primaries. Teachers and leaders in Special schools / AP / PRUs made up 5% of the total population (1% leaders and 4% teachers).

Most (89%) survey respondents with teaching responsibilities in secondary schools had a degree level qualification or higher (including ITT) in their main subject, while a minority (7%) had a qualification below degree level or no qualification at all in their main subject (3%). Over half (59%) with teaching responsibilities in a primary school had a degree in a core primary subject, while around one third (36%) had a degree level teaching qualification.

The subjects most commonly taught by secondary teachers as a main subject with an ITT qualification (but without a degree level qualification) were a mathematics subject or combined science (both 19%). Biology and history were the most commonly taught by teachers with both an ITT in the subject and a degree level qualification or higher (75% teaching each subject).

A large proportion of teachers and leaders reported having additional responsibilities as part of their role. Most commonly, this was the head of subject or faculty (45% reported this responsibility), which was heavily skewed to those working in primary schools where these responsibilities are more common. Lower proportions reported being head of year/phase (12%), Special Educational Needs Coordinator (SENCO) (5%) or pastoral lead (4%).

Leader and teacher workload

Leaders reported working more hours on average (56.8) than teachers (48.7). Full-time leaders reported working on average 57.5 hours in the most recent full working week before being surveyed, with part-time leaders reporting an average of 48.8 hours. This

¹ The 505,633 refers to the 'headcount' figure, not the 'full-time equivalent (FTE)' figure. Figures in this paragraph are from the School Workforce Census, collected in November 2021.

compares to 51.9 hours for full-time teachers and 37.3 hours for part-time teachers. Over four in ten leaders (43%) reported working at least 60 hours in the reference week, compared to around two in ten teachers (19%).²

It was more common for secondary leaders to report longer hours on average than their primary counterparts (58.3 vs. 56.2 hours for primary leaders, on average).³ Conversely, secondary teachers reported working slightly fewer hours on average than primary teachers (48.5 vs. 49.1 for primary teachers, on average). In terms of specific leadership role, average hours were highest among headteachers (58.8), particularly secondary heads (61.1).

Among those with teaching responsibilities, the average number of teaching hours in the most recent full working week was 21.3 (22.4 for full-time teachers and leaders and 17.0 for those working part time). The overall figure was higher in primary schools (22.7) than secondaries (19.9).

Two-thirds of teachers (66%) reported that they spent over half of their working time on tasks other than teaching, rising to 77% of secondary teachers. Among all teachers, general administrative work was the task most commonly cited as taking up 'too much' of their time (75% of teachers reported this). Around half of all teachers also said that data recording, inputting, and analysis, behaviour and incident follow up, individual lesson planning, and marking took up 'too much' of their time.

Leaders, meanwhile, most commonly reported spending too much of their time responding to government policy changes⁴ (67% reported this), while around half reported that they spend too much time on general administrative work (50% regarding administration within the school and 45% for administration with external bodies).

Most teachers and leaders disagreed that their workload was acceptable (72%) and that they had sufficient control over it (62%). Combined, over half (56%) of teachers and leaders thought both that their workload was unacceptable and that they did not have sufficient control over it.

Most teachers and leaders indicated that their school had revised their policies and approaches to try to improve workload over the last year, although views on the effect of these revisions were mixed. The most successful revisions related to marking and

² Figures for part-time staff are the raw figures provided in the survey and do not include the Full-Time Equivalent (FTE)The FTE and working patterns of part-time staff can vary. As such, any comparisons between these figures and FTE figures should be treated with caution. This caveat applies to part-time figures throughout.

³ Primary leaders are more likely to work part time than their secondary counterparts, which will have an effect on this difference.

⁴ It is important to note that, at the time of the survey, schools were still responding to the Covid-19 pandemic and government measures related to this, which may have influenced responses to this question.

feedback policy; almost three in ten (29%) reported that revisions made to marking and feedback had reduced their workload. Other teachers and leaders reported that revisions had added to their workload. This was most clearly evidenced for revisions around data tracking and monitoring student progress, where a larger proportion (26%) reported that it had added to the workload than said it had reduced it (15%).

Flexible working

Four in ten (40%) teachers and leaders reported having some kind of flexible working arrangement with their school, either formal or informal. Most commonly this was working part time (21%), followed by planning, preparation, and assessment (PPA) time offsite (12%). Primary teachers and leaders were more likely to report that they worked flexibly than those in secondary settings (50% vs. 29%). Those in primary schools most commonly made use of part-time working (24%) and off-site PPA (20%) while part-time working was by some way the most common type of flexible working arrangement in secondary schools (20%).

Certain types of flexible working were more common for teachers across both Primary and Secondary settings, with 26% of primary teachers and 20% of secondary teachers working part time compared with 11% of primary leaders and 5% of secondary leaders. Conversely, leaders were more likely than teachers to have agreed ad-hoc days to start late or finish early at manager's discretion (22% of primary leaders vs. 6% of teachers; 14% of secondary leaders vs. 3% of teachers), agreed ad-hoc personal days off at manager's discretion (17% of primary leaders vs. 6% of teachers; 9% of secondary leaders vs. 3% of teachers), and formally agreed home or remote working (14% of primary leaders vs. 2% of teachers; 4% of secondary leaders vs. 1% of teachers).

Flexible working was linked with more positive perceptions of other aspects of teachers' and leaders' working lives. Those working flexibly in some way were more likely to agree (compared to those who didn't work flexibly) that they were satisfied with their job most or all of the time and that they felt valued by their school. Flexible working was more common among White teachers and leaders (41% worked flexibly in some way) than Asian (32%), Black (28%) or those from another ethnic background (24%).

Both teachers and leaders reported some negative views about the compatibility of flexible working with teaching and school culture. There were also some negative views about how it could affect career progression, for example:

- More disagreed that flexible working is compatible with a career in teaching than agreed (51% compared with 33%)
- Over half (57%) thought working flexibly would affect their opportunities for career progression

- A majority (62%) of those not currently working flexibly would not be comfortable to request such arrangements, and half (51%) of those currently working flexibly would not be comfortable requesting additional flexible arrangements

Pupil behaviour

Almost two-thirds (62%) rated pupil behaviour as 'good' or 'very good', and a further one in five (22%) rated it as 'acceptable'. Primary teachers and leaders were more likely to rate behaviour as 'good' or 'very good' than those at secondary settings (74% vs. 49%), as were leaders in both phases (85% compared with 58% of teachers) and more specifically, headteachers (95%).

Those with teaching responsibilities generally felt supported to deal with persistently disruptive behaviour effectively, with six-in-ten (61%) saying this was 'always' or 'mostly' the case, although there were a minority who did not feel they were always supported. Those working in secondary schools were less likely to agree that they were supported 'always' or 'mostly' (57% agreed they were), compared with those in primary schools (63%) or a special school, PRU or AP (69%).

A majority (68%) of all respondents also agreed that their school's leadership team set high expectations for pupil behaviour, supported by clear rules and processes.

Bullying, harassment and staff inclusion

Over one in ten (12%) of teachers and leaders reported experiencing bullying in the last 12 months, and 8% reported experiencing discrimination. Secondary teachers, SENCOs, and those less satisfied with their job were the groups most likely to have experienced bullying or harassment. Those from a Black or other ethnic minority background were more likely than White teachers or leaders to report bullying (15% vs. 11%) and discrimination (18% vs. 7%). Those with a disability were more likely than those with no disability to report bullying (17% vs. 10%), discrimination (12% vs. 7%) or both (7% vs. 3%).

Most (71%) teachers and leaders agreed that their school valued an equal, diverse, and inclusive workforce. Leaders (all phases), primary school teachers and leaders, and teachers and leaders at LA maintained schools were most likely to agree.

Teachers and leaders with a disability were less likely to agree or strongly agree that their school valued an equal, diverse and inclusive workforce (67% vs 73% without), as were those who did not identify as heterosexual (65% vs 72% heterosexual). In terms of ethnicity, White teachers and leaders were more likely to agree or strongly agree that their school valued an equal, diverse, and inclusive workforce (73%) compared to the

average of all teachers and leaders. Conversely, Asian (56%) and Black (41%) teachers and leaders were less likely to agree.

Teacher and leader wellbeing

The 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 – 6.1 overall (6.4 for leaders and 6.1 for teachers)
- Happiness – 6.3 overall (6.5 for leaders and 6.2 for teachers)
- Things done in life are worthwhile – 6.8 overall (7.3 for leaders and 6.8 for teachers)
- Anxiety – 4.6 overall (4.4 for leaders and 4.6 for teachers) (note that, unlike the other measures, a low score for anxiety means a higher level of wellbeing)

Results indicate that teacher and leader wellbeing in English state schools is lower than equivalent wellbeing scores for the English population

Overall, teachers reported lower wellbeing scores compared to leaders (as seen above). Other groups with notably lower wellbeing scores were primary teachers and leaders (compared with secondary teachers and leaders) and those in schools with serious weakness or in special measures according to Ofsted inspections data (compared to those in schools with higher Ofsted ratings).

There was a link between pupil behaviour and anxiety levels among teachers, with reported anxiety levels higher among those who reported pupil behaviour as being poor than those who considered pupil behaviour to be good. Leaders' reported anxiety levels, on the other hand, were relatively unaffected by perceptions of pupil behaviour.

Many teachers and leaders felt that their work was having a negative impact on their health and wellbeing. For example, a large majority said that they experienced stress in their work (86%), around three-fifths felt their job did not give them sufficient time for their personal life (65%), and around half (56%) said their job negatively affected their mental health (45% said it negatively affected their physical health). Leaders, and particularly heads, were more likely than teachers to report that their job did not give them sufficient time for their personal life (70% of leaders and 75% of heads agreed with this statement, compared to 64% of teachers). Heads were more likely than both teachers and all leaders to report that their job negatively affected their mental health (59% vs. 57% of teachers and 53% of all leaders).

Job and career satisfaction

Views on overall job satisfaction were mixed, with a slight majority (58%) of teachers and leaders reporting they were satisfied with their current job all or most of the time. Of the remainder, almost a third (29%) reported being satisfied some of the time, while a minority (13%) were satisfied rarely or not at all. Views on classroom teaching specifically were more positive, with a significant majority (84%) of those with teaching responsibilities reporting that they enjoyed classroom teaching all or most of the time, while only a small minority (3%) rarely or never enjoyed it.

Those working in secondary schools tended to be more negative about their jobs and about teaching. Fewer secondary teachers and leaders reported being satisfied with their job (56% vs 59% of primary teachers and leaders) and that they enjoyed classroom teaching (83% vs 86%). Leaders were more likely than teachers to say they were satisfied with their job (70% vs 56%).

While a majority (65%) of teachers and leaders agreed that they felt valued by their school, views were more mixed in terms of schools recognising and rewarding high performance; around four in ten (39%) agreed that their school rewarded high performance, whilst three in ten said the school did not (31%) or were neutral (29%). Leaders were consistently more positive than teachers about these aspects of their school.

White teachers were more likely to report feeling valued by their school (67%) compared with those from an ethnic minority background (56%). Conversely, teachers from an ethnic minority background were more likely to agree that school accountability measures provide important information (40% of all ethnic minorities vs. 26% of White teachers), that the school inspection regime provides a fair assessment (31% vs. 16%), and that teachers' views were valued by policymakers (13% vs. 6%).

Views on the public perception of teaching were less positive, with a high proportion (69%) disagreeing that the teaching profession was valued by society (including a third overall who disagreed strongly).

Future plans, including intentions to leave⁵

A quarter (25%) of teachers and leaders reported that they were considering leaving the state school sector in the next 12 months for reasons other than retirement. This was higher for teachers and leaders working in secondary settings (28%) and for non-ECT

⁵ 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.

classroom teachers (26%). The most commonly cited reasons for considering leaving were high workload (92%), government initiatives or policy changes (76%), and other pressures relating to pupil outcomes or inspection (69%).

Almost three in ten teachers and leaders (28%) reported that they were considering applying for promotion in their current school in the next 12 months, while approaching a quarter were considering moving to another school on promotion (22%) or moving to another school at the same level (also 22%). Teachers were more likely than leaders to be considering applying for promotion within their school, while leaders were more likely to be considering moving to another school on promotion.

The most commonly cited reason for not seeking promotion was concern about the impact it could have on work-life balance (cited by 31% not seeking promotion).

Factors affecting important career decisions

A hierarchical logistic regression was conducted to determine factors influencing considerations of leaving the state education sector (excluding because of retirement) and of moving to another state school (either at the same level or on promotion).

The analysis showed that overall job satisfaction had the biggest impact on considerations of leaving the state sector, by some distance. Other, less important, considerations were satisfaction with life, manager consideration of work-life balance, and satisfaction with long-term salary prospects. A second model was re-run without job satisfaction, to determine whether that was masking the effect of other factors on odds to consider leaving the state education sector. This second model identified views on sufficient control over workload, feeling valued by school and overall life satisfaction as the most important factors in decisions to leave.

Considerations of moving to a different school were driven by slightly different factors. Although job satisfaction was still one of the most important factors, it had less of an impact than it did on considerations of leaving the state sector. Other important factors were age (ranked second) and views on feeling valued by the school (ranked third); these were the two key drivers when job satisfaction was removed from the model.

Teacher and leader pay

A majority of teachers and leaders were dissatisfied (61%) with the salary they received for the work they did, and only around half agreed that the decisions their school took about their pay over the last year were fair (51% excluding heads, 74% of whom agreed) or were satisfied with how their school communicated decisions about their pay to them during this period (53% excluding heads, 78% of whom were satisfied).

Despite the temporary pause to headline pay rises for most public sector workforces in 2021-22, around half (51%) of teachers and leaders said that they had received a pay increase in the year prior to completing the survey, with leaders more likely than teachers to have received a pay increase (60% vs. 49%). The most commonly cited reasons for not receiving a pay increase were that the teacher or leader was at the top of their current pay scale (58%) or that there was a national pay freeze (34%).

Around half of teachers and leaders received an additional allowance payment as part of their salary (most commonly a Teaching and Learning Responsibility Payment (TLR)). However only 35% of them agreed that the allowance fairly compensated them for the additional responsibility that comes with the role. Over half of headteachers and executive headteachers (55%) were using the flexibilities in their school's pay system to support recruitment and retention, with this more commonly reported by those in secondary than primary schools (76% vs. 51%).

Career reflections

Secondary teachers were generally confident in their abilities to teach their main subject (96% were confident). Confidence was particularly high for those teaching chemistry (100% were confident), music (100%), drama and theatre (99%) and physics (99%) as their main subject. However, confidence was lower when considering the additional subjects they taught alongside their main subject. Confidence was particularly low for those teaching music as an additional subject (38% were confident), drama and theatre (40%), religious education (44%) and geography (48%).

Primary school teachers were most confident in their subject knowledge of English and mathematics (both 90%). This was notably higher than their confidence in teaching science (76%), the other core subject. The subjects that primary teachers were least confident teaching were languages (24% were confident), music (33% confident), and computing (39% confident). Across all subjects, primary leaders with teaching responsibilities reported higher levels of confidence than teachers. As might be expected given that they were in the first few weeks or months of their career, early career teachers (ECTs) were less confident than non-ECT classroom teachers.⁶

⁶ 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. Strictly the term ECT applies to those who started their induction in September 2021 onwards when the DfE rolled out changes to the statutory induction for teachers. Given the timing of this survey only those in their first year of this new process were covered by the survey (apart from a minority of teachers who participated in a pilot programme). In future waves of the survey we will look at teachers who are in both Year 1 and Year 2 of the new ECT induction, hence for this wave we have expanded the definition to include those in their second year of teaching under the old induction process to facilitate comparisons in the experiences of those early on in their career.

A large majority (around nine in ten) of those with teaching responsibilities (teaching across any phase) were confident in their ability to provide opportunities for all pupils to learn the essential knowledge, skills, and principles of the subject they teach (93%), to assess pupils' progress by checking their knowledge and understanding (92%), and in implementing behaviour rewards and sanctions with all pupils and classes (87%).

Teacher training and Continuing Professional Development (CPD)

A majority (77%) of ECTs were satisfied with their Initial Teacher Training (ITT), while around one in eight (12%) were dissatisfied. ECTs generally felt their training had prepared them well for conducting themselves professionally (84%) and pupil safeguarding (83%) but felt less prepared for teaching in a multicultural or multi-lingual setting (37% agreed) or teaching pupils with Special Educational Needs and Disabilities (SEND) (46%).

Almost all teachers (98%) had taken part in some form of formal CPD over the previous 12 months (or since the start of their teaching career if they completed their ITT within the last 12 months). The most common formal CPD undertaken was training designed and delivered internally, or having lessons observed (both mentioned by 69% of teachers and leaders).⁷ Leaders reported undertaking a wider range of CPD activities than teachers (5.5 activities from a list of 13 vs. teachers' 4.2).

The most common topic covered in formal CPD that respondents had undertaken in the past 12 months was student safeguarding (80% of teachers and 87% of leaders), followed by coverage of a subject or phase-specific theme or pedagogy (65% of teachers but only 54% of leaders).

Subject or phase specific knowledge or pedagogy was the most commonly cited topic that teachers would like further CPD on in the next 12 months (43%), but was considered less important for leaders, who more often cited a preference for training and development activity on leading the school culture (40%) and/or curriculum design and planning (35%).

Teachers and leaders had mixed views on the impact that the CPD they had undertaken had on their ability to perform their role, with 30% reporting it had a 'high' impact, 53% 'medium' impact and 16% 'little' or 'no' impact.

⁷ This excludes training designed and delivered internally that was related to the Early Career Framework (ECF) and National Professional Qualifications (NPQs).

The biggest barrier to accessing CPD was the lack of time for CPD due to workload or competing priorities (66%), although the funding/the cost of CPD (42%) and lack of cover (41%) were both commonly mentioned barriers.

1. Introduction

Background to the survey

The inaugural Working Lives of Teachers and Leaders survey was carried out in Spring 2022 with teachers and leaders in state schools in England. Conducted by IFF Research and IOE, UCL's Faculty of Education and Society on behalf of the Department for Education (DfE), the survey is longitudinal by design and will run annually for at least five years, up to 2026.

In support of the DfE's Recruitment and Retention Strategy, the study aims to explore factors affecting the supply, recruitment and retention of teachers and leaders to help DfE design policies that better support them.⁸ Specifically, it looks at factors – such as pupil behaviour, pay and reward, flexible working, workload, and CPD – by school and teacher characteristics (e.g., phase, length of service, subject area, gender, race/ethnic background, etc.).

Methodological overview

102,583 teachers and leaders were invited to take part in Year 1. Most were drawn from the 2020 School Workforce Census (SWC)⁹ and a small proportion from the 2020 Database of Trainee Teachers and Providers (DTTP), to ensure that those in their first year of teaching were represented in the research.

The survey was split into a core survey and three shorter modules. The former was asked of all participating teachers and leaders. The latter were asked of a smaller subset of teachers and leaders who took part online, with these groups randomly assigned to one of the three: work life/wellbeing (asked of 3,495); continuing professional development (CPD) (3,494) and pay (3,494).¹⁰

Sampling

The sample was drawn randomly, with the exception of secondary headteachers and those in their first two years of teaching. These groups were oversampled to ensure a sufficient number of responses for robust subgroup analysis.

⁸ Department for Education, 'Teacher Recruitment and Retention Strategy', January 2019. Source: <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

⁹ The timing of the Wave 1 survey (with fieldwork in Spring 2022) meant that the 2021 SWC data, which was released in June 2022, was not available to draw the sample for the survey. This meant that the 2020 SWC was the most recent available source that could be used for sampling.

¹⁰ This report is accompanied by a technical report, with complete detail on the survey methodology. This can be found on the survey webpage on Gov.uk.

The overall response is summarised in Table 1.1 below.¹¹

Table 1.1 Survey response rates

Core survey	Total	Leaders	Teachers	Other/Unknown
Interviews	11,177	1,857	9,094	226
Response rate	13%	13%	13%	N/A ¹²

Weighting

To ensure findings were representative of the population of teachers and leaders in England, survey data was weighted back to the SWC 2021 population data¹³.

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

As shown in Table 1.2 and Table 1.3 overleaf, the profile of the achieved sample was broadly similar to the final weighted profile, and thus the overall population of teachers and leaders in England.¹⁴ The exceptions are ECTs and secondary heads – who, as mentioned, were purposefully oversampled to ensure a sufficient base for robust analysis – with classroom teachers weighted upwards as a result.

Further breakdowns of the weighted and unweighted profile of Year 1 participants can be found in the accompanying technical report.

¹¹ The survey starting sample was compared against the 2021 SWC to determine which sample was either drawn from the 2020 SWC and still teaching in the same school in the 2021 SWC or drawn from the DTTP and was present in the 2021 SWC. This enabled us to identify those who were in our starting sample who should have been teaching in an English state school at the time of surveying and should have received a survey invite (i.e., they had not moved to a different school). This reduced the starting sample from 102,583 to 88,470 and increased the overall response rate from 11% to 13%.

¹² 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' post on sample.

¹³ Although the 2021 SWC data could not be used for sampling purposes (see previous footnote), the data was available to be used for the survey weighting strategy. This enabled the data to be weighted to the population profile of teachers during the 2021/22 academic year.

¹⁴ 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

Gender (from sample - SWC 2021)	Base (n)	Unweighted (%)	Weighted (%)
Male	2,614	23%	23%
Female	8,092	72%	71%
Other	28	<1%	<1%
Unknown	443	4%	6%
Age group (from sample)	Base (n)	Unweighted (%)	Weighted (%)
Under 35	3,760	34%	31%
35-44	3,064	27%	28%
45-54	2,883	26%	25%
55+	1,031	9%	10%
Unknown	439	4%	6%
Ethnicity (from sample)	Base (n)	Unweighted (%)	Weighted (%)
Asian	361	3%	4%
Black	169	2%	2%
Mixed / multiple ethnic groups	130	1%	1%
White	9,244	83%	78%
Other ethnic group	40	<1%	<1%
Unknown	1,233	11%	14%

Table 1.3 Profile of the achieved sample by job role and phase

Job Role (survey)	Base (n)	Unweighted (%)	Weighted (%)
Leader			
Executive headteacher	71	1%	<1%
Headteacher	700	6%	4%
Deputy headteacher	470	4%	3%
Assistant headteacher	616	6%	6%
Teacher			
Leading practitioner	356	3%	1%
Classroom teacher	7,227	65%	72%
Early career teachers (ECTs) ¹⁵	1,429	13%	9%
Unqualified teacher	82	1%	2%
Other / prefer not to say	226	2%	2%
Phase (survey)	Base (n)	Unweighted (%)	Weighted (%)
Primary	5,770	52%	49%
Secondary	4,859	43%	45%
Special / PRU / AP	548	5%	5%
Headship by phase (survey)	Base (n)	Unweighted (%)	Weighted (%)
Primary heads	439	57%	76%
Secondary heads	285	37%	17%
Special/ PRU/ AP	47	6%	7%

About this report

Findings are reported at the overall level (i.e., all teachers and/or leaders asked each question), before exploring key subgroup differences, such as school phase and job role.

The term 'teachers and leaders' is used throughout to denote figures which are based on all respondents (11,177). Where figures are based on fewer respondents, this will be

¹⁵ Note this group includes those in the first two years of their teaching career after qualifying. Given the timing of the fieldwork, the majority of this subgroup are those defined as Newly Qualified Teachers (NQTs), i.e., early career teachers who have not been through the reformed induction process. See footnote on ECT definition in the executive summary for more detail on this.

made clear by the language used (e.g., 'secondary teachers' or 'headteachers and executive headteachers').

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. Strictly 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. Given the timing of this survey only those in their first year of this new process were covered by the survey (apart from a few teachers who participated in a pilot programme). In future waves of the survey we will look at teachers who are in both Year 1 and Year 2 of the new ECT induction, hence for this wave we have expanded the definition to include those in their second year of teaching under the old induction process to facilitate comparisons in the experiences of those early on in their career.

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. 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.

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 is 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 11,177 responses means that, statistically, we can be 95% confident that the 'true' value of a survey finding of 50% lies within a +/- 0.9% range (i.e., 49.1% - 50.9%). Results based on a sub-set of teachers and leaders interviewed are subject to a wider margin of error (see the accompanying technical report).

Differences between sub-groups are only referenced where statistically significant at the 95% confidence level. Likewise, 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 a table shows a statistically significant difference between subgroups, if this indicates a positive difference the cell is shaded light blue and if it indicates a negative difference the cell is shaded light red. Where the difference is not necessarily a positive or a negative difference the cell is left unshaded.

2. Teacher and leader characteristics

This chapter provides an overview of the teachers and leaders population in England, before exploring survey findings on career history and tenure, and qualifications and additional responsibilities.

The teacher and leader population in England

For context, there were 505,633 teachers and leaders working in English state schools as of 2021.¹⁶ An even proportion of teachers work in both primaries and secondaries (41% of the total population each), while more leaders worked in primary schools than secondary schools (8% of the total workforce population compared to 5%), given there are a higher number of primaries. Teachers and leaders in Special schools / AP / PRUs made up 5% of the total population (1% leaders and 4% teachers).

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

Phase	Leaders	Teachers	All
Primary	41,171	206,813	247,984
	8%	41%	49%
Secondary	24,090	206,130	230,220
	5%	41%	46%
Special / AP / PRU	4,811	22,618	27,429
	1%	4%	5%
All	70,072	435,561	505,633
	14%	86%	100%

Source: School Workforce in England, reporting year 2021, DfE

Career history and tenure

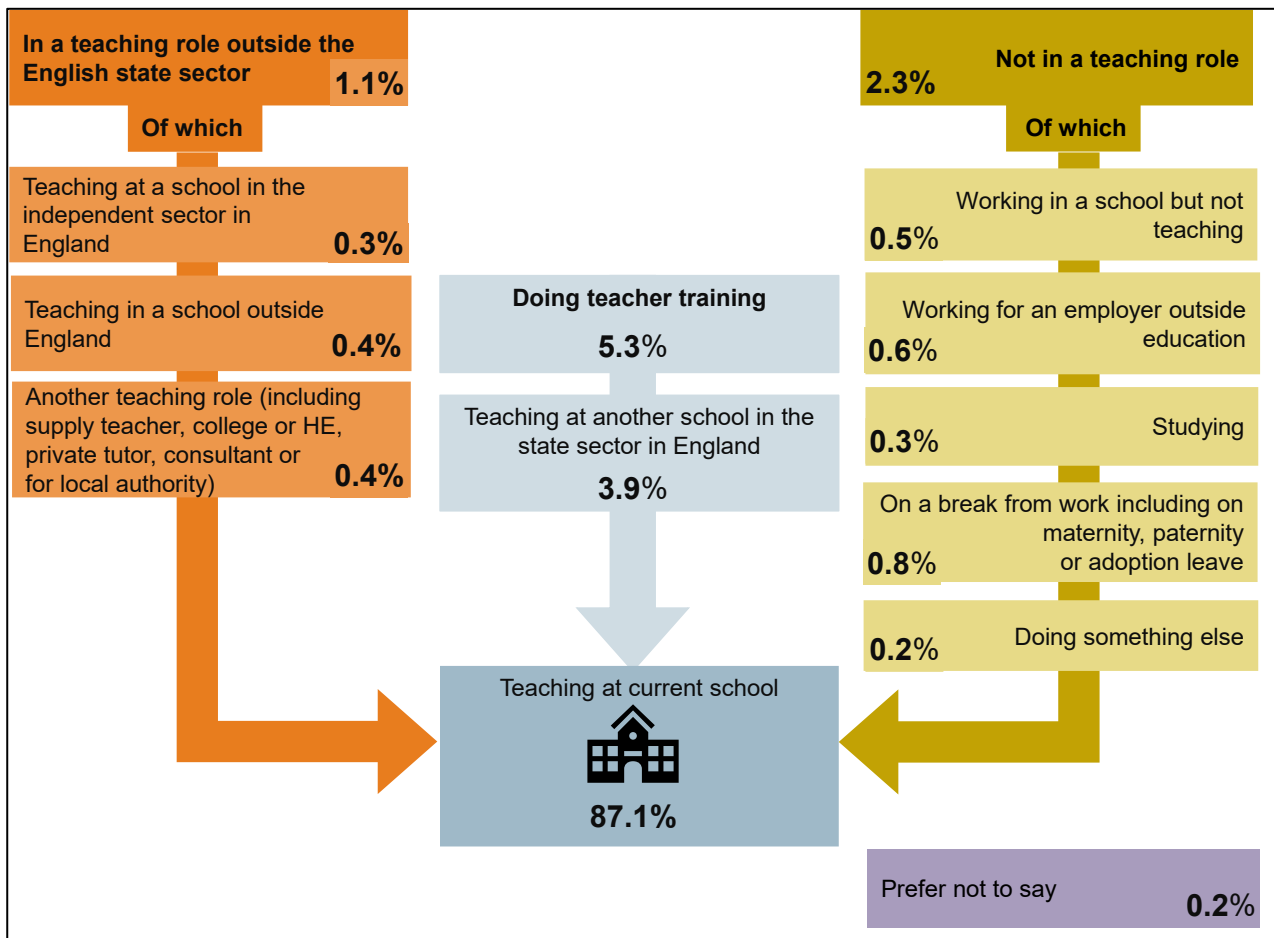
Survey respondents were asked about their careers two years *prior* to the survey (so the academic year 2019/2020)¹⁷. The large majority had been teaching in the state sector for at least two years: 87% were working at their current school in the academic year 2019/2020, while 4% were teaching in another state school in England, and a further 5%

¹⁶ The 505,633 refers to the 'headcount' figure, not the 'full-time equivalent (FTE)' figure. Data from the 2021 SWC, available at: [School workforce in England, Reporting Year 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

¹⁷ Because sample was drawn from the 2020 SWC, we knew that all teachers sampled from the SWC were teaching in an English state school one year previously. Therefore, in order to determine activities before teaching in an English state school, teachers and leaders were asked about their activities two years previously (i.e. 2019/2020 academic year).

were in teacher training (Figure 2.1). A very small proportion (1%) were teaching outside of the state sector in England and 2% were not teaching at all.

Figure 2.1 Main activity of teachers and leaders prior to the survey



Source: Working Lives of Teachers and Leaders 2022 survey. L1. In the academic year before last, i.e., the academic year 2019/2020, were you...? L2. Where/how were you working in the academic year 2019/2020? L3. What activities, if any, were you undertaking in the academic year 2019/2020? L4. And in that role were you...? All single response. All teachers and leaders (n=11,177).

Looking back further, over half (57%) had been in their current school for more than 5 years (Table 2.2) and 70% had been qualified for the same amount of time as they had been at their school.

Table 2.2 Tenure at current school

	Teachers and leaders (%)
Up to one year	3%
More than one year, up to two	9%
More than two years, up to three	11%
More than three years, up to five	19%
More than five years, up to ten	29%
More than ten years	28%
Don't know / prefer not to say	<0.5%

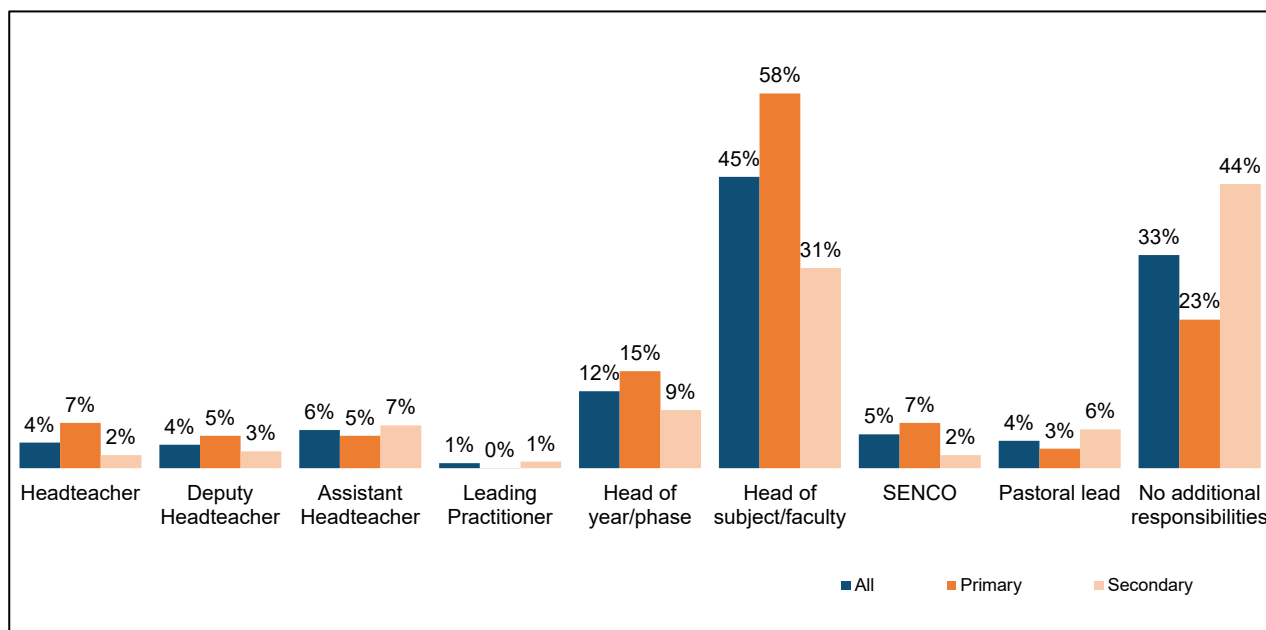
Source: Working Lives of Teachers and Leaders 2022 survey. A3. How long have you been working at your school? Single response. All teachers and leaders (n=11,177).

Leaders were more likely to have been at their current school longer (45% at their school for more than 10 years vs. 25% of teachers), as were unqualified teachers (47%).

Additional responsibilities

A small proportion (10%) of respondents reported that they had been promoted to a higher job role in the past year. There was also a relatively high incidence of those reporting that they had additional responsibilities as part of their role, (Figure 2.2) particularly head of subject/faculty roles. The high proportion of those indicating that they are head of subject/faculty (45%) is driven primarily by those teaching in primary schools. Taking primary schools in isolation, 58% of teachers and leaders reported that they are head of subject of faculty, compared with 31% at secondaries.

Figure 2.2 Leadership roles and additional responsibilities



Source: Working Lives of Teachers and Leaders 2022 survey. B1. Which of the following best describes your current job role? B2. Middle leadership responsibilities aside, which of the following best describes your current job role? B3. More specifically, do you have any of the following responsibilities...? All single response. All teachers and leaders (n=11,177), Primary (n=5,770), Secondary (n=4,859) NB: B3 is a multicode question so responses add to >100%.

Looking at the characteristics of those in leadership roles, there were some notable patterns. For example, male respondents were more likely to be in these roles than female respondents (17% vs. 13%), as were those of a White ethnicity (14% vs. 7% Asian ethnicity, 8% Black ethnicity, 7% mixed ethnicity). Further, those who did not have a reported physical or mental health condition were more likely to hold a leadership role (15% compared with 11% who did).

Teacher qualifications

A large majority of those with teaching responsibilities at secondary level reported that they had at least a bachelor's degree level qualification in their main subject taught (89%).¹⁸ A further 7% had a below degree level qualification and 3% reported that they had no qualification at all in that subject. Those teaching a specific science were the most likely to have a degree level qualification in that subject; 100% who taught chemistry, 98% who taught physics and 97% who taught biology had such a qualification.

¹⁸ A bachelor's degree level qualification or higher includes the following types of qualification: PhD (Doctoral degree of equivalent); Postgraduate degree (Master's) or equivalent; Initial Teacher Training (ITT) (e.g. a Postgraduate Certificate in Education), and; Undergraduate degree of equivalent (e.g. BEd, BSc, BA).

Breaking down degree level qualifications further, the subjects most commonly taught as a main subject with only an ITT qualification (but without a degree level qualification) were a mathematics subject or combined science (both 19%). Conversely, a humanities subject that was not history nor geography was the most commonly taught with a degree level qualification but no ITT in their main subject (42% who taught these subjects). Biology and history were the most commonly taught subjects by teachers with both an ITT and a degree level qualification or higher in that subject (75% teaching each subject).

Looking by secondary subject taught, those teaching citizenship, PSHE and sex education as their main subject were the least likely to report degree level qualifications or higher in the subject (at 25%). A full breakdown is provided in Table 2.3.

Table 2.3 Level of qualification in main subject taught (secondary)

	Base	SUMMARY: Any degree level qualification in main subject	Degree level qualification in main subject – ITT only	Degree level qualification in main subject – qualification other than ITT	Degree level qualification in main subject - ITT and another degree level qualification	Below degree level qualification in main subject	No qualification in main subject
Science: chemistry	161	100%	5%	33%	61%	<1%	0%
Science: physics	141	98%	14%	26%	58%	2%	0%
Music	108	96%	5%	18%	74%	2%	1%
Science: biology	153	97%	2%	20%	75%	3%	0%
Modern foreign languages	315	96%	11%	18%	67%	3%	1%
Design and technology	152	96%	15%	29%	52%	1%	3%
Performing arts	96	96%	9%	20%	66%	3%	1%
Art and design	162	95%	6%	21%	68%	5%	0%
Geography	270	95%	8%	14%	73%	3%	1%
History	288	96%	4%	16%	75%	4%	1%
Business, economics & accounting	100	92%	9%	37%	47%	3%	5%
Physical education	239	92%	13%	25%	54%	2%	6%
Science: combined	369	90%	19%	28%	44%	9%	<1%
English subjects	649	89%	17%	25%	47%	10%	<1%
Other humanities	88	79%	2%	42%	35%	8%	13%
Mathematics (incl. further maths and statistics)	752	84%	19%	18%	47%	15%	1%
Computer science, computing and electronics	176	80%	16%	25%	39%	10%	10%
Media & film	37	63%	5%	22%	38%	10%	25%
Citizenship, PSHE, and sex & relationship education	89	25%	12%	9%	13%	13%	53%

Source: Working Lives of Teachers and Leaders 2022 survey. C3/C4. C3. What subject(s) do you teach at your current school? Multi response. C4. What specific qualification(s), if any, do you have in this/these subjects? Single response. Secondary staff with teaching responsibilities and main subject known (n=4,581).

Of those teaching in a primary school, over half (59%) held a bachelor's degree in a core primary subject, while over a third (36%) had a degree level teaching qualification. A small minority (4%) had a bachelor's degree in a different subject or did not hold a degree level qualification (1%).

3. Teacher and leader workload

This chapter considers teacher and leader workload in terms of hours worked, time spent outside of the classroom, levels of satisfaction with workload, and schools' approaches to time management. It finishes with a look at the deployment of teaching assistants.

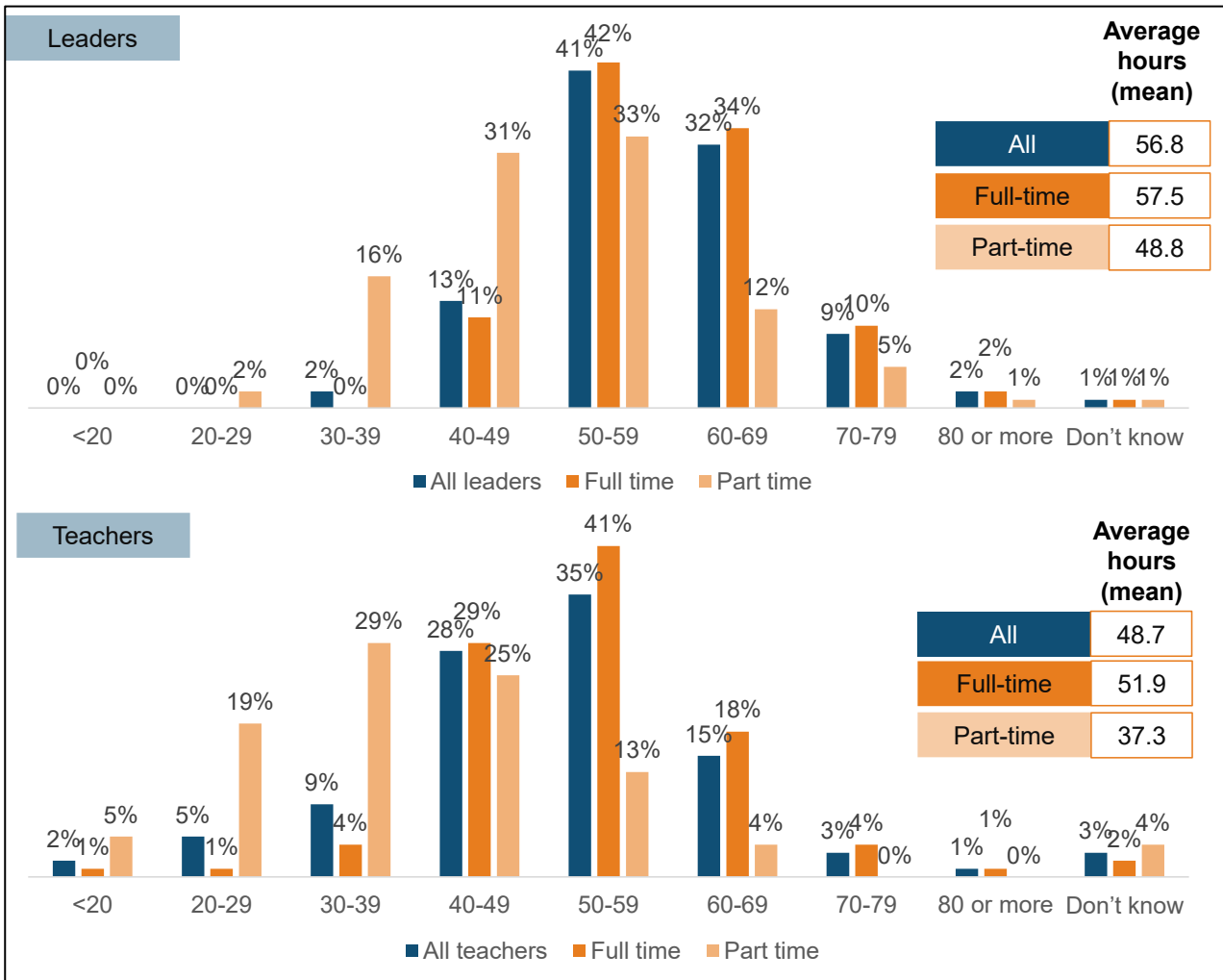
Hours worked

Leaders reported working more hours on average (56.8) than teachers (48.7) (Figure 3.1). Full-time leaders reported working on average 57.5 hours in the reference week and part-time leaders reported 48.8 hours on average, compared with 51.9 hours for full-time teachers and 37.3 hours for part-time teachers.¹⁹ Reported hours were particularly high among heads (58.8) and especially secondary heads (60.5). Reported hours were also higher among middle leaders (51.5) compared to the average for teachers.

A sizeable majority of leaders (86%) reported working between 40 and 69 hours in the reference week, and over one in ten (11%) reported working more than 70 hours. This compares to almost four in five (78%) teachers who reported working between 40 and 69 hours in the reference week, and 4% who reported working over 70 hours.

¹⁹ Figures for full-time staff do not include the Full-Time Equivalent (FTE) for part-time staff. Part-time staff FTE may differ from full-time hours, as can working patterns differ.

Figure 3.1 Hours worked in reference week according to whether leaders and teachers worked full time or part time



Source: Working Lives of Teachers and Leaders Wave 1 survey, D1. In your most recent full working week, approximately how many hours did you work? All leaders (n=1,857). All teachers (n=9,094).

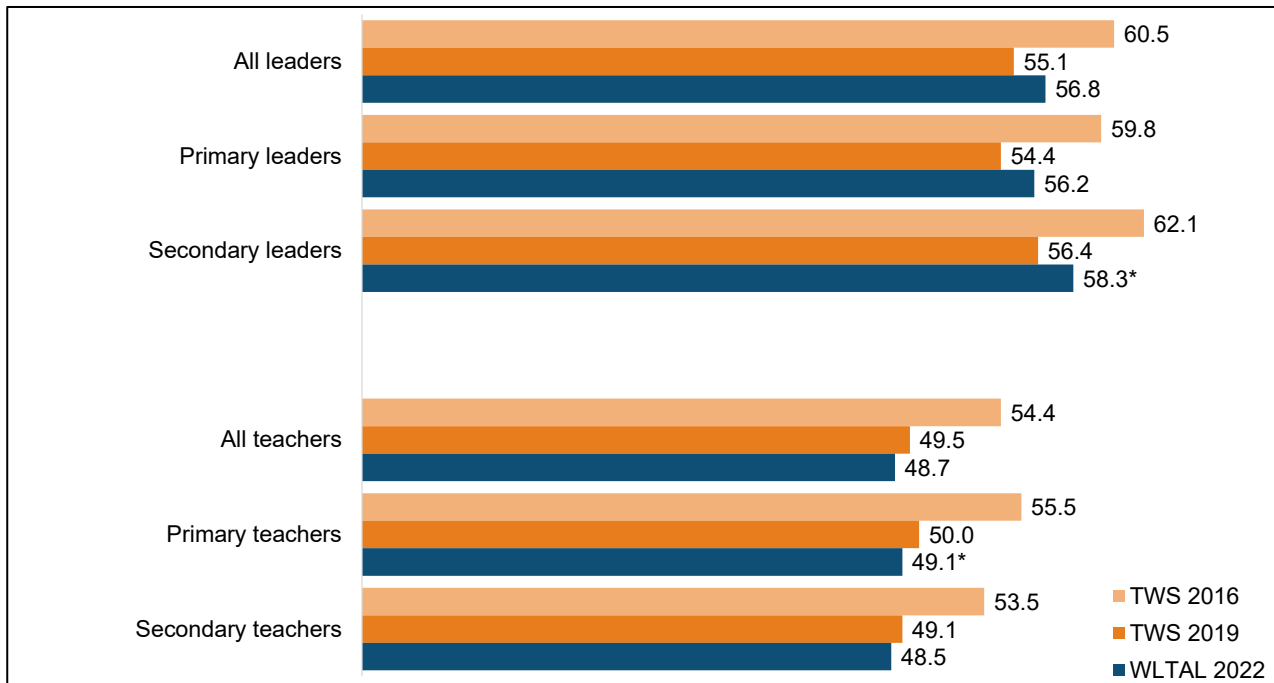
Average working hours for leaders in both primary and secondary schools remain substantially lower than they were in the 2016 Teacher Workload Survey (TWS) but are slightly higher than those reported in the 2019 TWS (Figure 3.2). The average working hours for teachers were significantly lower than reported in the 2016 and 2019 TWS; however, this reduction was driven by reduced primary teacher hours specifically, while working hours for secondary teachers were not significantly different to those reported in the 2019 TWS.

In a similar pattern to that found in the Teacher Workload Surveys, secondary leaders reported working longer hours than primary leaders (58.3 vs. 56.2 for primary leaders),²⁰

²⁰ Primary leaders are more likely to work part time than their secondary counterparts, which will have an effect on this difference.

but secondary teachers reported working fewer hours than primary teachers (48.5 vs. 49.1 for primary teachers).

Figure 3.2 Average total hours spent working in reference week by phase: TWS 2016, TWS 2019, WLTAL 2022²¹



Source: Teacher Workload Survey, 2016 and 2019, Working Lives of Teachers and Leaders Wave 1 survey, D1. In your most recent full working week, approximately how many hours did you work? All leaders (n=1,857). All teachers (9,094). *indicates significantly higher difference between primary and secondary within the WLTAL 2022. Note that findings from the TWS 2016 and TWS 2019 were also tested for statistical significance compared to the WLTAL 2022; the only finding that was not statistically significant was the change for secondary teachers between TWS 2019 and WLTAL 2022.

There were further notable differences by sub-groups of respondents. For full-time leaders, reported average hours were:

- Higher for leaders working in primary (57.2) or secondary (58.6) school than leaders working in special schools / PRU / AP provision (54.7)
- Higher among leaders working at academy schools (58.4) than those working in LA maintained schools (56.6)

For full-time teachers, reported average hours were:

²¹ 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 WLTAL should still be treated with some caution due to differences in sampling methodology and data collection methodology between the two surveys.

- Higher for teachers working in primary (53.2) or secondary (51.2) schools than teachers working in special schools / PRU / AP provision (48.2)
- Higher for leading practitioners (54.4) and classroom teachers (52.4) than ECTs (49.9) and unqualified teachers (46.8)²²

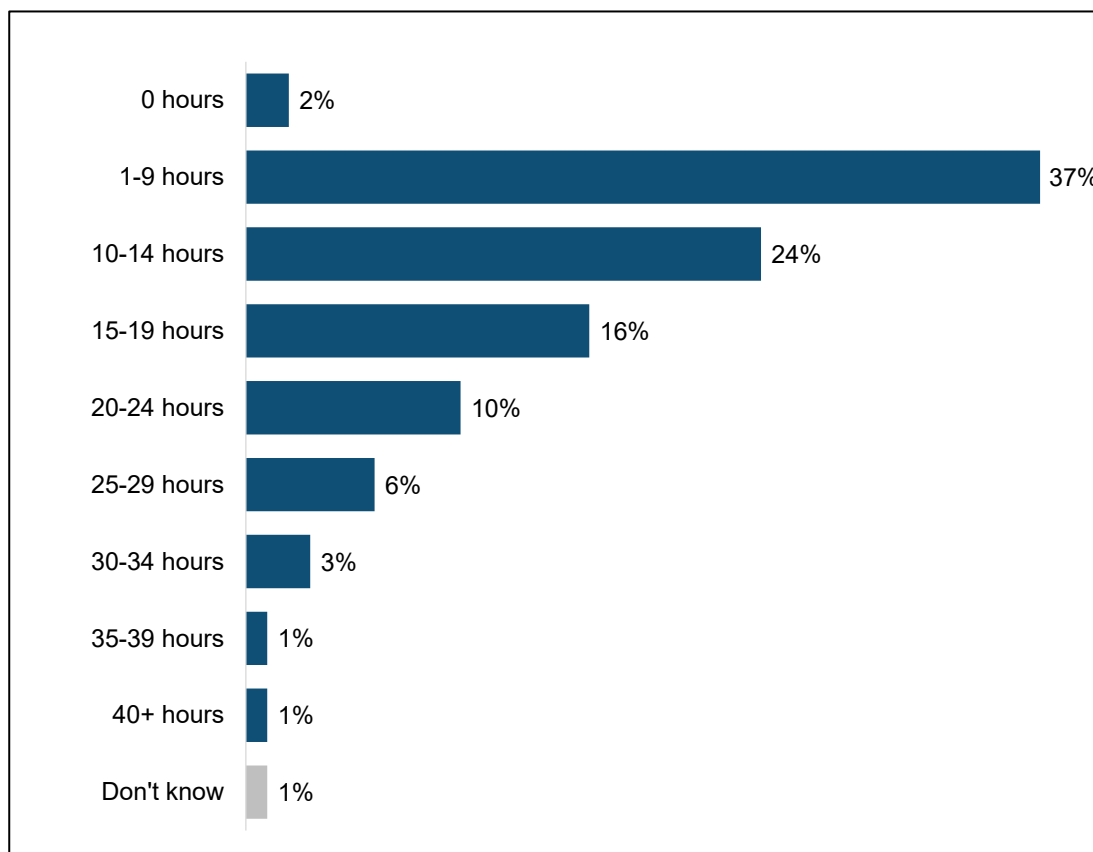
Hours spent teaching

In reference to the same week, half of those with teaching responsibilities (50%) reported that they spent between 20 and 29 hours on classroom teaching and a minority (15%) reported spending more than 30 hours (Figure 3.3).

Among leaders, most (37%) reported spending between 1-9 hours teaching in this week, with almost eight-in-ten (79%) reporting spending 19 hours or less teaching.

²² 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, rather than those who went through the new ECT induction. See footnote in the executive summary for more detail on this.

Figure 3.3 Hours spent teaching in the most recent working week by leaders²³



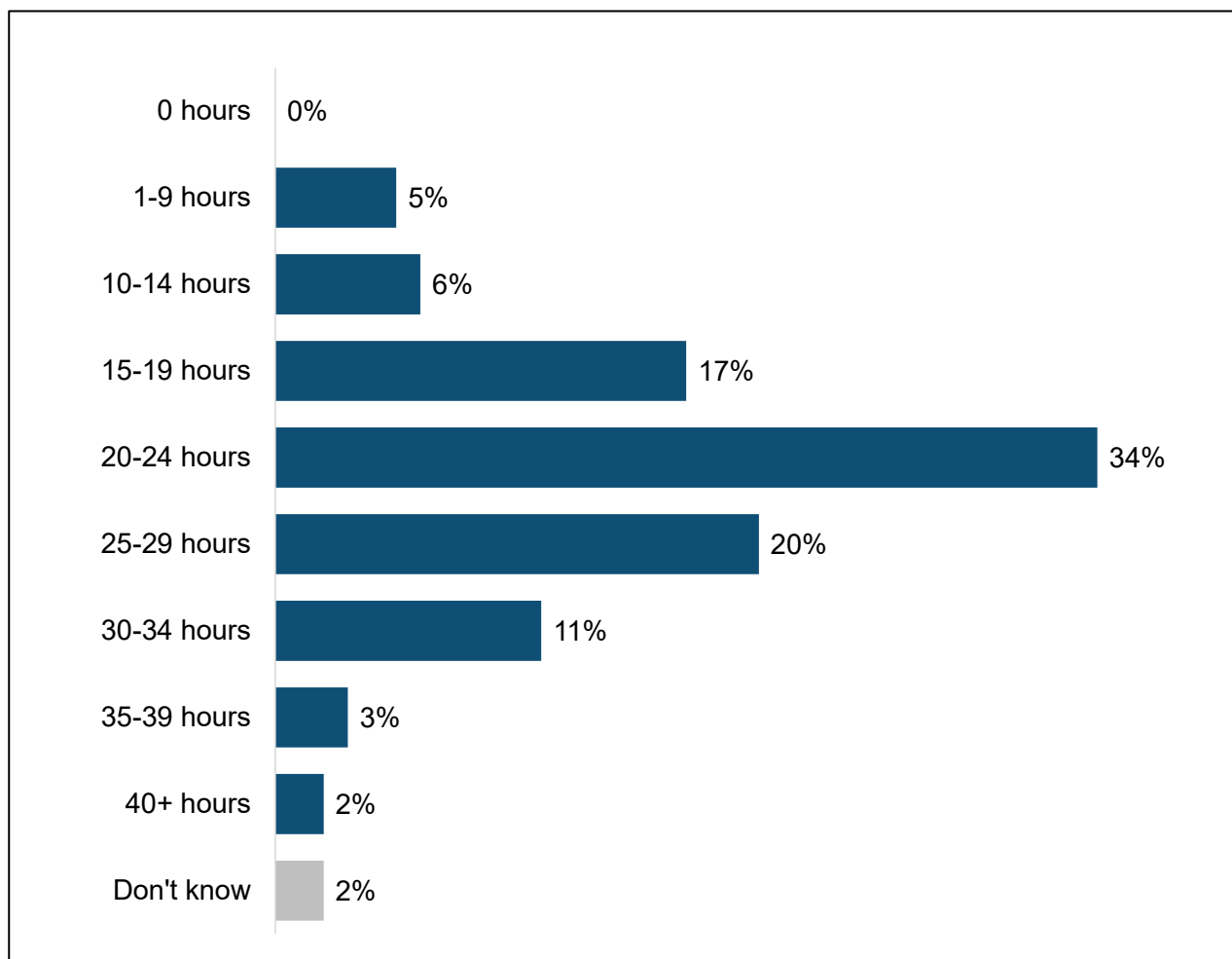
Source: Working Lives of Teachers and Leaders Wave 1 survey, D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? All leaders with teaching responsibilities (n=1,142)

The average overall number of teaching hours reported by leaders was 13 hours a week. This was reported at 13.3 hours among full-time leaders, and 9.6 hours among those working part time. The figure was higher for those in primary schools (15.7) than those in secondaries (10.4). The reported teaching hours of those working in special schools / PRU / AP provision (10.2), LA maintained schools (14.2), and academies (12.2) were consistent with the overall average (13).

Among teachers, most (34%) reported teaching for between 20-24 hours a week, as shown in Figure 3.4.

²³ Most schools only run 7-hour teaching days, equivalent to 35 hours per week. Those reporting more than 35 hours may include those running extra-curricular classroom activities or longer teaching days.

Figure 3.4 Hours spent teaching in most recent working week by teachers

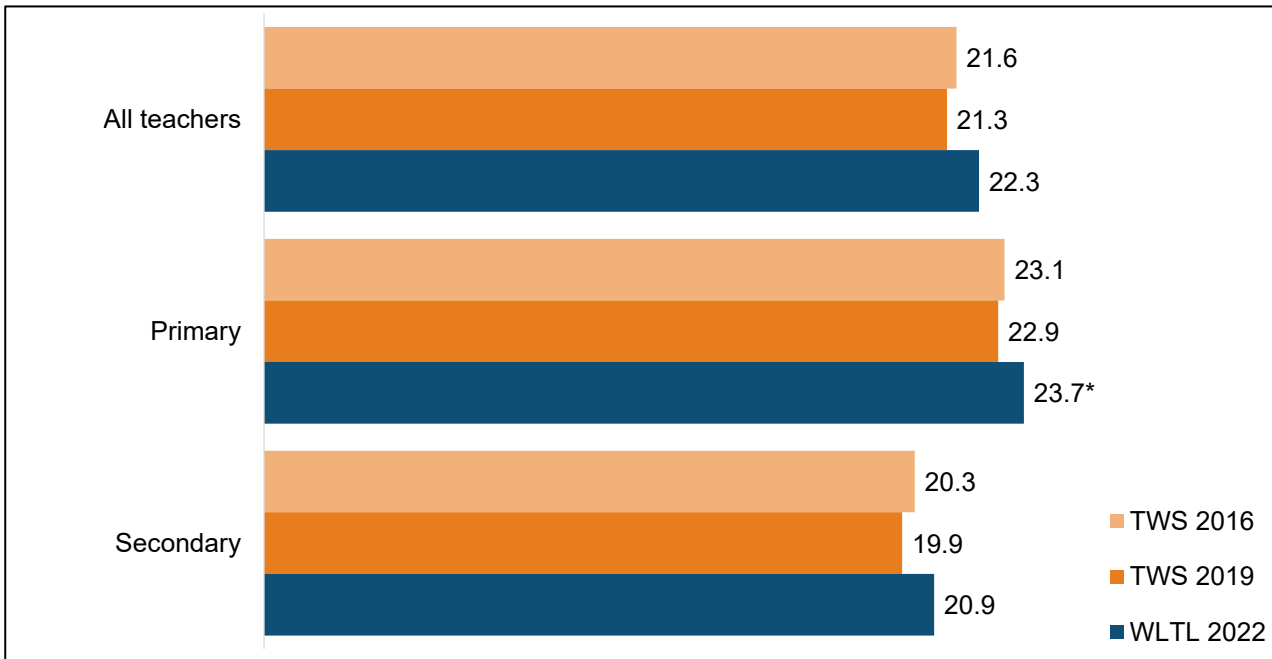


Source: Working Lives of Teachers and Leaders Wave 1 survey, D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? All teachers with teaching responsibilities (n=8,956)

The average overall number of teaching hours reported was 22.3 for teachers. This was reported at 23.7 hours among full-time teachers, and 17.4 hours among those working part time. The figure was slightly higher for those in primary schools (23.7) and special schools / PRU / AP provision (22.6) than secondaries (20.9). Those working in LA maintained schools (22.7) spent more hours teaching on average than those working in academies (21.8), despite working fewer hours overall on average (48.3 in LA maintained vs. 49 at academies).

These reported teaching hours are again similar to the last Teacher Workload Surveys, with primary teaching hours higher than secondary, as shown in Figure 3.5.

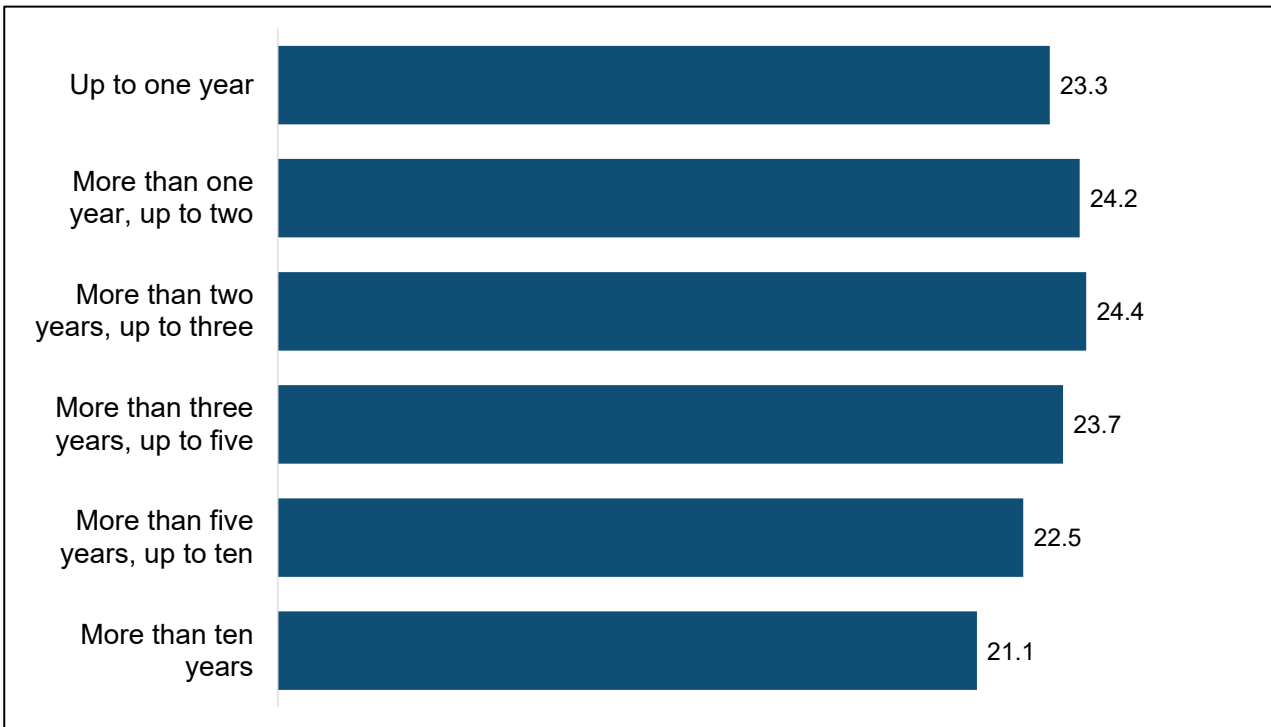
Figure 3.5 Teachers' average hours spent teaching in the reference week, by phase



Source: Teacher Workload Survey, 2016 and 2019, Working Lives of Teachers and Leaders Wave 1 survey, 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 with teaching responsibilities (n=8,956). Primary (n=4,469). Secondary (n= 4,089). *Indicates significantly higher difference between primary and secondary for WLTL 2022. NB. Comparison between TWS and WLTL should be treated with caution.

Time spent on classroom teaching was again broadly aligned with experience, as teachers with more years' experience spent less time teaching than those with less experience (21.1 hours for those with over 10 years' experience, vs. 23.3 for those with less than a year), as shown in Figure 3.6.

Figure 3.6 Teachers' average hours spent teaching in the reference week, by years qualified

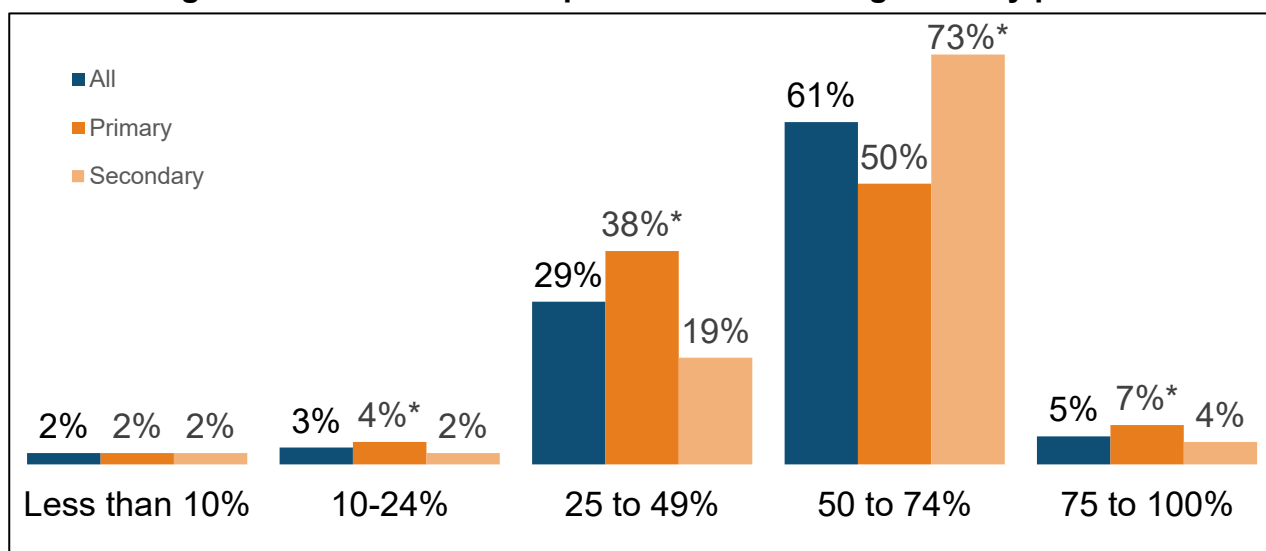


Source: Working Lives of Teachers and Leaders Wave 1 survey, D2: In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)? All teachers with teaching responsibilities (n=8,956).

Time spent on non-teaching tasks

Two-thirds of teachers (66%) reported that they spent over half of their working time on tasks other than teaching. As shown in Figure 3.7, those in secondary settings reported spending more time on these tasks than those in primary.

Figure 3.7 Teachers' time spent on non-teaching tasks by phase



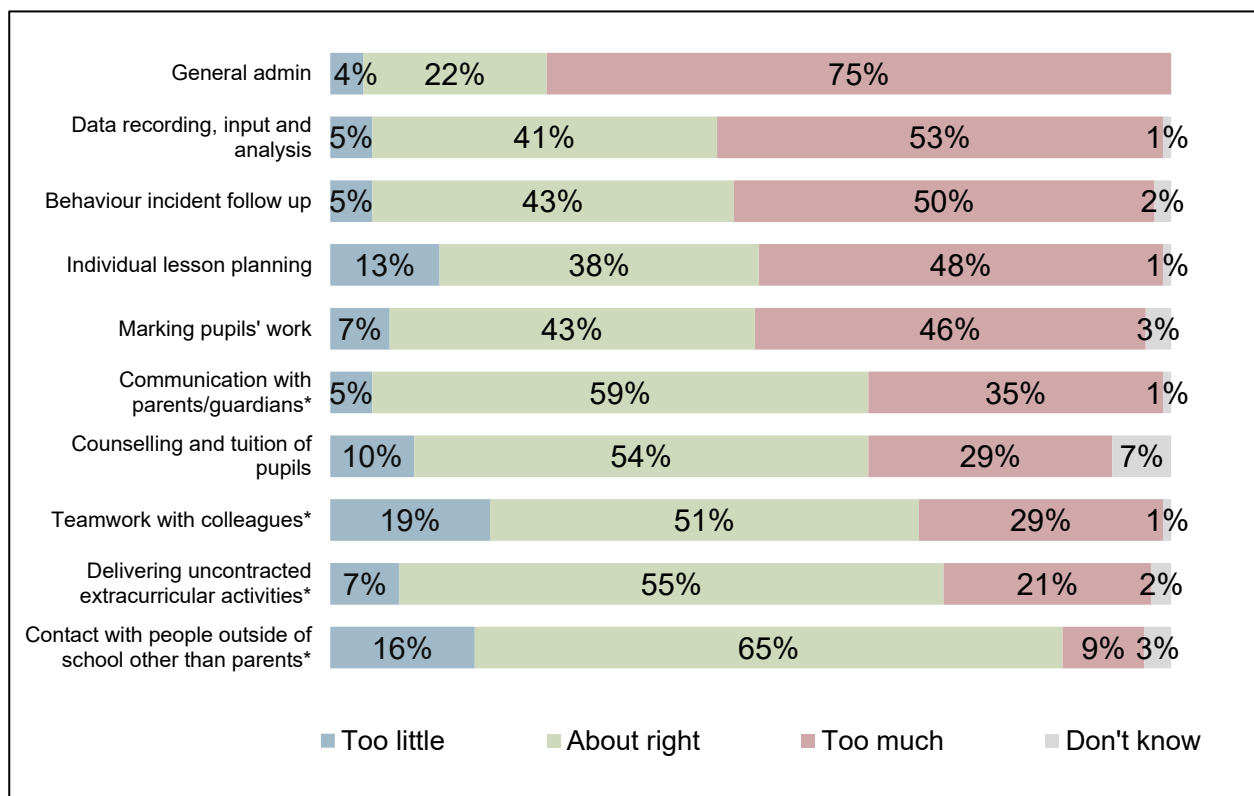
Source: Working Lives of Teachers and Leaders Wave 1 survey, D1/D2. All teachers who reported time spent working and time spent teaching (n=8,675). *Indicates significantly higher difference between primary and secondary teachers.

Classroom teachers and middle leaders were more likely to say they spent too much time on tasks outside of classroom teaching as opposed to too little. The exception to this rule was in contacting people outside of school other than pupils' parents, as shown in Figure 3.8 below. The task that classroom teachers and middle leaders most commonly reported spending too much time on was general administrative work (75%).

Other areas that respondents reported spending too much time on (by around half) include data recording, inputting, and analysis (53%), behaviour and incident follow up (50%), individual lesson planning (48%), and marking (46%).²⁴

²⁴ General administrative work was defined to respondents as including communication, paperwork, work emails, and other clerical duties undertaken.

Figure 3.8 Classroom teachers' views on time spent on specific tasks



Source: Working Lives of Teachers and Leaders Wave 1 survey, D3. 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 classroom teachers and middle leaders (n=8,960). P1. All module 1 classroom teachers and middle leaders (excluding don't know) (n=2,903). *Indicates question asked at P1 to a smaller base of respondents randomly assigned to a module within the survey.

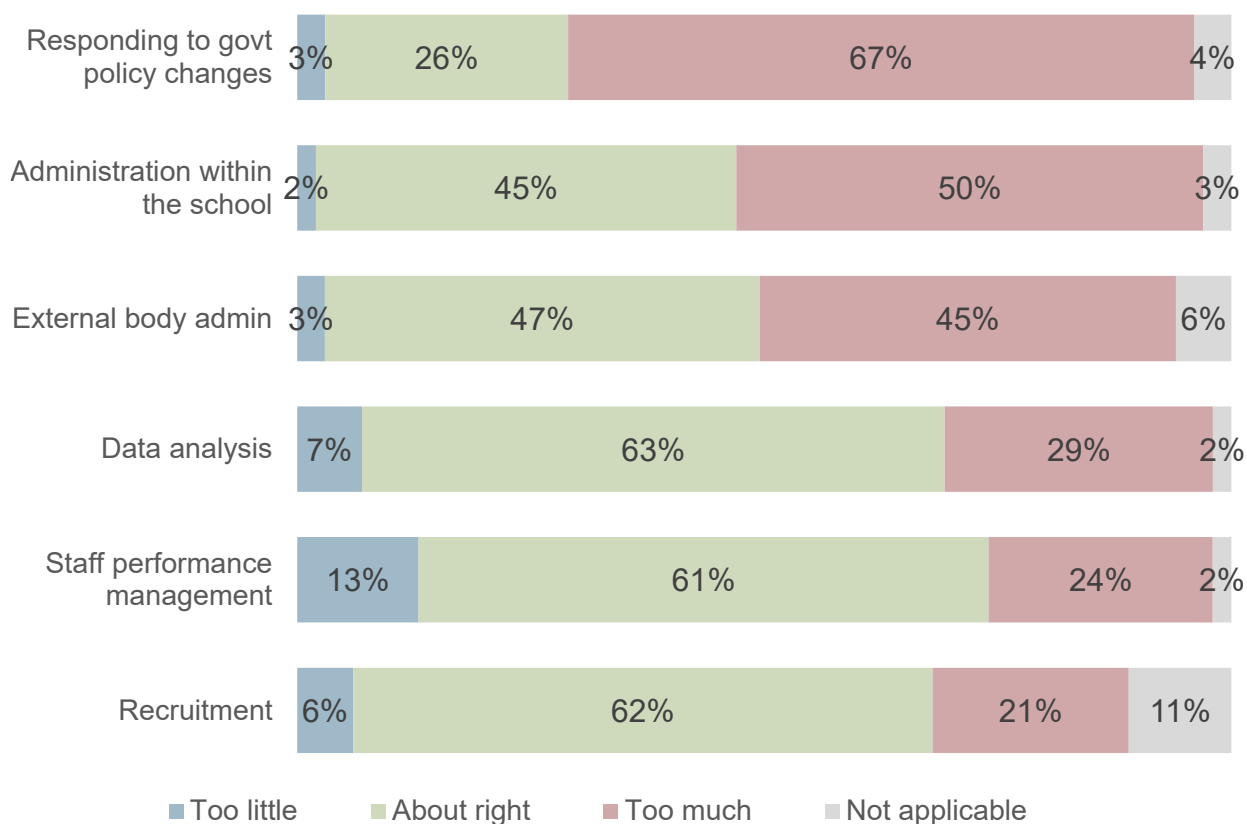
Figure 3.9 outlines the equivalent data among leaders. As shown, a large proportion (68%) said they spend too much time responding to government policy changes.²⁵ This was slightly higher among those in primary than secondary settings (71% vs. 64%, respectively), and those working in LA maintained schools compared to academies (72% vs. 64% of those working in academies).

Similar to teacher respondents, it was also common for leaders to report spending too much time on general administrative work (50% administration within the school²⁶ and 45% with external bodies).

²⁵ It is important to note that, at the time of the survey, schools were still responding to the Covid-19 pandemic, and government measures related to this, which may have influenced responses to this question.

²⁶ Administration within the school was defined amongst those in leadership positions as including applying regulations to the school, reporting, school budgets, preparing timetables, and class composition. Performance management of staff included human resource/personnel issues, classroom observations, mentoring, initial teacher training, and continuing professional development.

Figure 3.9 Senior leaders' views on time spent on specific tasks

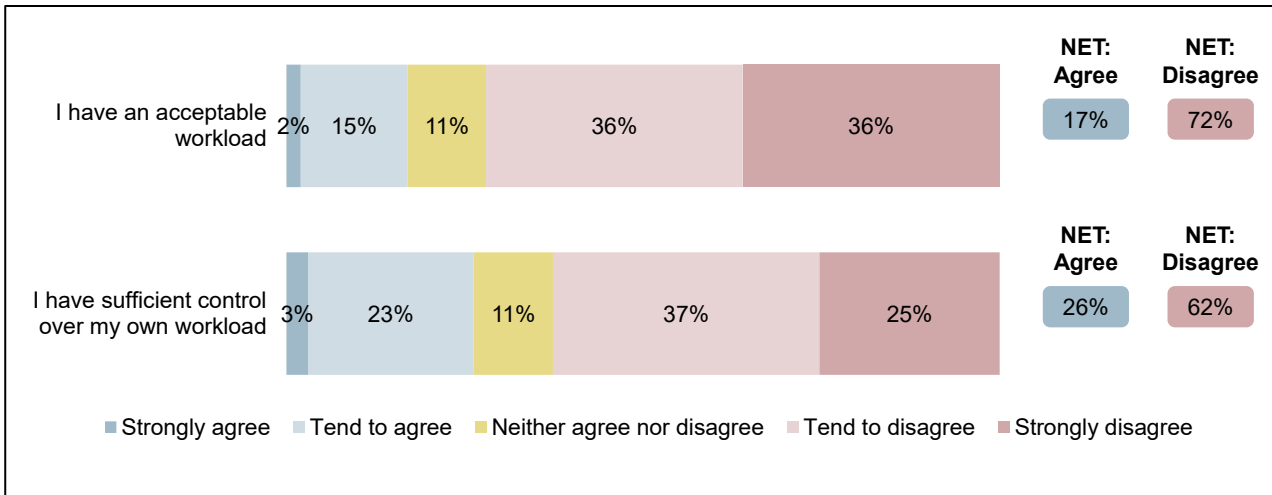


Source: Working Lives of Teachers and Leaders Wave 1 survey, D3. Across the whole school year, is the amount of time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or is the statement not applicable to you? Single response. All leaders and leading practitioners (excluding don't know) (n=2,213).

Satisfaction with workload

As shown in Figure 3.10, most teachers and leaders disagreed that their workload was acceptable (72%) and that they had sufficient control over it (62%). This is a slight increase on the TWS 2019, where just under seven-in-ten (69%) of those surveyed disagreed their workload was acceptable, though it is a considerable decrease on the TWS 2016, where almost nine-in-ten (87%) disagreed. Combined, over half (56%) of teachers and leaders thought that their workload was both unacceptable and that they did not have sufficient control over it.

Figure 3.10 Teachers' and leaders' views on workload



Source: Working Lives of Teachers and Leaders Wave 1 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 (11,177).

Predictably, those who disagreed that their workload was acceptable reported higher working hours (an average of 51.6 for those who disagreed vs. an average of 43.7 for those who agreed). More experienced teachers and leaders were also more likely to disagree that their workload was acceptable: 66% of those who had been qualified for up to 3 years disagreed with the statement compared to 73% who had been qualified for over 3 years. This difference is also reflected in job role: 1st year ECTs were the least likely to disagree that their workload was acceptable (59%), and heads were the most likely (77%). The latter was driven by primary heads, specifically (79% vs. 73% secondary heads).

Other subgroups that were more likely to disagree that their workload was acceptable (compared to the average for all respondents) included:

- Those reporting poor pupil behaviour at their school (81%)
- Those teaching modern foreign languages (78%)

- Those teaching at schools with lowest proportion FSM (73% quintiles 1 and 2 vs. 67% quintile 5)²⁷

Those working in special schools / PRU / AP provision were relatively more positive about their workload: 27% believed their workload was acceptable (vs 17% overall), and 36% felt they had sufficient control over their workload (vs. 26% overall).

Time management strategies

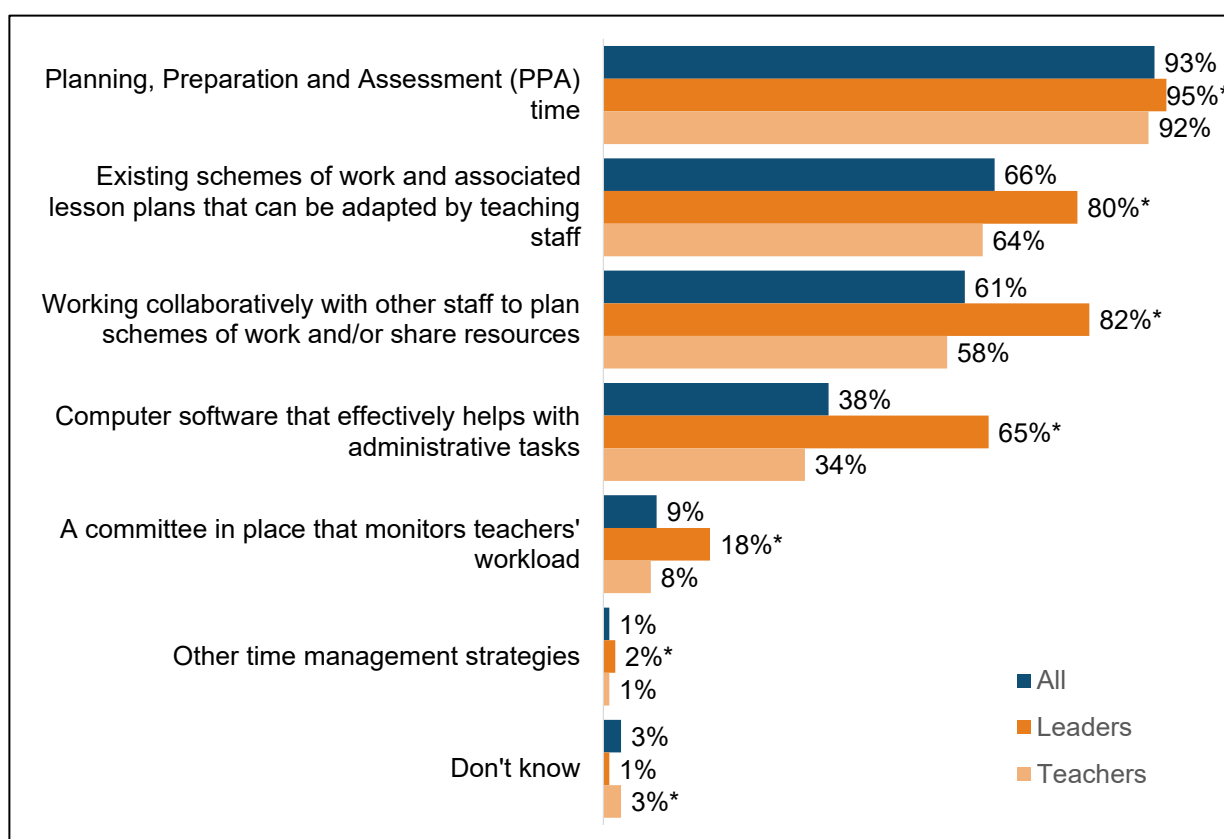
Most teachers and leaders reported that their schools had at least one strategy in place for managing and planning professional time²⁸, with this response higher among leaders than teachers (Figure 3.11).

As shown, Planning, Preparation, and Assessment (PPA) time was the most commonly reported strategy (93%), followed by existing schemes of work (66%), and collaborative working (61%). Leaders were significantly more likely than teachers to cite all listed strategies being in place.

²⁷ Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. 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.

²⁸ Professional time refers to any time spent on tasks that are directly related to teachers and leaders' job roles. For classroom teachers, this could include lesson planning, marking pupils' work, etc.

Figure 3.11 School strategies in place for managing and planning professional time



Source: Working Lives of Teachers and Leaders Wave 1 survey, P2. Does your school have any of the following strategies in place for managing and planning professional time? All module 1 (n=3,495).
 *Indicates significantly higher difference between leaders and teachers.

Of note, teachers and leaders who thought their workload was acceptable were more likely to report that one of the above strategies were used in their school than those who described their workload as unacceptable, with the exception of PPA time which was reported to be near universally in place across all schools. Those who reported that their workload was acceptable were especially likely to report that they worked collaboratively with other staff to plan work / share resources (74% vs. 57% among those who reported their workload to be unacceptable, a gap of 17 percentage points) and that they had computer software for administrative tasks (53% vs. 34%, a gap of 19 percentage points).

Schools' approaches to teacher workload

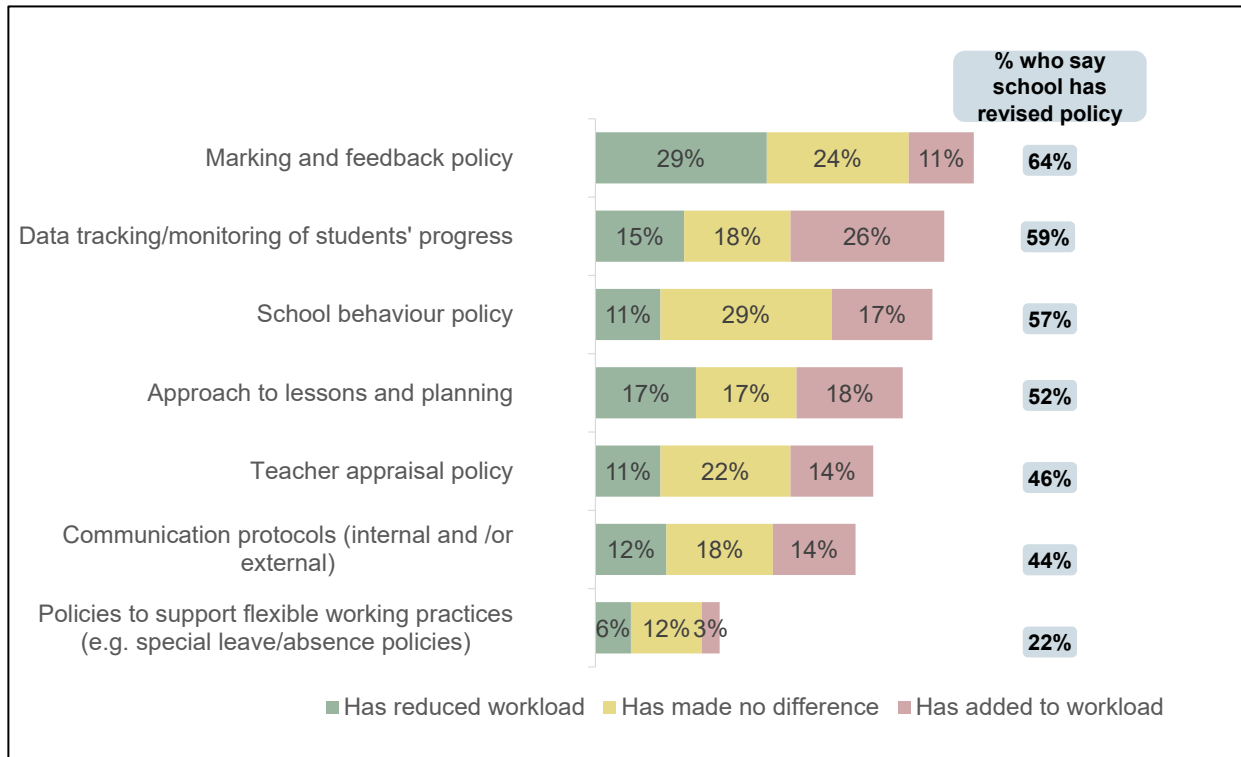
Most teachers and leaders reported that – in the past year – their school had revised their policies and approaches with a view to improving workload. However, there were mixed views on the success of these revisions.²⁹ The most successful revisions related to marking and feedback policy; almost three in ten (29%) reported that revisions made to marking and feedback had reduced their workload. Primary teachers and leaders were more likely to say this than those in secondaries (33% vs. 27%).

The two revisions that respondents reported were most successful in reducing workload related to the school's marking and feedback policy (29%) and approach to lessons and planning (17%).

Other teachers and leaders reported that revisions had added to their workload, rather than reduced it (Figure 3.12). This was most evident for data tracking and monitoring of student progression; almost six in ten (59%) teachers and leaders reported that they had revised their approach to this in the previous year. Around one quarter (26%) reported that it had added to their workload, with only 15% saying it had reduced it.

²⁹ NB: this data excludes teachers and leaders who responded 'don't know' when asked about revisions made to policies.

Figure 3.12 Revisions made to policies to attempt to improve workload



Source: Working Lives of Teachers and Leaders Wave 1 survey, P4. In the last year, has your school revised any of the following in an attempt to reduce workload? Single response for each iteration. All module 1 who knew whether school had made a revision to a policy. Single response for each policy. Marking and feedback policy (n=3,231), Data tracking (n=3,210), School behaviour (n=3,237), Approach to lessons and planning (n=3,244), Teacher appraisal policy (n=2,922), Communication protocols (n=2,898), Policies to support flexible working (n=2,501).

Across all policy revisions, teachers were more likely than leaders to report that the revision had increased their workload, while leaders were more likely than teachers to report that the revision had reduced their workload. This was most stark in terms of data tracking/monitoring of students' progress; 28% of teachers reported it had added to their workload, compared with 13% of leaders, while 34% of leaders reported that it had reduced their workload, compared with 12% of teachers. Teachers were often notably more likely to report that they were unsure whether the listed revisions had been made, as seen for teacher appraisal policy and communications protocols (Table 3.1).

Table 3.1 Teacher and leader awareness of policy revisions to reduce workload

Policy revision to reduce workload	teachers unsure (%)	leaders unsure (%)
Marking and feedback policy	9%	2%
Approach to lesson planning	8%	2%
School behaviour policy	9%	2%
Teacher appraisal policy	20%	4%
Communications protocols (internal and/or external)	20%	3%
Data tracking/monitoring of students' progress	10%	2%
Policies to support flexible working practices, such as special leave/absence policies	32%	10%

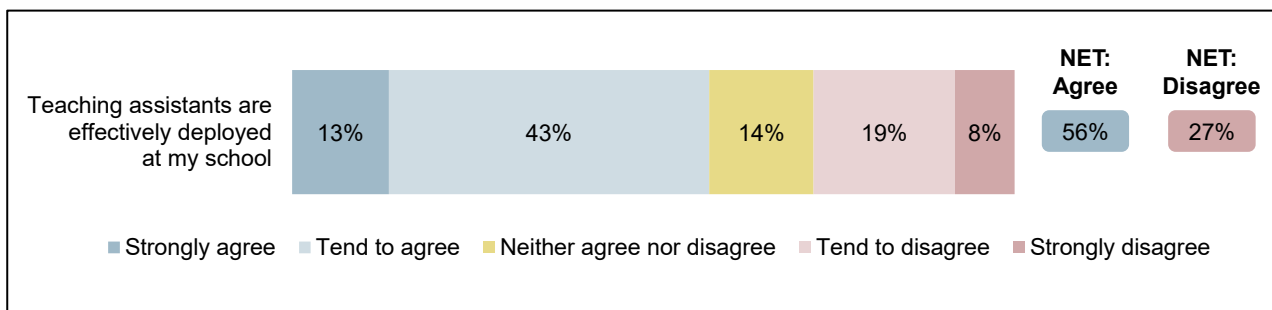
Source: Working Lives of Teachers and Leaders Wave 1 survey, P4. In the last year, has your school revised any of the following in an attempt to reduce workload? Single response for each iteration. All module 1 leaders (475), teachers (2,951).

Deployment of teaching assistants

Respondents' views were mixed about the use of teaching assistants and whether they were effectively deployed at their school. As shown in Figure 3.13, over half of teachers and leaders (56%) agreed that they were effectively deployed. This rose to 71% among leaders, specifically.

However, almost three-in-ten (27%) disagreed that teaching assistants were effectively deployed at their school. This figure was lower among leaders than teachers (16% and 29%, respectively).

Figure 3.13 Views on the deployment of teaching assistants



Source: Working Lives of Teachers and Leaders Wave 1 survey. P5_3. Agreement that 'Teaching assistants are effectively deployed at my school'. Single response. All module 1 (n=3,495).

Other respondents who were more likely to agree that teaching assistants were deployed effectively in their school included:

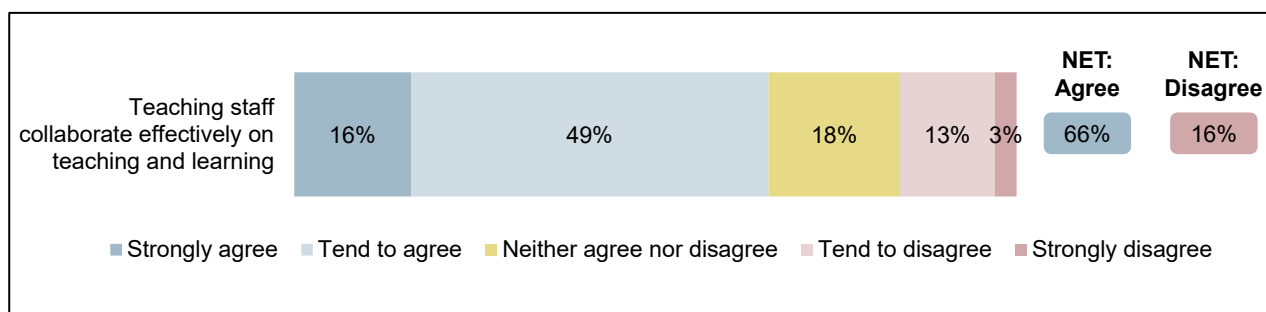
- Those in SENCO roles (76%)
- Those with head of year or phase responsibilities (60%)
- Primary teachers and leaders, and those in special/PRU/AP provision (both 66% vs. 44% in secondaries)
- Those working at LA maintained schools (64% vs. 50% in academies)
- Those working in smaller schools (66% in schools with <500 pupils vs. 47% in schools with 500+)

There was also a link with Ofsted rating, with those more positive about the deployment of teaching assistants more likely to work in schools rated as outstanding (60% agreed it was done effectively) or good (56%) compared with those in schools rated as requires improvement (48%) or serious weakness/special measures (31%).

Teaching staff collaboration

Two thirds of teachers and leaders (66%) agreed that teaching staff collaborated effectively on teaching and learning (Figure 3.14).

Figure 3.14 Views on teaching staff collaboration



Source: Working Lives of Teachers and Leaders Wave 1 survey. P5_4. Agreement that 'Teaching staff collaborate effectively on teaching and learning'. Single response. All module 1 (n=3,495).

Primary teachers and leaders were more likely to agree with this statement (73%) than those in secondaries (60%) or those teaching in special schools / PRU / AP provision (48%), as were heads (94%) and deputy/assistant heads (73%) compared to overall (66%).

There was again a link with Ofsted rating, with those more positive about teacher collaboration more likely to work at schools rated as outstanding (73% agreed it was

done effectively) compared with 65% from those rated good and 58% from those rated requires improvement.

4. Flexible working

This chapter looks at the incidence and type of flexible working reported by teachers and leaders, alongside their views on its associated impact.

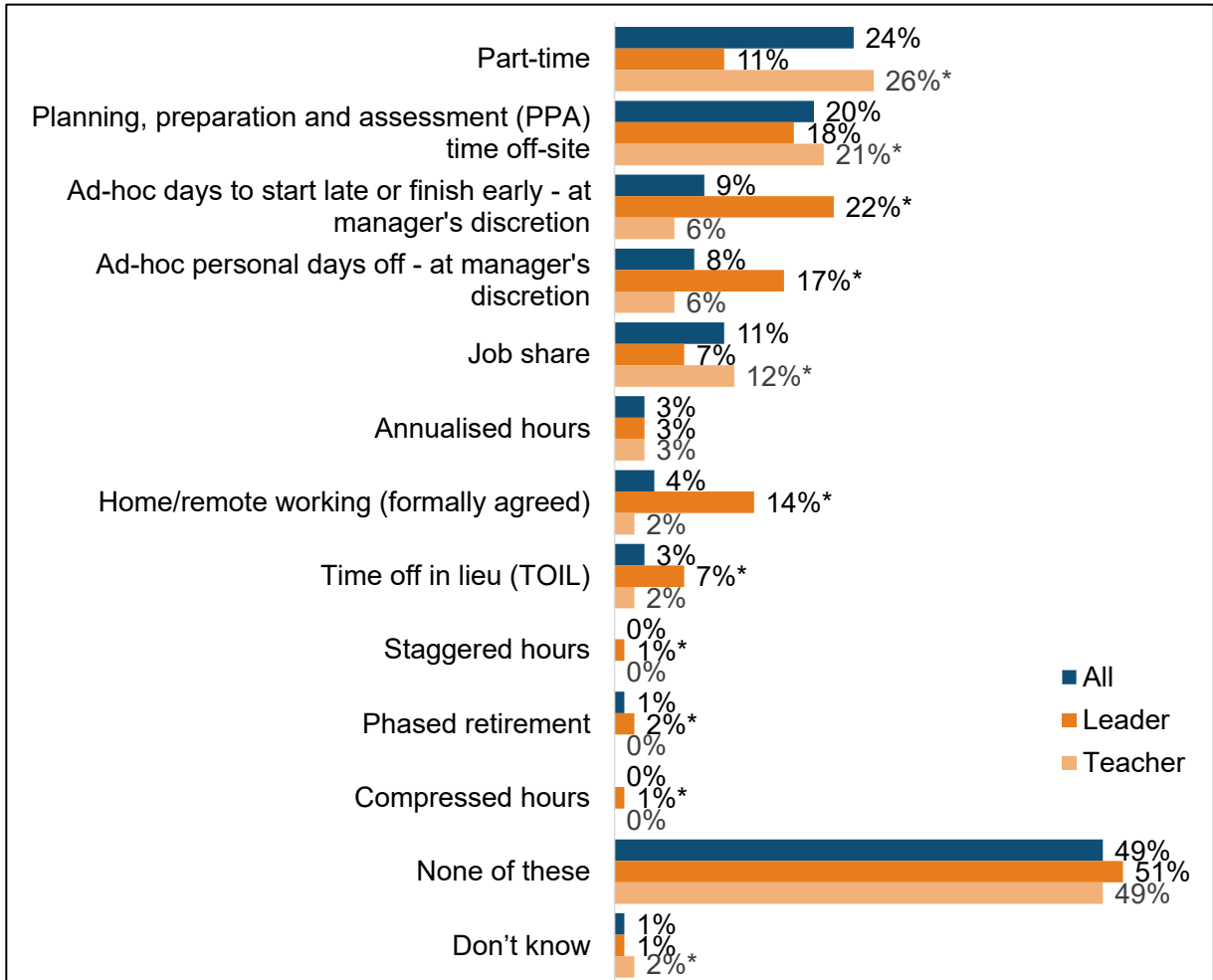
Use of flexible working

Four in ten teachers and leaders (40%) reported using some form of flexible working arrangement themselves, whether formal or informal. At an overall level, most commonly this was working part time (21%), followed by planning, preparation, and assessment (PPA) time offsite (12%). As shown in Figure 4.1 and Figure 4.2, primary teachers and leaders typically reported using flexible working arrangements more commonly than secondary teachers. Primary teachers and leaders were more likely to report flexible working (50%) than those in secondaries (29%) or in special/PRU/AP provision (42%). This is perhaps reflective of the differences by gender; women were more likely to be working in primary schools than men (56% vs. 29% men) and, across all phases, more likely to report that they worked flexibly through part-time work (25% vs. 7% for men), offsite planning, preparation and assessment (PPA) (13% vs. 8%), and job shares (7% vs. 1%).

The most common types of flexible working for primary teachers and leaders were working part time (24% did) and off-site PPA (20% did). Both types of flexible working were skewed towards teachers, who were more likely to work part time (26% vs. 11% of leaders) and do PPA off-site (21% vs. 18%) than leaders. On the other hand, leaders were more likely than teachers to have agreed ad-hoc days to start late or finish early at manager's discretion (22% vs. 6% of teachers), agreed ad-hoc personal days off (18% vs. 6%), and formally agreed home or remote working (14% vs. 2%).

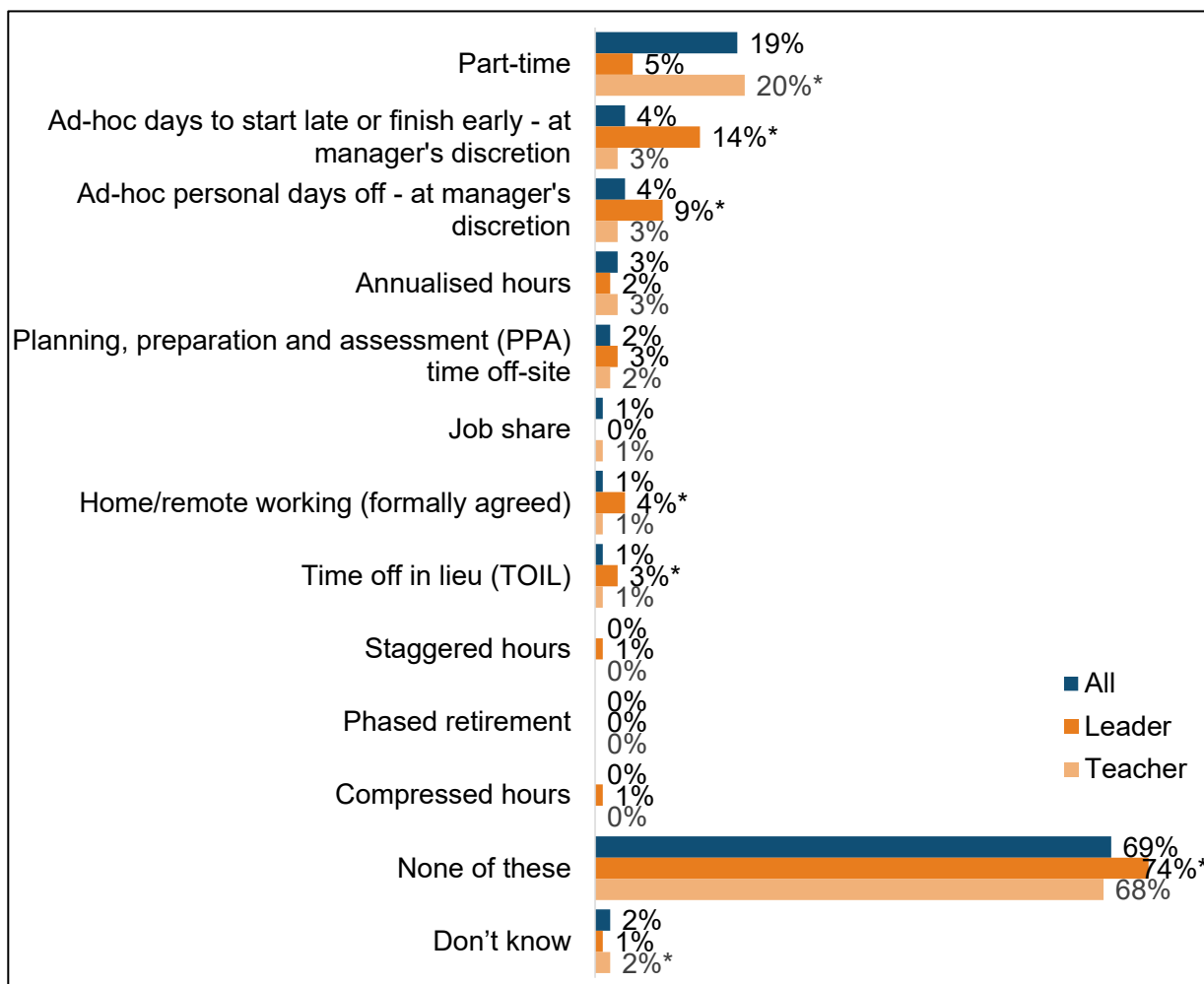
The pattern was similar in secondary schools, with teachers more likely than leaders to work part time (20% vs. 5%) and leaders more likely to: have agreed ad-hoc days to start late or finish early at manager's discretion (14% vs. 3% of teachers), agreed ad-hoc personal days off (9% vs. 3%), and formally agreed home or remote working (4% vs. 1%).

Figure 4.1 Primary teachers and leaders' flexible working arrangements



Source: Working Lives of Teachers and Leaders 2022 survey. K1. Do you currently work in any of the following ways? Multiple response. All primary teachers and leaders (n=5,770). *Indicates significantly higher difference between leaders and teachers.

Figure 4.2 Secondary teachers and leaders' flexible working arrangements



Source: Working Lives of Teachers and Leaders 2022 survey. K1. Do you currently work in any of the following ways? Multiple response. All secondary teachers and leaders (n=4,859). *Indicates significantly higher difference between leaders and teachers.

Generally, other than agreed ad-hoc days off, use of flexible working methods increased with school tenure, as shown in Table 4.1. Almost half (47%) of those that had been at their school for over a decade were using at least one form of flexible working. Teachers and leaders who had worked in a primary school for more than 10 years were more likely than those in secondary schools to work part time (35% vs. 26%) and to be in a job share (16% vs. 1% in secondary).

Table 4.1 Use of flexible working arrangements by tenure in school

	All	Up to 1 year	1-2 years	2-3 years	3-5 years	5-10 years	More than 10 years
Base	11,177	771	1,086	356	7,227	1,218	211
Part time	21%	10%*	*9%*	13%*	16%*	24%*	30%*
PPA time offsite	12%	20%*	11%	11%	14%*	12%	10%*
Ad-hoc days to start late or finish early at my manager's discretion	7%	15%*	5%*	5%*	6%*	7%	8%*
Job share	6%	2%*	2%*	4%*	5%	7%*	8%*
Ad-hoc personal days off at my manager's discretion	6%	16%*	5%	4%*	5%*	7%	6%
Annualised hours	3%	10%*	4%	3%	2%	3%	3%
Home / remote working	3%	3%	1%*	2%*	3%	2%	4%*
Option to reclaim time off in lieu (TOIL)	2%	2%	1%	1%	1%*	2%	3%*
Phased retirement	1%	1%*	<%	<%	<%	<%	1%*
Staggered hours	<%	2%*	<%	<%	<%	<%	*%
Compressed hours	-	<%	-	<%	<%	<%	<%
Summary: at least one	40%	44%	27%*	30%*	36%*	44%*	47%*

Source: Working Lives of Teachers and Leaders 2022 survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (n=11,177). *Indicates significant difference compared to overall average. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

There were also clear differences by job role and ECT status, as outlined in Table 4.2. Those in their first ECT year were more likely to take PPA time offsite (16%) for example.³⁰ This was particularly the case within primary schools, where around three-in-ten (31%) of first year ECTs took PPA time offsite (vs. 5% in secondary schools).

ECTs in primary schools were more likely than those in secondary schools to have agreed ad-hoc personal days (13% vs 5% in secondary schools). Primary Heads were more likely to work part time (9% vs. 5% in secondary), or to have a formalised home working agreement (20% vs 9%).

³⁰ 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, rather than those who went through the new ECT induction. See footnote in the executive summary for more detail on this.

Table 4.2 Use of flexible working arrangements by job role

	All	Heads	Deputy and asst. heads	Leading practitioner	Classroom Teacher - not ECT	2nd Year ECT	1st Year ECT	SUM: ECT	Unqualified teachers	Unknown/ other
Base	11,177	771	1,086	356	7,227	1,218	211	1,429	82	226
Part time	21%	8%*	9%*	14%*	25%*	4%*	5%*	4%*	20%	39%*
PPA time offsite	12%	13%	12%	7%	12%	12%	16%	14%	7%	9%
Ad-hoc days to start late or finish early at my manager's discretion	7%	22%*	18%*	9%	4%*	4%*	11%*	8%	6%	8%
Job share	6%	5%	4%*	1%*	7%*	1%*	1%*	1%*	1%	4%
Ad-hoc personal days off at my manager's discretion	6%	17%*	13%*	9%	4%*	3%*	14%*	8%*	5%	6%
Annualised hours	3%	2%	3%	<1%*	3%*	4%*	9%*	6%*	9%*	4%
Home / remote working	3%	18%*	8%*	4%	1%*	<1%*	2%	1%*	-	9%*
Option to reclaim time off in lieu (TOIL)	2%	7%*	4%*	1%	1%*	1%	1%	1%	2%	2%
Phased retirement	<1%	4%*	<1%	<1%	<1%*	<1%	1%	<1%*	-	2%*
Staggered hours	<1%	2%*	1%	-	<1%*	<1%*	1%*	1%	-	1%
Compressed hours	<1%	2%*	<1%	-	<1%*	<1%	-	<1%	1%*	0%
Summary: at least one	40%	42%	40%	31%*	41%*	24%*	34%	29%*	41%	55%*

Source: Working Lives of Teachers and Leaders 2022 survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (n=11,177). *Indicates significant difference compared to overall. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Other groups more likely to report flexible working arrangements include:

- Those with 'high' or 'very high' life satisfaction (44% vs. 38% 'medium' and 34% 'low'). In the reverse, those who reported that they experienced stress in their work were less likely to report working flexibly (36%) as were those who did not think their job gave them enough time for their personal life (33%).
- Those who had parental or caring responsibilities at home: 50% of those with parental responsibilities and 40% of those with caring responsibilities reported working flexibly vs. 29% of those without any parental/caring responsibilities. More specifically, those with parental responsibilities were particularly likely to mention that they worked part time (33% vs. 9% with no parental/caring responsibilities) or in a job share (10% vs. 2% with no parental/caring responsibilities).
- Those working at smaller schools (50% at schools with fewer than 500 pupils vs. 31% at schools with 500 or more).

Among those working flexibly: six-in-ten (60% vs. 56% among those not working flexibly) felt satisfied all/most of the time with their job; almost seven-in-ten (69% vs. 63% among those not) felt valued by their school; two-thirds (66% vs. 58% among those not) felt their manager was considerate of their work-life balance; and almost nine-in-ten (89% vs 86% among those not) reported that they were trusted to work independently.

There were also some differences by teacher characteristics in terms of sexual orientation, religion, and ethnicity (Table 4.3).

Table 4.3 Differences in rates of flexible working by teacher characteristics

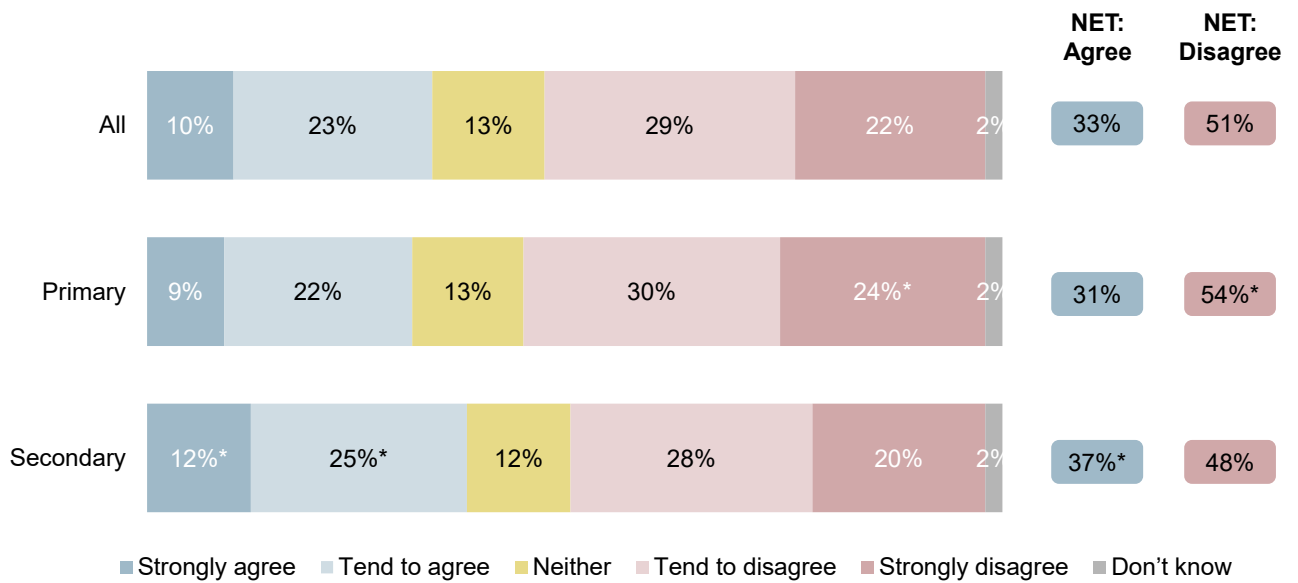
	Base	Working flexibly
All	11,177	40%
Sexual orientation		
Heterosexual or straight	10,148	*41%
Not heterosexual or straight	582	*27%
Religion		
No religion	5,178	*38%
Christian	5,177	*43%
Hindu	79	*29%
Jewish	64	48%
Muslim	273	*33%
Sikh	52	28%
Ethnicity		
White	10,129	*41%
Mixed / multiple ethnic groups	241	41%
Asian	404	*32%
Black	190	*28%
Other ethnic group	47	*24%

Source: Working Lives of Teachers and Leaders 2022 survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (n=11,177). *Indicates significant difference compared to overall. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Views on flexible working

Although flexible working had an association with job and life satisfaction, a minority of teachers and leaders (33%) agreed that it was compatible with a career in teaching: over half (51%) disagreed and 15% were either unsure or neither agreed nor disagreed (Figure 4.3).

Figure 4.3 Extent to which teachers and leaders agree flexible working is compatible with a career in teaching

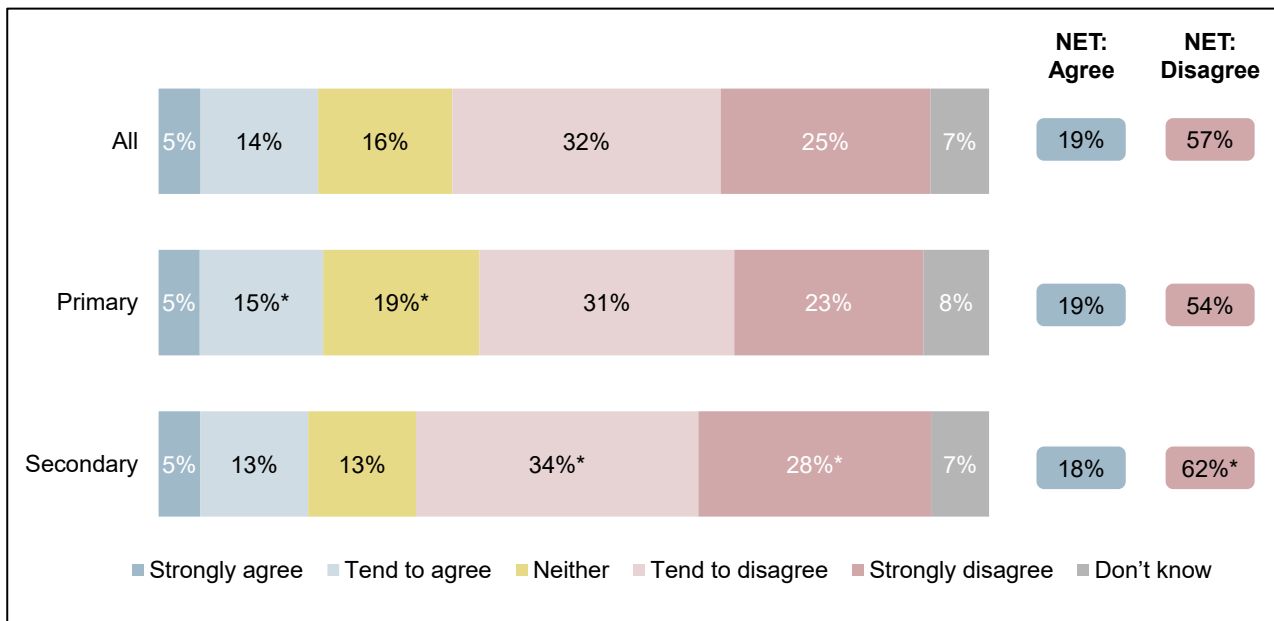


Source: Working Lives of Teachers and Leaders 2022 survey. K2_1. Agreement that 'flexible working is compatible with a career in teaching'. Single response. All teachers and leaders (n=11,177). *Indicates significantly higher difference between primary and secondary.

As shown, primary teachers and leaders were less likely to agree than those in secondaries that flexible working was compatible with a career in teaching (31% vs. 37% of secondaries), despite a higher proportion of those in primary reporting that they worked flexibly (as seen earlier, 50% vs. 29% working in secondary settings). Those working in special / PRU / AP provision were not significantly different in their views on compatibility, compared to the overall average (30% agreed vs. 51% disagreed).

However, those working in secondary schools were more likely to disagree that flexible working would not affect their career prospects (Figure 4.4) (62% vs 54% for those in primaries).

Figure 4.4 Whether teachers and leaders agree that working flexibly would not affect their opportunities for career progression



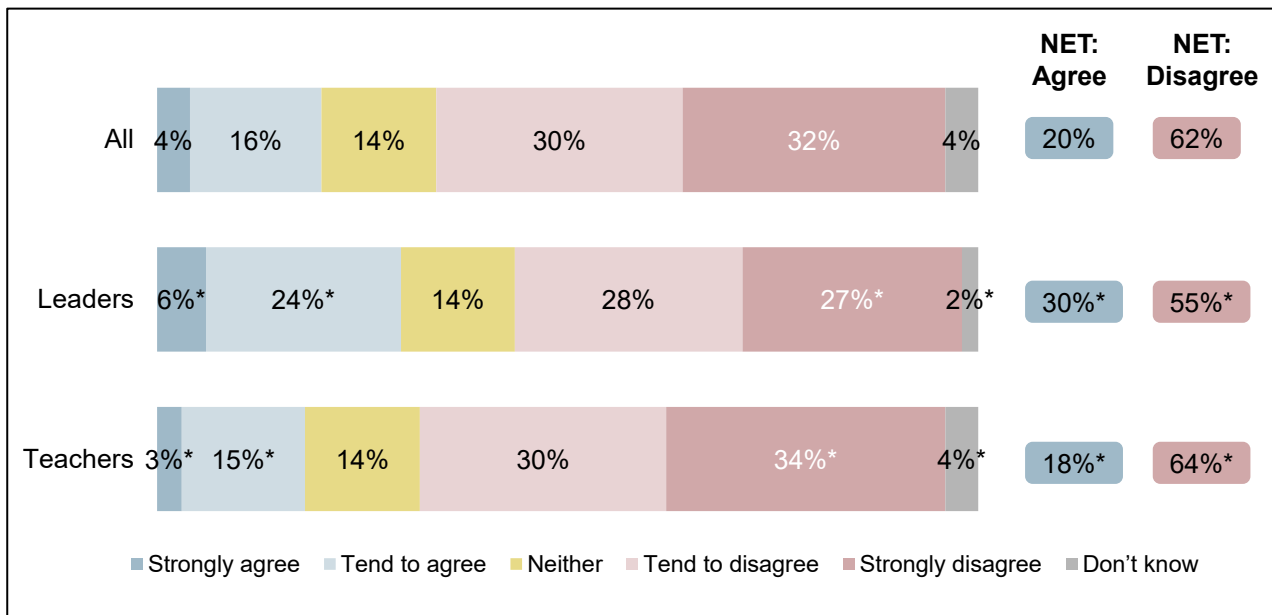
Source: Working Lives of Teachers and Leaders 2022 survey. K2_2. Agreement that 'Choosing to work flexibly would not affect my opportunities for career progression'. Single response. All teachers and leaders (n=11,177). *Indicates significantly higher difference between primary and secondary.

As shown in the figure above, over half (57%) of respondents thought that working flexibly would affect their opportunities for career progression. As mentioned, this was more likely among secondary teachers and leaders than those in primaries. By role:

- Heads were more likely to agree that flexible working would not affect opportunities for career progression, but deputy heads were less likely (23% and 16%, respectively)
- ECTs were more likely to agree than other classroom teachers (22% vs. 19% non ECT)

Of those not currently working flexibly, 62% disagreed that they would feel confident requesting flexible arrangements with teachers (64%) more likely to disagree with this compared with leaders (55%), especially heads (49%) (Figure 4.5). Those at a school with a serious weakness/special measures (76%) or requires improvement (68%) Ofsted rating were more likely to disagree than those at schools with a good (62%) or outstanding (60%) rating.

Figure 4.5 Whether teachers and leaders would feel confident requesting flexible arrangements



Source: Working Lives of Teachers and Leaders 2022 survey. K2_3. Agreement that 'I would feel confident requesting either formalised or ad-hoc flexible working arrangements'. Single Response. All teachers and leaders not currently working flexibly or whose only flexible working is occasional days off or leaving early at their manager's discretion (n=7,256). *Indicates significantly higher difference between teachers and leaders.

Of those currently working flexibly, around half (51%) disagreed that they would feel confident requesting further flexible working arrangements. Leaders were more likely to agree that they would feel comfortable than teachers (47% and 32%, respectively), with the exception of 1st year ECTs, who were also more likely to agree (48%). Those working in special / PRU / AP provision were the most likely to feel confident requesting further flexible working (42% agreed, 44% disagreed).

There were also mixed views on whether school senior leadership teams (SLTs) were supportive of flexible working. Among teachers, around a third (36%) agreed with this statement. Secondary teachers were more likely to disagree than primary teachers (36% vs. 29%), with special / PRU / AP teachers falling in this range (34%). Those in academies were also more likely than those in LA maintained schools to disagree with this statement (35% vs. 31%).

Among leaders, the outlook was more positive, with almost two-thirds agreeing that SLTs were supportive of flexible working (65%). This was especially likely among headteachers (80%). Leaders with classroom teaching responsibilities were less likely to agree, though over half still did (59%).

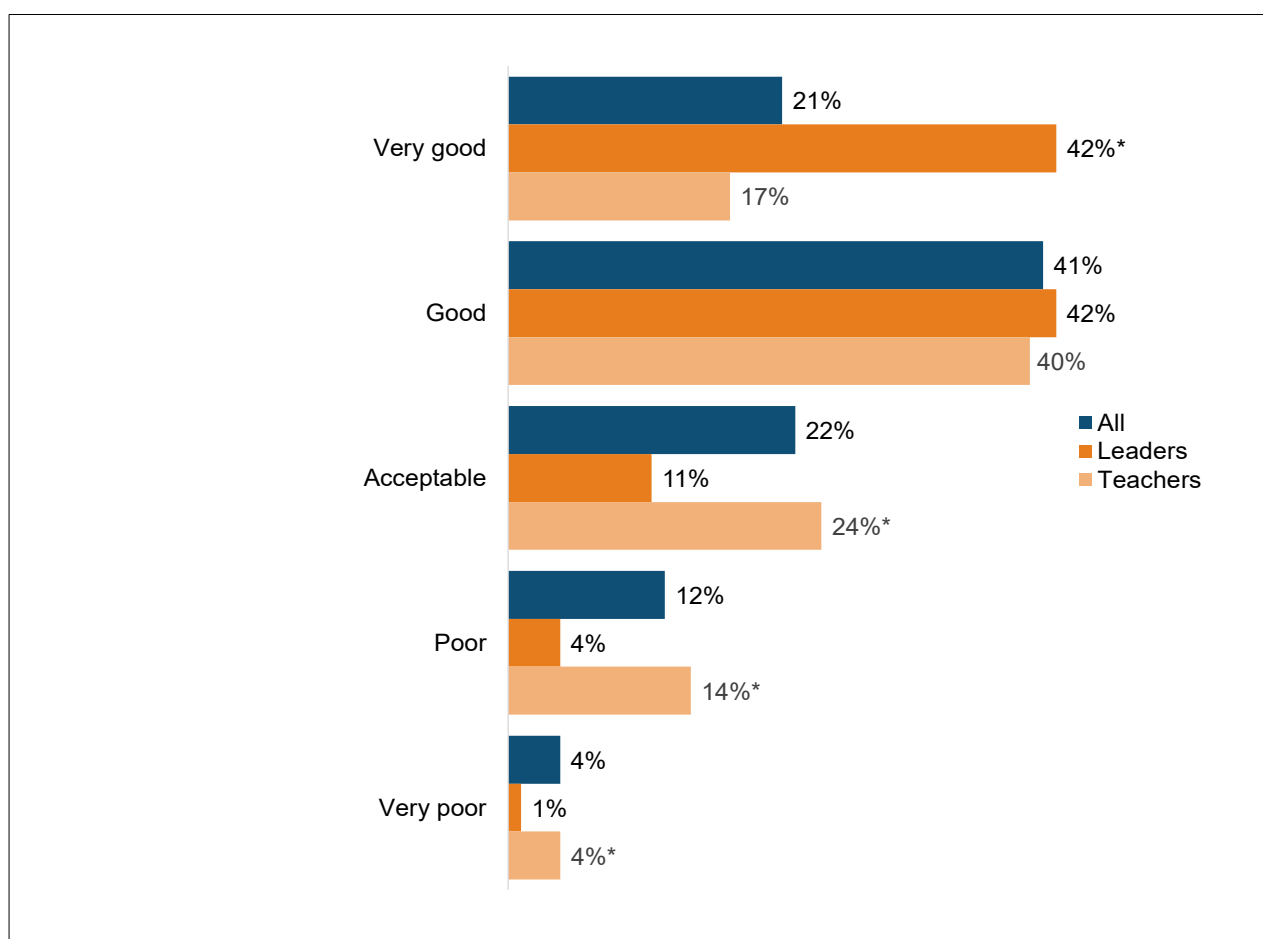
5. Pupil behaviour

This chapter looks at perceptions of pupil behaviour within the respondents' schools, including how supported they feel by their school.

Pupil behaviour

Almost two-thirds (62%) rated pupil behaviour as 'good' or 'very good', and a further one in five (22%) rated it as 'acceptable' (Figure 5.1). The proportion rating it as 'good' or 'very good' rose to 85% among leaders, and 95% among headteachers specifically, compared to only 58% of teachers.

Figure 5.1 Teachers and leaders' views on pupil behaviour at their school

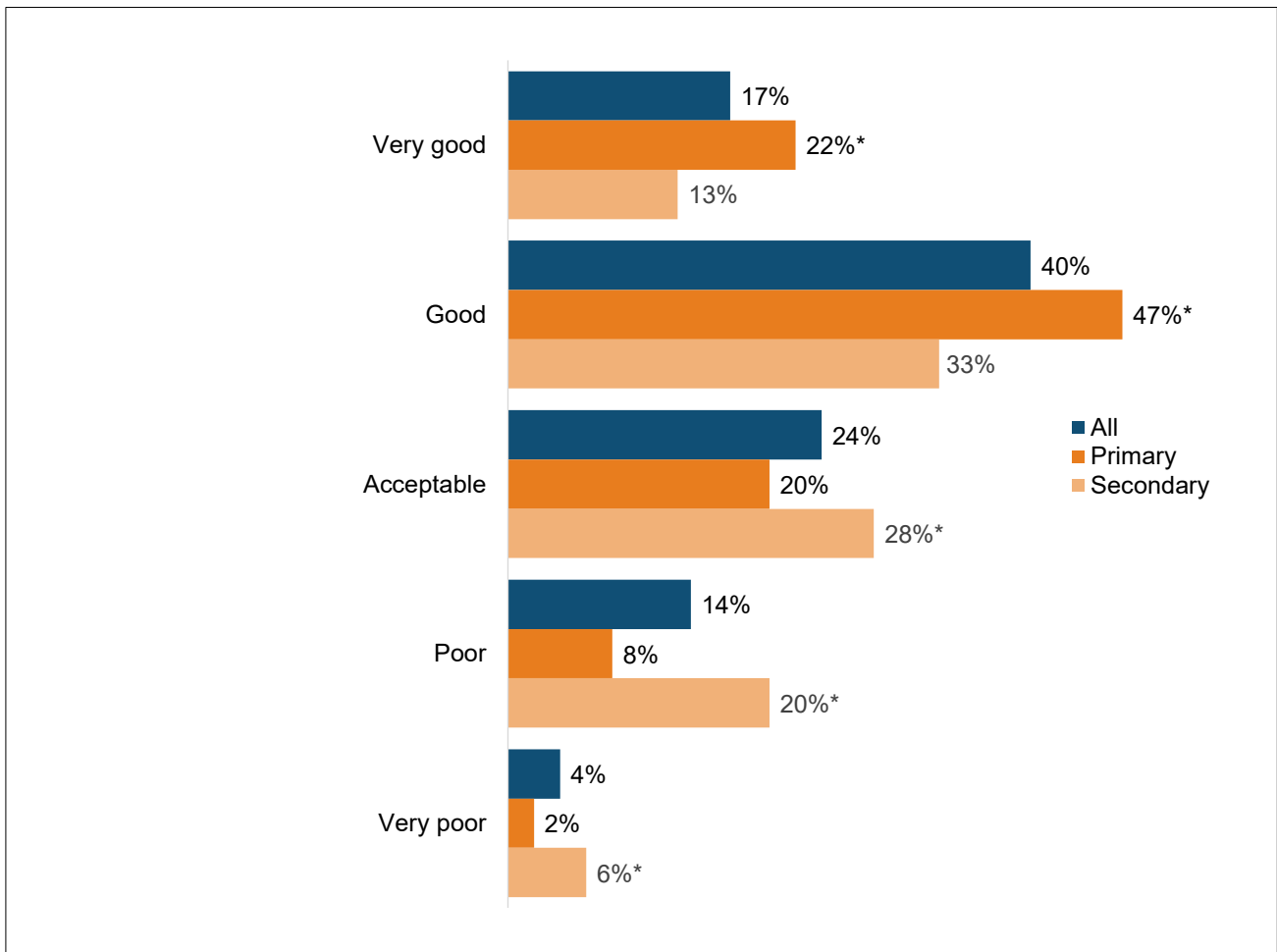


Source: Working Lives of Teachers and Leaders 2022 survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers and leaders (n=11,177). *Indicates significantly higher difference between leaders and teachers.

Reflective of the differences by seniority, teachers and leaders that had been at their school for over a decade were more likely to look favourably on pupil behaviour, with over two thirds (67%) rating it as 'good' or 'very good' (vs. 62% overall).

As shown in Figure 5.2, primary teachers were more likely to rate behaviour as ‘good’ or ‘very good’ than those in secondary settings (70% vs. 46%).

Figure 5.2 Teachers’ views on pupil behaviour by phase



Source: Working Lives of Teachers and Leaders 2022 survey. F1. In general, how would you rate pupil behaviour in your school? Single response. All teachers (n=9,094). *Indicates significantly higher difference between primary and secondary.

Views on pupil behaviour were also correlated with school Ofsted rating³¹, as three quarters (75%) of those in schools with an outstanding Ofsted rating labelled pupil behaviour as good or ‘very good’, compared to just under three-in-ten (28%) of those in schools with special measures/with serious weaknesses.

Teachers and leaders who said their workload was ‘acceptable’ (71%) were also more likely to rate pupil behaviour as ‘good’ or ‘very good’ than those who didn’t feel they had an acceptable workload (59%).

³¹ In this report, ‘Ofsted rating’ refers to the latest overall rating given to the school.

Support from schools

Those with teaching responsibilities generally felt supported to deal with persistently disruptive behaviour from pupils effectively, with six-in-ten (61%) saying this was 'always' or 'mostly' the case. This does, however, indicate there was a sizeable minority who did not feel as well supported as they could be; one in five (21%) felt supported to deal with this behaviour 'sometimes', whilst 18% said they were either 'occasionally' or 'never' supported in this way.

Those working in secondary schools were the least likely to agree that they felt supported to deal with disruptive behaviour effectively (57%) most or all of the time, while those working in a special school, PRU or AP were most likely to agree (69%) that they were supported in this way.

Similarly, seven-in-ten (68%) of all respondents tended to agree or strongly agreed that their school's leadership team set high expectations for pupil behaviour, supported by clear rules and processes, while one in five (19%) disagreed or strongly disagreed, and 13% responded with 'neither agree nor disagree'.

6. Bullying, harassment and staff inclusion

This chapter explores respondents' experiences of discrimination, bullying or harassment, before looking at views on diversity, inclusion and agency.

Staff experience of discrimination, bullying or harassment

One in eight teachers and leaders (12%) reported personally experiencing bullying or harassment in the last 12 months, while 8% reported experiencing discrimination, and 4% experienced both.³²

The reported incidence of each was higher among:

- Those teaching at secondary settings (bullying or harassment (14% vs. 10% primary), discrimination (10% vs. 6% primary) and both (5% vs. 3% primary))
- Those teaching at a special school, PRU or AP (15% reported experiencing bullying or harassment), compared with 12% on average
- SENCOs (bullying or harassment (17% vs. 12% overall), both (6% vs. 4% overall))
- Those less satisfied with their job (bullying or harassment (27% satisfied rarely/not at all vs. 7% satisfied all/most of the time), discrimination (19% satisfied rarely/not at all vs. 4% satisfied all/most of the time) and both (12% vs. to 2%))

There was also variation by a range of teacher characteristics (Table 6.1). Those with a reported disability were more likely to report bullying and discrimination than those without, for example (17% reported bullying or harassment, 12% discrimination and 7% both, vs. 10%, 7% and 3% respectively, among those without a reported disability). Female teachers and leaders were more likely to report discrimination (8%) than male teachers (7%). Teachers and leaders who did not identify as heterosexual were more likely to experience bullying or harassment (14%), discrimination (14%), or both (6%), compared to heterosexual teachers and leaders (11% experienced bullying or harassment, 8% discrimination and 4% both).

There were also differences by ethnicity, with those from a Black or other ethnic minority background more likely than those from a White background to report bullying or harassment (15% vs. 11%). Breaking this down further, reported bullying or harassment was most common amongst those from a Black background (20%) or from an ethnic group other than White, Black, Asian or mixed (23%). Reported discrimination was more common

³² Bullying and harassment was defined as '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. race, age, sexuality, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, religion or belief, sex, sexual orientation)'

for those from a Black (23%), Asian (17%), or Mixed (14%) background than those from a White background (7%).

In terms of religion, Sikh respondents were more likely to report they had experienced bullying (24% vs 12% average), while reported discrimination was higher than average among those whose religion was Sikh (23%), Hindu (19%), Muslim (19%) or Jewish (16%).

Table 6.1 Incidence of bullying or discrimination by teacher characteristics

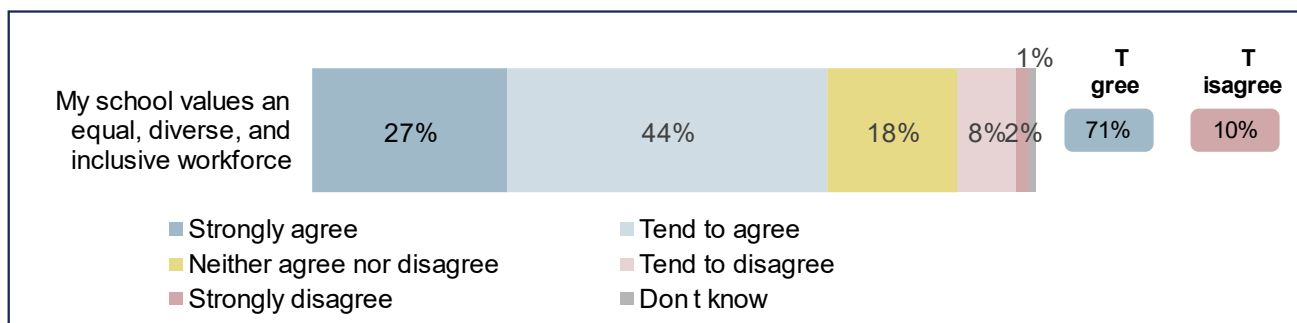
	Bullying	Discrimination	Both
All teachers and leaders	12%	8%	4%
Disability or health condition			
Yes	17%*	12%*	7%*
No	10%*	7%*	3%*
Gender			
Female	12%	8%*	4%
Male	12%	7%*	4%
Other	-	-	-
Sexual orientation			
Heterosexual or straight	11%*	8%*	4%*
Not heterosexual or straight	14%*	14%*	6%*
Religion			
No religion	11%	*7%	*3%
Christian	12%	8%	4%
Buddhist	-	-	-
Hindu	13%	*19%	*9%
Jewish	14%	*16%	6%
Muslim	15%	*19%	*10%
Sikh	*24%	*23%	*15%
Ethnicity			
White	*11%	*7%	*3%
Mixed / multiple ethnic groups	12%	*14%	5%
Asian	14%	*17%	*9%
Black	*20%	*23%	*13%
Other ethnic group	-	-	-

Source: Working Lives of Teachers and Leaders 2022 survey. N3. As a teacher, in the last 12 months, have you experienced... Bullying? Discrimination? Single response for each statement. All teachers and leaders (n=11,177). With disability or health condition (n=2,392); no disability or health condition (8,485); Female (8,361); Male (2,691); heterosexual or straight (10,148); not heterosexual or straight (582); no religion (5,178) Christian (5,177); Hindu (79); Jewish (64); Muslim (273); Sikh (52); White (10,129); Mixed/multiple (241); Asian/Asian British (404); Black/African/Caribbean/Black British (190). Groups with a base under 50 are not reported. *Indicates significant difference compared to overall. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Diversity and inclusion

Most, but not all, teachers and leaders reported that their school valued an equal, diverse and inclusive workforce. However, many opted for 'tend to agree' rather than 'strongly agree', and one-in-ten (10%) did not agree.

Figure 6.1 Views on School valuing an equal, diverse, and inclusive workforce



Source: Working Lives of Teachers and Leaders Wave 1 survey, Q1_3. Agreement that 'my school values an equal, diverse and inclusive workforce'. Single response. All module 2 (n=3,494).

Agreement with the statement was correlated with job satisfaction, as eight-in-ten (82%) of those with high levels of satisfaction (all/most of the time) agreed that their school valued a diverse workforce, compared to four-in-ten (43%) of those with low satisfaction (rarely/not at all satisfied).

Other groups more likely to agree or strongly agree with the statement included:

- Leaders (89% vs. 68% teachers)
- Primary teachers and leaders (76% vs. 65% secondaries), who were especially more likely to strongly agree (31% vs. 23%)
- Those at LA maintained schools (74% vs. 69% of those in academies)

There was also again variation by a range of teacher characteristics, as outlined in Table 6.2. Teachers and leaders with a disability were less likely to agree or strongly agree that their school valued an equal, diverse and inclusive workforce (67% vs 73% without), as were those who did not identify as heterosexual (65% vs 72% heterosexual). There were several differences by ethnicity, with White teachers and leaders more likely to agree or strongly agree (73%), and Asian and Black teachers and leaders less likely (56%, 41%). In terms of religion, Muslim teachers and leaders were less likely to agree or strongly agree that their school valued an equal, diverse and inclusive workforce.

Table 6.2 Proportions agreeing that their school values an equal, diverse and inclusive workforce by teacher characteristics

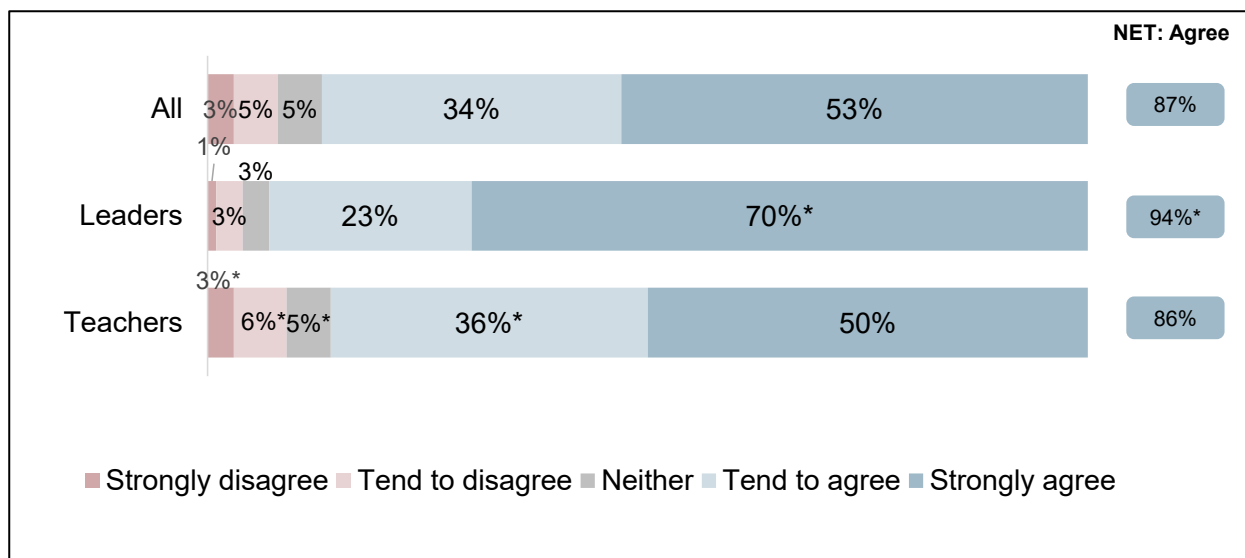
	Agree	Neither/nor	Disagree
All	71%	18%	10%
Disability			
Yes	67%*	18%	13%*
No	73%*	18%	8%*
Gender			
Female	71%	19%	9%*
Male	73%	15%*	11%
Other	-	-	-
Sexual orientation			
Heterosexual or straight	72%*	18%	9%*
Not heterosexual or straight	65%*	17%	17%*
Religion			
No religion	72%	17%	9%
Christian	72%	18%	9%
Buddhist	-	-	-
Hindu	-	-	-
Jewish	-	-	-
Muslim	53%*	27%*	20%*
Sikh	-	-	-
Ethnicity			
White	73%*	17%	9%*
Mixed / multiple ethnic groups	71%	17%	12%
Asian	56%*	22%	19%*
Black	41%*	27%	25%*
Other ethnic group	-	-	-

Q1_3. Agreement that 'my school values an equal, diverse and inclusive workforce'. Single response. All (n=3,494). With disability or health condition (n=783); no disability or health condition (2,624); female (2,632); male (834); heterosexual or straight (3,183); not heterosexual or straight (186); no religion (1,618) Christian (1,615); Muslim (88); White (3,154); Mixed/multiple (78); Asian/Asian British (138); Black/African/Caribbean/Black British (66). Groups with a base under 50 are not reported. * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Teacher agency

Most teachers agreed that their manager trusted them to work independently (87%), with half (53%) ‘strongly agreeing’. These figures rose to 94% and 70%, respectively, among leaders (Figure 6.2).

Figure 6.2 Whether teachers and leaders feel their manager trusts them to work independently



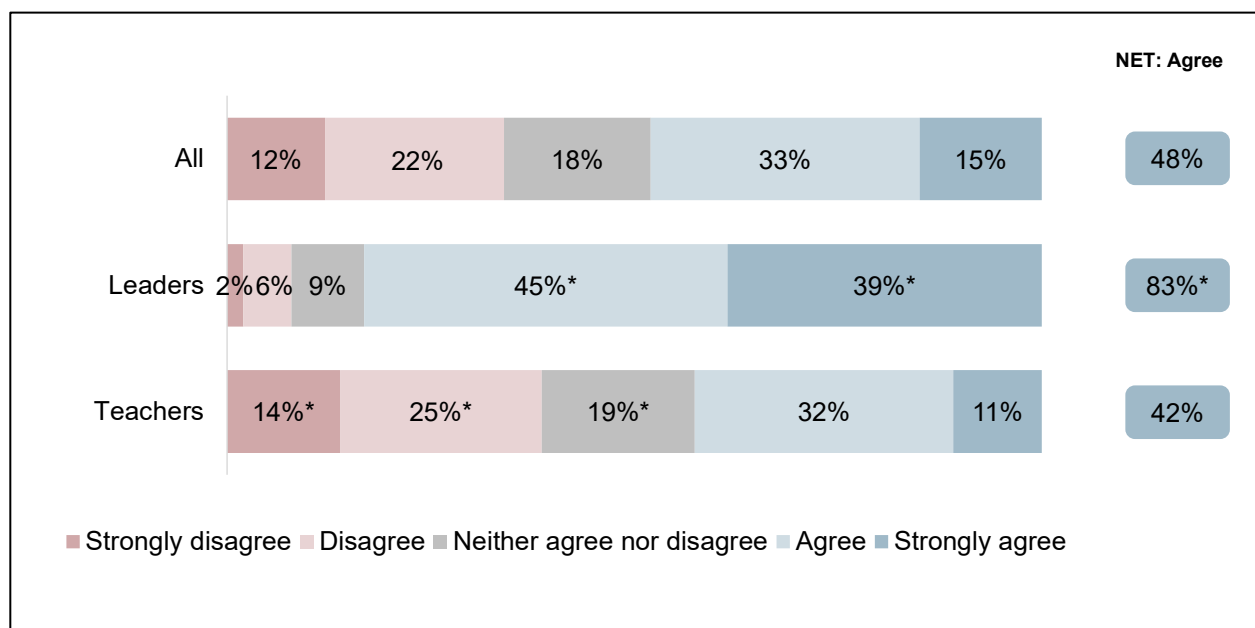
Source: Working Lives of Teachers and Leaders 2022 survey. E2_1. Agreement that ‘my manager trusts me to work independently’. Single response. All teachers and leaders (n=11,177). *Indicates significantly higher difference between teachers and leaders.

As elsewhere, agreement varied by ECT status – with 90% of ECTs agreeing compared to 87% of non-ECTs. Agreement was also higher among those working in smaller schools (91% of those working in schools with fewer than 100 pupils).³³

Similar patterns emerged when looking at perceived opportunities to participate in whole school decisions, with leaders more likely to agree or strongly agree that they were afforded this than teachers (Figure 6.3). Agreement was lower among ECT teachers at this measure however (44%).

³³ 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, rather than those who went through the new ECT induction. See footnote in the executive summary for more detail on this.

Figure 6.3 Whether teachers and leaders feel their school provides staff with opportunities to actively participate in whole school decisions



Source: Working Lives of Teachers and Leaders 2022 survey. E1_2. Agreement that 'my school provides staff with opportunities to actively participate in whole school decisions'. Single response. All teachers and leaders (n=11,177). *Indicates significantly higher difference between teachers and leaders.

Other groups more likely to agree or strongly agree included primary teachers (56% vs. 38% secondary teachers), teachers at LA maintained schools (52% vs. 44% of those working in academies) and teachers and leaders who worked flexibly (52% vs. 45% who did not). Teachers and leaders that had access to teacher support schemes (58% vs. 28% who did not) were also more likely to agree or strongly agree.

In the reverse, rates of agreement also differed by a range of teacher characteristics:

- Asian and Black teachers and leaders were less likely to agree or strongly agree (40% and 39% vs. 49% of White teachers and leaders)
- Bisexual teachers and leaders were less likely to agree or strongly agree (35% of those who identify as bisexual vs. 47% as gay or lesbian and 48% as heterosexual)
- Those of Christian faith were more likely to agree (51% vs 48% average), and those of Jewish faith or no religion were more likely to disagree (49%, 37%, vs 34% average).

7. Teacher and leader wellbeing

This chapter reports on teacher and leader wellbeing, reported impacts of work on health and wellbeing, and the support received in their job for wellbeing and work-life balance.

Overall wellbeing

The WLTl survey included a series of ONS-validated questions³⁴ 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.

These same questions have been included in waves of the School and College Panel omnibus survey that has been run by the DfE since just before the Covid-19 pandemic³⁵. These figures are included here to provide context, and an indication of where current scores sit within broader trends.

The key wellbeing questions asked in the survey were:

- 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?

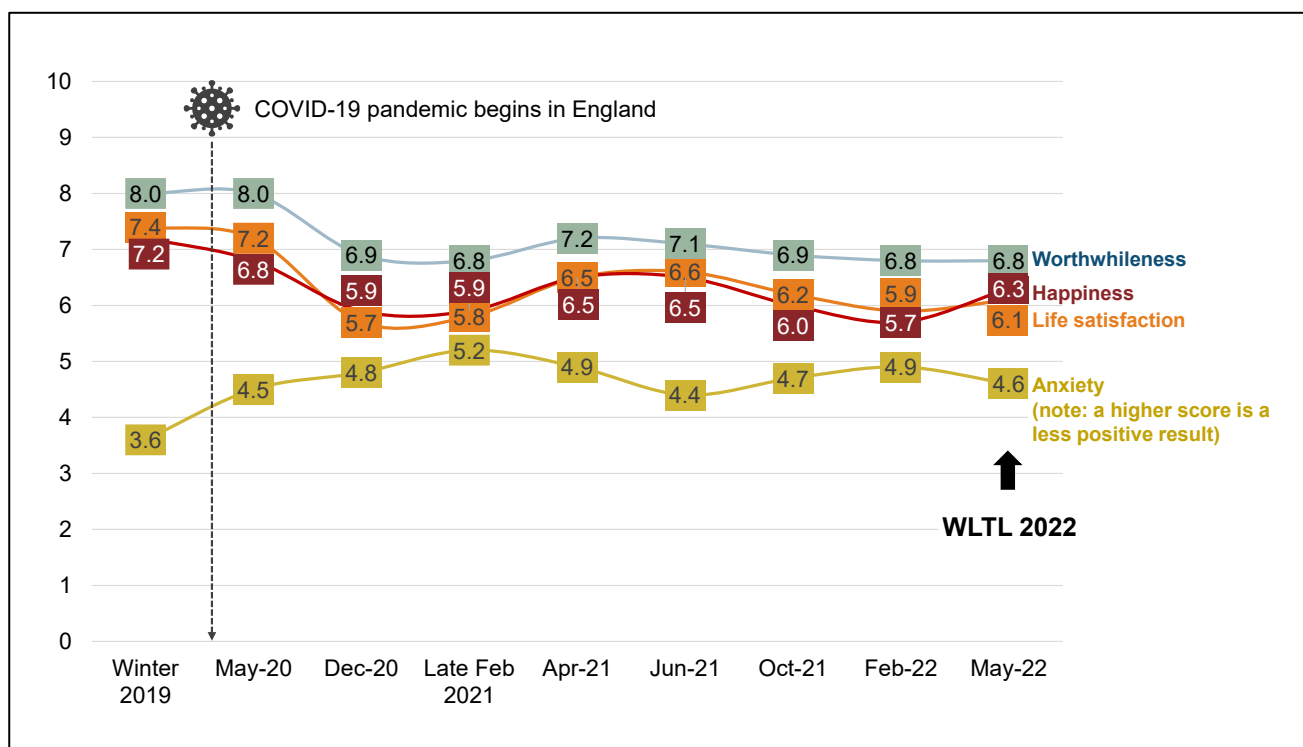
In each case, respondents were asked to use a scale from 0 to 10, where 0 is 'not at all' and 10 is 'completely'.

By way of context, the School and College Panel survey results over the period from late 2019 to May 2022 shows that teachers' and leaders' wellbeing scores remain below the levels recorded in Winter 2019, just prior to the Covid-19 pandemic.

³⁴ 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.

³⁵ The Department for Education launched the School and College Panel (SCP) at the start of the academic year 2021/2022 to provide rapid feedback on issues affecting schools during recovery from the COVID-19 pandemic. It was preceded by the School Snapshot Panel (SSP) which ran from early February to July 2021. Just over 2,500 (28%) completed the March 2022 online survey. Full details of this study can be found here: [School and College Panel technical report July 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Figure 7.1 School and College Panel data for ONS wellbeing measures – life satisfaction, things done in life being worthwhile, happiness, and anxiety (mean score 0-10)



Source: Working Lives of Teachers and Leaders survey N1: Agreement that ‘Overall, how satisfied are you with your life nowadays? Overall, to what extent do you feel that the things you do in your life are worthwhile? 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 (n=11,177). School and College Panel: February 2022 survey I1_1 (n=2,816). October 2021 survey C1_1 (n=1,888). June 2021 survey A1_1 (n=1,876). April 2021 survey C1_1 (n=2,159). Late Feb 2021 survey F6_1 (n=2,580). December 2020 survey H1_1 (n=1,012). Winter 2019 survey T5_1 (n=1,815).

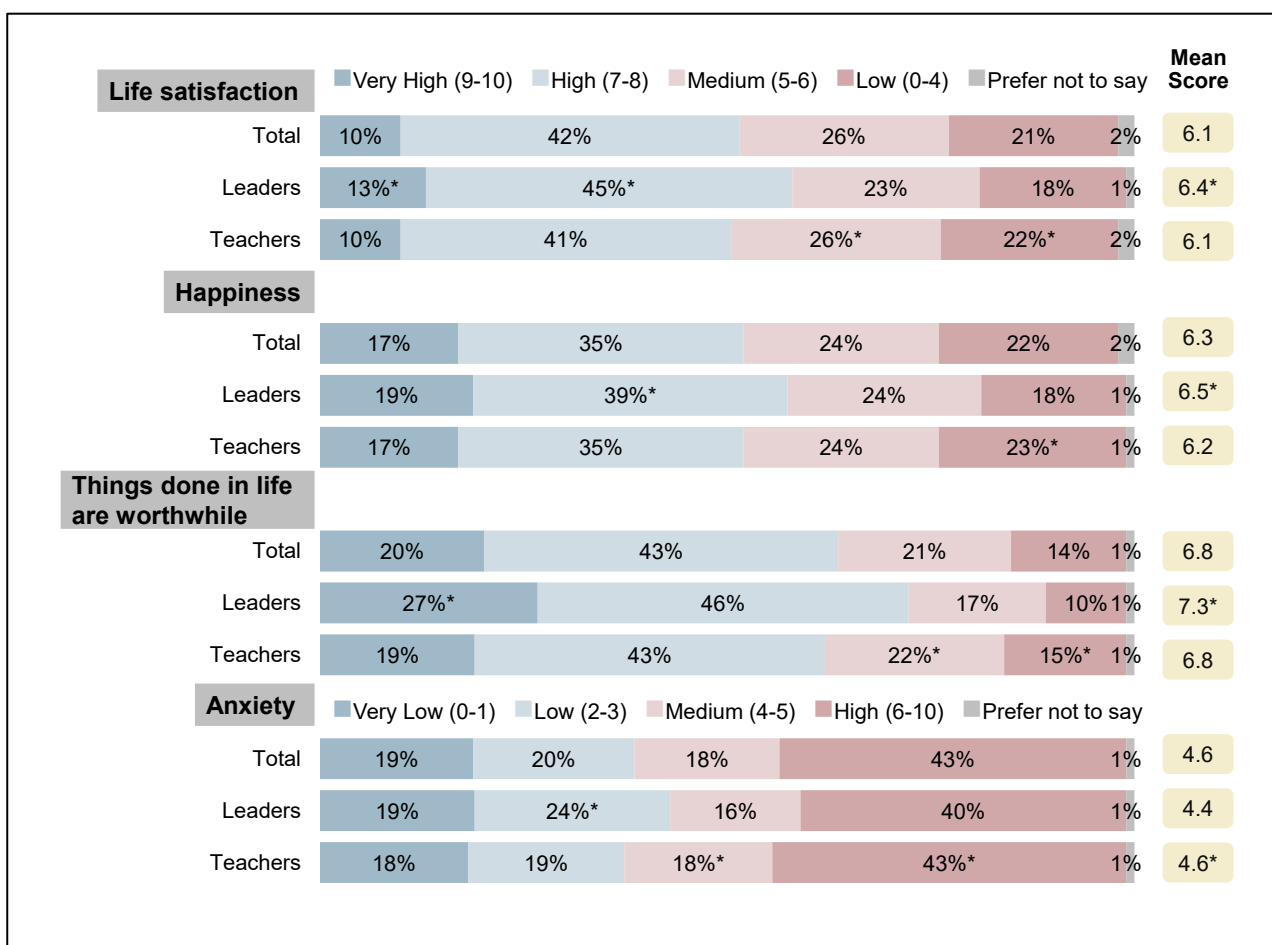
The most recent comparable scores for the population of England (up to September 2021) indicated that teachers and leaders were experiencing lower levels of wellbeing than the adult population as a whole³⁶; mean scores for the population of England for July to September 2021 were 7.6 for life satisfaction, 7.8 for things done in life being worthwhile, 7.5 for happiness, and 3.1 for anxiety (with the corresponding figures for teachers and leaders in October 2021 being 6.2 for life satisfaction, 6.9 for things done in life being worthwhile, 6.0 for happiness, and 4.7 for anxiety).

³⁶ The ONS collects these wellbeing indicators from a representative sample of the UK adult population on a quarterly basis through the Annual Population Survey, latest findings available at: [Personal well-being in the UK, quarterly - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/personal-well-being-in-the-uk-quarterly)

The WLTl survey took place between February and May 2022; ratings for wellbeing given in the WLTl survey were close to those given by School and College Panel respondents in similar periods. The average (mean) scores were:

- Life satisfaction – 6.1 overall (6.4 for leaders and 6.1 for teachers)
- Happiness – 6.3 overall (6.5 for leaders and 6.2 for teachers)
- Things done in life are worthwhile – 6.8 overall (7.3 for leaders and 6.8 for teachers)
- Anxiety – 4.6 overall (4.4 for leaders and 4.6 for teachers) (note: a higher score is a less positive result)

Figure 7.2 WLTl Wellbeing measures for teachers and leaders



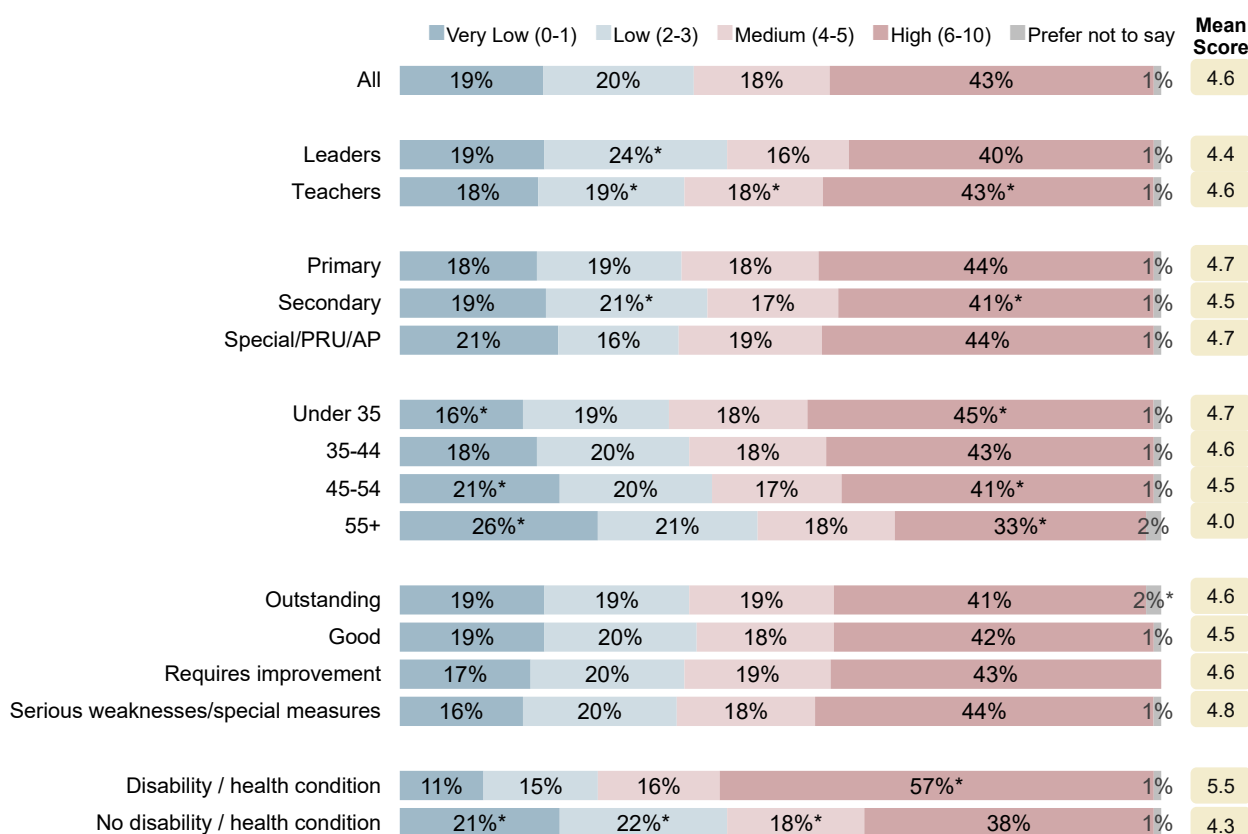
Source: Working Lives of Teachers and Leaders 2022 survey. N1. To what extent do you agree or disagree with the following statements...? Overall, how satisfied are you with your life nowadays? Overall, to what extent do you feel that the things you do in your life are worthwhile? Overall, how happy did 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 (n=11,177). *Indicates significantly higher difference between teachers and leaders.

Overall levels of wellbeing were lower for:

- Teachers compared to leaders, as shown above
- Those in secondary compared to primary settings, although conversely anxiety levels were higher for those in primary
- Leaders and teachers in schools rated by Ofsted as having serious weaknesses or in special measures
- Teachers and leaders aged under 55, and those without a disability or health condition, although conversely anxiety levels were higher for those with a disability or health condition

Figure 7.3 illustrates these differences between sub-groups of teachers and leaders showing ratings for anxiety.³⁷

Figure 7.3 Levels of anxiety, by role, phase, age, school Ofsted rating, and health condition



Source: Working Lives of Teachers and Leaders 2022 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 (n=11,177). * Indicates statistically significant difference compared to overall ('All') figure.

³⁷ ONS categories have been replicated here, i.e., a rating of 6-10 represents a 'high' level of anxiety.

There was a relationship between levels of anxiety reported by teachers and leaders and their perception of pupil behaviour, with those considering pupil behaviour at their school as poorer more likely to report high levels of anxiety (giving a rating of 6-10 out of 10), as shown in Table 7.1 . Among teachers and leaders in schools where they considered behaviour to be ‘poor’ or ‘very poor’, half reported high levels of anxiety (50% where behaviour was ‘poor’ and 55% where it was ‘very poor’). This pattern was similar when looking at how teachers’ anxiety levels changed with perceptions of behaviour, while leaders appeared more insulated from the effects of pupil behaviour, with little variation in anxiety levels according to perceptions.

Table 7.1 Anxiety levels by perception of pupil behaviour

	All	Behaviour is very good	Behaviour is good	Behaviour is acceptable	Behaviour is poor	Behaviour is very poor
All	(11,177)	(2,490)	(4,610)	(2,386)	(1,290)	(381)
Anxiety yesterday: High (6-10)	43%	37%*	41%*	44%	50%*	55%*
Anxiety yesterday: Medium (4-5)	18%	16%*	18%	20%*	19%	13%*
Anxiety yesterday: Low (2-3)	20%	23%*	20%	19%	16%*	16%
Anxiety yesterday: Very low (0-1)	19%	22%*	20%*	16%*	14%*	16%
Teachers	(9,904)	(1,621)	(3,698)	(2,173)	(1,220)	(366)
Anxiety yesterday: High (6-10)	43%	38%*	41%*	44%	50%*	54%*
Anxiety yesterday: Medium (4-5)	18%	16%*	18%	20%*	19%	13%*
Anxiety yesterday: Low (2-3)	19%	22%*	20%	19%	16%*	16%
Anxiety yesterday: Very low (0-1)	18%	22%*	20%*	16%*	14%*	15%
Leaders	(1,857)	(811)	(807)	(182)	(48)	(8)
Anxiety yesterday: High (6-10)	40%	36%*	43%	46%	44%	-
Anxiety yesterday: Medium (4-5)	16%	16%	15%	19%	24%	-
Anxiety yesterday: Low (2-3)	24%	24%	24%	21%	13%	-
Anxiety yesterday: Very low (0-1)	19%	23%	17%	14%	18%	-

Source: Working Lives of Teachers and Leaders 2022 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 (n=11,177). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

There was also a relationship between workload and manager support, and feelings of anxiety. For example, 25% of those who thought their workload was acceptable reported high levels of anxiety. However, among teachers and leaders who disagreed their workload was acceptable this rate almost doubled, with 48% reporting high levels of anxiety. Over half (56%) of those who said their manager did not support their wellbeing expressed high levels of anxiety compared to 38% who reported that their manager did support their wellbeing.

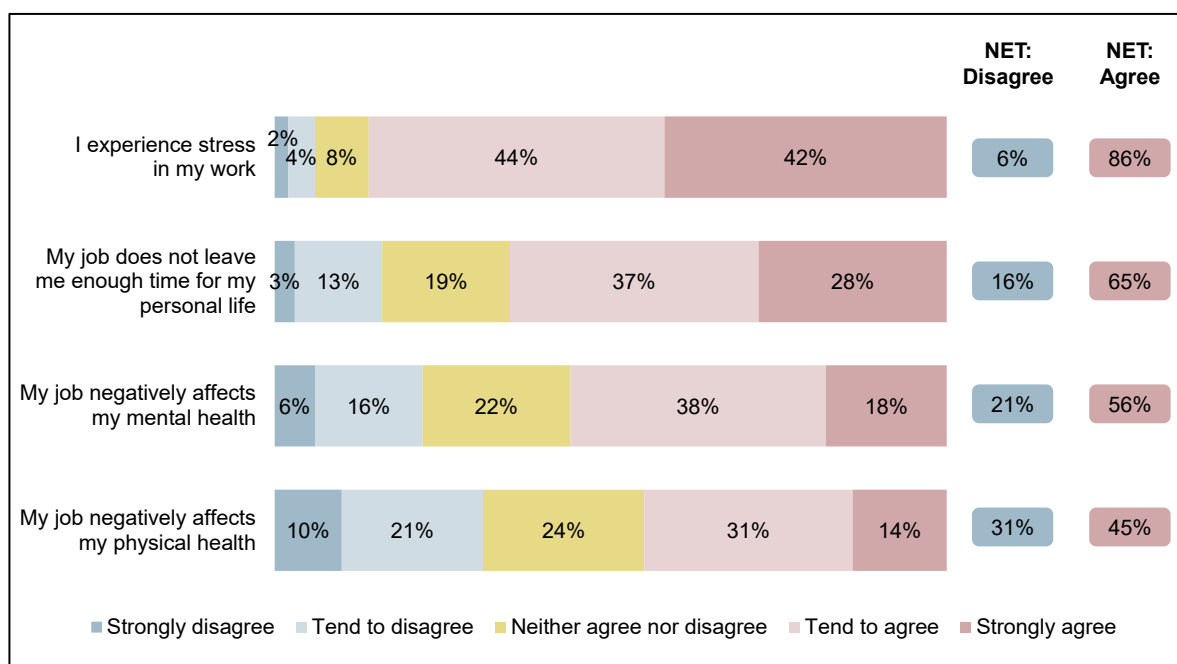
Impact of work life on wellbeing

Most teachers and leaders said that they experienced stress in their work (86%), rising to 92% among headteachers.

The proportion of teachers and leaders who reported that their work had a negative impact on aspects of their personal wellbeing was high (Figure 7.4).

- 65% reported that their job did not give them sufficient time for their personal life
- 56% said that their job negatively affected their mental health
- 45% said that their job negatively affected their physical health

Figure 7.4 Teachers' and leaders' views of the impact of the job on personal wellbeing



Source: Working Lives of Teachers and Leaders 2022 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 for each statement. All teachers and leaders module 1 (n=3,495).

As shown in Table 7.2, leaders were more likely than teachers to feel that their work did not leave enough time for their personal life (70% vs. 64%). This was particularly the case for heads (75%). Heads were also more likely than both teachers and all leaders to report that their job negatively affected their mental health (59% vs. 57% of teachers and 53% of all leaders).

Those working in a special school, PRU, or AP setting were generally less likely to report that the job had a negative effect on their wellbeing. For example, 46% agreed that their job had a negative impact on their mental health (vs. 56% on average) and 48% agreed that their job does not leave them enough time for their personal life (vs. 65% on average).

Table 7.2 Views of the impact of the job on personal wellbeing by phase and role

% Agreeing	Phase				Current role	
	All	Primary	Secondary	Special/PRU/AP	Leaders	Teachers
<i>All teachers and leaders (module 1)</i>	(3,495)	(1,795)	(1,551)	(149)	(475)	(2,951)
I experience stress in my work	86%	87%	87%	81%	89%	86%
My job does not leave me enough time for my personal life	65%	67%*	65%	48%*	70%*	64%
My job negatively affects my mental health	56%	58%*	55%	46%*	53%	57%
My job negatively affects my physical health	45%	44%	45%	42%	49%	44%

Source: Working Lives of Teachers and Leaders 2022 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 for each statement. All teachers and leaders module 1 (n=3,495). *Indicates statistically significant difference compared to overall ('All') figure.

Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

There was a clear link between views on stress and the impact on personal life/health, and job satisfaction as shown in Table 7.3 . Those that were less satisfied were more likely to report stress, not having enough time for their personal life, and negative impacts on mental and physical health.

Table 7.3 Personal views on the impact of job on personal wellbeing by level of job satisfaction

	All	Satisfied all/most of the time	Neutral	Satisfied rarely/not at all
Agree: I experience stress in my work	86%	79%*	95%*	97%*
Agree: My job does not leave me enough time for my personal life	65%	54%*	76%*	86%*
Agree: My job negatively affects my mental health	56%	38%*	76%*	90%*
Agree: My job negatively affects my physical health	45%	32%*	59%*	69%*

Source: Working Lives of Teachers and Leaders 2022 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 for each statement. All teachers and leaders module 1 (n=3,495). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

The relationship between pupil behaviour and the personal wellbeing of leaders and teachers was also evident. As shown in Table 7.4 teachers and leaders who considered pupil behaviour to be 'good' were less likely to report that their job negatively affected their mental health than those who considered pupil behaviour to be poor.

Table 7.4 Whether job negatively affects mental health by perception of pupil behaviour

	All	Behaviour is very good	Behaviour is good	Behaviour is acceptable	Behaviour is poor	Behaviour is very poor
Agree	56%	48%*	50%*	61%*	72%*	81%*
Neither agree nor disagree	22%	24%	25%*	21%	17%*	10%*
Disagree	21%	27%*	25%*	17%*	10%*	9%*

Source: Working Lives of Teachers and Leaders 2022 survey. P3_4: Agreement that 'my job negatively affects my physical health'. Single response. All teachers and leaders module 1 (n=3,495). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

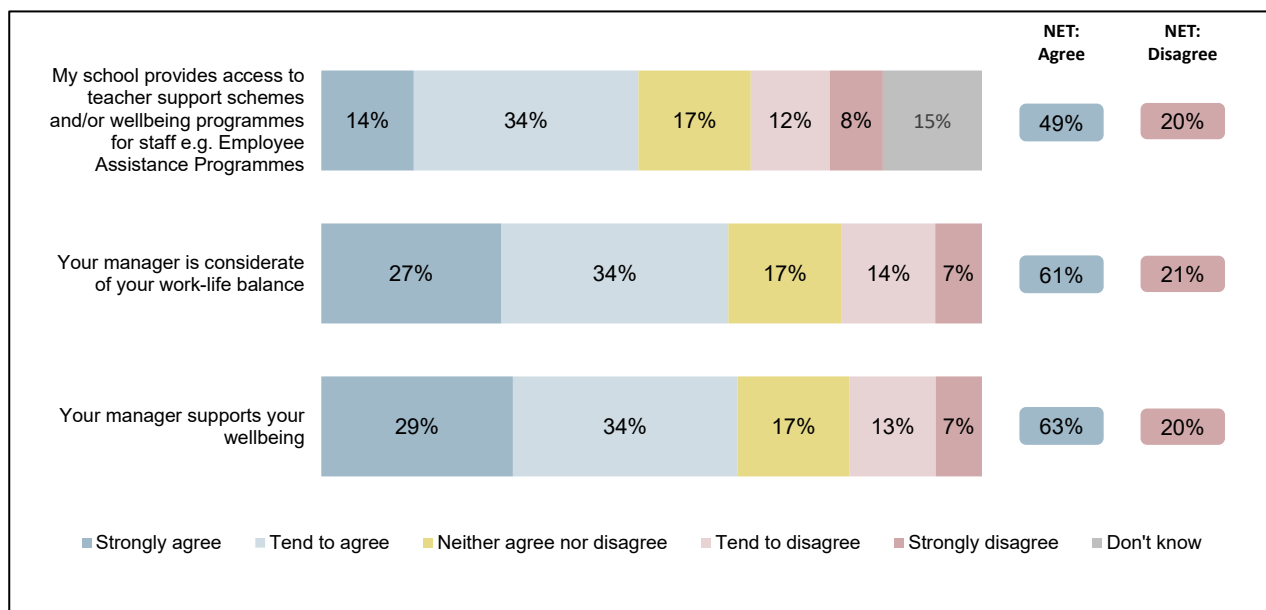
Support for staff wellbeing

Just under a half (49%) of teachers and leaders said that their school provided access to teacher support schemes or wellbeing programmes (such as Employee Assistance Programmes). A relatively large proportion (15%) were unsure (Figure 7.5).

Leaders were much more likely than teachers to agree that access was provided (73% compared with 45% for teachers) and agreement was particularly high among heads (87%). This perhaps reflects a greater familiarity among leaders of the support policies in place at their school, although policies are likely to be more effective if awareness is widespread.

There were no differences in terms of views on whether support was available between mainstream primary and secondary settings, but teachers and leaders of special/PRU/AP provision were more likely to agree that support was available than average (65%). Those working in academies were slightly more likely than those working in LA maintained schools to agree support was available (51% vs. 46%).

Figure 7.5 Views on school and manager support for wellbeing



Source: Working Lives of Teachers and Leaders 2022 survey. P3_5 Agreement that 'my school provides access to teacher support schemes and/or wellbeing programmes for staff'. Single response. All teachers and leaders module 1 (n=3,495) and E2: Agreement that 'your manager is considerate of your work life balance'; 'your manager supports your wellbeing'. Single response for each statement. All teachers and leaders (n=11,177).

Teachers and leaders were generally positive about the support available from their manager. Over six in ten agreed that their manager was considerate of their work-life balance (61%) and supported their wellbeing (63%). Agreement was higher among:

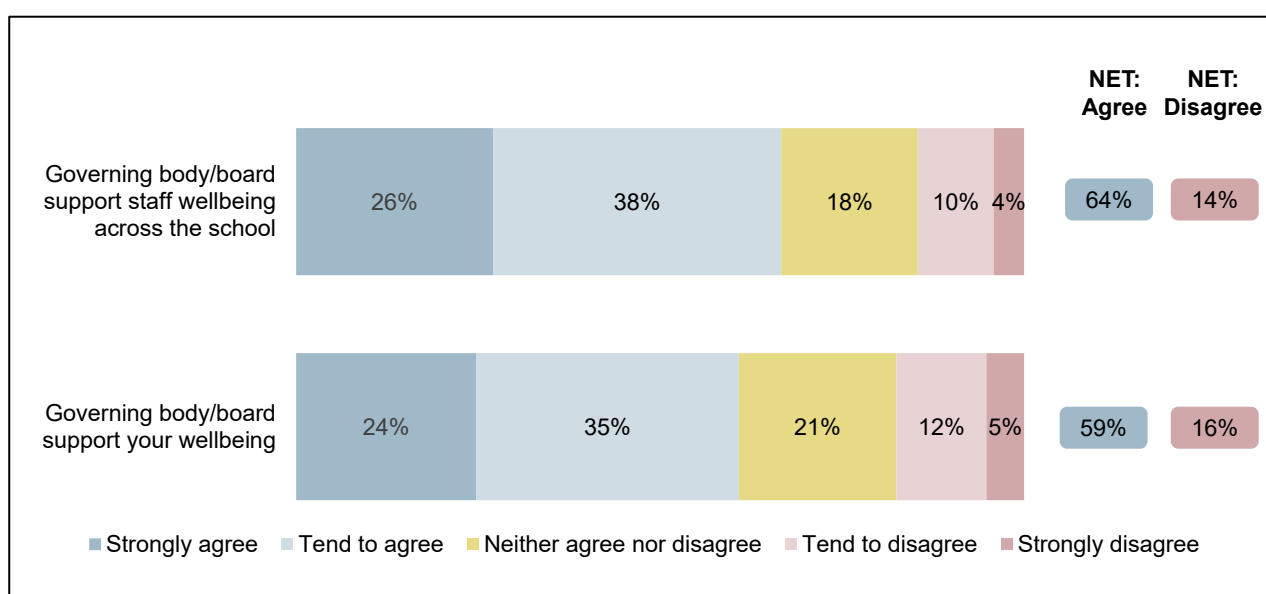
- Leaders (73% agreed that their manager was considerate of their work-life balance and 74% agreed their manager supported their wellbeing) compared to teachers (59% and 61%, respectively)
- Secondary teachers and leaders (63% agreed that their manager was considerate of their work-life balance and 65% agreed that their manager supported their wellbeing) compared to primary teachers and leaders (59% and 61%, respectively). Agreement among those teaching in special / PRU / AP settings fell in the middle (62% agreed their manager was considerate of work-life balance and 63% agreed their manager supported their wellbeing)
- ECTs (70% agreed their manager was considerate of their work-life balance and 70% agreed their manager supported their wellbeing) compared to 61% and 63% on average³⁸

³⁸ 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, rather than those who went through the new ECT induction. See footnote in the executive summary for more detail on this.

- Teachers and leaders in schools with higher Ofsted ratings - 61% at schools rated as outstanding and 62% at schools rated good agreed their manager was considerate of their work-life balance, compared with 57% at schools rated as requires improvement and 50% for those rated as serious weakness or in special measures

Figure 7.6 Head and leading practitioner views on governing body/board support for wellbeing shows the extent to which heads and leading practitioners reported receiving support from their governing body or board in relation to wellbeing, both for their staff in general and for themselves. Agreement was higher for the provision of support for staff across the school (64%) than for heads/leading practitioners personally (59%), but in most cases governing bodies or boards were seen as supportive of wellbeing.

Figure 7.6 Head and leading practitioner views on governing body/board support for wellbeing



Source: Working Lives of Teachers and Leaders 2022 survey. E3: Agreement that 'the governing body/board support staff wellbeing across the school'; 'the governing board/body support your wellbeing'. Single response for each statement. All heads and leading practitioners (n=2,213).

As shown in Table 7.5, agreement that support was given by the governing body or board was higher among heads/leading practitioners in primary schools than those in secondaries. It was also higher among those in LA maintained schools than academies.

Table 7.5 Head and leading practitioner views on governing body/board support for wellbeing by phase and school type

% Agreeing	All	Phase			School type	
		Primary	Secondary	Special / PRU / AP	LA maintained schools	Academies
<i>All heads and leading practitioners</i>	(2,213)	(1,287)	(780)	(146)	(1,065)	(1,085)
Governing body/board support staff wellbeing across the school	64%	70%*	56%*	61%	70%*	60%*
Governing body/board support your wellbeing	59%	65%*	50%*	54%	64%*	56%*

Source: Working Lives of Teachers and Leaders 2022 survey. E3: Agreement that ‘the governing body/board support staff wellbeing across the school’; ‘the governing board/body support your wellbeing’. Single response for each statement. All heads and leading practitioners (n=2,213). * Indicates statistically significant difference compared to overall (‘All’) figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

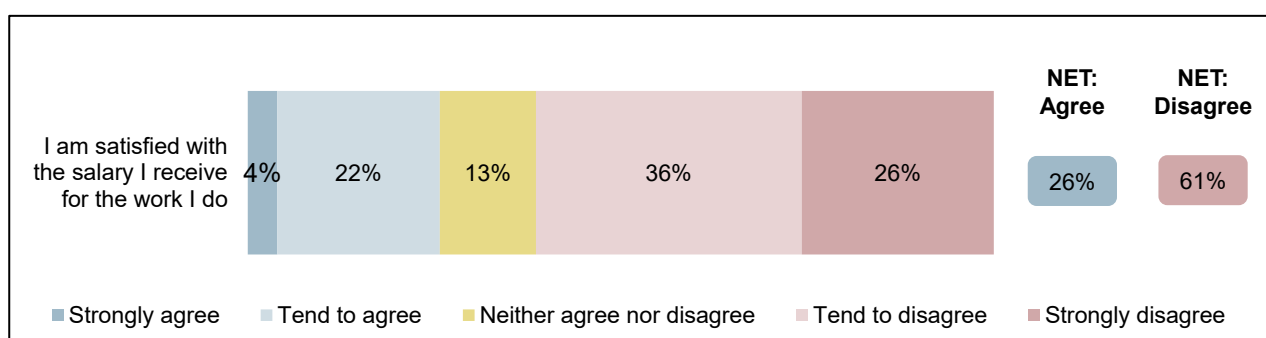
8. Teacher and leader pay

This chapter focuses on the pay of teachers and leaders, including salary satisfaction and their views on how their school manages pay. It also explores expectations and experiences of pay increases, and heads' use of pay flexibilities.

Views on salary and salary prospects

A majority of teachers and leaders (61%) disagreed to the statement that they were satisfied with the salary they receive for the work they do, with around a quarter (26%) agreeing (Figure 8.1).

Figure 8.1 Teachers' and leaders' satisfaction with their salary



Source: Working Lives of Teachers and Leaders 2022 survey. J1: How strongly do you agree or disagree with the following statements about pay and your job? Single response. All teachers and leaders (n=11,177).

Satisfaction was generally higher among those who reported that they had received a pay rise, particularly where this pay rise was higher than expected: 59% who received more than they were expecting were satisfied compared with 30% of those who received the amount they were expecting, 12% of those who received less than they were expecting, and 11% of those who reported that they did not receive a pay rise, but were expecting one.

As shown in Table 8.1 overleaf, satisfaction was also higher among those in more senior roles. Agreement levels were also higher amongst older teachers and leaders, more specifically amongst those aged 55+.

Although there was little difference in views on pay between those working in primary and secondary schools it is notable that those working in a special school, PRU or AP were more likely to be satisfied than others. For example, they were more likely to agree that they were satisfied with the current salary received (35% were satisfied compared with 26% on average) and that teaching offers them a good salary compared with other careers they could follow (32% agreed vs. 24% on average). There was no difference according to flexible working status.

Headteachers and executive headteachers were more likely than deputy and assistant heads to agree with all statements on pay. For example, over half of heads (52%) agreed that they were satisfied with the salary they received compared with 44% of assistant and deputy heads, and over four in ten (41%) heads agreed that teaching gives them a good salary compared with other professions they could follow if they left, compared with just over one third (35%) of assistant and deputy heads.

There was no difference in satisfaction rates by gender, but there were some notable differences by ethnicity (Table 8.2); those from either an Asian/Asian British or Black/Black British background were much more likely than those from a White background to disagree that they were satisfied with the salary they received (70% vs. 60% of teachers and leaders from a White background). Broadly aligned with this, disagreement levels were also high amongst Jewish (74%), Hindu (72%) and Muslim (70%) teachers and leaders.

As seen in Table 8.3 below there is a positive correlation between satisfaction with salary and agreement with statements relating to agency and accountability. Although this is true of both teachers and leaders, leaders were considerably more likely than teachers to agree they were satisfied with their pay while simultaneously agreeing that they have agency, as well as simultaneously agreeing with statements on accountability measures. For example, almost half (48%) of leaders who were satisfied with their salary agreed that they were trusted to work independently, compared with 23% of teachers. This correlation remains when looking at individual groups of teachers.

Table 8.1 Satisfaction with salary by job role

	All	Heads	Deputy and Assistant Heads	Leading Practitioner	Classroom Teacher - not ECT	Classroom Teacher - 2nd Year ECT	Classroom Teacher - 1st Year ECT	Unqualified teachers
Base	(11,177)	(771)	(1,086)	(356)	(7,227)	(1,218)	(211)	(82)
Agree	26%	52%*	44%*	31%	22%*	19%*	20%	20%
Neither / nor	13%	12%	13%	17%	13%	12%	12%	4%*
Disagree	61%	35%*	43%*	52%*	64%*	69%*	67%	76%*

Source: Working Lives of Teachers and Leaders 2022 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 (n=11,177). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Table 8.2 Satisfaction with salary by age, gender and ethnicity

	All	Age				Gender		Ethnicity			
		<35	35-44	45-54	55+	Female	Male	Asian	Black	White	Mixed
Base	(11,177)	(4,364)	(3,132)	(2,808)	(834)	(8,361)	(2,691)	(404)	(190)	(10,129)	(241)
Agree	26%	24%*	27%*	25%	30%*	26%	25%	16%*	16%*	26%*	29%
Neither / nor	13%	12%	13%	13%	14%	13%	13%	14%	14%	13%	13%
Disagree	61%	63%*	59%*	62%	56%*	61%	62%	70%*	70%*	60%*	58%

Source: Working Lives of Teachers and Leaders 2022 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 (n=11,177). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Table 8.3 Satisfaction with salary among those agreeing with statements of teacher agency and accountability

I am satisfied with the salary I receive for the work I do		All	Felt trusted to work independently	Agreed that they had the opportunity to actively participate in school decisions	Agreed accountability measures provide important information about school performance	Agreed the school inspection regime provides a fair assessment of school performance
Base		(11,177)	(9,760)	(5,620)	(3,090)	(2,032)
Agree	All	26%	27%*	32%*	32%*	35%*
	Leaders	47%*	48%*	48%*	52%*	59%*
	Teachers	22%*	23%*	27%*	28%*	31%*
Neither / nor	All	13%	13%	14%*	14%*	15%*
	Leaders	13%	13%	13%	13%	11%
	Teachers	13%	13%	14%*	14%*	15%*
Disagree	All	61%	60%*	54%*	54%*	50%*
	Leaders	41%*	40%*	39%*	35%*	31%*
	Teachers	65%*	63%*	58%*	57%*	54%*

Source: Working Lives of Teachers and Leaders 2022 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 (n=11,177). * Indicates statistically significant difference compared to overall ('All') figure.

Similar or higher proportions of teachers and leaders expressed dissatisfaction with more detailed statements around their pay (Table 8.4). Three quarters (76%) disagreed that they were satisfied with national-level changes to teachers' pay³⁹ in the last year, for example.

Table 8.4 Salary Satisfaction

	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	57%	17%	24%
I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave	58%	20%	20%
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	66%	15%	18%
I am satisfied overall with national-level changes to teachers' pay in the last year	76%	12%	9%

Source: Working Lives of Teachers and Leaders 2022 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 for each statement. All teachers and leaders (n=11,177).

Teachers on average gave a more negative response than leaders to these detailed statements. Those who showed higher disagreement than other groups included the following:

At this stage in my career, teaching offers me a good salary compared to other careers I could follow if I leave (overall disagreement: 57%)

- Teachers (58% vs. 47% leaders)
- Those working in a secondary setting (59%)

³⁹ 'National level changes' was defined to respondents as changes to the national pay framework, rather than decisions made by individual schools. Note that the time period of 'the last year' included a pay freeze for most teachers in this wave of the survey.

- Those whose main subject taught was Physics (80%), Biology (70%), computing subjects⁴⁰ (66%), geography (64%), and Mathematics (63%)
- Male teachers and leaders (62%)
- Asian teachers and leaders (62%)

I am satisfied with my longer-term salary prospects compared with other career paths I could follow if I leave (overall disagreement: 58%)

- Teachers (60% vs. 47% leaders)
- Those working in a secondary setting (59%)
- Those whose main subject taught was Physics (74%), Chemistry (70%), computing subjects (68%) and Mathematics (64%)
- Those aged 35 – 54 (60%)
- Male teachers and leaders (62%)
- Asian teachers and leaders (63%)
- Those working part time (61%)

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 (overall disagreement: 66%)

- Teachers (67% vs. 63% leaders)
- Those working in a primary setting (68%)
- Those aged 35+ (71% 35-44, 74% 45-54, 72% 55+ vs. 57% aged 34 or younger)
- Asian teachers and leaders (72%)
- Those working part time (73%)

I am satisfied overall with national-level changes to teachers' pay in the last year (overall disagreement: 77%)

- Those working in a secondary setting (77%)
- Those aged 35 – 54 (79%)
- Male teachers and leaders (80%)
- White teachers and leaders (76%)
- There were no differences in disagreement levels between teachers and leaders, but leaders were more likely to agree with this statement (13% vs. 8% of teachers), whereas teachers were more likely to neither agree nor disagree

⁴⁰ Includes computer science, computing, and electronics

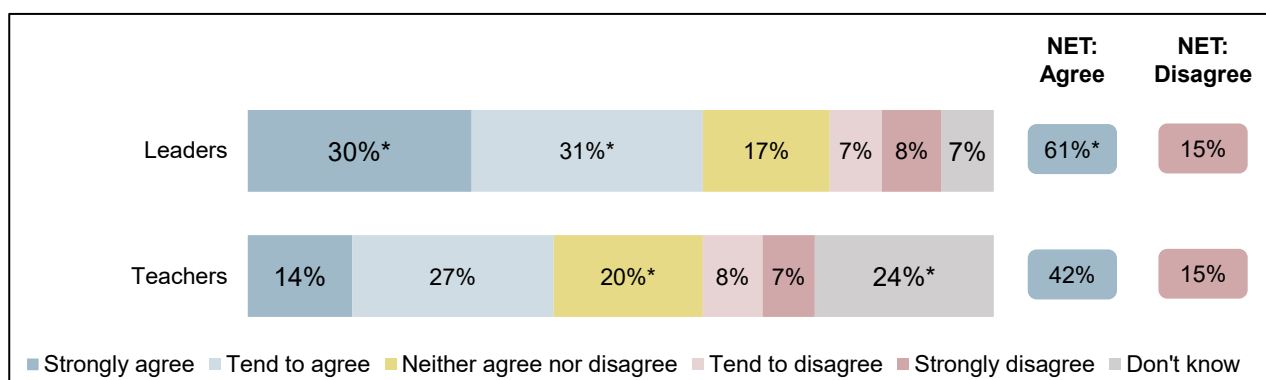
Satisfaction with school decisions around pay

Whether schools are following their own pay policy

As shown in Figure 8.2 below, leaders were more likely than teachers to agree that their school followed its own pay policy in making decisions about their pay (61% vs. 42%). Teachers on the other hand were more likely to not know (24% vs. 7% leaders).

Fewer than half (43%) of teachers and leaders (not classified as headteachers or executive headteachers) agreed that their school had followed its own pay policy in making decisions about their pay in the previous year. A minority (15%) disagreed and 20% gave a neutral response.

Figure 8.2 Whether teachers and leaders agree their school followed its own pay policy

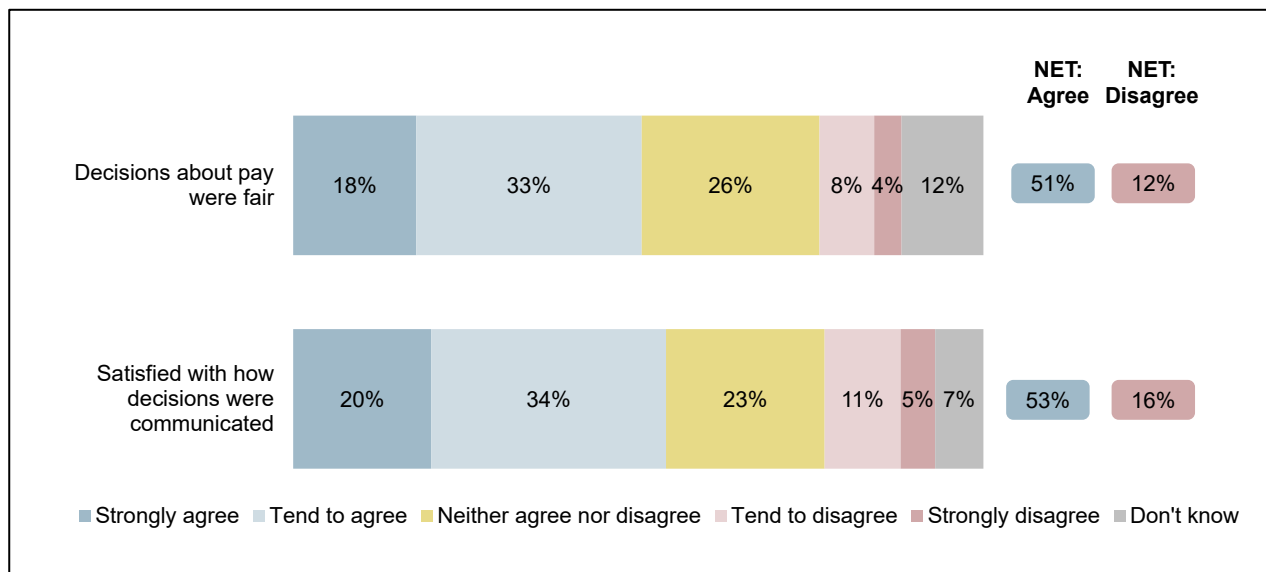


Source: Working Lives of Teachers and Leaders 2022 survey. J6: Agreement that 'my school followed its own pay policy in making decisions about my pay'. Single response for each statement. All except headteachers and executive headteachers (n=10,405). * Indicates a significantly higher difference between teacher and leader responses.

Satisfaction with decisions about pay among teachers

On the whole, teachers were happy with how decisions were made about pay even though dissatisfaction with pay levels was high. As shown in Figure 8.3 below, around half (51%) of teachers and leaders not classified as headteachers or executive headteachers agreed that the decisions their school took about their pay over the last year were fair, while around a quarter (26%) gave a neutral response and 12% were unsure. One in eight (12%) disagreed that decisions were fair, which rose to 16% among those who were dissatisfied with their pay. Differences were evident by role, with deputy and assistant heads most likely to believe decisions made about their pay were fair (68% vs. 50% of teachers).

Figure 8.3 Whether pay decisions were fair and whether teachers and leaders were satisfied about how decisions were communicated (all excluding headteachers and executive heads)



Source: Working Lives of Teachers and Leaders 2022 survey. J6. Agreement that ‘decisions about pay were fair’, ‘I am satisfied with how decisions were communicated’. Single response for each statement. All teachers and leaders except headteachers and executive headteachers (n=10,405).

Around a half of teachers and leaders, excluding headteachers and executive headteachers, were satisfied with how decisions about pay were communicated (53%). Conversely, around one in six (16%) were dissatisfied with how their school communicated decisions about their pay to them during this period. This rose to 20% among those who were dissatisfied with their pay. Deputy and assistant heads were again most likely to be satisfied with how these decisions were communicated (72% vs. 60% of leading practitioners, 52% of classroom teachers and 51% of ECTs).⁴¹ Perceptions were also highly correlated with job satisfaction: overall, 60% of teachers and leaders satisfied with their job reported decisions about their pay were fair (vs. 34% of those dissatisfied with their job) and 63% were satisfied with how decisions were communicated (vs. 34% of those dissatisfied with their job).

Other groups more likely to agree with these statements included those reporting an acceptable workload and who felt valued by their school, as shown in Table 8.5. Those working in secondary schools were more likely to be satisfied with how pay decisions were communicated (55% vs 53% overall), whilst those working in special / PRU / AP schools were less likely to be satisfied with this (48%).

⁴¹ 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, rather than those who went through the new ECT induction. See footnote in introduction for more detail on this.

As shown in Table 8.6, agreement that pay decisions were fair and satisfaction with how they were communicated decreased in line with age, with under 35s more likely to agree on both counts compared with those aged 35 or older. Teachers and leaders who were male or from a White background were also more likely to agree with both. In contrast, there was higher disagreement amongst teachers and leaders from a Black ethnic background: 19% disagreed that the decisions taken by their school about their pay was fair (vs. 11% White) and 27% disagreed that they were satisfied with how their school communicated the decisions about pay (vs. 16% White).

Table 8.5 Whether pay decisions were fair and whether teachers and leaders were satisfied about how decisions were communicated (all excluding headteachers and executive heads), by phase, workload, and feeling valued

		All	Phase			I have an acceptable workload		I feel valued by my school	
			Primary	Secondary	Special /PRU /AP	Agree	Disagree	Agree	Disagree
	<i>Base</i>	(10,405)	(5,330)	(4,574)	(501)	(1,766)	(7,467)	(6,752)	(2,240)
Decisions about pay were fair	Agree	51%	51%	51%	50%	65%*	48%*	60%*	34%*
	Neither / nor	26%	25%	27%	26%	19%*	27%*	23%*	29%*
	Disagree	12%	11%	12%	13%	6%*	14%*	7%*	24%*
	Unsure	12%	13%*	10%*	11%	10%	12%	10%*	13%*
Satisfied with how decisions were communicated	Agree	53%	52%	55%*	48%*	67%*	49%*	63%*	32%*
	Neither / nor	23%	23%	24%	24%	17%*	25%*	20%*	28%*
	Disagree	16%	17%	15%*	21%*	10%*	19%*	10%*	32%*
	Unsure	7%	8%*	7%*	6%	6%*	8%	7%*	8%

Source: Working Lives of Teachers and Leaders 2022 survey. J6. Agreement that 'decisions about pay were fair', 'I am satisfied with how decisions were communicated'. Single response for each statement. All teachers and leaders except headteachers and executive headteachers (n=10,405). *Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Table 8.6 Whether pay decisions were fair and whether teachers and leaders were satisfied about how decisions were communicated (all excluding headteachers and executive heads), by age, gender and ethnicity

		All	Age				Gender		Ethnicity			
			<35	35-44	45-54	55+	Female	Male	Asian	Black	White	Mixed
	<i>Base</i>	(10,405)	(4,343)	(2,945)	(2,385)	(698)	(7,894)	(2,391)	(395)	(184)	(9,392)	(234)
Decisions about pay were fair	Agree	51%	61%*	50%	40%*	38%*	50%*	54%*	46%	41%*	52%*	52%
	Neither / nor	26%	18%*	27%*	33%*	34%*	25%	26%	26%	28%	26%	22%
	Disagree	12%	10%*	12%	13%*	14%	12%	11%	14%	19%*	11%*	12%
	Unsure	12%	10%*	11%	14%*	15%*	12%*	8%*	13%	12%	11%	13%
Satisfied with how decisions were communicated	Agree	53%	59%*	54%	45%*	42%*	52%*	57%*	49%	44%*	54%	58%
	Neither / nor	23%	19%*	24%	29%*	30%*	24%	23%	25%	22%	23%	15%*
	Disagree	16%	15%	16%	17%	20%*	16%	16%	18%	27%*	16%*	22%*
	Unsure	7%	7%	6%	9%*	9%	8%*	4%*	7%	7%	7%	6%

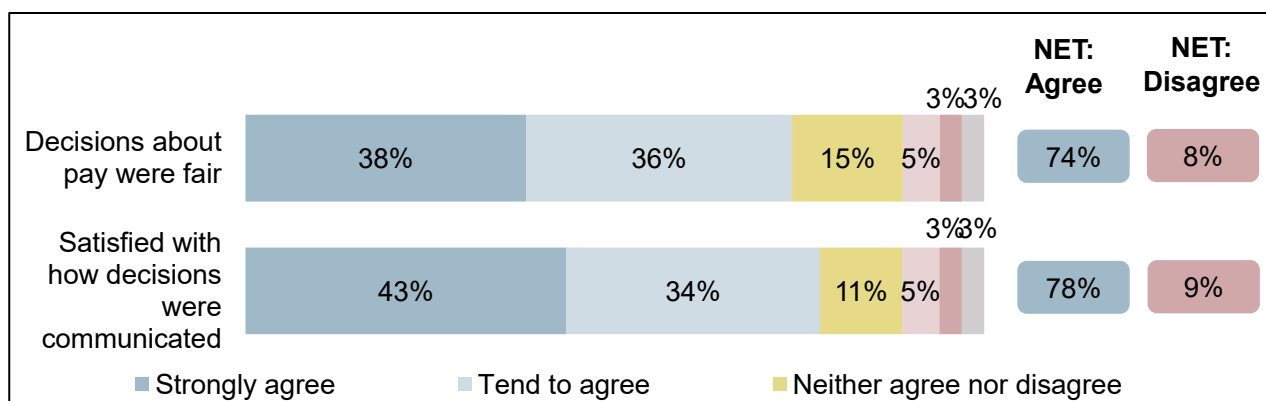
Source: Working Lives of Teachers and Leaders 2022 survey. J6. Agreement that 'decisions about pay were fair', 'I am satisfied with how decisions were communicated'. Single response for each statement. All teachers and leaders except headteachers and executive headteachers (n=10,405). *Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Satisfaction with decisions about pay among headteachers

As shown in Figure 8.4, heads were more likely to say that decisions taken about their pay over the last year were fair, with just under three quarters (74%) agreeing with this statement and one in ten (8%) disagreeing. Agreement rose to 86% among those who were satisfied with their pay (vs. 56% who were dissatisfied).

An even greater proportion (78%) of headteachers and executive headteachers agreed that they were satisfied with how decisions about their pay were communicated to them by their school, governors, or academy. A small minority (9%) disagreed. Again, agreement rose to 85% among those satisfied with their pay (vs. 69% who were not).

Figure 8.4 Whether pay decisions were fair and whether satisfied about how decisions were communicated (headteachers and executive headteachers)



Source: Working Lives of Teachers and Leaders 2022 survey. J7: Agreement that 'decisions about pay were fair', 'I am satisfied with how decisions were communicated'. Single response for each statement. Headteachers and executive headteachers (n=771).

Some differences were seen by phase and school type. Secondary heads were more likely than primary to agree pay decisions were fair (82% vs. 71%) and be satisfied with the way they were communicated (87% vs. 75%). Those working in primary academy schools were more likely to agree pay decisions were fair than those working in primary LA maintained school (77% vs. 67% in local authorities). Conversely, those working in secondary LA maintained schools were more likely to be satisfied with how pay decisions were communicated than those working in secondary academies (95% vs. 84%).

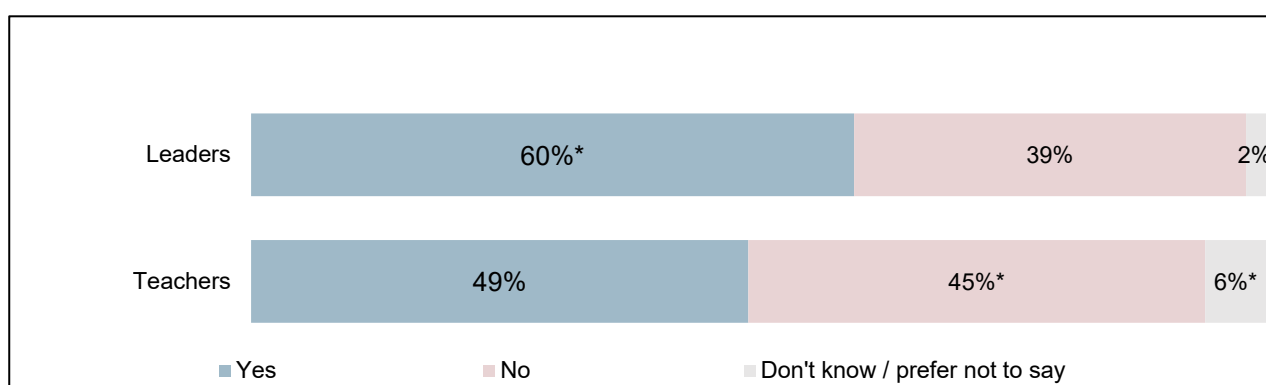
As with teachers and other leaders, heads who felt valued by their school were more likely to feel pay decisions were fair (76% vs. 74% on average) and satisfied with how these were communicated (81% vs. 78% on average).

Pay increases and expectations

Despite the temporary pause to headline pay rises for most public sector workforces in 2021-22, just over half (51%) of teachers and leaders said that they had received a pay increase in the last year, while just under half said they had not (44%). A small minority (5%) either did not know if they received a pay increase or chose not to disclose that information.⁴² This could include those teachers and leaders who gained a pay rise as a result of promotion or pay progression.

As shown in Figure 8.5 below, leaders were more likely than teachers to report that they had received a pay increase (60% vs. 49% of teachers), although teachers were slightly more likely to answer 'don't know' or 'prefer not to say' (6% vs. 2% of leaders).

Figure 8.5 Whether teachers and leaders reported that they had received a pay increase in the last year



Source: Working Lives of Teachers and Leaders 2022 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 2021? Single response. All teachers and leaders (n=11,177) *Indicates a significantly higher difference between teachers and leaders

Among teachers and leaders, there was a large variation by job role. Over six in ten (63%) of heads reported that they had received a pay increase, as did almost half of classroom teachers (48%). Second year ECTs were the most likely to report a pay increase (92%).

The incidence of reported pay increases was related to years qualified, being highest among those who had been qualified between 1 and 3 years (90% of those who'd been qualified 1-2 years and 91% for 2-3 years). This reduced slightly to 88% for 3-5 years, and further to 58% for 5-10 years and 32% for 10 years+. A similar pattern could be seen

⁴² Specifically, respondents were asked about any changes in the period since the end of the Spring term of the previous academic year, i.e. between April 2021 and Feb-May 2022 (depending on when the respondent completed the survey).

by school tenure (74% for those who'd been at their school for 1-2 years and 71% for 2-3 years. This declined to 66% for 3-5 years, 49% for 5-10 years and 28% for 10 years+).

There was also a marked difference by flexible working status, with 55% of those not working flexibly reporting a pay rise compared to 44% working flexibly. Despite this, there was no significant difference in levels of satisfaction (62% of those who worked flexibly reported being satisfied with their salary as did 61% of those who did not work flexibly).⁴³

By teacher and leader characteristics, those more likely to report receiving a pay increase were male (53% vs. 50% females), from an ethnic minority background (57%, 56% Asian/Asian British and 57% Black/Black British), or Muslim (62%). Those without any parent / carer responsibilities were also more likely to report a pay increase (59% vs. 44% with these responsibilities).

Movement within pay bands

Despite over half of teachers and leaders receiving a pay rise, the majority (90%) reported that they had remained in the same pay range⁴⁴. This proportion was higher for leaders than teachers (94% vs. 90%).

Of those who reported that they had moved pay range, a sizeable majority (85%) reported moving from the main pay range to the upper pay range. Meanwhile, 7% who reported they had moved pay range had moved from the unqualified to the main pay range, 3% from headteacher to leadership pay range and 5% had moved down a pay range.

Expectations around pay increase

Of those teachers and leaders who reported that they did receive a pay increase, the majority (74%) received the amount that they expected to. Around a sixth (17%) reported that they received less than they expected, while a small number (3%) received more than they had expected to. Again, a minority (6%) either did not know or chose not to share this information.

Teachers were slightly more likely than leaders to report that they had received a pay rise which was lower than expected (18% vs. 15% of leaders). In particular, heads were the least likely to report that they had received a pay increase which was lower than expected (10%).

⁴³ This does not control for other factors impacting the proportion reporting a pay rise.

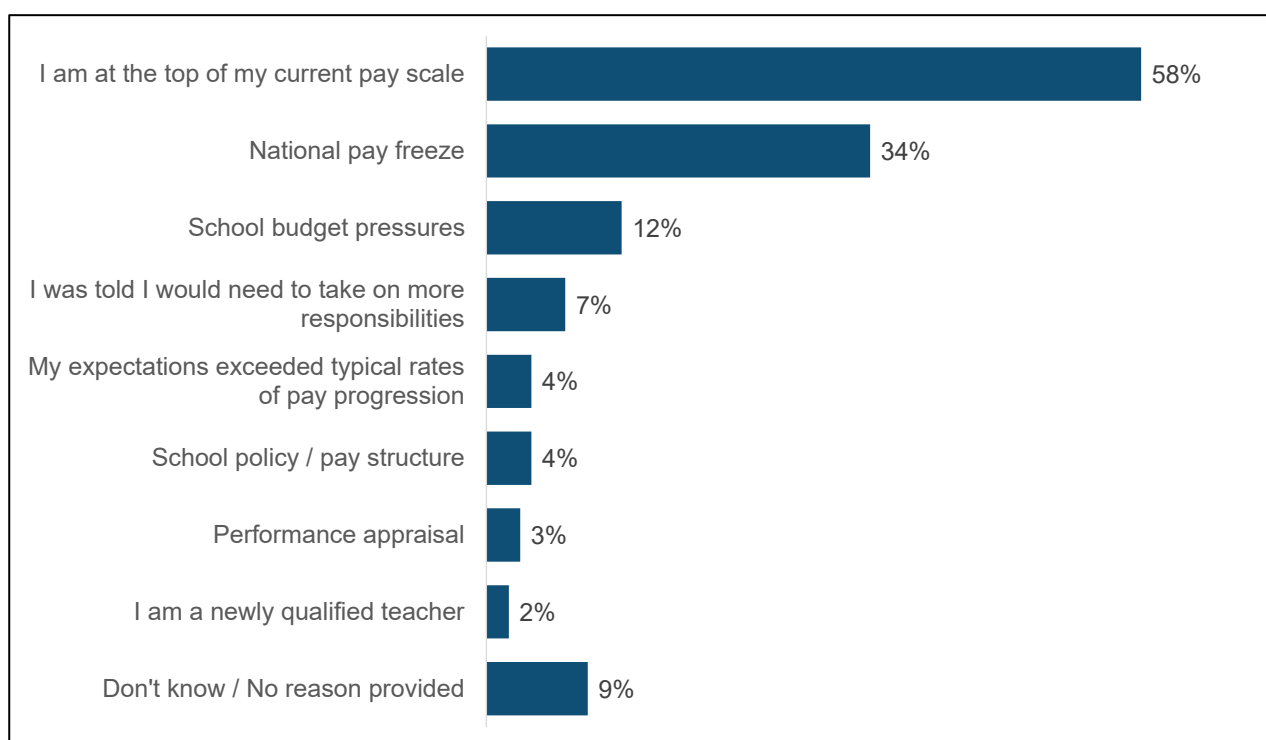
⁴⁴ The pay ranges listed in the survey for respondents to select were: leadership pay range, headteacher pay range, leading practitioner pay range, upper pay range, main pay range and unqualified pay range. Teachers and leaders are able to move within a pay range, which helps explain this finding.

The majority of those who reported that they did not receive a pay increase (75%) had not expected to receive a pay increase in this period. However, around one in seven (15%) expected to receive a pay increase but said that they did not receive one. Again, teachers were slightly more likely than leaders to have expected a pay rise but report that they had not received one (16% vs. 12%).

Reasons for not receiving a pay increase

There were several reported reasons given as to why teachers and leaders did not receive a pay increase, or their pay increase did not meet their expectations (Figure 8.6). The most commonly cited were that the teacher or leader was at the top of their current pay scale (58%) and, to a lesser extent, that there was a national pay freeze (34%).

Figure 8.6 Reasons given for not receiving a pay increase or for receiving a pay increase that was less than expected



Source: Working Lives of Teachers and Leaders 2022 survey. J5. What was the reason provided for not receiving a pay increase / the increase in pay you were expecting? Multiple response. All teachers and leaders who did not receive a pay increase or received a pay increase that was less than expected (n=5,613). Responses with less than 2% not charted.

There were marked differences in reasons given by those who reported that they had received less than expected, those who were expecting a pay increase and those who were not expecting a pay increase. Those not expecting a pay increase tended to recognise that they were at the top of their current pay scale (73%), In contrast, teachers and leaders who received less than they expected were particularly likely to mention the

national pay freeze (41%), school budget pressures (22%) and their expectations being too high (23%).

Table 8.7 Reasons given for not receiving a pay increase or the increase in pay that was expected

	All	Received less than expected	No pay rise - but <u>expecting one</u>	No pay rise – <u>not expecting one</u>	No pay rise (All)
<i>Base</i>	(5,613)	(1,006)	(704)	(3,466)	(4,607)
I am at the top of my current pay scale	58%	20%*	41%*	73%*	66%*
National pay freeze	34%	41%*	48%*	29%*	33%*
School budget pressures	12%	22%*	18%*	8%*	10%*
Told I would need to take on more responsibilities to receive a pay increase	7%	7%	12%*	6%*	7%
My expectations exceeded typical rates of pay progression	4%	23%*	1%*	<1%*	<1%*
School policy / pay structure	4%	4%	4%	4%	4%
Performance appraisal	3%	2%	8%*	2%*	3%
I am a newly qualified teacher	2%	<1%*	<1%*	3%*	2%*
Don't know / No reason provided	9%	9%	12%*	7%*	8%

Source: Working Lives of Teachers and Leaders 2022 survey. J5. What was the reason provided for not receiving a pay increase / the increase in pay you were expecting? Multiple response. All teachers and leaders who did not receive a pay increase or received a pay increase that was less than expected (n=5,613). Responses with less than 2% not charted. * Indicates statistically significant difference compared to overall ('All') figure.

Overall, there were some differences by phase, with those teaching at secondary schools more likely to report being at the top of their current pay scale (61% vs. 56% primaries) and to reference the national pay freeze (40% vs. 29% primaries). Those in primary schools were more likely to report school budget pressures (15% vs. 10% secondaries)

and that they would have needed to take on more responsibilities (10% vs. 5% secondaries).

There were only a few differences between teachers and leaders in the reported reasons given for not receiving a pay increase or the pay increase that they expected. Leaders were slightly more likely than teachers to report they were at the top of their current pay scale (64% vs. 57% of teachers) or to cite school budget pressures (16% vs. 12%). Teachers on the other hand were more likely to have been told they needed to take on more responsibilities in order to receive a pay increase (8% vs. 1% leaders).

Further differences could be seen within job role. Heads were particularly likely to report they had not received an increase (or the increase they were expecting) because they were at the top of their pay scale (72% vs. 61% of deputy heads). Leading practitioners were also more likely than average to give this reason (65% vs. 58% overall).

Reasons for receiving a higher-than-expected pay increase

A small proportion (3%) of teachers and leaders reported that they had received a greater pay rise than expected. The most common reasons for this related to recognition of an increase in responsibilities (such as a promotion), to give appropriate compensation for their role or, to recognise exceptional performance⁴⁵.

“Exceptional performance in school improvement and exceeding all targets, especially in the context of the pandemic.”

Primary head

Only a minority (4% of those who received a greater than expected rise) cited that the higher-than-expected pay rise was given as an incentive to retain them.

“Increase in pay in the form of 'golden handcuffs' - with an agreement to stay within the trust for a number of years.”

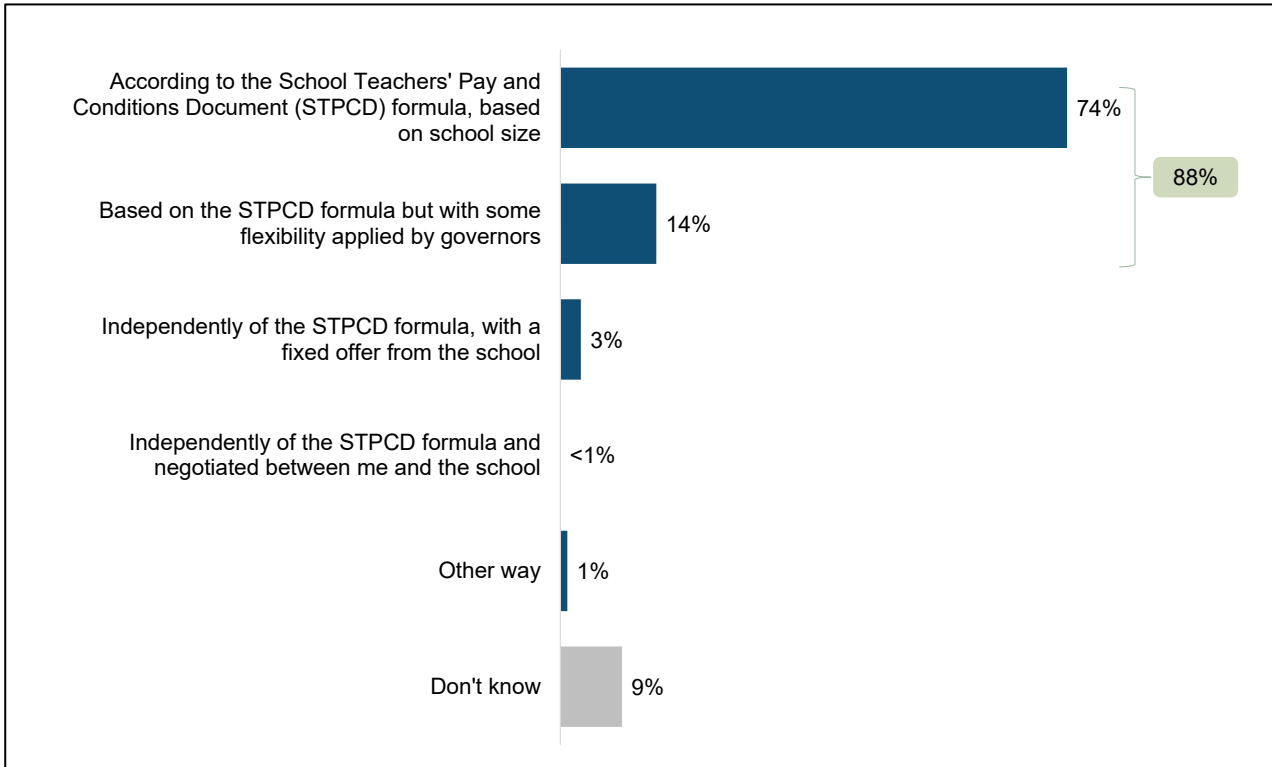
Secondary classroom teacher

Determining headteacher pay

Nearly all heads (88%) said their starting salary for their headship at their school was set according to the School Teachers' Pay and Conditions Document (STPCD) formula, based on school size (Figure 8.7). Some of these (13%), however, reported that an amount of flexibility had been applied by the governors.

⁴⁵ Note that respondents were asked to provide a response in their own words to this question, so examples are included here as quotations.

Figure 8.7 How starting salary was set

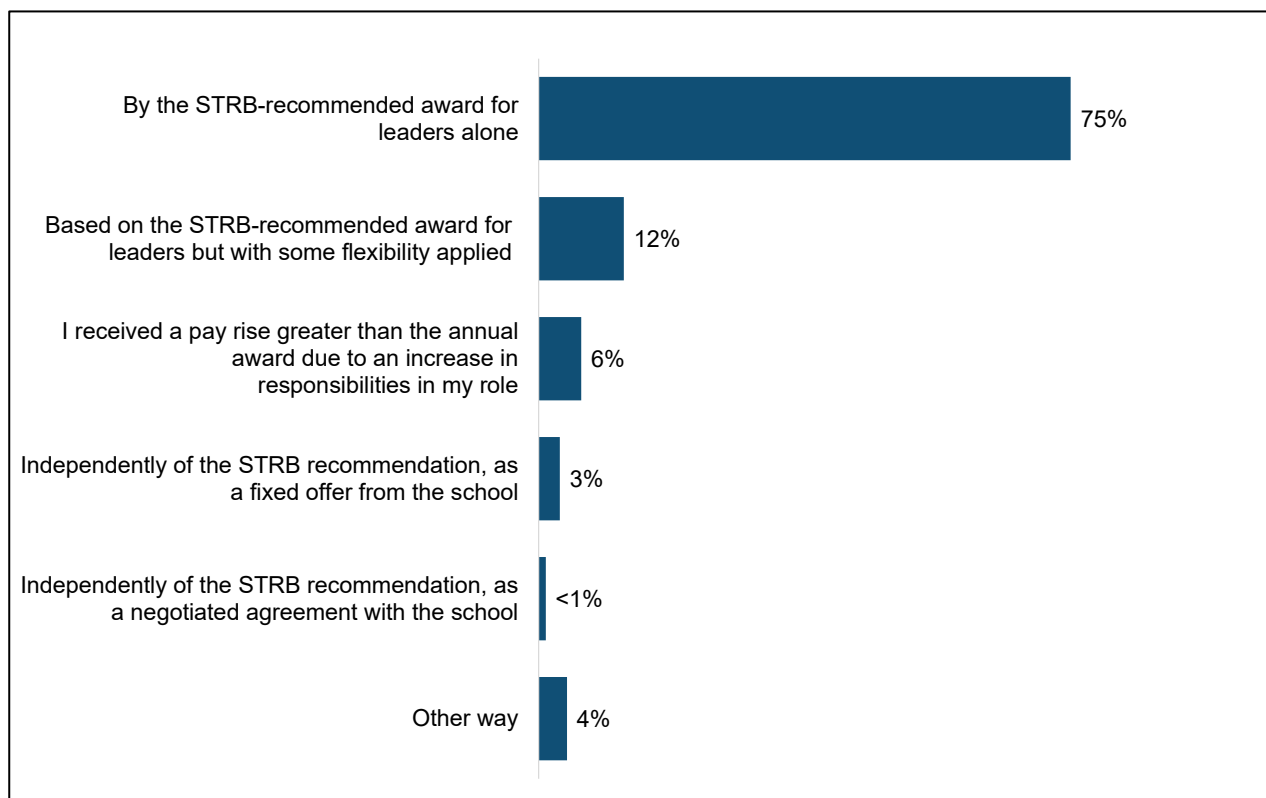


Source: Working Lives of Teachers and Leaders 2022 survey. R10. When you began your headship at your school, how was your starting salary set? Single response. All headteachers module 3 (n=213)

The proportion of those citing the STPCD formula was broadly similar for primary heads (88%) and secondary heads (81%), with similar proportions mentioning that the governors applied an element of flexibility (12% and 14% respectively).

Amongst headteachers and executive headteachers who reported that they had received a pay increase in the 2021 pay review, and knew how it was determined, the School Teachers Review Body (STRB) recommendation was the most common factor driving the pay review (Figure 8.8), with a sizeable majority (86%) saying this was the case.

Figure 8.8 How latest pay review (in 2021) was determined



Source: Working Lives of Teachers and Leaders 2022 survey R11. For your latest pay review (in 2021), how was your pay increase (or lack of increase) determined? Was it...? Single response. All head teachers module 3 who received an increase and knew how it was determined (n=148).

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 head.⁴⁶

Movement to the Upper Pay Range (UPR)

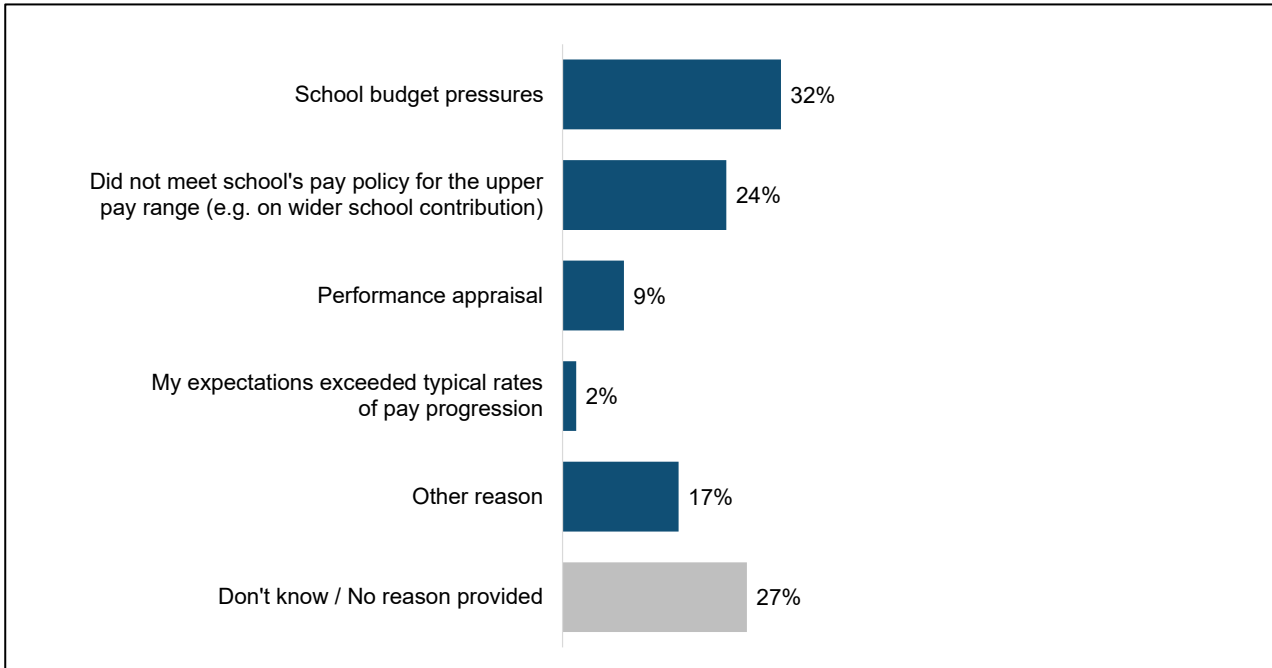
Of the teachers who were on the Main Pay Range in both the academic year they were surveyed and the previous academic year, around one in twenty (6%) reported that they had either expected or applied for progression to the UPR but did not receive it.⁴⁷

As shown in Figure 8.9, the most common reason amongst this group (n=60) for not receiving this progression was school budget pressures (32%), closely followed by not meeting school pay policy for the upper pay ranges, for example, by not making a sufficient wider school contribution. Of note, a quarter (27%) said they did not know why they had not received this progression and/or no reason had been provided.

⁴⁶ Base sizes are too low to look at the ethnic profile of heads, as only 5 of the 214 heads were from an ethnic minority background.

⁴⁷ This question was asked as part of module 3. The base size asked this question was n=1,214.

Figure 8.9 Reasons why teachers did not receive progression to Upper Pay Range

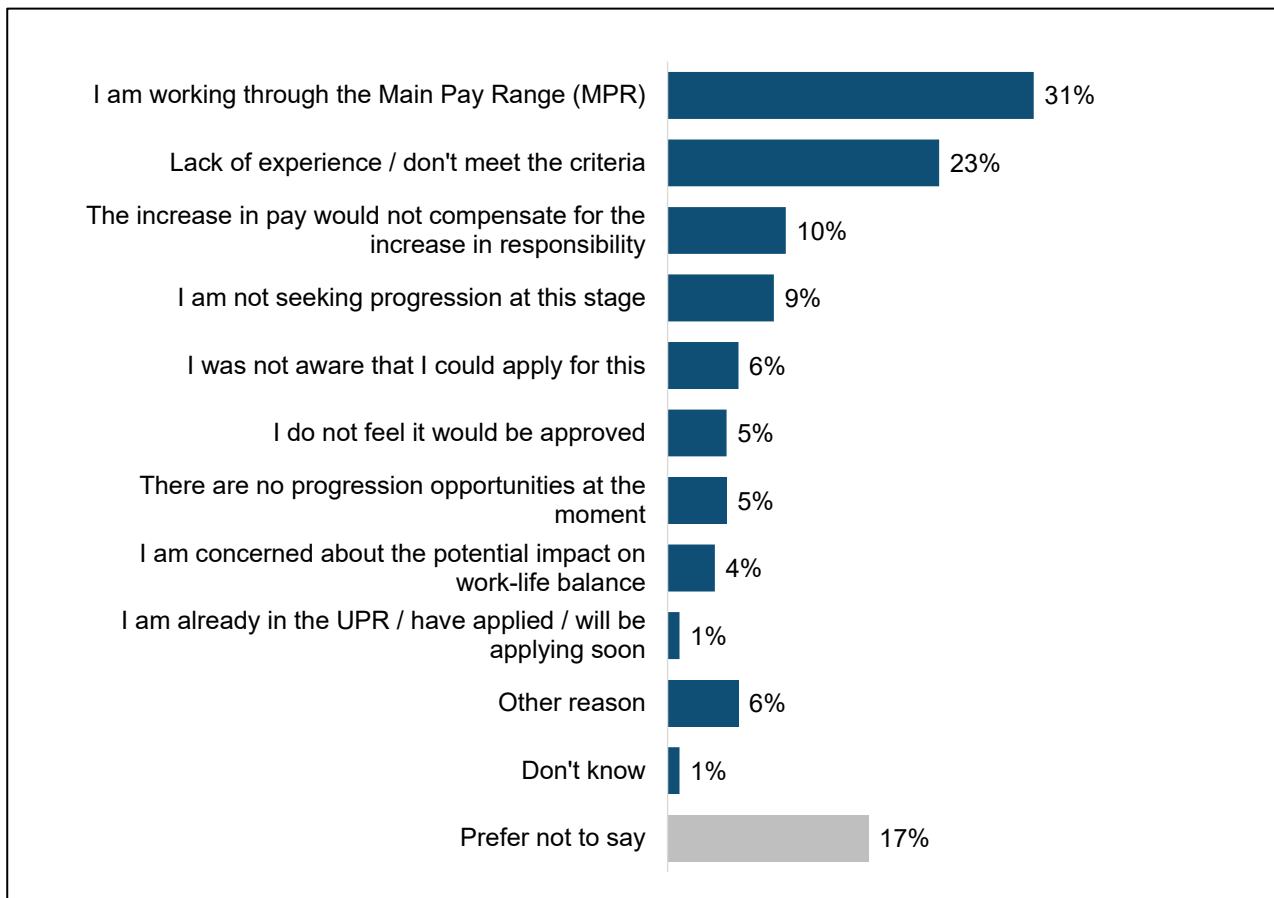


Source: Working Lives of Teachers and Leaders 2022 survey R4. You say you expected or applied for progression to the Upper Pay Range (UPR). Do you know why you did not receive this progression? Multiple response. All teachers who expected to get, or applied to, UPR but did not get UPR module 3 (n=60).

Of the 89% of teachers who had not expected or applied for progression to the UPR, a number of reasons were given for why this was the case, though most commonly teachers were working towards progression (31%) or recognised that they did not yet have sufficient experience (23%).

One in ten (10%) said that the increase in pay would not compensate for the increase in responsibility. This sentiment was more often mentioned by those working in primary (13%) than secondary (5%), and also by those who had been in the profession for a longer length of time (28% of those who had been qualified for 10+ years).

Figure 8.10 Reasons why teachers neither expected nor applied for progression to the UPR

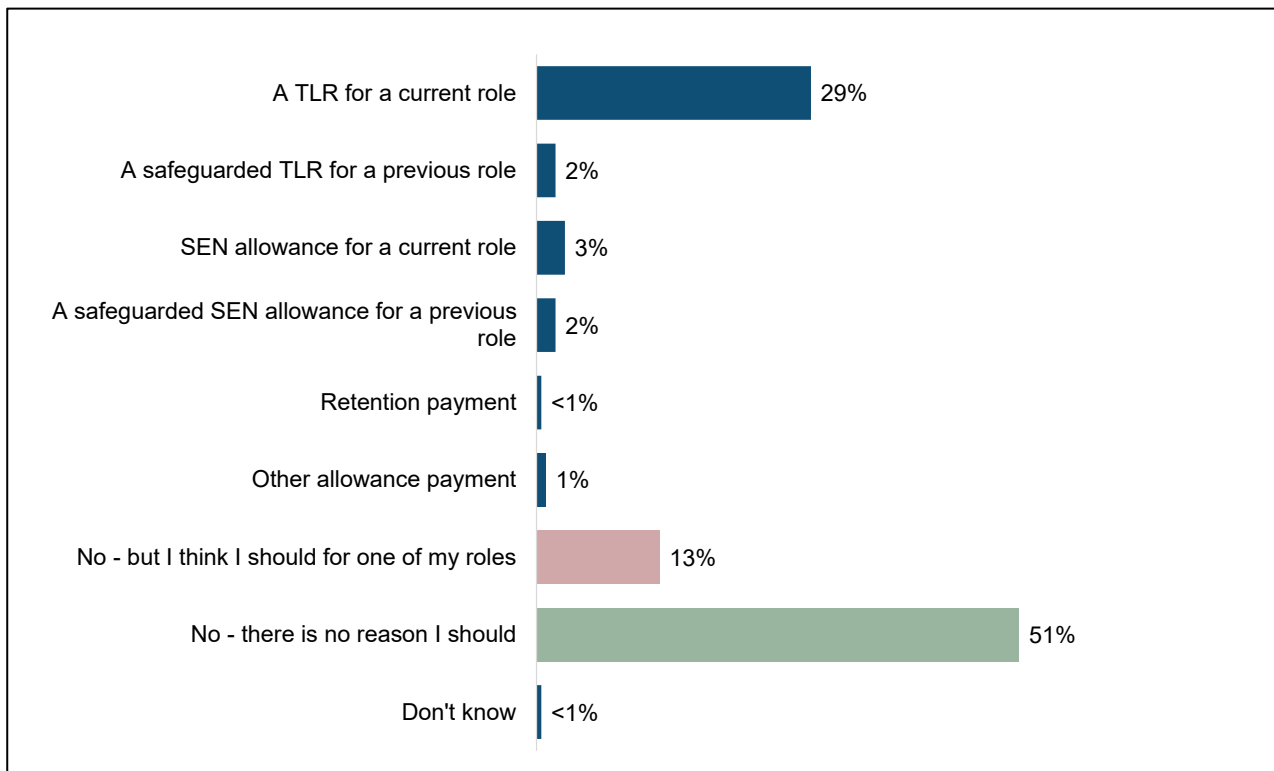


Source: Working Lives of Teachers and Leaders 2022 survey R3. Why did you neither expect nor apply for progression to the Upper Pay Range (UPR)? Open response question. All teachers in the MPR and did not apply to the UPR module 3 (n=1,093).

TLR and SEN payments

Around half of 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) (Figure 8.11).

Figure 8.11 Whether teachers and leaders are receiving an allowance payment as part of current salary

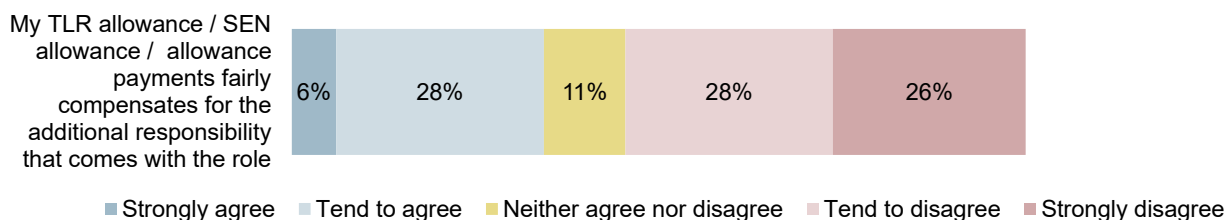


Source: Working Lives of Teachers and Leaders 2022 survey R6. Are you receiving any of the following allowance payments as part of your current salary? Multi response. All teachers and leaders module 3 (n=3,494).

The reported incidence of TLR payments for a current role rose to 51% among those who reported that they had additional responsibilities as part of their role (either head of year/phase or subject or pastoral lead). They were also more common in secondary settings (42%). Likewise, the reported incidence of Special Educational Needs (SEN) payments rose to 44% among those who reported that they had SEN Coordinator (SENCO) responsibilities.

Just over half (54%) of those in receipt of an additional allowance payment disagreed that it fairly compensated them for the additional responsibilities compared to 35% who agreed. Of those who disagreed, almost half said they 'disagreed strongly' (Figure 8.12).

Figure 8.12 Views on whether allowance fairly compensates for additional responsibilities

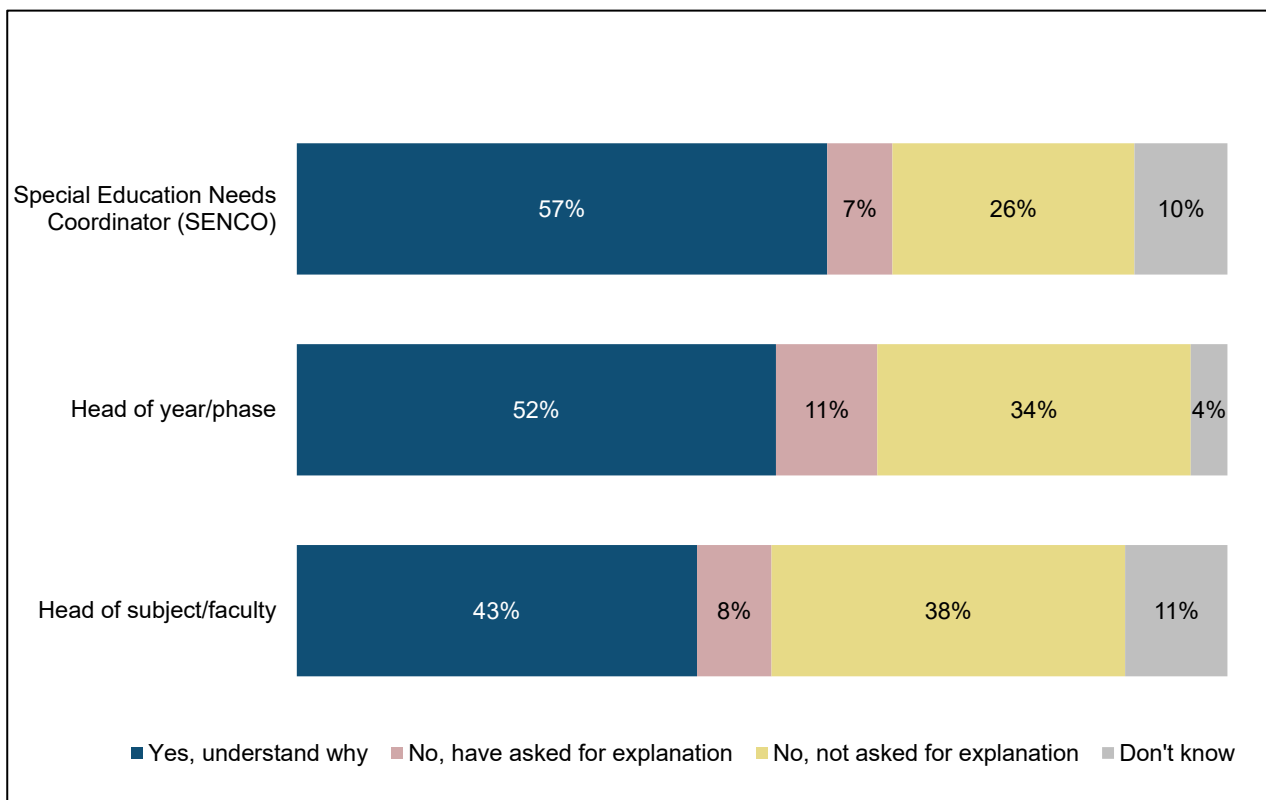


Source: Working Lives of Teachers and Leaders 2022 survey. R9. To what extent do you agree that your TLR allowance / SEN allowance / allowance payments fairly compensates you for the additional responsibility that comes with the role? Single response. All receiving allowance module 3 (n=1,226). Results have been rebased on those asked the question (79%).

Disagreement that the allowance fairly compensated for the additional responsibilities was higher amongst those working in primary (61%), compared to secondary (52%). Conversely, those receiving an allowance in a special school, PRU or AP were more likely to agree that they were fairly compensated (40% agreed compared with 35% on average).

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 57% for each type of allowance) understood the situation but a large proportion did not, but typically had not requested an explanation (Figure 8.13).

Figure 8.13 Whether understood why not awarded an additional payment for role by additional responsibilities held⁴⁸



Source: Working Lives of Teachers and Leaders 2022 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) module 3: SENCO (n=98), Head of year/phase (n=102), Head of subject/faculty (n=858)

Those who understood why they had not been awarded an additional payment tended to report that the school explained that it was covered by their regular pay (52%), school budget pressures (32%) or that their duties were not substantial enough (17%).

Use of pay flexibilities to support recruitment and retention

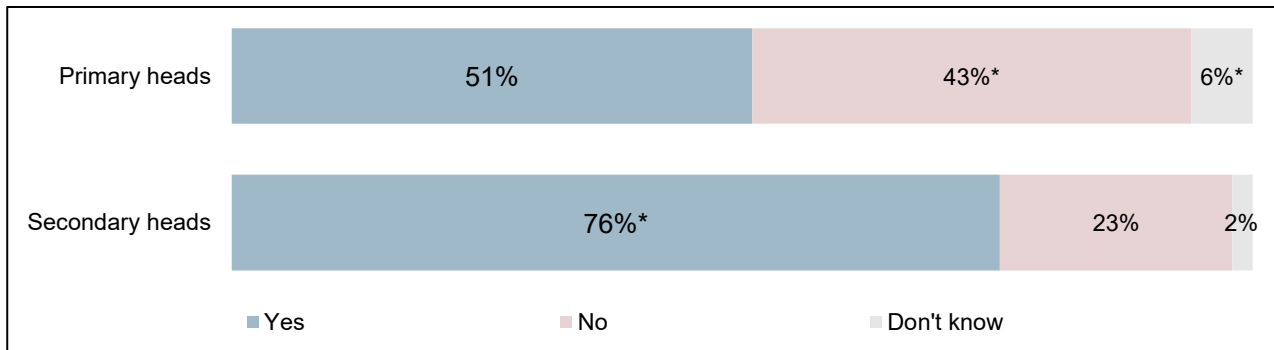
Most heads (95%) were aware of the flexibilities in the pay system to support recruitment and retention. Over half (55%) were using the flexibilities in their school, while two fifths (39%) were not.⁴⁹ As shown in Figure 8.14 below, secondary headteachers and executive headteachers were much more likely than primary to be using the flexibilities

⁴⁸ The findings among pastoral leads are not presented, due to a low base size (26).

⁴⁹ 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/748222/implementing-your-schools-approach-to-pay.pdf)

(though this was likely to be influenced by secondary settings having, on average, a greater number of staff on payroll).

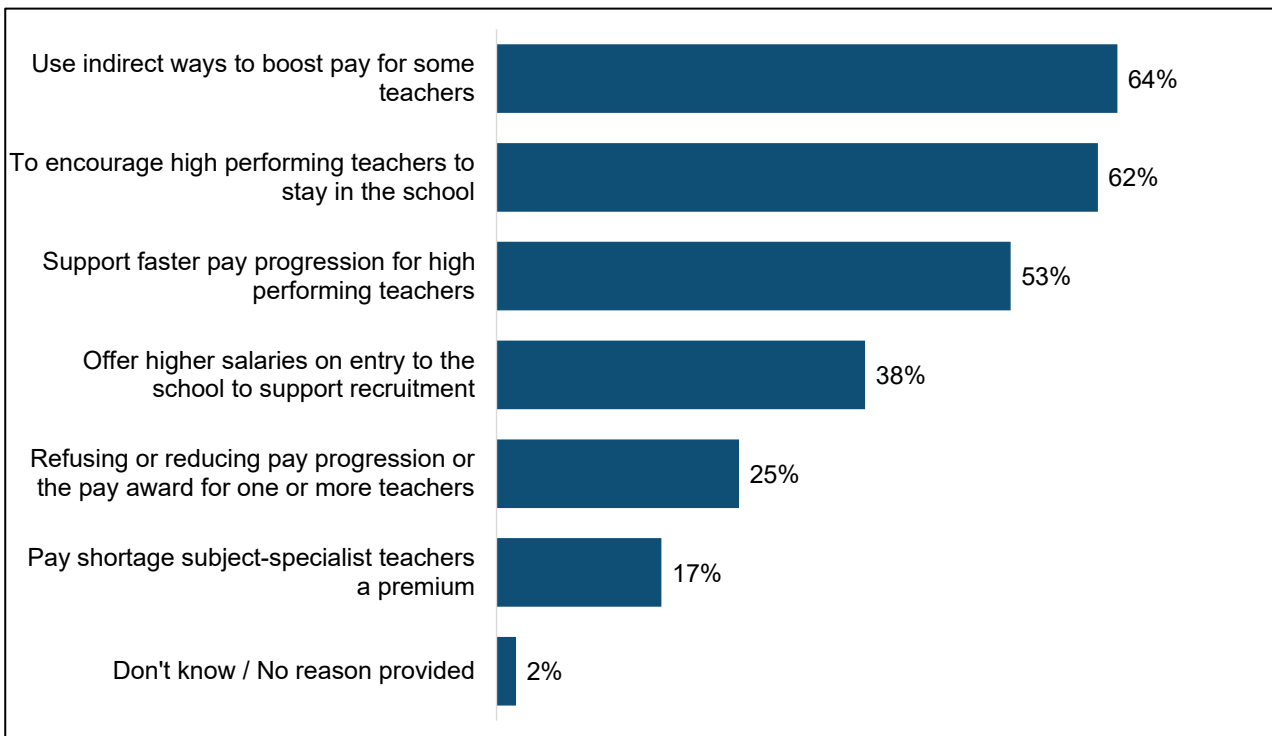
Figure 8.14 Whether heads use flexibilities in pay system to support recruitment and retention



Source: Working Lives of Teachers and Leaders 2022 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 (n=771). * Indicates a significantly higher difference between primary and secondary heads

Of those who used the flexibilities, almost two thirds (64%) used them as a means of indirectly boosting the pay of some teachers, while a similar majority (62%) used them to encourage high performing teachers to stay at the school (Figure 8.15).

Figure 8.15 How flexibilities in the pay system are used to support recruitment and retention



Source: Working Lives of Teachers and Leaders 2022 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 (n=466).

Secondary heads were more likely than primary heads to be using flexibilities in the following ways:

- An indirect way to boost pay for some teachers (75% vs. 60% primary)
- Offering higher salaries on entry to the school to support recruitment (56% vs. 32%)
- Refusing or reducing pay progression or the pay award for one or more teachers (41% vs. 21%)
- Paying shortage subject-specialist teachers a premium (37% vs. 11%)

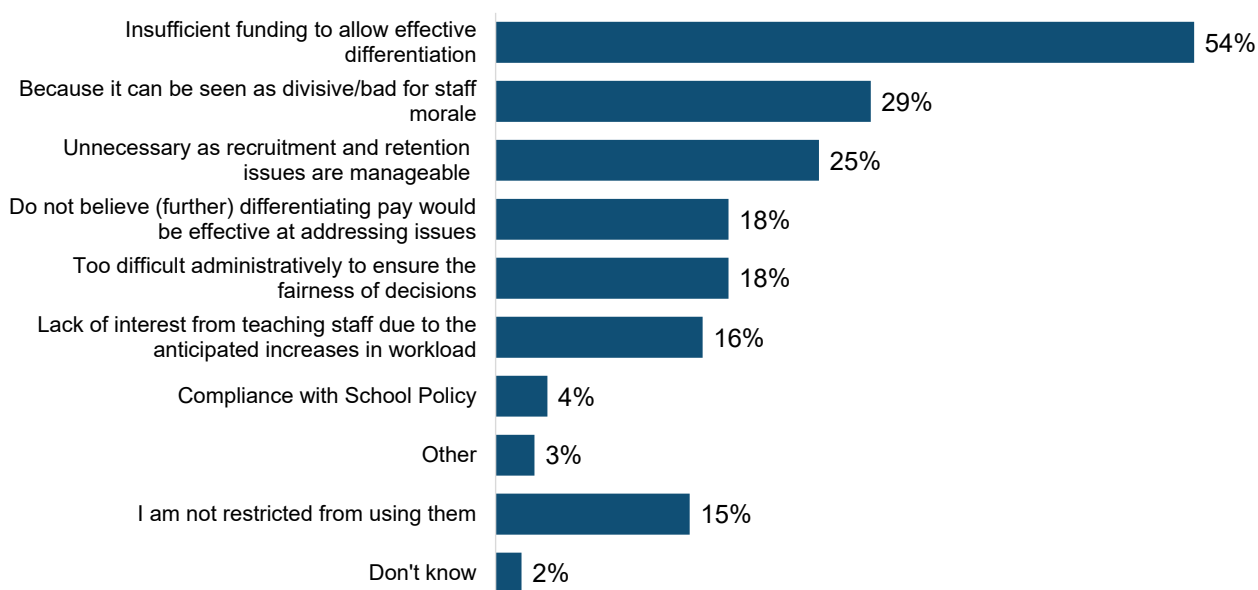
Academies were more likely than LA maintained school to be using pay flexibilities (60% compared to 52% of LA maintained schools), particularly in terms of:

- Encouraging high performing teachers to stay in the school (69% vs. 56% of LA maintained)
- Offer higher salaries on entry to the school to support recruitment (45% vs. 34% of LA maintained)

- Paying shortage subject-specialist teachers a premium (24% vs. 10% of LA maintained)

As shown below in Figure 8.16, 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 than they currently do, said that there was insufficient funding to allow for effective differentiation. Furthermore, around three in ten (29%) said that they could be seen as divisive or bad for staff morale, while a quarter (25%) said they were unnecessary as recruitment and retention issues were manageable without further differentiation.

Figure 8.16 Reasons for not currently using pay flexibilities



Source: Working Lives of Teachers and Leaders 2022 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 (n=737). Full response text for 'do not believe differentiating pay would address issues' was 'do not believe (further) differentiating pay would be effective in addressing issues'; for 'too difficult administratively to ensure fairness... of decisions'; for lack of interest from teaching staff... due to the anticipated increases in workload'.

Again, some differences could be seen by phase. For example, heads in secondary settings were more likely to report not using pay flexibilities specifically because they saw them as divisive or bad for staff morale (44% vs. 26% primary) whereas primary heads were more likely to report they were unnecessary as recruitment and retention issues were manageable without further differentiation (28% vs. 12% secondary).

9. Career reflections

This chapter reports on the levels of confidence teachers and leaders have in their ability to teach their subject, as well as to engage and interact with their pupils.

Confidence with subject knowledge - secondary teachers

Those working in secondary schools with teaching responsibilities were asked about their confidence 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). These teachers and leaders typically reported a very high level of confidence teaching their 'main' subject (96% were confident on average), with over nine in ten confident across all subjects, except computing (where 88% were confident). Confidence was particularly high for those teaching chemistry (100% were confident), music (100%), drama and theatre (99%) and physics (99%) as their main subject.

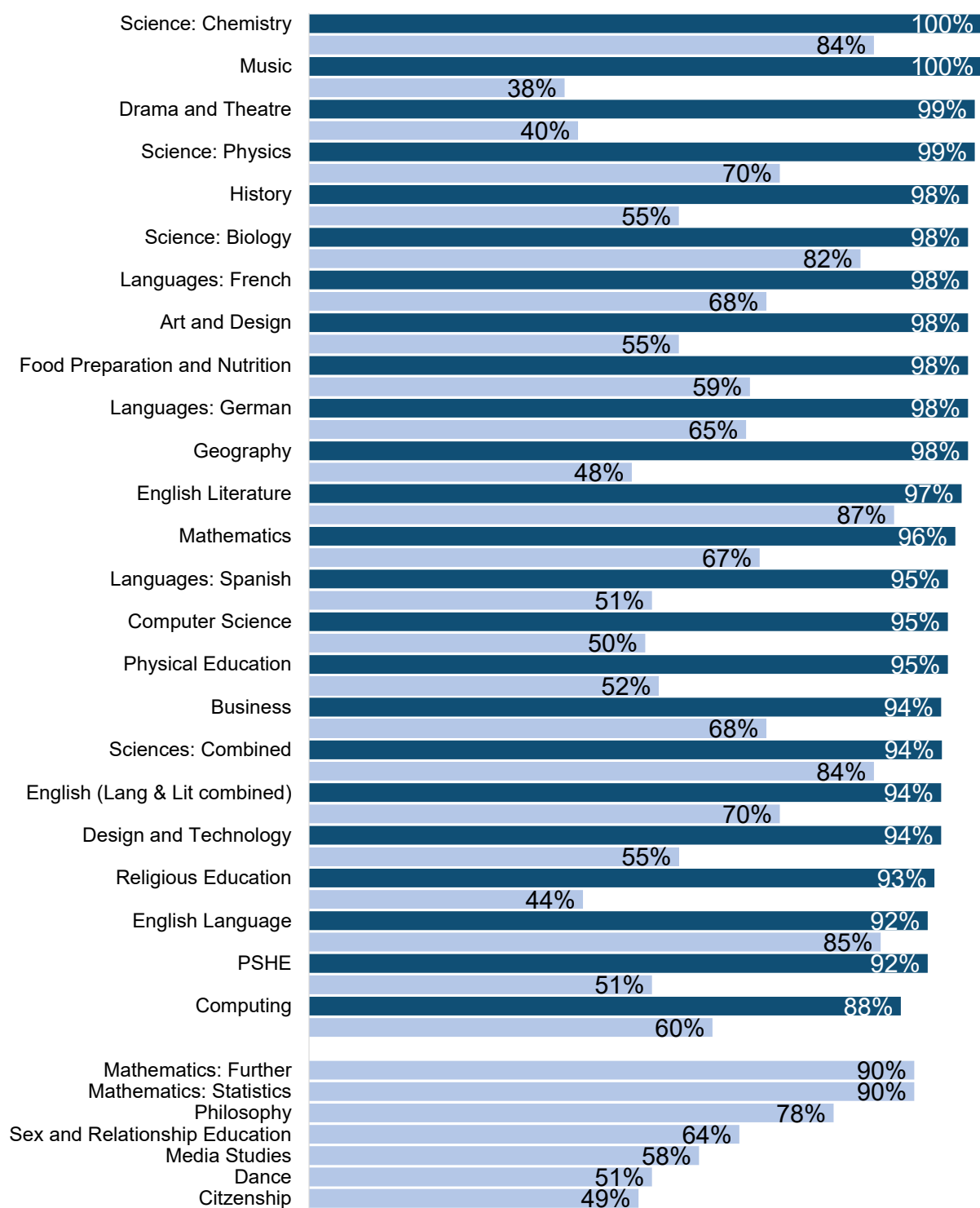
Teachers were less confident teaching additional subjects than they were teaching their main subject, as shown in Figure 9.1. Confidence was particularly low for those teaching music as an additional subject (38% were confident), despite 100% of those teaching it as a main subject feeling confident. Confidence was also relatively low among those teaching drama and theatre (40%), religious education (44%) and geography (48%) as an additional subject.

When considering only the main subject they taught, 96% reported confidence teaching that subject (76% gave a score of 5/5 in terms of confidence and 20% gave a score of 4/5). However, taking into account all the subjects secondary teachers taught, a lower proportion reported feeling confident in every subject they taught (70%), with three in ten (29%) not confident in at least one subject.

While confidence in main subject taught was generally high across all secondary teachers and leaders, perhaps expectedly it was linked to seniority and number of years qualified. For example, classroom teachers who were not ECTs were more likely to feel confident than ECTs (96% vs. 91%). It was more common for those who were rarely or never satisfied with their job to lack confidence in at least one subject they taught compared with those who were satisfied with their job all or most of the time (34% lacked confidence vs. 26%).

Looking at teacher characteristics, those with a disability or health condition were less likely to report being confident in all subjects they taught, compared with those with no such disability or condition (67% vs. 72%), while White teachers and leaders were less likely to report confidence in all subjects (70%) compared with those from other ethnic backgrounds (78%).

Figure 9.1 Secondary teachers' confidence in their subject knowledge



Source: Working Lives of Teachers and Leaders 2022 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 (n=4,647). Only subjects with n=50+

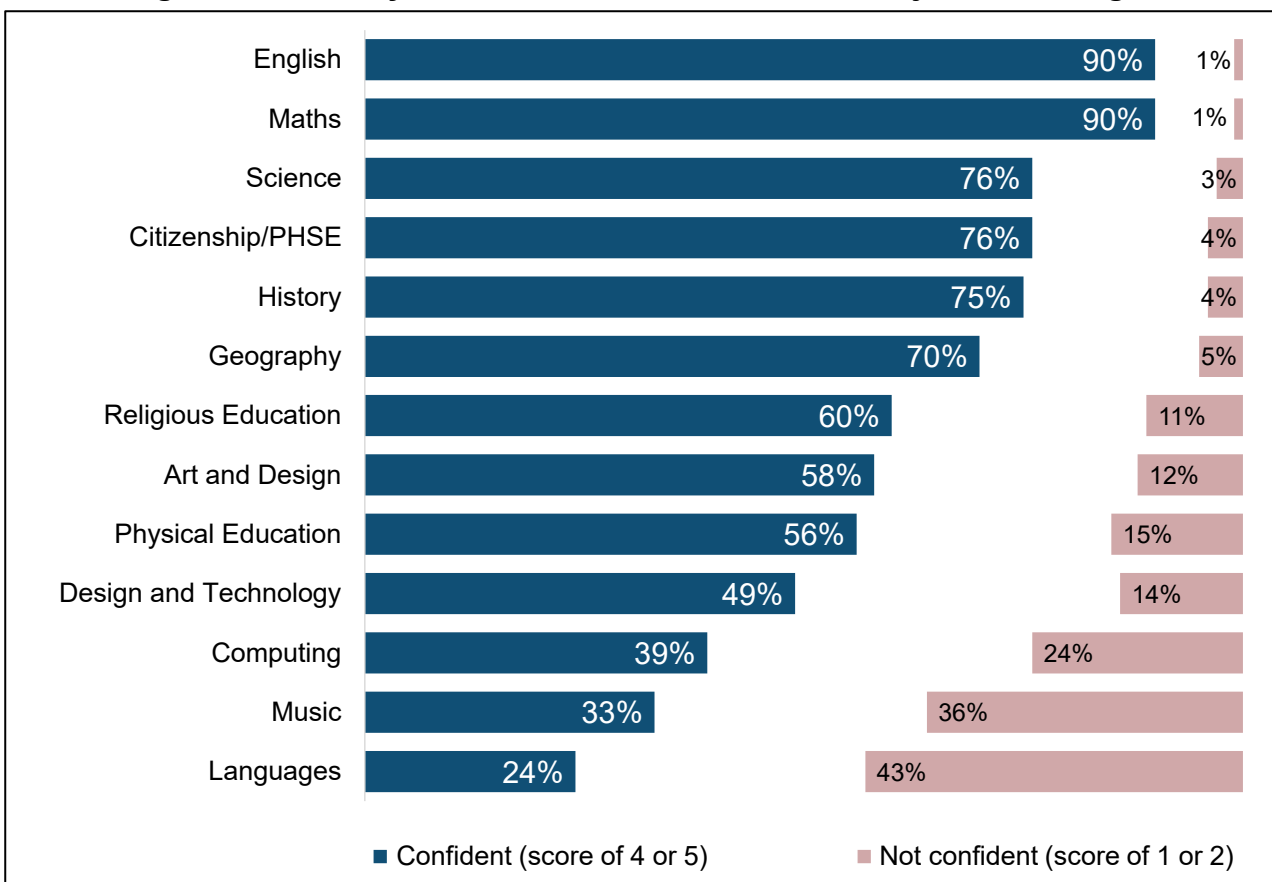
shown. Confidence scale out of 5 (1='not at all confident' and 5='very confident'). The chart is ranked in order of confidence in main subject taught.

Confidence with subject knowledge - primary teachers

Primary teachers were most confident in their subject knowledge of English and mathematics (both 90%). This was notably higher than their confidence in teaching science (76%), the third core primary subject (Figure 9.2.2).

The subjects that primary teachers were least confident teaching were languages (24% were confident, compared with 43% not confident, of which 21% were not at all confident), music (33% confident) and computing (39% confident).

Figure 9.2 Primary teachers' confidence in their subject knowledge



Source: Working Lives of Teachers and Leaders 2022 survey. I3. Thinking about subject knowledge specifically. How confident are you in your knowledge of the following...? Single response for each subject.

All who teach primary with teaching responsibilities (n=5,402). Confidence scale out of 5 (1='not at all confident' and 5='very confident').

For all the subjects, primary leaders with teaching responsibilities were more confident in their subject knowledge than primary teachers, with the starkest difference in confidence levels between teachers and leaders seen for religious education (76% of leaders with

teaching responsibilities confident vs. 58% of teachers, a gap of 18 percentage points). Perhaps reflecting their shorter time in the profession, ECTs were generally less confident in their subject knowledge than other classroom teachers.

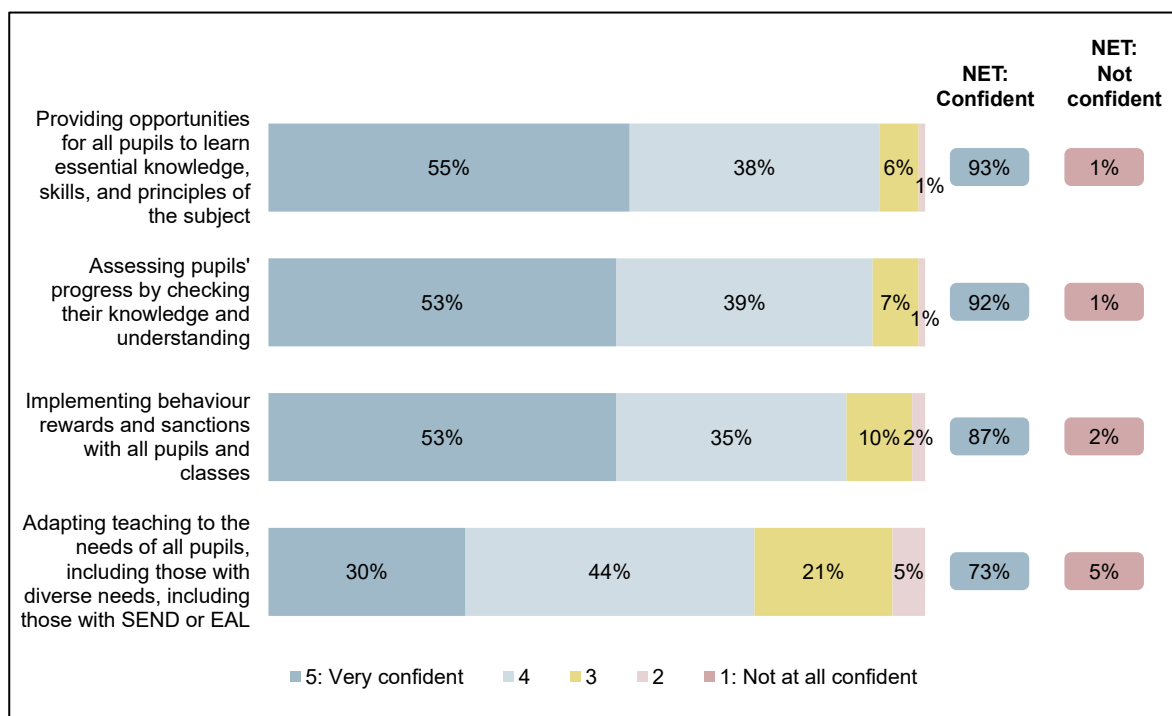
Younger survey participants (under 35) also tended to record lower confidence levels for subject knowledge; one exception was computing where the over 55s were less confident (32%) than the under 35s (40%), those aged 35-44 (41%) or 45-54-year-olds (38%).

Confidence with different aspects of teaching

Of those teachers and leaders with teaching responsibilities, a large majority (around nine in ten) were confident in their ability to provide opportunities for all pupils to learn the essential knowledge, skills, and principles of the subject they teach (93%), to assess pupils' progress by checking their knowledge and understanding (92%) and in implementing behaviour rewards and sanctions with all pupils and classes (87%) (Figure 9.3). For all three of these areas only a very small minority (1-2%) said they were not confident.

Confidence levels were lower (at 73%) for being able to adapt their teaching to the needs of all pupils, including those with diverse needs, those with SEND, or those for whom English is an additional language (EAL).

Figure 9.3 Confidence with aspects of teaching



Source: Working Lives of Teachers and Leaders 2022 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'; 'Implementing behaviour rewards and sanctions with all pupils and classes', 'Adapting teaching to the needs of all pupils, including those with diverse needs'. Single response for each statement. All with teaching responsibilities (n=10,244).

Confidence in providing opportunities for all pupils to learn essential knowledge and skills and for assessing pupils' progress was high for both primary and secondary teachers and leaders. For implementing behaviour, rewards and sanctions and for adapting teaching to the needs of all pupils, however, a gap emerged by school phase, with primary teachers and leaders showing higher confidence than secondary. Ninety eight percent (98%) of primary leaders were confident in implementing behaviour rewards and sanctions with all pupils and classes compared to 95% of secondary leaders. And 90% of primary teachers were confident compared 83% of secondary teachers.

Across all four aspects measured in the survey, confidence was higher for leaders than teachers, with ECTs reporting the lowest levels of confidence. As one example, 56% of ECTs were confident in adapting their teaching to the needs of all pupils compared to 74% of non-ECT classroom teachers and 84% of leaders.

Table 9.1 Confidence with aspects of teaching by phase and role

% Giving score of 4 or 5	Phase				Current role	
	All	Primary	Secondary	Special/PRU/AP	Leaders	Teachers
<i>With teaching responsibilities</i>	(10,244)	(5,150)	(4,630)	(464)	(1,142)	(8,956)
Providing opportunities for all pupils to learn essential knowledge, skills etc.	93%	93%	93%	93%	98%*	92%*
Assessing pupils' progress by checking knowledge / understanding	92%	92%	93%	90%	98%*	92%
Implementing behaviour rewards and sanctions with all pupils and classes	87%	90%*	84%*	89%	96%*	86%*
Adapting teaching to the needs of all pupils	73%	76%*	68%	95%*	84%*	72%*

Source: Working Lives of Teachers and Leaders 2022 survey. 11. How confident are you with the following? Single response for each statement. All with teaching responsibilities

(n=10,244). Table shows the proportion who gave a score of 4 or 5 out of 5. Statement labels are reduced slightly. * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Teachers and leaders who had a SENCO role had higher confidence levels for implementing behaviour rewards and sanctions (95%) and for adapting teaching to the needs of all pupils (95%). Confidence was also higher among those working in schools with a high proportion of free school meals (FSM). For example, 81% of those in the highest FSM quintile were confident in adapting teaching to all pupils compared to only 73% of those in the lowest quintile.

By Ofsted rating, confidence levels were generally lower for those working in a lower rated school. For example, only 60% of teachers and leaders in schools with serious weaknesses or in special measures were confident about adapting their teaching to the needs of all pupils, compared to 75% in schools rated outstanding.

Confidence levels across all four areas were also lower for teachers and leaders who reported that the pupil behaviour at their school was poor. The gap was particularly wide for the implementation of behaviour rewards and sanctions.

Among leaders specifically, 89% were confident in the implementation of behaviour rewards and sanctions if they had rated pupil behaviour at their school as 'poor'. Among teachers, this figure dropped to 73%. Almost all leaders (98%) were confident in implementing rewards and sanctions if behaviour was rated as 'good', whereas teachers were again less confident (92%).

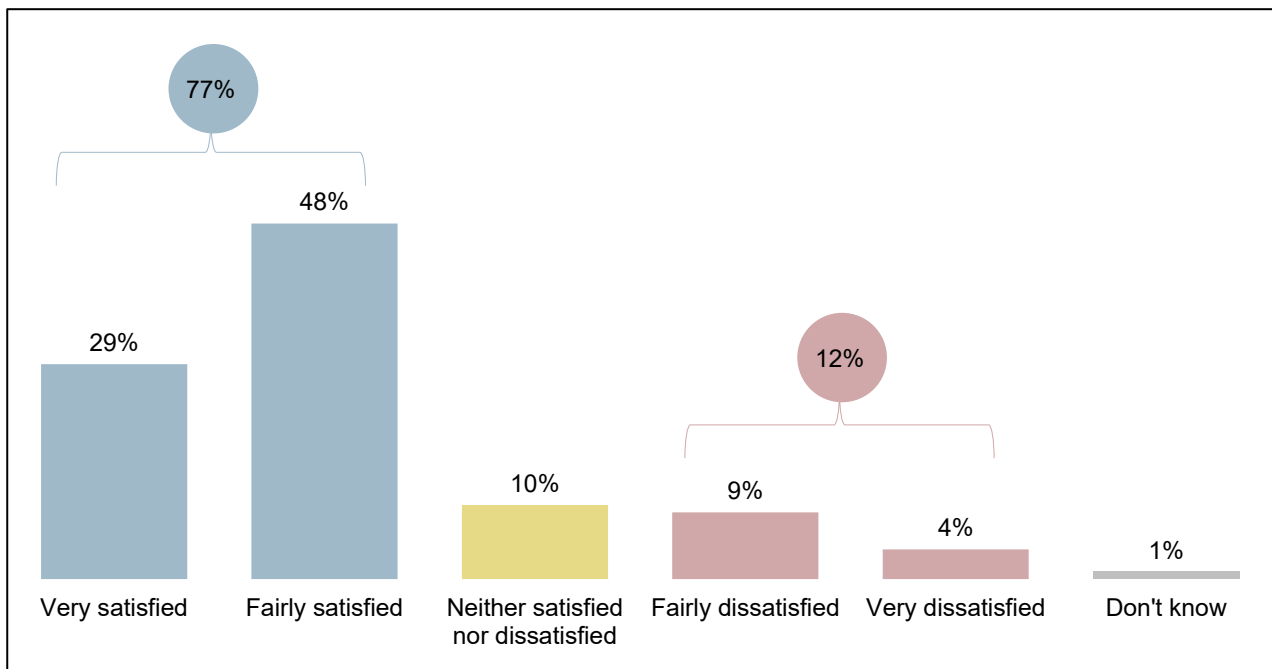
10. Teacher Training and CPD

This chapter covers satisfaction with Initial Teacher Training (ITT) and the extent to which ECTs thought it prepared them for different aspects of their role. We then look at continuous professional development (CPD), covering participation levels (time spent, subjects covered), satisfaction with the quality of CPD, the topics in which teachers and leaders would welcome CPD in the coming 12-month period, and the barriers to participation.⁵⁰

Initial teacher training (ITT)

Just over three quarters of ECTs were satisfied with their ITT (77%), with 29% very satisfied. Around one in eight (12%) were dissatisfied.

Figure 10.1 Overall satisfaction with training received to qualify as a teacher



Source: Working Lives of Teachers and Leaders 2022 survey. G1: Overall, how satisfied are you with the training that you received in order to qualify as a teacher? Single response. ECTs (n=1,429).

There was no statistically significant difference in satisfaction with the training received by the institution that ECTs had trained through - 80% of those who had trained via

⁵⁰ 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, rather than those who went through the new ECT induction. See footnote in the executive summary for more detail on this.

School Centred Initial Teacher Training (SCITT) and 74% of those who had trained via Higher Education Institution (HEI) were satisfied⁵¹.

As shown in Figure 10.2, most ECTs (over seven in ten) reported feeling that their training prepared them well in terms of professional conduct (84%), pupil safeguarding (83%), planning effective lessons (74%) and, for secondary school ECTs, for preparing them for teaching their specialist subject (74%).⁵²

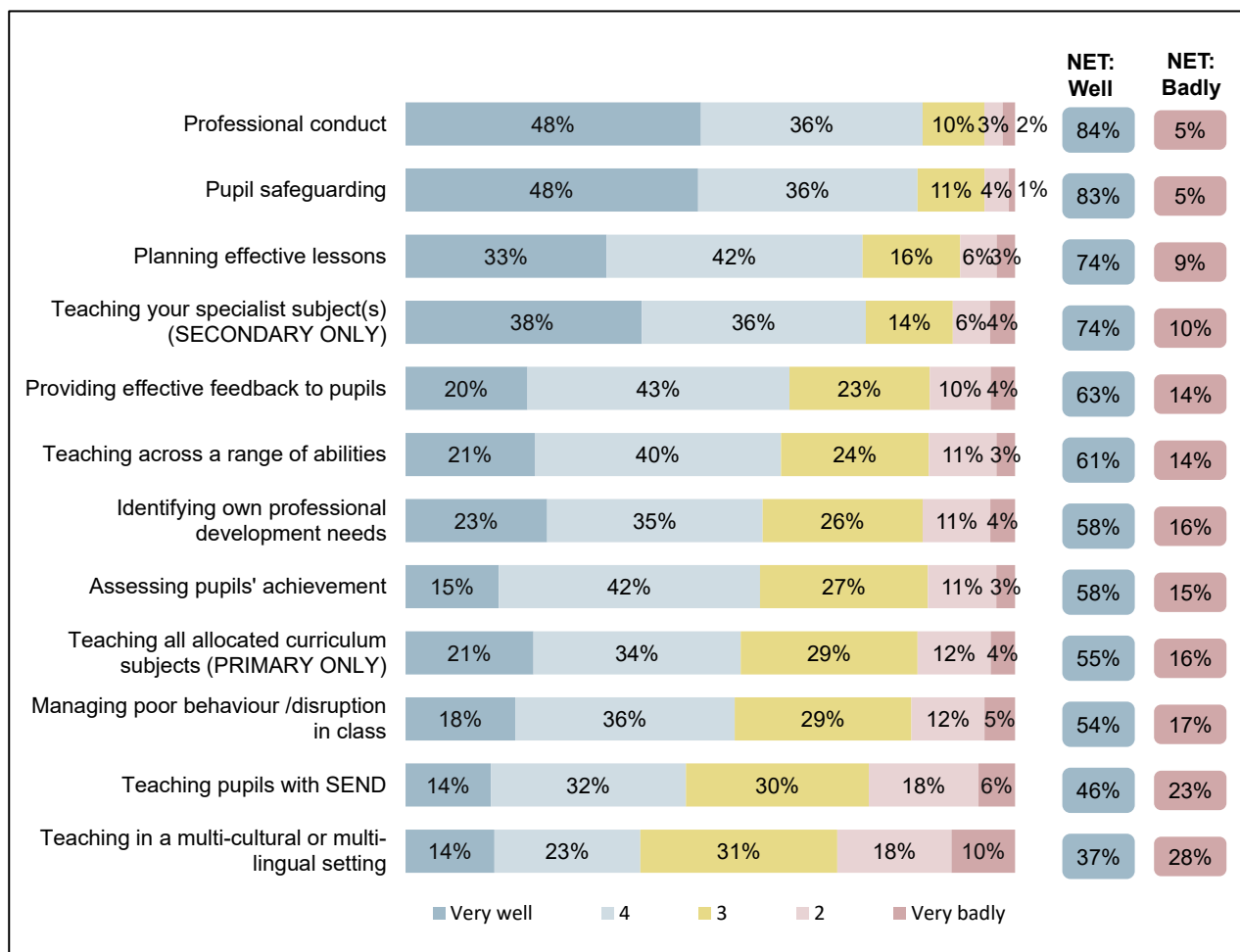
In comparison, fewer ECTs reported that their training prepared them well for managing the different needs of pupils: 46% felt well prepared for teaching pupils with SEND, and 37% felt well prepared for teaching in a multi-cultural or multi-lingual setting. There was no difference in feeling prepared for these two aspects by ECTs working in primary or secondary settings, though ECTs in special schools / PRU / AP were particularly likely to say their training had prepared them well for teaching pupils with SEND (61%).

Just over half (54%) of ECTs reported feeling well prepared for managing poor behaviour or disruptions in class. One in six (17%) felt badly prepared for this, with one in twenty (5%) saying they felt 'very badly' prepared.

⁵¹ Base sizes are relatively low for these two sub-groups (SCITT n=138, HEI n=73) which makes it difficult to report on any difference with statistical confidence.

⁵² 'Well prepared' is defined by a rating of 4 of 5 on a five point scale, with 1 meaning 'very badly' prepared and 5 meaning 'very well prepared'.

Figure 10.2 Views on how well teacher training prepared ECTs



Source: Working Lives of Teachers and Leaders 2022 survey. G2. Specifically, how well did the training prepare you for the following aspects of your role? Single response for each aspect. ECT teachers (n=1,429).

Continuing Professional Development

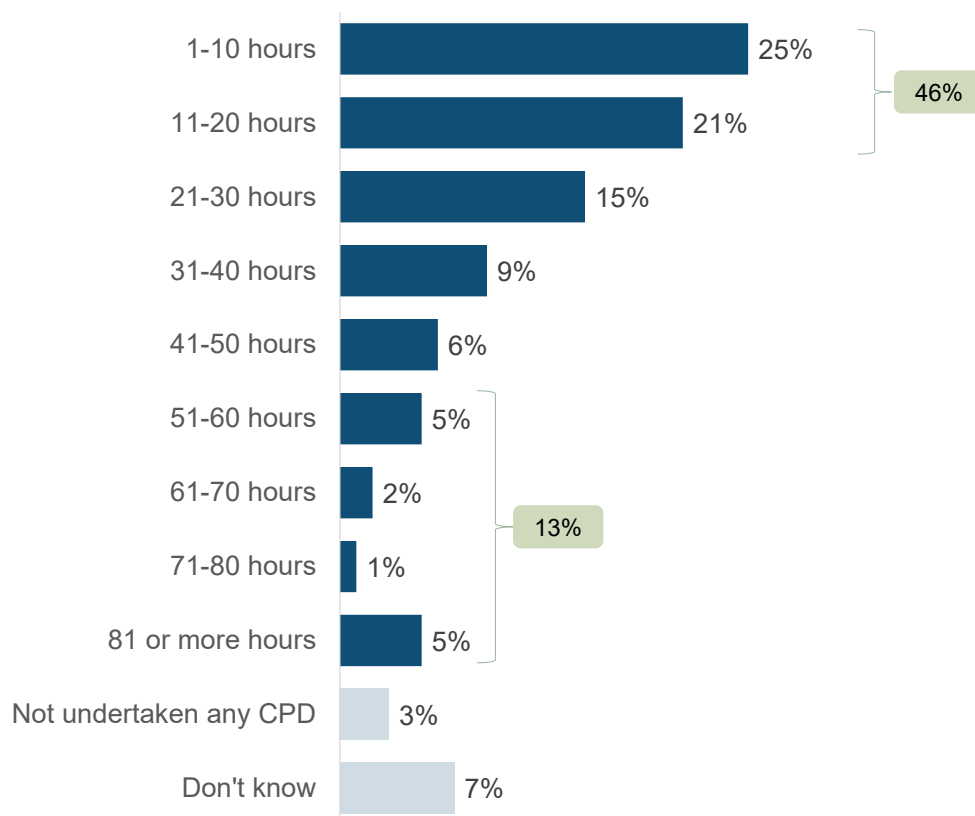
Almost all teachers (98%) had taken part in some form of formal Continuing Professional Development (CPD)⁵³ over the previous 12 months (or since the start of their teaching career if they completed their initial teacher training within the last 12 months).

⁵³ 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, and lesson observation

Time spent on CPD

Almost half of teachers and leaders had spent up to 20 hours (46%) on formal CPD across the previous 12-month period, while 13% had spent 51 or more hours.

Figure 10.3 Approximate time spent on formal CPD activities in the previous 12 months



Source: Working Lives of Teachers and Leaders 2022 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 teachers and leaders module 2 (n=3,494).

Those working in primary settings reported spending more time on formal CPD activities in the previous 12 months than others. A quarter (25%) of leaders (across all phases) said they had spent 51+ hours on formal CPD compared to 11% of teachers.

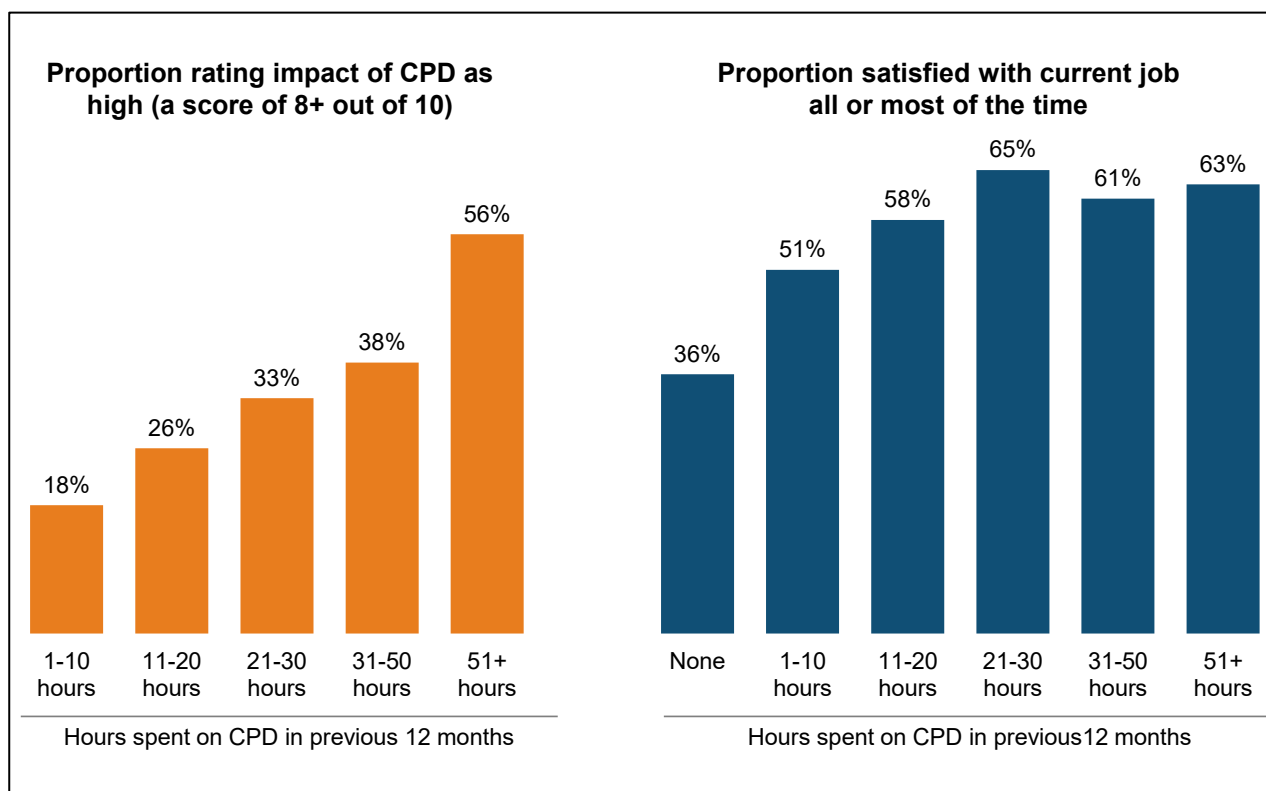
Table 10.1 Approximate time spent on formal CPD by phase and role

	All	Phase			Current role	
		Primary	Secondary	Special / PRU / AP	Leaders	Teachers
<i>All (module 2)</i>	(3,494)	(1,750)	(1,576)	(168)	(488)	(2,930)
1-20 hours	46%	43%*	49%*	42%	26%*	49%*
21-50 hours	31%	32%	30%	32%	41%*	29%*
51+ hours	13%	14%*	11%*	17%	25%*	11%*
None	3%	3%	4%	1%	1%*	4%
Don't know	7%	8%	6%	7%	6%	7%

Source: Working Lives of Teachers and Leaders 2022 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 (n=3,494). * Indicates statistically significant difference compared to overall ('All') figure.

The more time that teachers and leaders spent on formal CPD, the more likely they were to rate the overall impact on their ability to perform their role highly (Figure 10.4). The same broad relationship was also found for overall job satisfaction, although there was a levelling-off after 30+ hours of CPD in the last 12 months.

Figure 10.4 Proportion who rate the impact of CPD as high and are satisfied with their current job by hours spent on CPD in the previous year



Source: Working Lives of Teachers and Leaders 2022 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 (n=3,494).

Types of CPD undertaken in the last 12 months

Figure 10.5 shows the types of formal CPD that teachers and leaders had participated in over the previous 12 months. Most commonly, this was training designed and delivered by their own school, multi-academy trust or local authority⁵⁴, or they had had their lessons observed (both mentioned by 69% of teachers and leaders).

Figure 10.5 CPD activities in the last 12 months⁵⁵

⁵⁴ Excluding Early Career Framework (ECF) and National Professional Qualifications (NPQs).

⁵⁵ In autumn 2021, the department introduced a new and updated suite of six National Professional Qualifications. From autumn 2022, the suite was expanded to eight qualifications. The 'Early Career Framework' is only available to ECTs (i.e., it is mandatory for those in their first two years of teaching post-qualifying), so only these teachers would have been eligible to undertake an ECF-based induction. 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 however they may be mentors or induction tutors. For this reason, any senior teachers and leaders who have selected ECF have been grouped separately here for clarity and coded under 'Early Career Framework (mentor/induction tutor)'.



Source: Working Lives of Teachers and Leaders 2022 survey. H2. Which of the following CPD activities have you undertaken in the past 12 months? Multiple response. All teachers and leaders (n=11,177).

On average, teachers and leaders had undertaken approximately 4 (4.4) different activities in the previous 12 months out of the list of 13.⁵⁶ The number of different activities undertaken was marginally higher for primary teachers and leaders (4.5 on average) than secondary (4.3).

There were also some differences in the nature of CPD activities undertaken in the last 12 months. For example, primary teachers and leaders were more likely than secondary teachers and leaders to have undertaken:

- training designed and delivered by external providers,

⁵⁶ In the survey, 'Early Career Framework (1st and 2nd year ECT)' and 'ECF mentors and induction tutors' were listed as one option: 'Early Career Framework (ECF)'. During the analysis phase this option was split by those who were ECTs and those who were not at the time of interview, hence there being 14 types of CPD listed in the chart above despite the text referencing a list of 13.

- participated in a network of teachers, or
- undertaken training designed externally but delivered by their own school, multi-academy trust or local authority

There was a gap of 12-13 percentage points for each of these aspects compared to secondary teachers and leaders,

Table 10.2. In comparison, observation was more common in secondary settings.

Reflecting their higher reported hours of time spent on CPD, leaders had undertaken a wider range of CPD activity types (5.5 vs. 4.2 for teachers, although below the 6.1 activities recorded for all 1st year ECTs – and lower than the 6.9 activities recorded for 1st year ECTs whose route into the profession was via higher education). With the exception of the observation activities, leaders were more likely to have taken part in all the activities shown in

Table 10.2.

Table 10.2 CPD activities in last 12 months by phase and role

	Phase				Current role	
	All	Primary	Secondary	Special/ PRU/AP	Leaders	Teachers
<i>All</i>	(11,177)	(5,770)	(4,859)	(548)	(1,857)	(9,094)
Training designed and delivered by own school /MAT/LA	69%	69%	69%	65%	77%*	67%*
Had others observe / feedback	69%	65%*	74%*	67%	43%*	74%*
Undertaken any professional reading	54%	53%	55%	55%	80%*	50%*
Training designed and delivered by external providers	48%	54%*	41%*	56%*	58%*	46%*
Participated in a network of teachers	39%	45%*	33%*	33%*	57%*	36%*
Training designed externally but delivered by own school	35%	41%*	28%*	48%*	48%*	33%*
Observed other teachers' lessons for own development	35%	32%*	39%*	32%	34%	36%
Coaching or mentoring (outside ECF or NPQ)	23%	22%	24%*	21%	37%*	20%*
Training designed and delivered by Teaching School Hub	21%	24%*	18%*	20%	26%*	20%*
Attended education conferences	21%	22%*	19%*	21%	49%*	16%*
An NPQ	12%	12%	12%	17%*	23%*	10%*
ECF - 1 st and 2 nd year ECF	5%	4%	6%	2%*	-	5%
ECF – mentors and induction tutors	3%	3%	3%	3%	9%*	2%*
Other formal qualification	5%	5%	5%	11%*	9%*	5%*
None of these	2%	2%	2%	3%*	1%	2%
Don't know	1%	1%	<1%	<1%	0%	1%

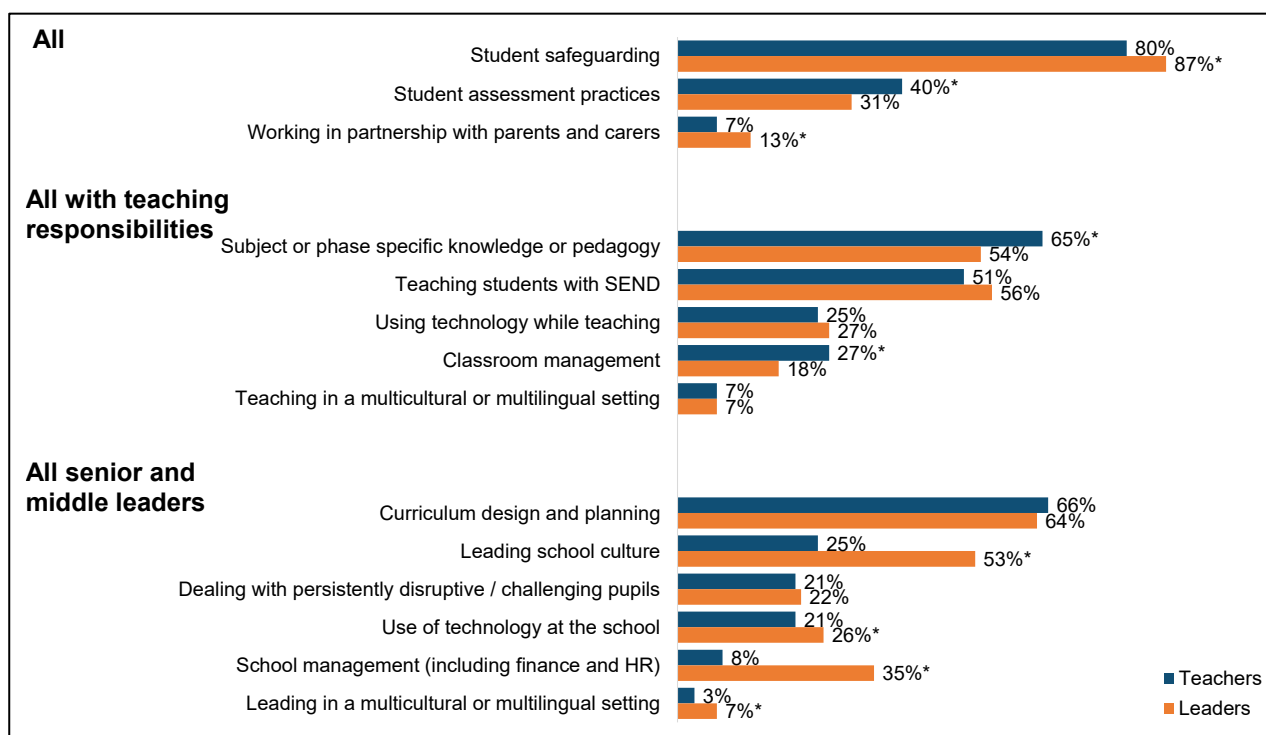
Source: Working Lives of Teachers and Leaders 2022 survey. H2. Which of the following CPD activities have you undertaken in the past 12 months? Multiple response. All teachers and leaders (n=11,177).

*Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Content of CPD

Overall the most common topic teachers and leaders had undertaken CPD in over the previous 12 months was student safeguarding (87% of leaders and 80% of teachers), while for types of CPD asked only of those with teaching responsibilities it was subject or phase specific knowledge or pedagogy (65% of teachers and 54% of leaders). In terms of CPD topics asked of only those who were senior and middle leaders, the most common was curriculum design and planning (66% of teachers and 64% of leaders). As shown in Figure 10.6 below there was some variation in CPD topics between teachers and leaders. In addition to the differences in student safeguarding and subject or phase specific knowledge or pedagogy mentioned above, other examples include teachers being more likely to have undertaken student assessment practices than leaders with teaching responsibilities (40% vs. 31%) and leaders being more likely to have undertaken CPD in leading school culture than teachers who were classed as senior or middle leaders (53% vs. 25%).

Figure 10.6 Topics included in formal CPD activities in previous 12 months⁵⁷



Source: Working Lives of Teachers and Leaders 2022 survey. Q4. Which of the following topics were included in your CPD activities during the last 12 months? Multiple response. Base: All module 2 AND received some CPD in last 12 months (n=3,426 Teachers=2,870, Leaders=484); all module 2 with teaching responsibilities who had received some CPD in last 12 months (n=3,197: Teachers=2,842, Leaders=301); all module 2 who were senior or middle leaders who had received some CPD in last 12 months (n=1,634:

⁵⁷ 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.

Teachers=1,116, Leaders=484); Answers of 3%+ for at least one of teachers or leaders shown in chart.

*Indicates statistically significant difference compared opposite group.

Overall student safeguarding was the most common topic covered by CPD regardless of school phase or job role (Table 10.3), although this was most common amongst those in secondary (83%) and amongst leaders (87%). In terms of those with teaching responsibilities, those in primary schools were more likely than the average to have undertaken CPD in subject or phase specific knowledge or pedagogy (77% vs. 64%), as were teachers (65%). For middle leaders and senior leaders, those in primary schools were more likely than the average to have undertaken CPD in curriculum design and planning (71% vs. 64%). Of all senior and middle leaders, leaders were more likely than those classed as teachers to have undertaken most forms of CPD aimed at leadership positions, as one would expect. All other differences by phase and current role are shown in Table 10.3.

Table 10.3 Topics included in CPD activities by phase and role

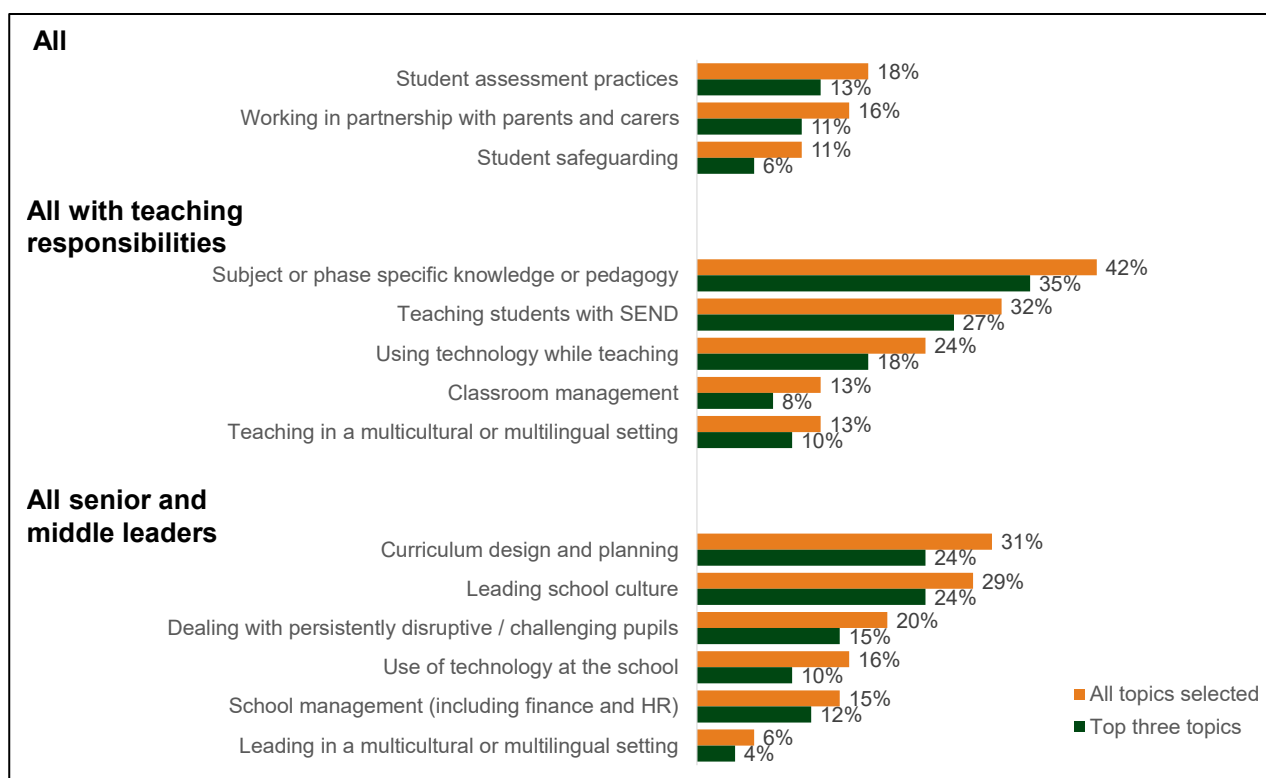
	Phase				Current role	
	All	Primary	Secondary	Special / PRU / AP	Leaders	Teachers
All	(3,426)	(1,714)	(1,549)	(163)	(484)	(2,870)
Student safeguarding	81%	79%*	83%*	83%	87%*	80%*
Student assessment practices	38%	34%*	43%*	37%	31%*	40%*
Working in partnership with parents and carers	8%	9%*	6%*	10%	13%*	7%*
All with teaching responsibilities	(3,197)	(1,564)	(1,488)	(145)	(301)	(2,824)
Subject/phase specific/pedagogy	64%	77%*	52%*	55%	54%*	65%*
Teaching students with SEND	52%	47%*	54%*	70%*	56%	51%*
Classroom management	26%	20%*	33%*	22%	18%*	27%*
Using technology while teaching	26%	22%*	30%*	21%	27%	25%
Teaching in a multicultural or multilingual setting	7%	5%*	10%*	4%	7%	7%
All middle and senior leaders	(1,634)	(716)	(830)	(88)	(484)	(1,116)
Curriculum design and planning	64%	71%*	59%*	59%	64%	66%*
Leading school culture	33%	35%	31%	34%	53%*	25%*
Use of technology at the school	22%	22%	22%	14%	26%*	21%
Dealing with persistently disruptive/ challenging pupils	21%	19%*	22%	23%	22%	21%
School management	16%	19%	12%	19%	35%*	8%*
Leading in a multicultural or multilingual setting	4%	4%	4%	7%	7%*	3%*

Source: Working Lives of Teachers and Leaders 2022 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 module 2 (n=3,426) All with teaching responsibilities (n=3,197). All senior and middle leaders (1,634). Answers of 2%+ shown in the table. *Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Figure 10.7 outlines topics all teachers and leaders, all those with teaching responsibilities, and all senior and middle leaders reported that they would like further

development or training in over the next 12 months, alongside their top three. Of the types of CPD asked of all teachers and leaders, excluding the types asked only of those with teaching responsibilities and senior and middle leaders, student assessment practices was the most commonly mentioned (18% of all teachers and leaders mentioned this). For the types of CPD asked only of those with teaching responsibilities, subject or phase specific knowledge or pedagogy was the most commonly mentioned (42%), and for the types of CPD asked only of senior and middle leaders, curriculum design and planning was the most commonly mentioned (31%).

Figure 10.7 Topics teachers and leaders would like training / development in over the next 12 months⁵⁸



Source: Working Lives of Teachers and Leaders 2022 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 teachers and leaders module 2 (n=3,494). All with teaching responsibilities (n=3,259). All senior and middle leaders (1,658). Answers of 3%+ for 'all topics' are shown in the chart.

As safeguarding was the most common topic covered by CPD in the previous 12 months, it was perhaps to be expected that it would be lower in the order of preferences for the coming 12 months (81% had covered the topic within their CPD in the previous 12 months and only 11% wanted training on the topic over the next 12 months). Otherwise,

⁵⁸ 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

compared to topics covered in the previous 12 months, there was a relatively higher demand for the coming 12-month period for working in partnership with parents and carers, and for teaching in a multicultural or multilingual setting.

As would be expected there were differences in preferences in topics for the coming 12 months by school phase and role, with the most notable differences being between teachers and leaders (Table 10.4). Subject or phase specific knowledge or pedagogy topped the preference list for teachers (43%), but it was further down the ranking for leaders (26% of leaders with teaching responsibilities) who, instead, showed a high preference for training / development activity that focused on leading the school culture (40%) and / or curriculum design and planning (35%).

Those who described pupil behaviour in their school as poor typically selected more topics for training over the coming 12 months and were more likely than others to want training and development on working in partnership with parents (22% of all), classroom management (22% of those with teaching responsibilities) and teaching in a multi-cultural or multilingual setting (17% of those with teaching responsibilities).

Table 10.4 Topics teachers and leaders would like training or development in over the next 12 months by phase and role⁵⁹

	Phase				Current role	
	All	Primary	Secondary	Special / PRU / AP	Leaders	Teachers
All teachers and leaders	(3,494)	(1,750)	(1,576)	(168)	(488)	(2,930)
Student assessment practices	18%	17%	20%	19%	19%	18%
Working in partnership with parents	16%	16%	17%	13%	19%	16%
Student safeguarding	11%	10%	10%	19%*	24%*	8%*
All with teaching responsibilities	(3,259)	(1,596)	(1,514)	(149)	(302)	(2,901)
Subject/phase specific/pedagogy	42%	45%*	38%*	39%	26%*	43%*
Teaching students with SEND	32%	34%*	29%*	32%	27%	32%
Using technology while teaching	24%	26%*	21%*	30%	17%*	25%*
Classroom management	13%	11%*	15%*	13%	7%*	14%*
Teaching in a multicultural or multilingual setting	13%	13%	13%	10%	6%*	14%*
All senior and middle leaders	(1,658)	(727)	(840)	(91)	(488)	(1,134)
Curriculum design and planning	31%	36%*	27%*	33%	35%*	30%*
Leading school culture	29%	30%	29%	19%	40%*	25%*
Dealing with persistently disruptive / challenging pupils	20%	19%	20%	18%	22%	19%
Use of technology at the school	16%	18%*	14%*	18%	17%	15%
School management (including finance and HR)	15%	16%	15%	14%	27%*	11%*
Leading in a multicultural or multilingual setting	6%	7%	6%	3%	8%	6%

Source: Working Lives of Teachers and Leaders 2022 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 module 2 (n=3,494). All teachers and leaders with teaching responsibilities (n=3,259). All Senior and Middle

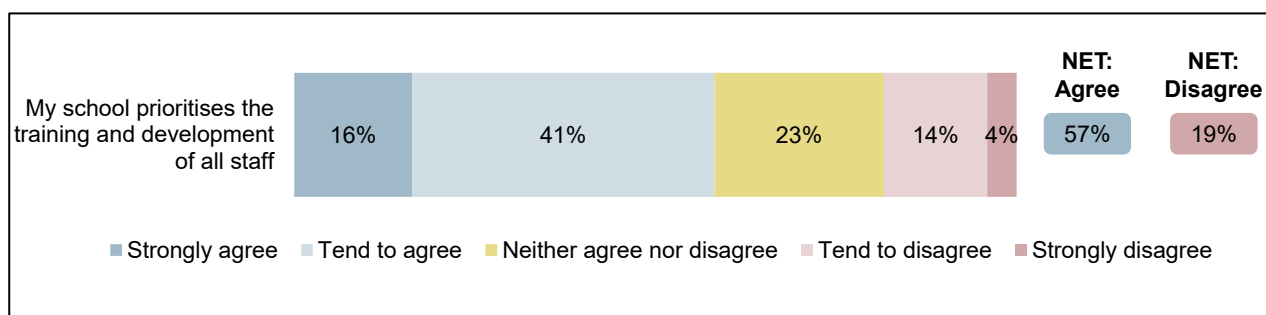
⁵⁹ Certain topics/areas at Q6 and Q7 were asked only of either those with teaching responsibilities or senior/middle leaders, meaning a lower proportion in these codes. For example, 'classroom management' was only asked of those with teaching responsibilities, while 'curriculum design and planning' was asked only of leaders

leaders (n=1,658). Answers of 3%+ for 'all topics' are shown in the table. * Indicates statistically significant difference compared to overall ('All') figure.

School approaches to CPD

Most teachers and leaders thought their school prioritised training and development for all staff (57%), but around one in five (19%) disagreed.

Figure 10.8 Views on whether school prioritises training and development



Source: Working Lives of Teachers and Leaders 2022 survey. Q1_2. Agreement that 'my school prioritises the training and development of all staff' Single response. All teachers and leaders module 2 (n=3,494).

Those working in primary settings (60%) and as leaders (across all phases) (83%) were more likely than average to feel that their school prioritised training and development of all staff (Table 10.5). Amongst leaders, this sentiment was particularly high amongst heads (95%), both in primary (93%) and secondary (99%). Amongst classroom teachers, ECTs were more positive than other teachers; 59% agreed that their school prioritised training and development for all compared to 51% of other classroom teachers.

Table 10.5 Views on whether school prioritises training and development by phase and role

	All	Phase			Current role	
		Primary	Secondary	Special / PRU / AP	Leaders	Teachers
<i>All teachers and leaders</i>	(3,494)	(1,750)	(1,576)	(168)	(488)	(2,930)
Agree	57%	60%*	53%*	59%	83%*	53%*
Disagree	19%	16%*	21%*	18%	8%*	21%*

Source: Working Lives of Teachers and Leaders 2022 survey. Q1_2. Agreement that 'my school prioritises the training and development of all staff' Single response. All teachers and leaders module 2 (n=3,494). *

Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Those who had additional responsibilities as part of their role also tended to be more positive (57% agreed vs. 52% with no other roles), with agreement particularly high for those who held a SENCO role (73%).⁶⁰

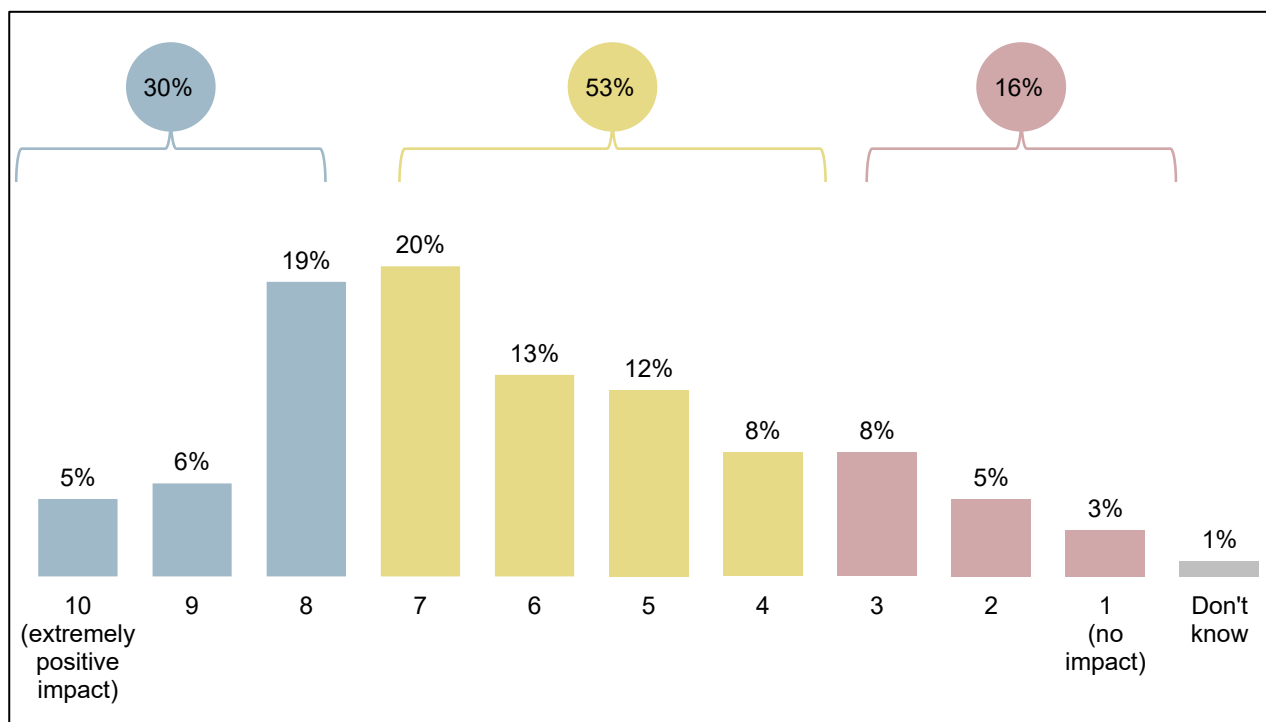
Those at schools with a lower Ofsted rating were more negative; nearly two fifths (38%) of those in schools with serious weaknesses or special measures disagreed that their school prioritised training and development for all compared to around one in six (17%) of those with a good or outstanding rating.

Quality and effectiveness of CPD

Impact of CPD

Teachers and leaders had mixed views on the impact of CPD undertaken on their ability to perform their role. On a scale from 1 (no impact) to 10 (extremely positive impact), 30% gave a 'high impact' rating of 8 to 10, while around one in six (16%) gave a 'no/very little impact' rating of 1 to 3. The average score was 6.1.

Figure 10.9 Self-reported impact of CPD on ability to perform their role



Source: Working Lives of Teachers and Leaders 2022 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

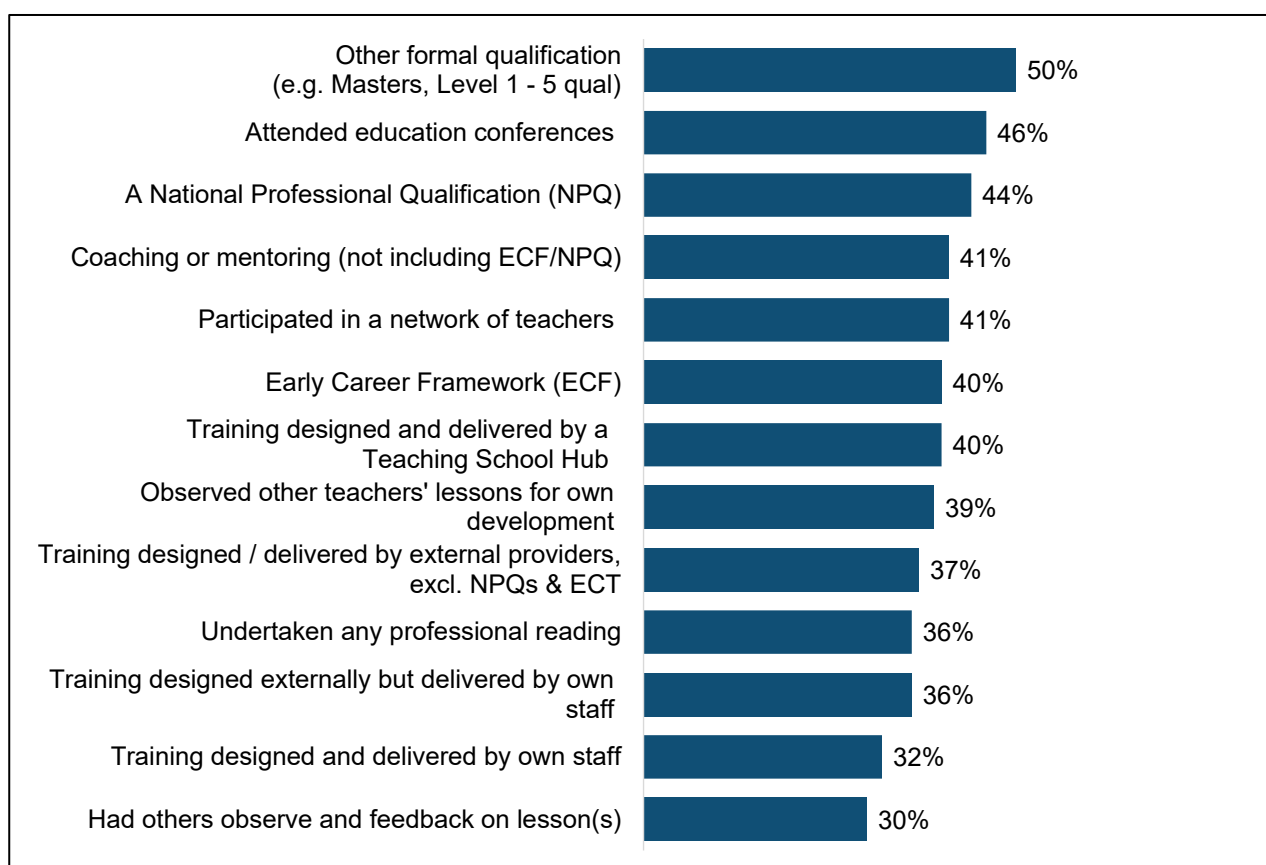
⁶⁰ Note that those who held a SENCO role were particularly likely to be leaders (39% vs. 14% on average).

role? Single response. All teachers and leaders who had undertaken CPD in the last 12 months (n=10,935).

Those working in primary or for special schools / PRU / AP and leaders (across all phases) gave higher scores than others when rating the impact of the CPD on their ability to perform their role. Over a third of those in primary and in special schools / PRU / AP (37% and 38% respectively) gave a score of 8+ compared to 22% in secondaries. Nearly half (46%) of leaders gave a score of 8+ compared to 27% of teachers.

As noted earlier in this chapter, teachers and leaders often undertook a variety of CPD activity, an average of 4.4 activities from a list of 13. Although it is not possible from the survey to isolate the impact of each of these individual activities, as shown in Figure 10.10 below, those who had undertaken formal qualifications or who had attended or participated in education conferences or networks tended to give the highest impact scores overall.

Figure 10.10 Proportion who rated the impact of their CPD as high (8-10) by CPD undertaken (teachers and leaders could undertake more than one activity)



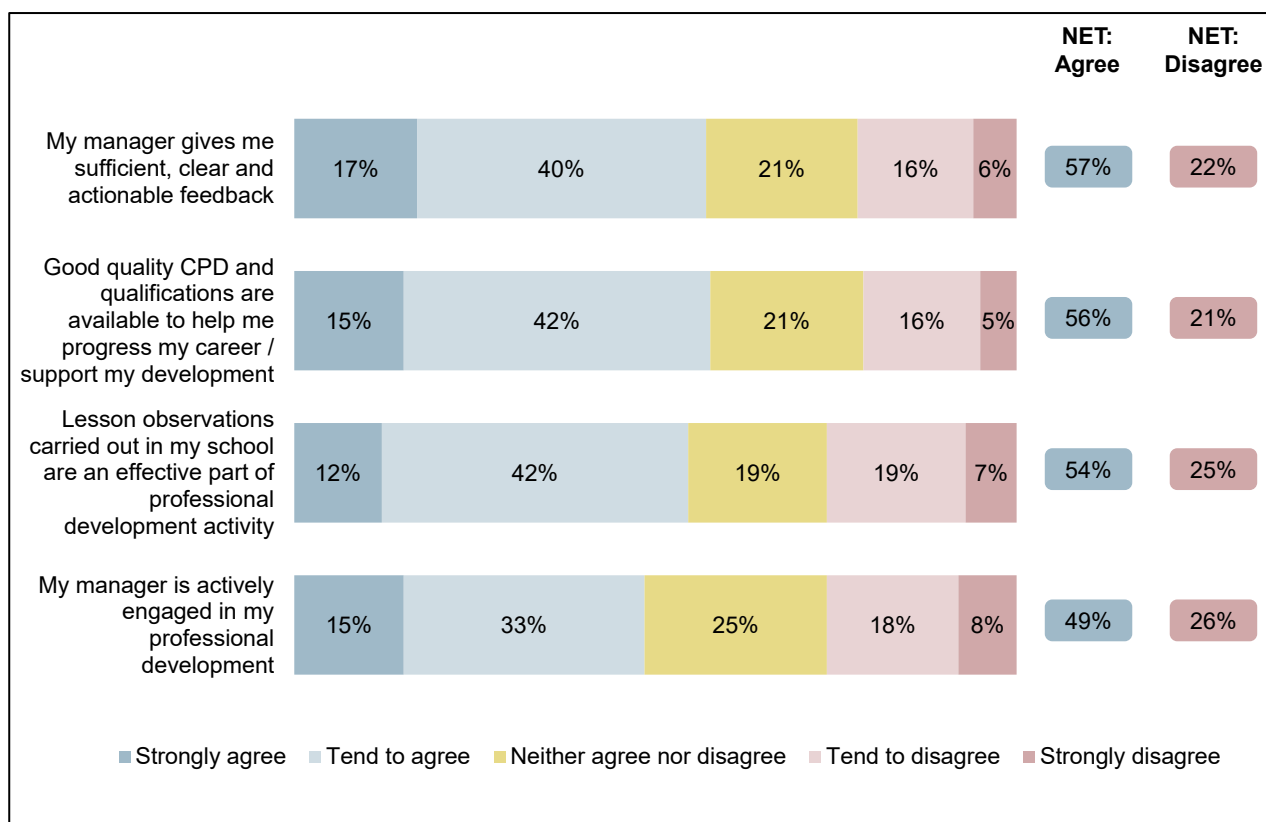
Source: Working Lives of Teachers and Leaders 2022 survey. H3. Taking into account all of the CPD you've done in the last 12 months, how would you rate the overall impact on your ability to perform your role? Single response. All teachers and leaders who had undertaken CPD in the last 12 months (n=10,935).

Quality of CPD

Just over half of teachers and leaders agreed that the development opportunities and feedback they received was appropriate and effective; 57% agreed that their manager gave them sufficient, clear and actionable feedback, 56% agreed there was good quality CPD and qualifications to help progress their career, and 54% agreed that lesson observations at their school were an effective part of professional development activity. Although not at a dissimilar level, agreement was marginally lower for their manager being actively engaged in their professional development (49%).

On each of these measures around one fifth to one quarter (ranging from 21% to 26%) disagreed.

Figure 10.11 Views on quality of professional development activities



Source: Working Lives of Teachers and Leaders 2022 survey. Q1_1/5/6. Agreement that 'my manager gives me sufficient, clear and actionable feedback'; 'good quality CPD and qualifications are available to help me progress my career/support my development'; 'less observations carried out in my school are an effective part of professional development activity.' Single response per statement. All teachers and leaders module 2 (n=3,494), P5_2 Agreement that 'my manager is actively engaged in my professional development'. Single response. All teachers and leaders module 1 (n=3,495).

Those working in primary settings or in a leadership role were more likely than others to feel that professional development activities were effective and available to them (Table 10.6). Amongst leaders, agreement was especially high amongst heads; 63% of heads agreed their manager gave them quality feedback, 82% that quality CPD was available to them, 93% that lesson observations were an effective part of professional development, and 66% that their manager was actively engaged in their professional development.

Table 10.6 Views on quality of professional development activities by role and phase (% who agreed)

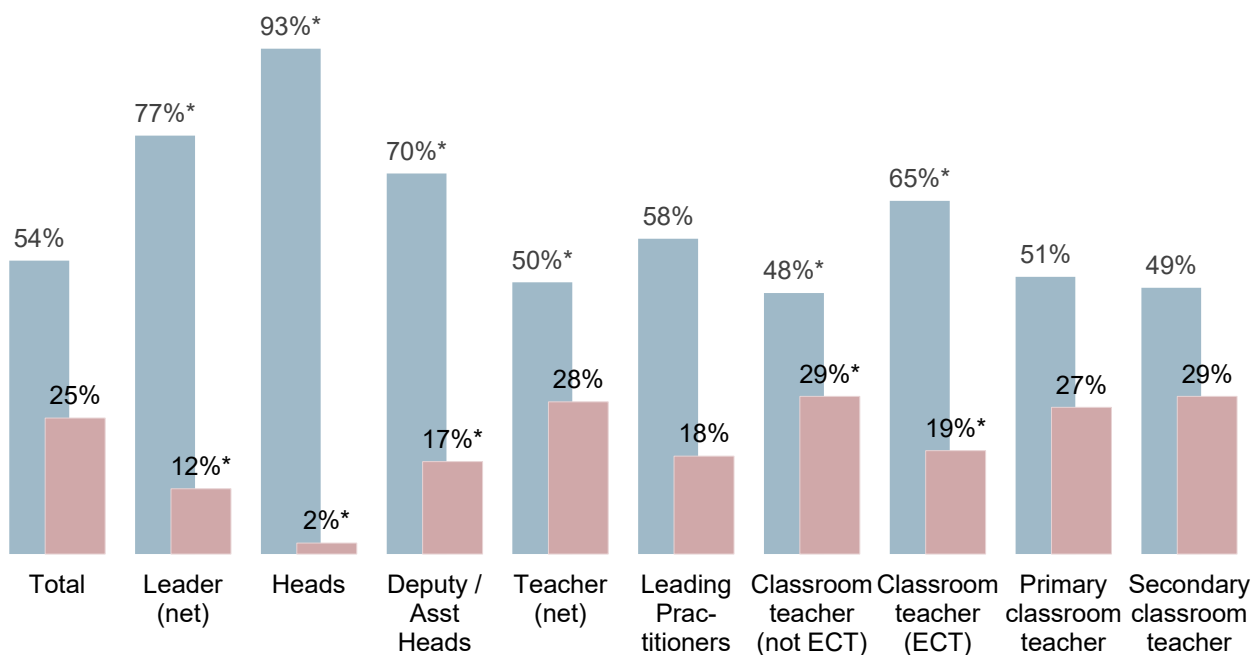
	All	Phase			Current role	
		Primary	Secondary	Special / PRU / AP	Leaders	Teachers
<i>All teachers and leaders</i>	(3,494)	(1,750)	(1,576)	(168)	(488)	(2,930)
My manager gives me sufficient, clear and actionable feedback	57%	59%*	55%	53%	62%*	56%*
Good quality CPD and qualifications are available to help me	56%	59%*	53%*	57%	76%*	53%*
Lesson observations are an effective part of development activity	54%	56%	52%	53%	77%*	50%*
My manager is actively engaged in my professional development	49%	51%	46%*	51%	64%*	46%*

Source: Working Lives of Teachers and Leaders 2022 survey. Q1_1/5/6. Agreement that 'my manager gives me sufficient, clear and actionable feedback'; 'good quality CPD and qualifications are available to help me progress my career/support my development'; 'lesson observations carried out in my school are an effective part of professional development activity.' Single response per statement. All teachers and leaders module 2 (n=3,494), P5_2 Agreement that 'my manager is actively engaged in my professional development'. Single response. All teachers and leaders module 1 (n=3,495). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response

In contrast, the highest disagreement for the above statements was found amongst classroom teachers, especially classroom teachers that were not ECTs and those in secondary schools. For example, 29% of teachers that were not ECTs disagreed that

lesson observations were an effective part of professional development which was over twice the level reported by leaders, and substantially higher than for heads (Figure 10.12).

Figure 10.12 Levels of agreement and disagreement with ‘lesson observations carried out in my school are an effective part of professional development’ by role



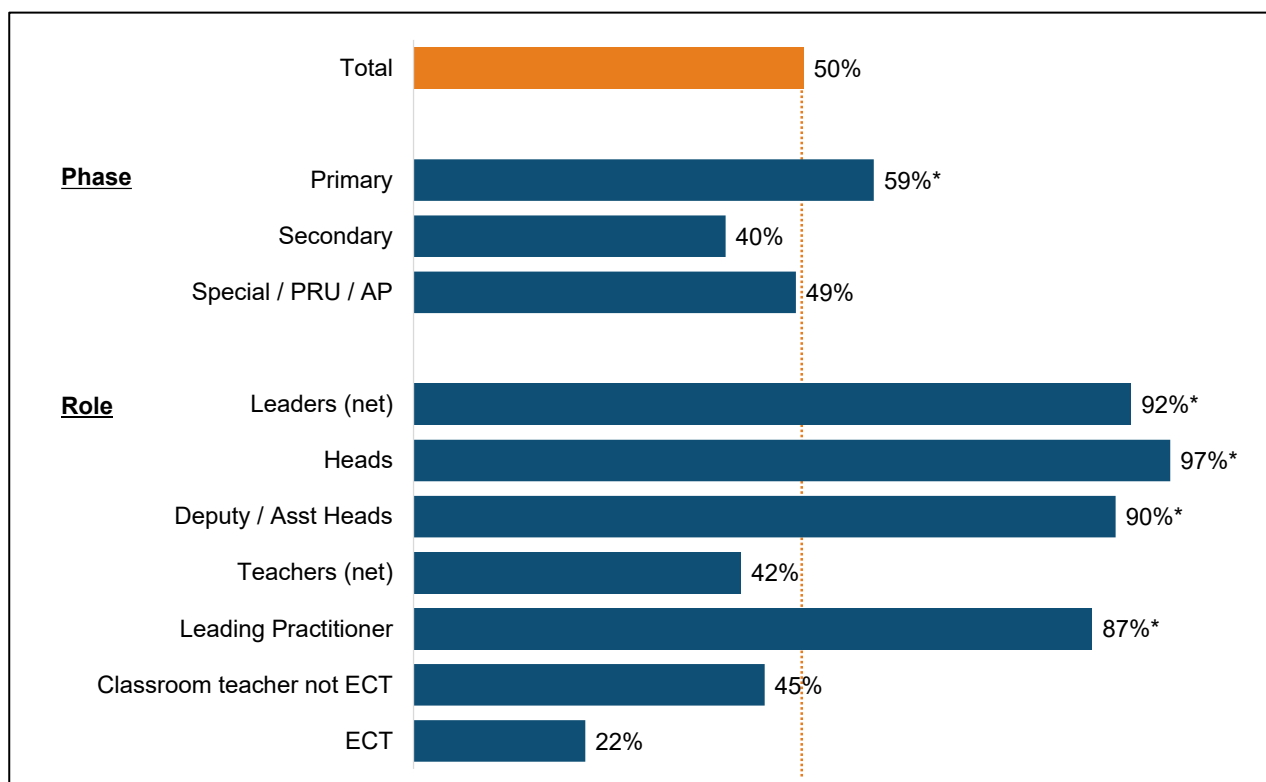
Source: Working Lives of Teachers and Leaders 2022 survey. P5_2. Agreement that ‘Lesson observations carried out in my school are an effective part of professional development’. Single response. All teachers and leaders module 1 (n=3,495). * Higher than average at 95% confidence level.

By age, teachers and leaders under 35 were the most positive across all the professional development statements. For example, 60% of teachers and leaders under 35 agreed that their manager gave them sufficient, clear and actionable feedback, compared to 47% aged 55+.

Delivering and designing CPD

Over the previous 12 months, half (50%) of teachers and leaders were involved in organising, designing, or delivering CPD in their school. Involvement was higher amongst primary teachers and leaders (59%) compared to secondary (40%). A large majority of leaders were involved (92%), and almost all heads (97%) (Figure 10.13).

Figure 10.13 Involvement in organising, designing, or delivering CPD in school in last 12 months (% involved)

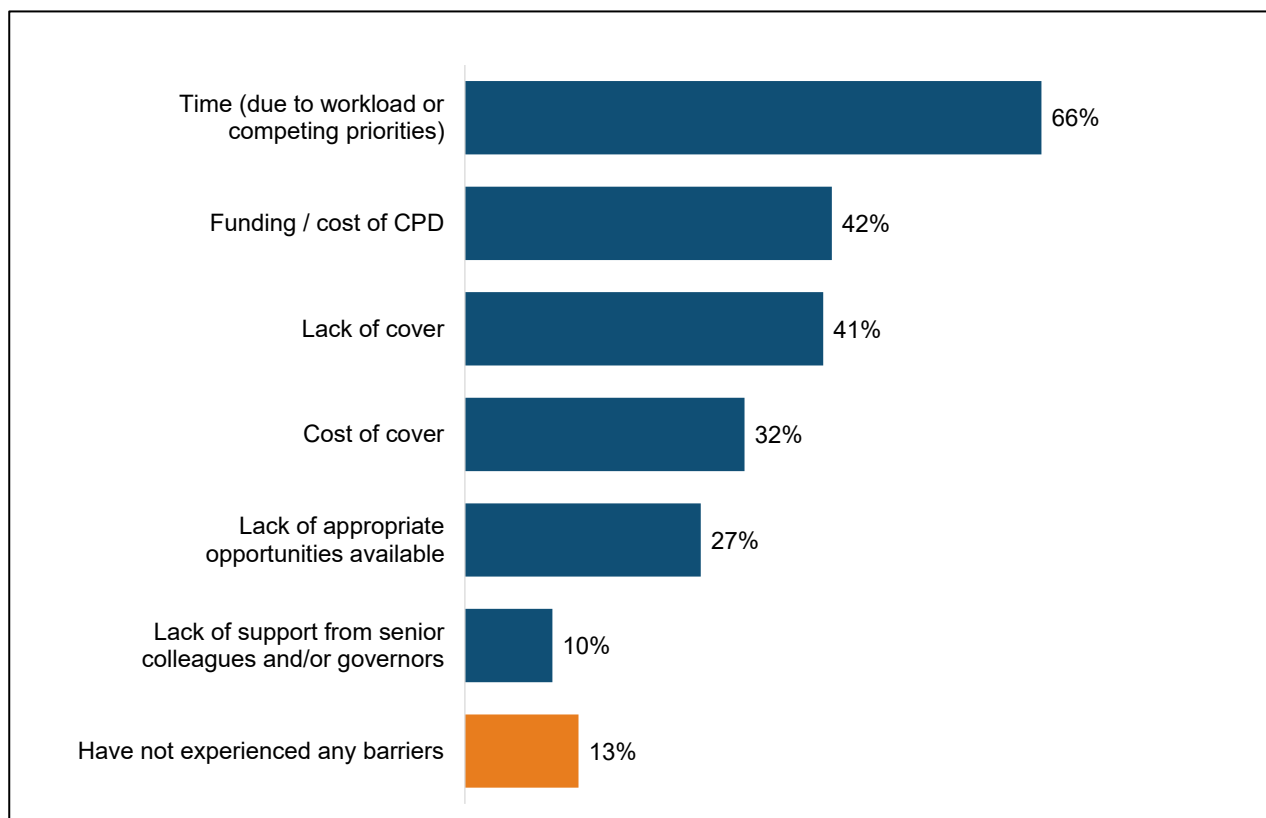


Source: Working Lives of Teachers and Leaders 2022 survey. Q5. In the last 12 months, have you been involved in organising, designing, or delivering CPD in your school? (This may include running a workshop or teach in, or delivering mentoring)? Single response. All teachers and leaders module 2 (n=3,494). Lowest base size for Leading Practitioner (n=107). * Indicates statistically significant difference compared to overall ('All') figure.

Barriers to accessing CPD

Most teachers cited one or more barriers that had prevented them accessing CPD in the past 12 months (Figure 10.14); around one in eight (13%) had experienced no barriers. The biggest barrier, mentioned by two thirds (66%), was the lack of time for CPD due to workload or competing priorities. Other commonly mentioned barriers included the funding / cost of CPD (42%) and a lack of cover (41%). Fewer saw a lack of support from senior colleagues and/or governors as a problem, although this was still mentioned by one in ten (10%).

Figure 10.14 Barriers to accessing CPD in the past 12 months



Source: Working Lives of Teachers and Leaders 2022 survey. Q3: Which, if any, of the following barriers to accessing CPD have you experienced in the past 12 months? Multiple response. All teachers and leaders module 2 (n=3,494). Barriers mentioned by 1% or fewer not shown.

The hierarchy of the barriers was generally the same regardless of phase or current job role. That said, those working in primaries were slightly more likely to mention funding / cost of CPD (46% vs. 39% secondaries), a lack of cover (46% vs. 36% secondaries) and the cost of cover (35% vs. 30% secondaries), whilst those in secondary were more likely to mention problems with limited time (71% vs. 62% primaries). Compared to leaders, teachers were more likely to cite a number of barriers, and particularly mentioned the barriers that related to a lack of cover (43%), appropriate opportunities (28%) and a lack of support from senior colleagues (11%).

Those working in LA maintained schools were slightly more likely than others to cite barriers associated with cost, namely funding / cost of CPD (45% vs. 41% academy and 35% other types of school) and cost of cover (34% vs. 32% academy and 18% other type of school). In contrast they were slightly less likely to mention time pressures (63% vs. 67% academy and 73% other).

11. Job and career satisfaction

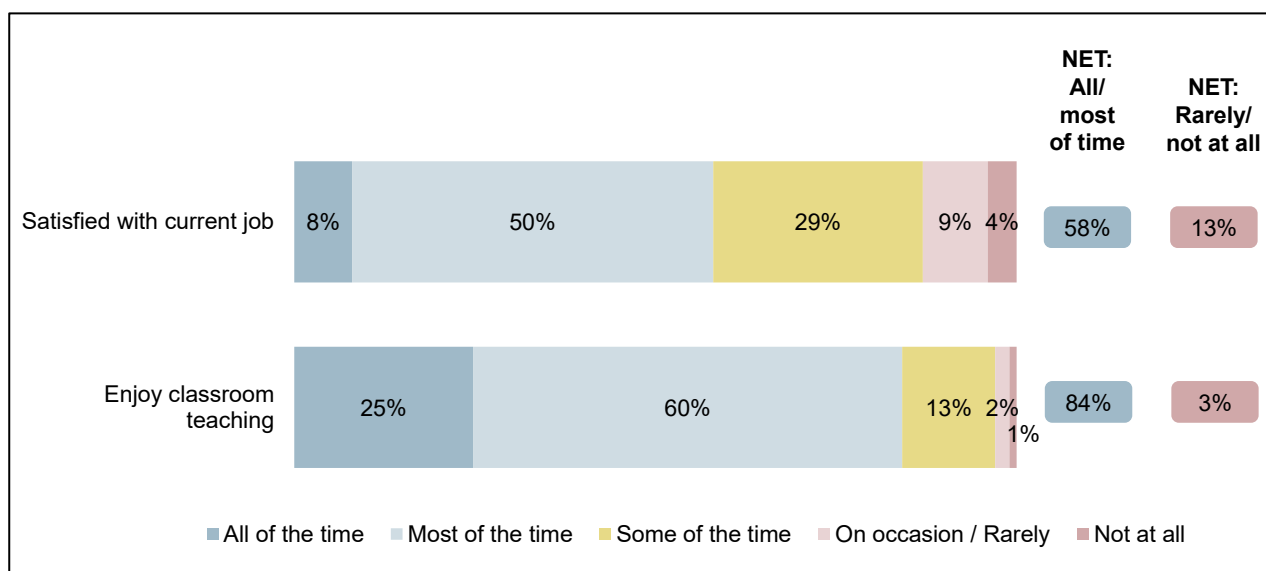
This chapter explores overall levels of career satisfaction amongst teachers and leaders and the extent to which they believed they were valued both within their schools and by the wider public.

Satisfaction with current job

Over half (58%) of teachers and leaders reported being satisfied with their current job all or most of the time, while three in ten (29%) were satisfied some of the time. In contrast 13% were rarely or not at all satisfied (Figure 11.1).

More positively, over eight in ten (84%) of those with teaching responsibilities reported that they enjoyed classroom teaching all or most of the time, while 13% said they enjoyed this some of the time and only 3% enjoyed classroom teaching rarely or not at all.

Figure 11.1 Job satisfaction and enjoyment of classroom teaching



Source: Working Lives of Teachers and Leaders 2022 survey. M1_1. To what extent would you say that ...you are satisfied with your current job? Single response. All teachers and leaders (n=11,177); M1_2. To what extent would you say that ...you enjoy classroom teaching? Single response. All with teaching responsibilities (n=10,244).

Similar to views found elsewhere in the survey, those working in primary, in a special school / PRU / AP and/or those with a leadership role tended to be more positive and recorded higher job satisfaction ratings (Table 11.1). In terms of job satisfaction, there was a particularly wide gap in opinion between leaders and teachers; 70% of leaders were satisfied with their current job all or most of the time, compared to 56% of teachers. The gap between these two groups narrowed for enjoyment of classroom teaching.

Table 11.1 Views on job satisfaction and enjoyment of classroom teaching by phase and role

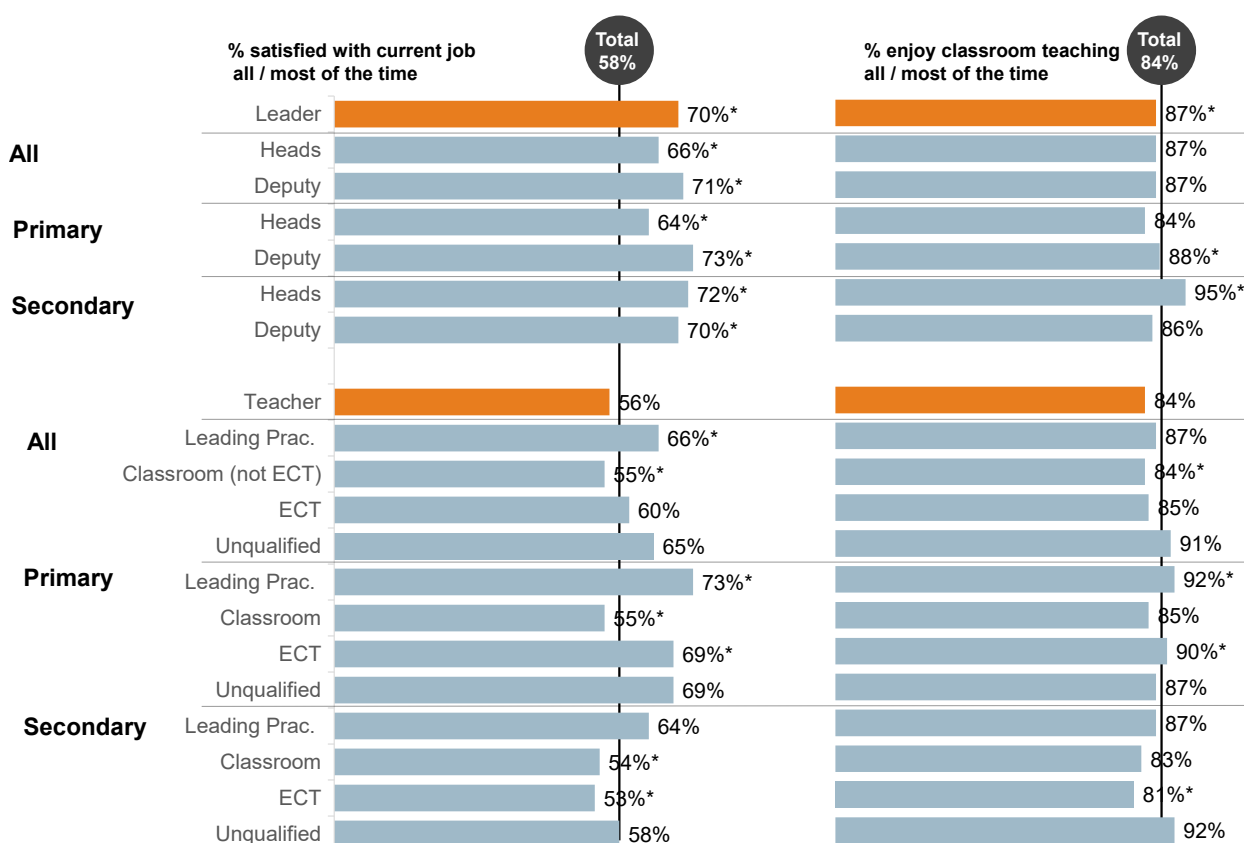
	All	Phase			Current role	
		Primary	Secondary	Special / PRU / AP	Leaders	Teachers
<i>All teachers and leaders</i>	(11,177)	(5,770)	(4,859)	(548)	(1,857)	(9,094)
Satisfied with current job all / most of time	58%	59%	56%*	64%*	70%*	56%*
<i>Teaching responsibilities</i>	(10,244)	(5,150)	(4,630)	(464)	(1,142)	(8,956)
Enjoy classroom teaching all / most of time	84%	86%*	83%*	84%	87%	84%

Source: Working Lives of Teachers and Leaders 2022 survey. M1_1. To what extent would you say that ...you are satisfied with your current job? Single response. All teachers and leaders (n=11,177); M1_2. To what extent would you say that ...you enjoy classroom teaching? Single response. All with teaching responsibilities (n=10,244). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Among teachers, deputy and assistant heads in primary and leading practitioners in primary were the most satisfied with their job (both 73%). In contrast, classroom teachers who were not ECTs were the least satisfied; only 55% were satisfied all or most of the time (55% in primary only and 54% in secondary only).⁶¹

⁶¹ 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, rather than those who went through the new ECT induction. See footnote in introduction for more detail on this.

Figure 11.2 Job satisfaction and enjoyment of classroom teaching by role

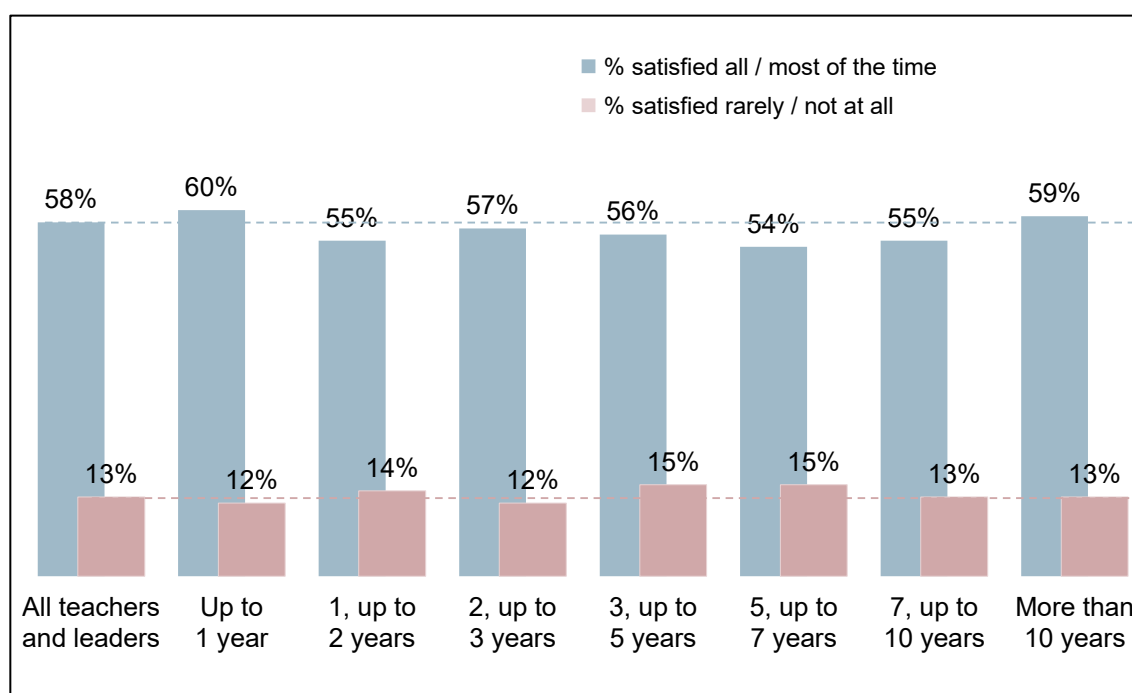


Source: Working Lives of Teachers and Leaders 2022 survey. M1_1. To what extent would you say that ...you are satisfied with your current job? Single response. All teachers and leaders (n=11,177); M1_2. To what extent would you say that... you enjoy classroom teaching? Single response All with teaching responsibilities (n=10,244). * Indicates statistically significant difference compared to overall ('All') figure.

ECTs, who were just starting in the profession, reported slightly higher satisfaction than other classroom teachers, 5 percentage points higher (60% vs. 55%), rising to 70% of those who had entered via the higher education institute (HEI) route). ECTs working in primary settings were more likely to report feeling satisfied all or most of the time compared with secondary ECTs (69% vs. 53%).

However, generally satisfaction levels remain relatively consistent by number of years qualified (Figure 11.3).

Figure 11.3 Teacher and leader satisfaction with current job by length of time qualified

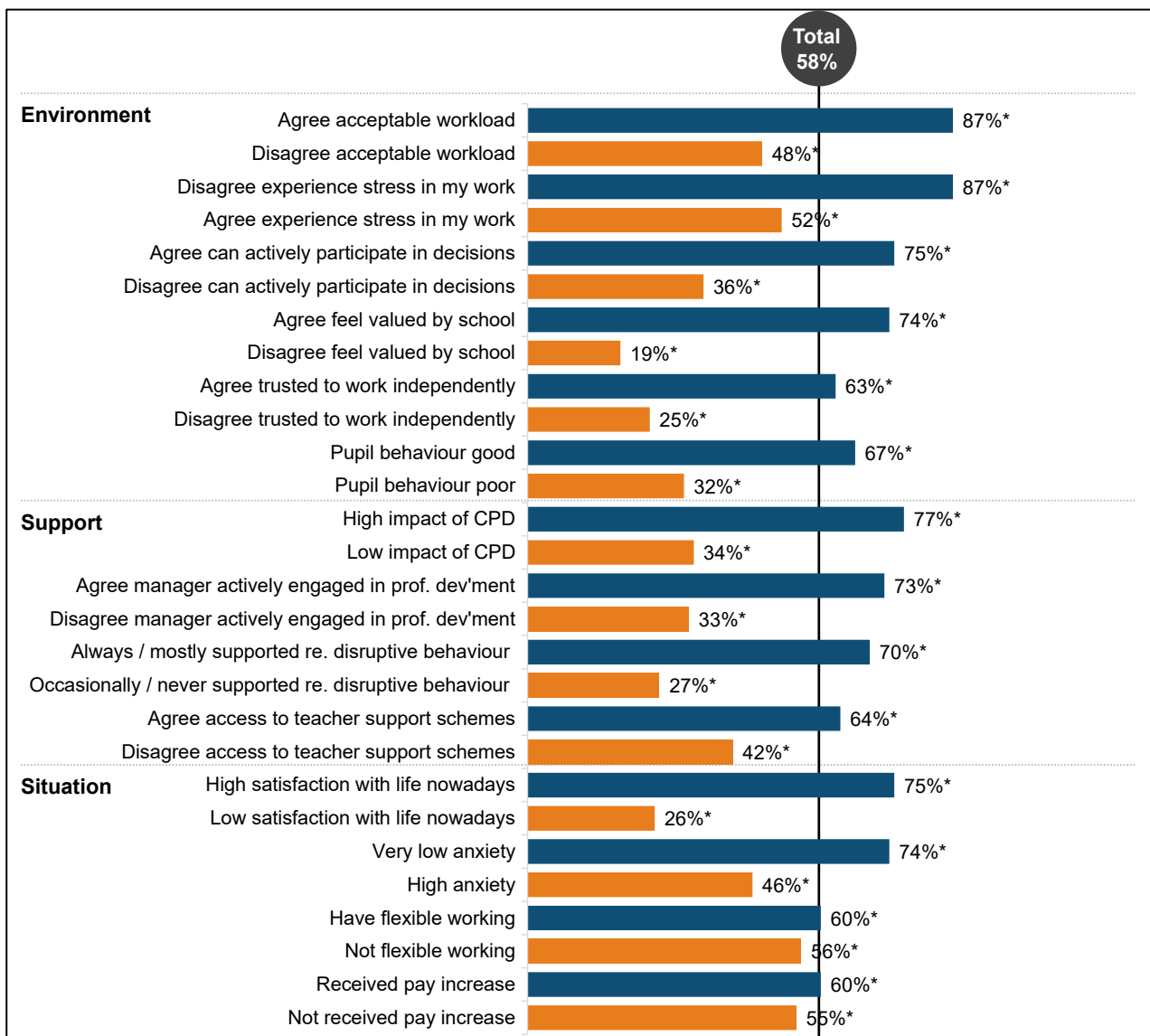


Source: Working Lives of Teachers and Leaders 2022 survey. M1_1. To what extent would you say that ...you are satisfied with your current job? Single response All teachers and leaders (n=11,177). Lowest base size for '1, up to 2 years' (n=441).

Those who rated their work environment, their support, and their general welfare higher also rated their job satisfaction higher, indicating a strong inter-relationship between all of these factors (Figure 11.4). One of the greatest gaps was in terms of feeling valued by the school: three quarters (74%) of those who felt valued by the school said they were satisfied with their job all or most of the time, compared to only 19% of those who did not feel valued by their school, a gap of 55 percentage points. Other notable gaps included:

- Life satisfaction: 75% of those with high or very high life satisfaction were satisfied with their job compared with 26% of those with low life satisfaction, a gap of 49 percentage points
- CPD: 77% of those saying CPD had a high impact on their ability to perform their role were satisfied with their job compared to 34% who said it had a low impact, a gap of 43 percentage points
- Behaviour support: 70% of those who always or mostly felt supported to deal with disruptive behaviour were satisfied all or most of the time compared with 27% of those who felt occasionally or never supported, a gap of 43 percentage points

Figure 11.4 Proportion satisfied with their job all or most of the time by environmental, support and situation factors



Source: Working Lives of Teachers and Leaders 2022 survey. M1_1. To what extent would you say that ...you are satisfied with your current job? Single response. All teachers and leaders (n=11,177). * Higher than average at 95% confidence level

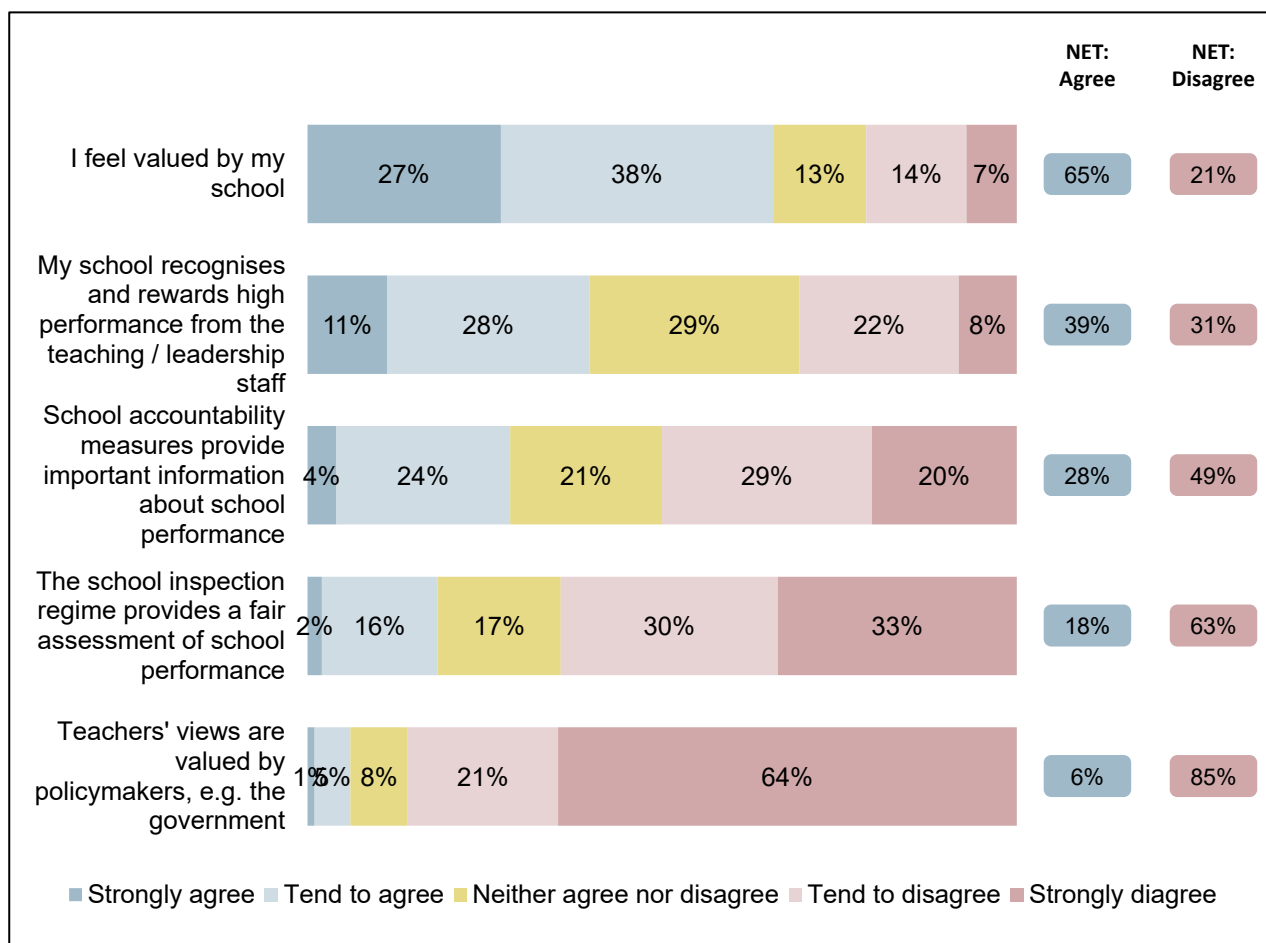
Views on school

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. However, in terms of schools recognising and rewarding high performance, teachers and leaders had more mixed views; around four in ten (39%) agreed that their school rewarded high performance, whilst three in ten (31%) said the school did not or were neutral (29%).

Opinion on whether school accountability measures and the school inspection regime provided a good representation of the school was low, with higher levels of disagreement than agreement. Just over a quarter of teachers and leaders (28%) thought the school accountability measures, such as performance tables, provided important information about the school performance (49% disagreed), and a lower proportion (18%) agreed that the school inspection regime provided a fair assessment of school performance (63% disagreed).

Opinions were even lower in terms of whether teachers' views were valued by policy makers. Around one in twenty (6%) thought this was the case, and a sizeable majority (85%) disagreed that their views were valued by policymakers. Amongst those who disagreed, a high proportion (64%) 'strongly' disagreed.

Figure 11.5 Views of being valued and recognised appropriately



Source: Working Lives of Teachers and Leaders 2022 survey. E1_1 Agreement that 'I feel valued by my school'. Single response. All teachers and leaders (n=11,177). Q1_4. Agreement that 'my school recognises and rewards high performance from the teaching/leadership staff'. Single response. All teachers and leaders module 2 (n=3,494). 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 per statement. All teachers and leaders (n=11,177).

Feeling that their school valued them and that high performance from teaching staff was recognised and rewarded was more common among those working in primaries and among leaders. The gap between leaders and teachers for these measures was particularly wide, with twice as many leaders reporting that their school recognised high performance from the staff (68%) compared to teachers (33%).

Views by phase and job role were closer for the two statements that related to published reporting measures and inspection regimes. However, those working in secondary settings and leaders were relatively more positive about the accountability measures providing important information about school performance, and leaders were somewhat more positive than teachers on both measures relating to published reporting measures and inspection regimes (by 3 to 4 percentage points).

Table 11.2 Views of being valued and recognised appropriately by phase and role

	All	Phase			Current role	
		Primary	Secondary	Special/PRU/AP	Leaders	Teachers
<i>All teachers and leaders</i>	<i>(11,177)</i>	<i>(5,770)</i>	<i>(4,859)</i>	<i>(548)</i>	<i>(1,857)</i>	<i>(9,094)</i>
I feel valued by my school	65%	69%*	61%	69%	85%*	*62%
My school recognises and rewards high performance from the teaching / leadership staff	39%	41%*	35%	42%	68%*	33%
School accountability measures provide important information about school performance	28%	25%	31%*	25%	31%*	27%
The school inspection regime provides a fair assessment of school performance	18%	18%*	19%	24%*	21%*	18%
Teachers' views are valued by policymakers, e.g., the government	6%	7%	5%*	10%*	5%	6%

Source: Working Lives of Teachers and Leaders 2022 survey. E1_1 Agreement that 'I feel valued by my school'. Single response. All teachers and leaders (n=11,177). Q1_4. Agreement that 'my school recognises and rewards high performance from the teaching/leadership staff'. Single response. All teachers and leaders module 2 (n=3,494). 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 per statement. All teachers and leaders (n=11,177). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Looking at views and opinions by the demographic profile of teachers and leaders (Table 10.3), the most marked difference in views were by ethnicity, with White teachers and leaders more likely to say they felt valued by their school (67%) than those from other ethnicities (Black: 48%; Asian: 58%; Mixed: 61%). This difference in opinion appears to be driven by teachers, with no statistically significant difference in the extent to which leaders felt valued by ethnicity (63% of White teachers felt valued by their school vs. 54% of teachers from ethnic minority backgrounds, whilst 85% of White leaders agreed, similar to the 83% among leaders from ethnic minority backgrounds).

Teachers from an ethnic minority background were more likely to agree that the accountability reporting measures were important (40% of all ethnic minorities), that the school inspection regime provides a fair assessment (30%), and that teachers' views were valued by policymakers (12%).

Ethnic minority teachers and leaders were also more likely to be younger teachers (46% were aged under 35 vs. 38% of White teachers). Younger teachers and leaders (aged under 35) were also more likely to believe that school accountability measures and the school inspection regimes were important.

Table 11.3 Views of being valued and recognised appropriately by age, gender and ethnicity

	All	Age				Gender		Ethnicity			
		<35	35-44	45-54	55+	Female	Male	Asian	Black	White	Mixed
<i>All teachers and leaders</i>	(11,177)	(4,364)	(3,132)	(2,808)	(834)	(8,361)	(2,691)	(404)	(190)	(10,129)	(882)
I feel valued by my school	65%	64%*	67%*	66%	65%	65%	66%	58%*	48%*	67%*	61%
My school recognises and rewards high performance	39%	39%	39%	37%	39%	37%*	43%*	31%	33%	39%	36%
School accountability measures provide important information	28%	31%*	26%*	24%*	28%	28%	29%	46%*	38%*	26%*	34%
The school inspection regime provides a fair assessment	18%	22%*	17%*	15%*	15%*	18%	19%	34%*	30%*	17%*	25%*
Teachers' views are valued by policymakers	6%	9%*	5%*	3%*	4%*	7%	6%	15%*	9%	6%*	10%

Source: Working Lives of Teachers and Leaders 2022 survey. E1_1 Agreement that 'I feel valued by my school'. Single response. All teachers and leaders (n=11,177). Q1_4. Agreement that 'my school recognises and rewards high performance from the teaching/leadership staff'. Single response. All teachers and leaders module 2 (n=3,494). 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 per statement. All teachers and leaders (n=11,177). * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Again, and as found for other key measures in this survey, there was a strong inter-relationship between the extent to which teachers and leaders felt valued and other aspects of their working and professional life. For example, the following groups were more likely to disagree that they felt valued than the 21% average disagreement figure:

- Those who said the pupil behaviour in their school was poor (46%) and who said that support to deal with disruptive behaviour was only occasionally or never provided (54%)
- Those who said they had experienced discrimination / bullying / harassment (48%)
- Those who disagreed that their manager supported their wellbeing (59%) or was considerate of their work-life balance (52%)
- Those with a health condition (28%) and those who reported high levels of anxiety (27%)
- Those who reported that their workload level was not acceptable (26%) or that their job did not leave enough time for their personal life (26%)
- Those who were not satisfied with their pay (26%) or had not had a pay rise even though they were expecting one (32%)

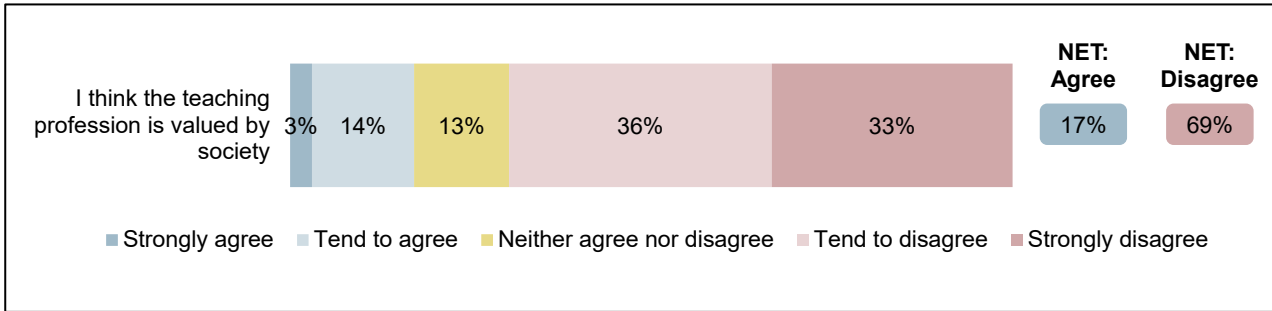
In line with this final point, in terms of their school recognising and rewarding high performance from the teaching / leadership staff, there was higher than average disagreement amongst those who were not satisfied with their pay (37%) or had not had a pay rise (35%).

Public perceptions

A high proportion of teachers and leaders did not think the teaching profession was valued by society; less than one in five (17%) said it was valued while four times as many (69%) disagreed (a third disagreed strongly).

As with views on being valued by policymakers, there was no difference in feeling valued by society between those working in primary settings vs. secondaries, or by leaders vs. teachers.

Figure 11.6 Views on teaching profession being valued by society



Source: Working Lives of Teachers and Leaders Wave 1 survey. Q1_7. Agreement that 'I think the teaching profession is valued by society' Single response. All teachers and leaders module 2 (n=3,494).

12. Future plans, including intentions to leave⁶²

This chapter focuses on the career plans of teachers and leaders over the next 12 months, including whether they intended to leave the state school sector entirely, to seek promotion, to move schools, or to retire. Perceptions about what teachers and leaders need to do in order to progress in their careers is also explored.

Considering leaving the state school sector

A quarter (25%) of teachers and leaders reported that they were considering leaving the state school sector in the next 12 months for reasons other than retirement, and 6% were considering retirement in this time (Table 12.1). Teachers and leaders that work within secondary settings were more likely to report considering leaving the state school sector for reasons other than retirement (28%) than their counterparts working in primary settings (23%) and special schools, PRUs or APs (20%).

Table 12.1 Those who reported that they were considering leaving the state sector and considering retirement in the next 12 months, by phase and role

	All	Phase			Current role	
		Primary	Secondary	Special / PRU / AP	Leaders	Teachers
All teachers and leaders	(11,177)	(5,770)	(4,859)	(548)	(1,857)	(9,094)
Leaving the state school sector (excluding retirement)	25%	23%*	28%*	20%*	21%	26%*
Retirement	6%	5%	6%	8%*	9%*	5%

Source: Working Lives of Teachers and Leaders 2022 survey. M2. In the next 12 months, are you considering any of the following? Single response. * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

By specific job role, deputy and assistant headteachers were the least likely to report considering leaving the sector for reasons other than retirement (20%), while it was

⁶² 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.

highest among non-ECT classroom teachers (26%) and leading practitioners (29%).⁶³ Just under a fifth (19%) of heads reported that they were considering retiring over the next 12 months. By comparison, 5% of deputy and assistant heads reported that they were considering retirement.

The following groups were all more likely than average to report considering leaving the state sector for reasons other than retirement in the next 12 months:

- Men (31% vs. 23% of women)
- Those working part time (27% vs. 24% working full-time). There was no difference by overall flexible working status; 25% of those working flexibly reported that they were considering leaving the state sector, as did 25% of those not working flexibly
- Those who work in schools rated by Ofsted as having 'serious weaknesses' or are in special measures (33%). Results did not vary significantly by whether teachers or leaders worked in schools rated outstanding (25%), good (24%) or requires improvement (26%)
- Those who rated pupil behaviour in their school as 'poor' (37%). By comparison, 21% of those who rated behaviour as 'good' were considering leaving. Twice as many of those who occasionally or never felt supported to deal with disruptive behaviour were considering leaving compared to those who felt always or mostly supported (41% vs 20%)
- Those aged 35-44 (27%). In comparison, consideration of leaving the state school sector was low among those aged 55+ (13%), though predictably a large proportion of this age group were considering retirement (41%)
- Those teaching computer science, computing or electronics (38%), performing arts (36%), business, economics or accounting (34%), and sciences (30%)
- Those who were rarely satisfied or not at all satisfied with their current job (64%)

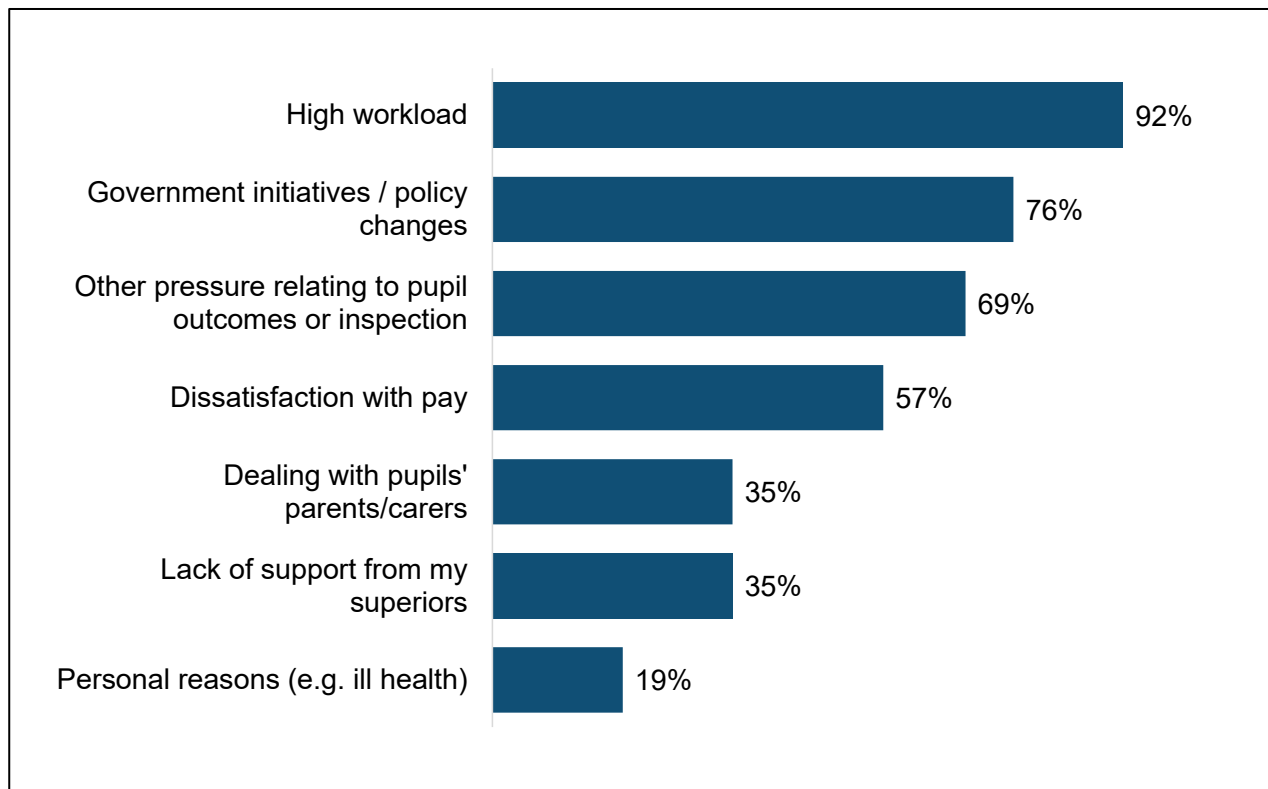
Reasons for considering leaving the state school sector

When prompted with a list of reasons for considering leaving the state sector in the next 12 months and being asked to rate the importance of that factor in their decision, teachers and leaders most commonly reported high workload as an important factor (mentioned by 92% as important). The next most commonly selected reasons were government initiatives or policy changes (important for 76%) and pressures related to

⁶³ 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, rather than those who went through the new ECT induction. See footnote in the executive summary for more detail on this.

pupil outcomes or inspection (69%). A majority (57%) indicated that dissatisfaction with pay was an important factor in their considering leaving the state sector.

Figure 12.1 Teachers’ and leaders’ reasons for considering leaving the state sector in the next 12 months



Source: Working Lives of Teachers and Leaders 2022 survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response per response option. All teachers and leaders considering leaving the state education sector (excluding retirement) (n=2,779). 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.

Leaders were significantly more likely than teachers to give the following as important reasons for considering leaving the state sector in the next 12 months: government initiatives and policy changes (80% vs. 75% respectively) and dealing with pupils’ parents/carers (46% vs. 34% respectively). On the other hand, teachers were more likely than leaders to cite the following as important: dissatisfaction with pay (59% vs. 37%) and a lack of support from their superiors (37% vs. 24%).

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 (84% vs 78%), dealing with pupils’ parents/carers (51% vs 43%) and other pressures related to pupil outcomes or inspection (83% vs 62%) as reasons for considering leaving the profession. Conversely, deputy and assistant headteachers were

more likely to cite dissatisfaction with pay (41% vs 29%) and a lack of support from their superiors (28% vs 15%) as reasons why they were considering leaving.

As shown in Table 12.2 there were also differences by phase. Government initiatives and policy changes (79%) and other pressure relating to pupil outcomes (80%) were more of a factor among those working in primaries, while dissatisfaction with pay (59%) was more important than average for those working in secondary settings. Personal reasons such as ill health were more important a factor for those working in special schools, PRUs or APs (37%) than elsewhere.

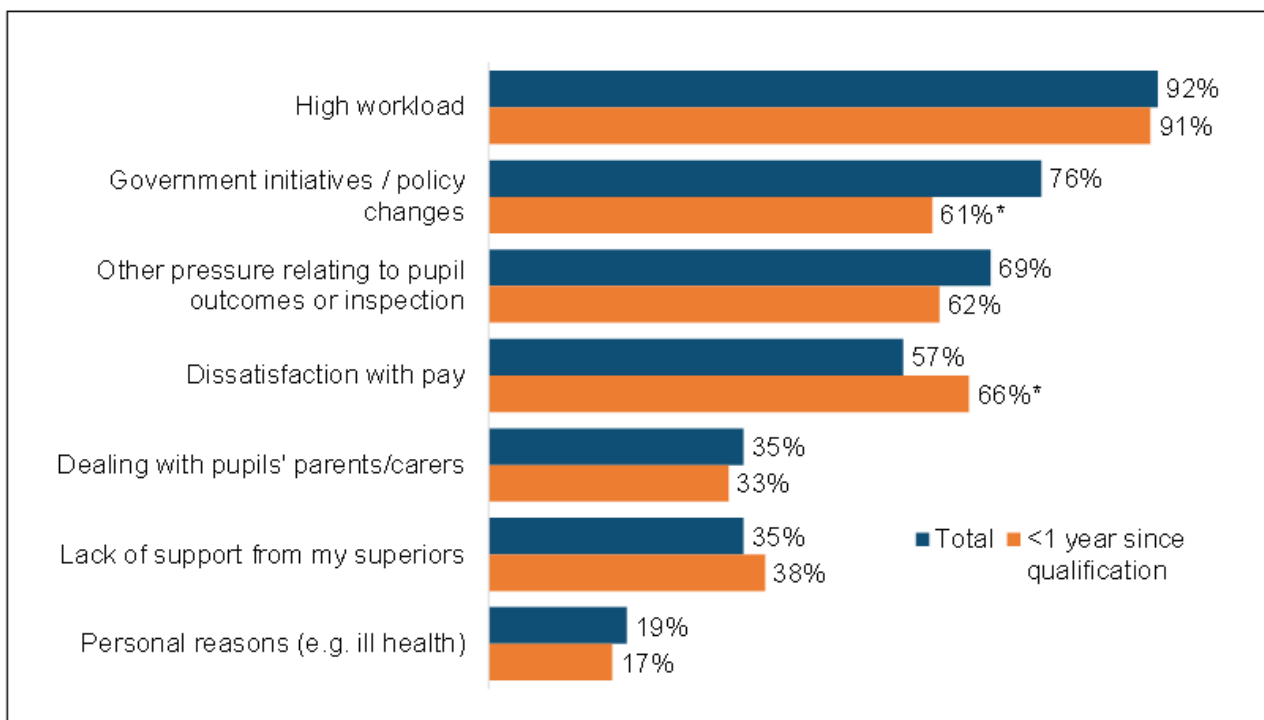
Table 12.2 Reasons important for considering leaving the state sector in the next 12 months, by phase and role

	All	Phase			Current role	
		Primary	Secondary	Special / PRU / AP	Leaders	Teachers
<i>Teachers and leaders considering leaving the state sector</i>	(2,779)	(1,337)	(1,331)	(111)	(393)	(2,328)
High workload	92%	93%*	92%	86%*	92%	92%
Government initiatives / policy changes	76%	79%*	73%*	74%	80%*	75%*
Other pressure relating to pupil outcomes or inspection	69%	80%*	60%*	64%	69%	69%
Dissatisfaction with pay	57%	54%*	59%*	54%	37%*	59%*
Lack of support from superiors	35%	34%	36%	42%	24%*	37%*
Dealing with pupils' parents/carers	35%	38%*	33%	22%*	46%*	34%*
Personal reasons (e.g., ill health)	19%	17%*	20%	37%*	19%	19%

Source: Working Lives of Teachers and Leaders 2022 survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response per response option. All teachers and leaders considering leaving the state education sector (excluding retirement) (n=2,779). 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. * Indicates statistically significant difference compared to overall ('All') figure. Colour coding indicates a higher (blue) or lower (red) proportion compared to the overall average for each response.

Among those considering leaving the state sector in their first year since qualifying, high workload was the most common reason given (91%, matching the proportion mentioning this among all those considering leaving). However, as shown in Figure 12.2 compared to all teachers they were more likely to say dissatisfaction with pay was an important reason (66% vs. the 57% average) or that a lack of support from their superiors was a factor (38% vs. the 35% average). On the other hand, ECTs and leaders were less likely to mention government initiatives and policy changes, and other pressures relating to pupil outcomes and inspections.

Figure 12.2 Teachers’ and leaders’ reasons for considering leaving the state sector by total and those with less than one year since qualification



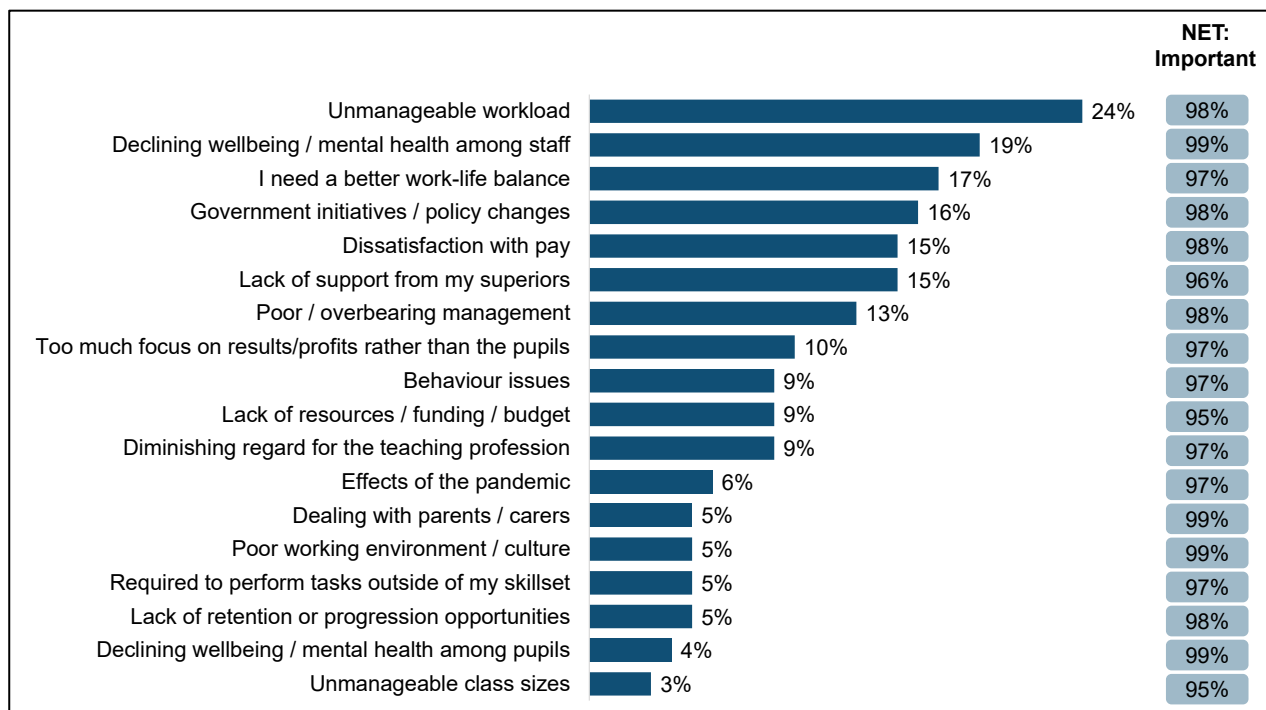
Source: Working Lives of Teachers and Leaders 2022 survey. M5. How important have the following factors been in making you consider leaving the state education sector? Single response per response option. All teachers and leaders considering leaving the state education sector (n=2,779), <1 year since qualification (n=310). * Indicates statistically significant difference compared to overall ('total') figure.

Generally, there were relatively few differences in the reasons for considering leaving the sector by whether teachers and leaders worked flexibly or not. For both, a high workload was the most cited reason, particularly among those who do not work flexibly (93%). Flexible workers were more likely than those not working flexibly to say that pressures relating to pupil outcomes or inspection (74% vs. 66%) and personal reasons (22% vs. 17%) were important reasons why they were considering leaving.

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 in a free-text box (i.e., without being prompted for the reason). As shown in Figure 12.3, the

most common spontaneously mentioned reasons for considering leaving were having an unmanageable workload (mentioned by 24% considering leaving the sector), declining wellbeing and mental health among staff (19%) and the need for a better work-life balance (17%). Almost all teachers and leaders spontaneously giving a reason for considering leaving said that reason was an important factor in their consideration (the ‘importance’ scores given are shown on the right of Figure 12.3 below).

Figure 12.3 Spontaneously mentioned reasons for considering leaving the state sector in the next 12 months



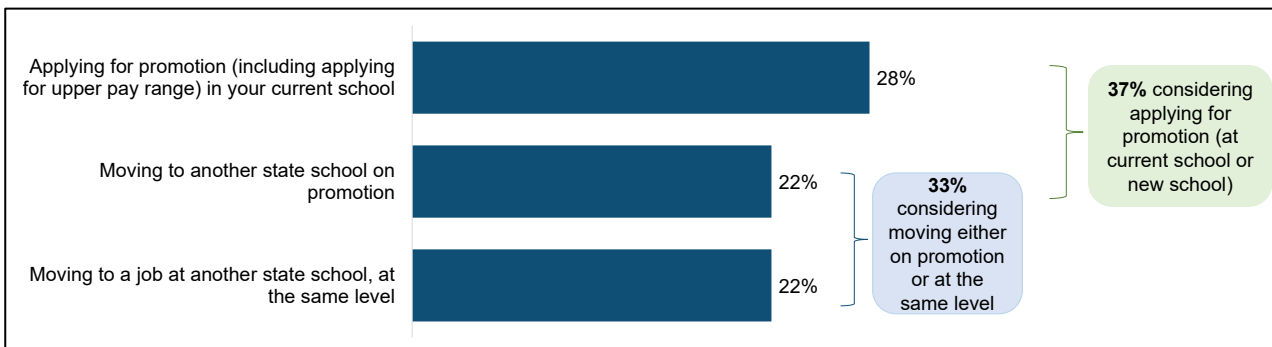
Source: Working Lives of Teachers and Leaders 2022 survey. M5. How important have the following factors been in making you consider leaving the state education sector – other reason provided? Single response per response option. All teachers and leaders considering leaving the state education sector (excluding retirement) (n=2,779).

Other career considerations

Teachers’ and leaders’ plans for the next 12 months indicate that many are considering next steps in their career and that these often involve moving to another school.

Almost three in ten teachers and leaders (28%) were considering applying for promotion in their current school in the next 12 months, while approaching a quarter were considering moving to another school on promotion (22%) or moving to another school at the same level (also 22%).

Figure 12.4 Other career considerations for teachers and leaders in the next 12 months⁶⁴



Source: Working Lives of Teachers and Leaders 2022 survey. M2. In the next 12 months, are you considering any of the following? Multiple response. All teachers and leaders (n=11,177).

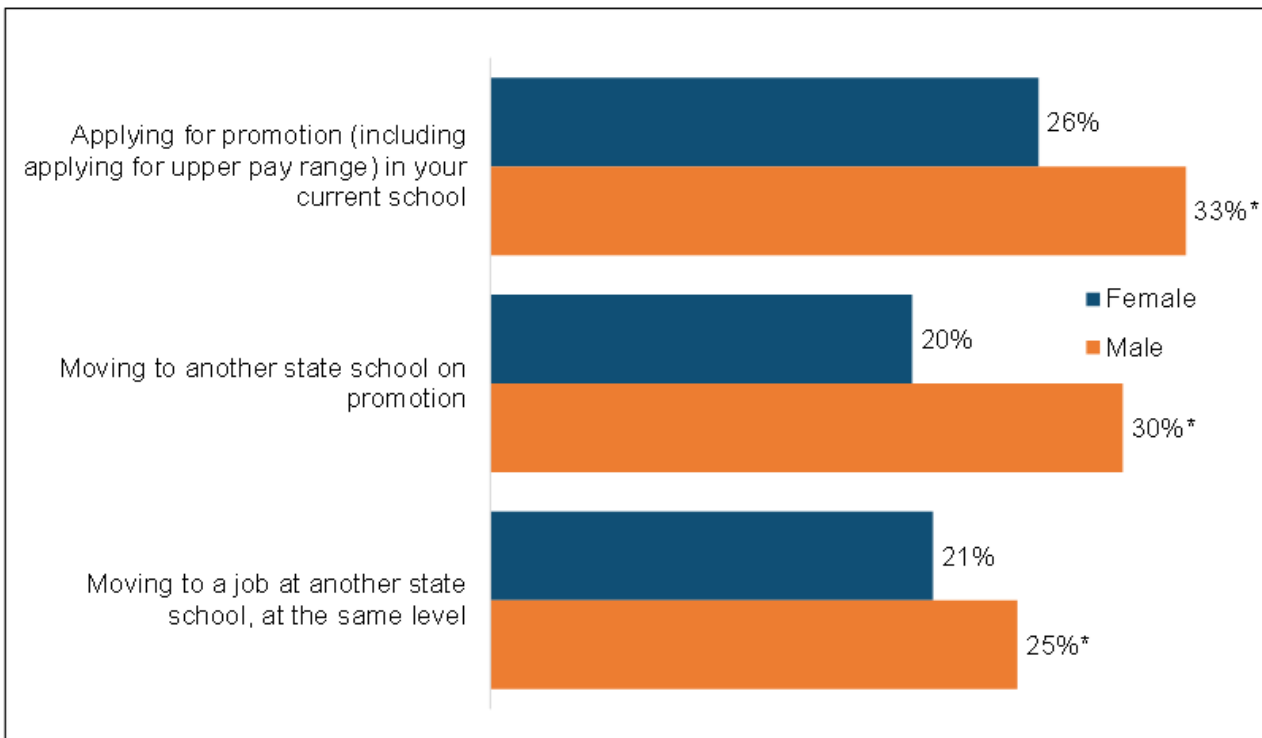
Teachers were more likely than leaders to be considering applying for promotion within their school in the next 12 months (29% vs. 20% respectively; predictably the figure was particularly low among heads (6%)). On the other hand, leaders were more likely to be considering moving to another school on promotion (28% vs. 22% of teachers).

Primary teachers and leaders were significantly less likely to be considering applying for promotion within their school (23%) compared to those working in secondary settings or special schools, PRUs and APs (both 32%). This is likely to reflect that the size and structure of primary settings provide fewer opportunities for progression.

Similarly, male teachers and leaders were more likely to say they were considering all of the potential career moves listed when compared with their female counterparts, with three in ten (30%) saying that they were considering a move to another school on promotion compared to one in five (20%) female teachers and leaders.

⁶⁴ 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 at another school on promotion and the 22% considering moving to a job at another school at the same level).

Figure 12.5 Other career considerations for teachers and leaders in the next 12 months, by sex



Source: Working Lives of Teachers and Leaders 2022 survey. M2. In the next 12 months, are you considering any of the following? Single response. All teachers and leaders (n=11,177), Female (n=8,361), Male (n=2,691). *Indicates significantly higher difference between male and female.

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, cited by three in ten (31%). This was followed by almost a quarter (24%) being happy at their current level, and just over one in ten (11%) who explained that the increase in pay would not compensate for the increase in responsibility. Other reasons included being recently promoted (8%), there being no promotion opportunities available to them currently (8%) and feeling they did not possess the right skills to progress (5%).

Teachers were significantly more concerned about the potential impact promotion would have on their work-life balance than leaders (33% vs. 20%). On the other hand, leaders were more likely than teachers to say they were happy remaining at their current level (35% vs. 23%).

As may be expected, reasons for not seeking promotion in the next 12 months differed somewhat by age. As shown in Table 12.3 older teachers (aged 55 plus) were more likely than their younger counterparts not to be seeking promotion because they were

happy at their current level. Those aged under 35 were more likely than average to say that they did not have the right skills to progress.

Table 12.3 Main reason why teachers and leaders do not intend to seek promotion within the next 12 months, by age (if given by <3% of total then reason not shown)

	All	Under 35	35 - 44	45 - 54	55+
<i>All not considering promotion or leaving</i>	(6,517)	(2,277)	(1,915)	(1,899)	(404)
I am concerned about the potential impact on work-life balance	31%	28%*	*37%	31%	*20%
I am happy at my current level	24%	*22%	*20%	*29%	*40%
The increase in pay would not compensate for the increase in responsibility	11%	*10%	12%	*13%	8%
I have recently been promoted	8%	*9%	8%	*5%	*5%
There is no position I can be promoted to / no promotion opportunities at the moment	8%	8%	8%	8%	10%
I don't think I possess the right skills to progress	5%	*10%	*3%	*3%	*1%
I don't see teaching as a long-term career path	3%	*4%	3%	*2%	2%
I am concerned that promotion will mean less time in the classroom	3%	*2%	3%	3%	2%

Source: Working Lives of Teachers and Leaders 2022 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 (n=6,517). * Indicates statistically significant difference compared to overall ('All') figure.

Those working flexibly were more likely than those not to say their main reason was concern about the impact on their work-life balance (34% vs. 29% respectively); this is likely to reflect that a good work-life balance may be the result of them working flexibly in the first place.

Knowing what to do in order to progress

Just over three fifths (62%) of all teachers and leaders agreed that they knew what they needed to do in order to progress to the next level in their career, though notably more tended to agree (45%) than agreed strongly (17%). Overall, around one in six reported that they did not know what they needed to do in order to progress to the next level in their career (17%; the remainder neither agreed nor disagreed (15%), answered don't know (2%) or explained that the question did not apply to them (4%).

By job role, deputy and assistant heads were the most likely to know what they needed to do in order to progress in their careers (84%). Seventy percent of headteachers and executive headteachers knew what to do, as did 73% of leading practitioners. Knowledge of what to do in order to progress was lower among classroom teachers, with 59% of non-ECTs and 58% of ECTs saying they knew what to do.

13. Factors influencing important career decisions

This section looks at the factors most likely to influence teachers' consideration of changing schools or leaving the state education profession entirely. Note this is based on the survey responses and sample information from teachers and leaders working in an English state school at the time of being surveyed, rather than data from teachers or leaders who have left.

To identify the most important factors influencing teachers' and leaders' decisions to leave their posts, two hierarchical linear regression models were produced, using hierarchical logistic regression⁶⁵. One model sought to determine factors influencing consideration of leaving the state education sector (excluding because of retirement) and the other sought to determine reasons for considering moving to another state school (either at the same level or on promotion)⁶⁶.

Each model used predictors from survey responses and information from the SWC/DTTP, and were grouped into four categories ('blocks'):

1. Employment characteristics
2. School characteristics
3. Demographic information
4. Attitudinal information – these measures have a negative impact on the model, meaning that a negative score meant a higher likelihood of considering leaving the state education sector

Variables were loaded into the model by block, in ascending order. They were loaded in this way so that the model controls for the effect of variables in blocks already loaded when a new block is loaded. This means that where a factor is shown as significant in the model, we can be confident that the effect of this is real and not due to a correlation with another variable loaded in previous blocks.

Each model produced two measures to indicate the impact and effect of predictors on likelihood to leave the state sector or to move to a different state school.

- 1) **Overall impact of a predictor:** this measure (presented in Figures 12.1 and 12.2) below, takes account of the proportion of teachers and leaders that each group

⁶⁵ Hierarchical logistic regression is a type of key driver analysis used to describe the impact of independent variables on a binary dependent variable. Further details on the regression methodology can be found in the accompanying technical report.

⁶⁶ 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 or move, 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.

accounts for as well as the relative differences in effect on their plans to leave or move, to explain the % of the variance ('importance score') in decisions to leave / move accounted for by each predictor⁶⁷. For example, a predictor that affects a larger number of teachers and leaders, with big effect differences, will tend to lead to a higher importance score. In this sense, it provides a good guide as to the predictors' overall contribution as it takes account of how many teachers and leaders are affected.

- 2) **The effect size for each category of a predictor:** This shows only the overall effect for that group of teachers and leaders, relative to a reference group, but does not take account of how big that group of teachers and leaders is (unlike the overall impact measure above), which might be small. This is described below in terms of differences in odds of planning to leave. This measure provides important information about the magnitude of impact of one particular characteristic (even if small) relative to others.

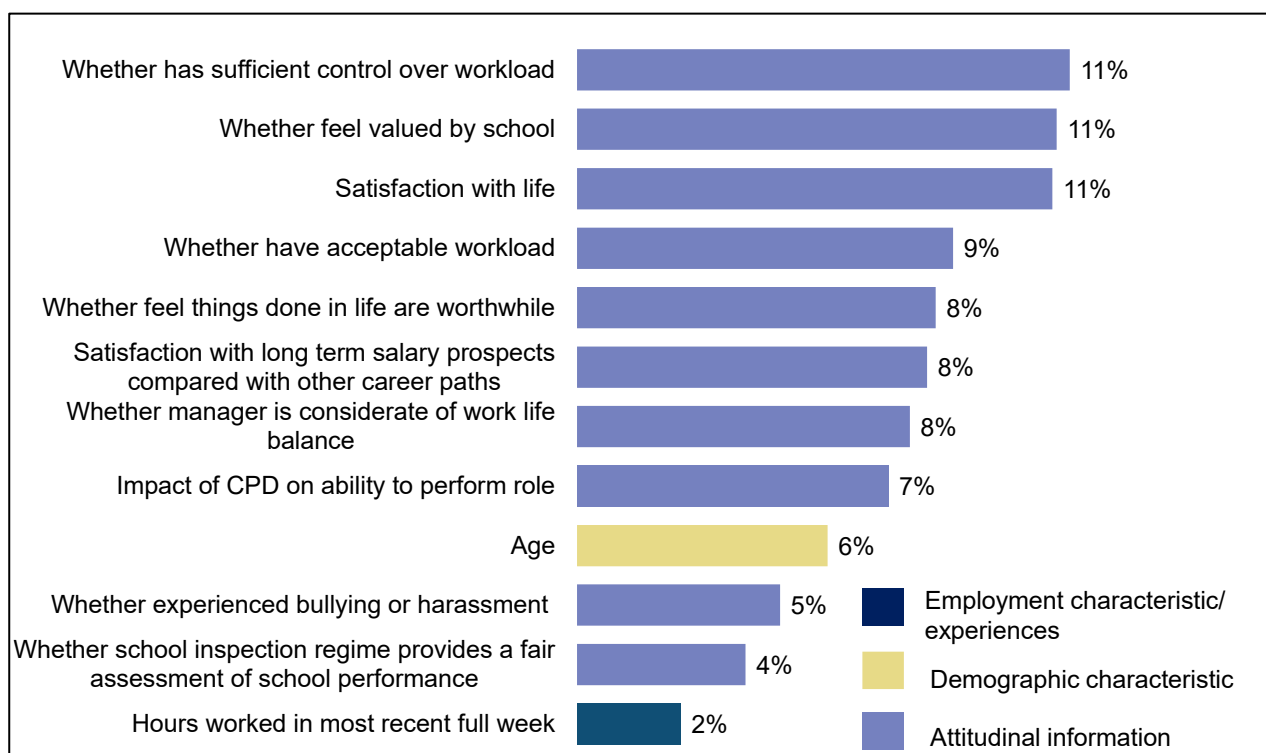
Leaving the state education sector

An initial model looking at key drivers of decisions to leave the state education sector indicated that job satisfaction accounted for 49% of the variance between those reporting they were considering leaving compared to those not reporting they were considering leaving. While it is logical that job satisfaction can have a large impact on such career decisions, this meant that its inclusion in the model may have been masking the effect of other factors on likelihood to consider leaving the state education sector.

We therefore ran a second model which excluded job satisfaction, to give a more nuanced and more informative picture of the key drivers of decisions to leave the state education sector. As shown in Figure 13.1 below, the most important factors that the model identified (each explaining 11% of the variance) were whether teachers and leaders felt they had sufficient control over their workload, whether they felt valued by their school, and whether they were satisfied with their life. This model shows that considerations of leaving the state sector are primarily driven by teachers' and leaders' attitudes towards their jobs and, more broadly, their lives. Factors relating to demographic, employment or school-level characteristics play a less significant role.

⁶⁷ A fuller explanation of this measure ('Johnson's Relative Weights') can be found in the accompanying technical report.

Figure 13.1 Factors influencing decisions to leave the state education sector



Source: Working Lives of Teachers and Leaders 2022 survey. All teachers and leaders (n=11,177). Factors with <2% variance in the model are not included in Figure 12.1.

Table 13.1 below shows how the relative importance, and ranking, of factors changed between the two models. Most notably, the exclusion of job satisfaction in Model 2 led to the inclusion of the following variables: whether feel valued by school (11% importance); whether have an acceptable workload (9% importance); whether feel things done in life are worthwhile (8% importance); whether manager is considerate of work-life balance (8% importance), and; whether school inspection regime provides a fair assessment of school performance (4% importance). That these variables were being masked by the inclusion of job satisfaction in the initial model indicates a close relationship between these factors and overall job satisfaction. No variables dropped out of the model when job satisfaction was removed.

In terms of ranking, the omission of job satisfaction meant that sufficient control over workload moved from third (Model 1) to first (Model 2). Other than this change, and the addition of the new factors in Model 2 mentioned above, the models remained fairly similar, with all other factors appearing in the same order in both models. The relative importance for each factor was slightly higher in Model 2 due to the removal of job satisfaction; in Model 1 job satisfaction dominated the importance measure, meaning all other factors had slightly less importance.

Table 13.1 Key drivers influencing decisions to leave the state education sector, with and without the inclusion of overall job satisfaction

Factor	Model 1 - with 'job satisfaction'		Model 2 - without 'job satisfaction'	
	Ranking	Importance (%)	Ranking	Importance (%)
Job satisfaction	1	48.7%	-	-
Whether has sufficient control over workload	3	10.3%	1	11.4%
Whether feel valued by school	-	-	2	11.1%
Satisfaction with life	2	10.7%	3	11.0%
Whether have an acceptable workload	-	-	4	8.7%
Whether feel things done in life are worthwhile	-	-	5	8.3%
Satisfaction with long term salary prospects (vs. other career paths)	4	6.5%	6	8.1%
Whether manager is considerate of work-life balance	-	-	7	7.7%
Impact of CPD on ability to perform role	5	5.6%	8	7.2%
Age	6	4.1%	9	5.8%
Whether experienced bullying or harassment	7	4.1%	10	4.7%
Whether school inspection regime provides a fair assessment of school performance	-	-	11	3.9%
Hours worked in most recent full week	8	2.0%	12	2.4%
Whether experienced discrimination	9	1.6%	13	1.8%
Whether have physical/mental health condition	10	1.5%	14	1.7%
Years qualified as a teacher	11	1.3%	15	1.6%
Phase - secondary	12	1.1%	16	1.3%
Working part time	13	0.6%	17	1.0%
Whether or not religious	14	0.6%	18	0.9%
Whether undertaken CPD activities in last 12 months	15	0.5%	19	0.6%
Whether move to higher job role in last 12 months	16	0.4%	20	0.5%
Head of subject / faculty	17	0.3%	21	0.3%

Source: Working Lives of Teachers and Leaders 2022 survey. All teachers and leaders (n=11,177). Factors ranked by order of appearance in Model 2.

Taking all predictors with an importance score of >5% in descending order of overall importance for Model 2 (as presented in Figure 13.1), listed below are the overall odds for considering leaving the state education sector compared to not considering leaving⁶⁸:

- **Sufficient control over workload:** those who 'strongly disagreed', 'disagreed' or 'neither agreed nor disagreed' that they had sufficient control over their workload had 62% higher odds of considering leaving compared to those who 'agreed' or 'strongly agreed'
- **Feeling valued by school:** those who only agreed that they felt valued by their school 'sometimes', 'rarely' or 'not at all' had 56% higher odds of considering leaving than those who reported feeling valued 'all' or 'most' of the time
- **Satisfaction with life:** those who reported low or medium life satisfaction (0-6/10) had 53% higher odds of reporting considering leaving compared with those who reported being satisfied with life (7-10/10)
- **Acceptable workload:** those who 'strongly disagreed', 'disagreed' or 'neither agreed nor disagreed' that they had an acceptable workload had 45% higher odds of reporting considering leaving than those who 'agreed' or 'strongly agreed' that they had an acceptable workload
- **Feeling things done in life are worthwhile:** those who gave a rating of 0-6/10 when asked whether they thought the things they do in life are worthwhile had 28% higher odds of reporting considering leaving than those who gave a rating of 7-10
- **Satisfaction with long-term salary prospects:** those who 'strongly disagreed', 'disagreed' or 'neither agreed nor disagreed' that they were satisfied with their longer-term salary prospects compared to other career paths they could follow had 67% higher odds of considering leaving compared to those who 'agreed' or 'strongly agreed'
- **Feeling managers are considerate of work-life balance:** those who 'strongly disagreed', 'disagreed' or 'neither agreed nor disagreed' that their manager was considerate of their work-life balance had 30% higher odds of considering leaving compared with those who 'agreed' or 'strongly agreed'
- **Impact of CPD on ability to perform role:** those who rated the CPD undertaken in the past 12 months as having little or no impact (0-5/10) on their ability to do their job had 41% higher odds of considering leaving than those who reported it had some positive impact (6-10/10)
- **Age:** those under 55 years old had between 2.26-2.68 times higher odds of reporting considering leaving compared with those aged 55 and over.

⁶⁸ Odds measures are shown for all factors with an importance measure of 5% or more in Figure 12.1

Moving to another state school

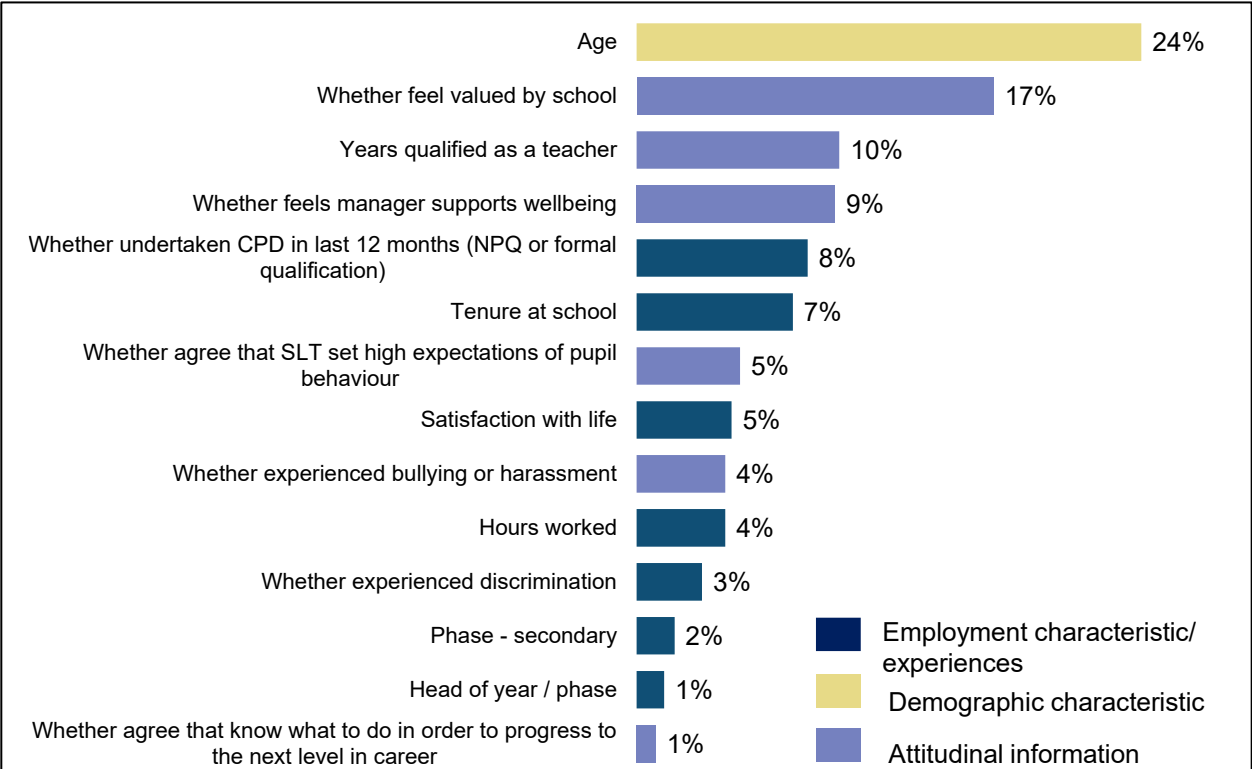
Two models were also run to look at factors influencing considerations of moving to another state school, one model with job satisfaction included and one without. In the first model, job satisfaction was an important factor, ranking second with an importance score of 18%. Although it had less impact than it did in the 'leave' model (49% importance), a second model was still run to see whether it was masking any variables, as was seen with the 'leave' model.

As shown in Figure 13.2 below, the model indicated that age was the most important factor in decisions to move to a different school (with an importance score of 24%), followed by whether the individual felt valued by their school (17% importance). Unlike the 'leave' model, key drivers of decisions to move school are a mixture of demographic and employment characteristics, as well as attitudes towards jobs and lives (these dominated the 'leave' model).

Table 13.2 shows that the two models were fairly similar, with only one new factor entering the model when job satisfaction was removed: satisfaction with life (importance score of 5%). There were also slight changes to the order of some factors. For example, feeling supported by manager moved above (from rank 6 to 4) whether undertaken CPD (an NPQ or formal qualification) in last 12 months in order of importance. On the other hand, hours worked moved below agreement that SLT set high expectations of pupil behaviour and having experienced bullying or harassment (from 8 to 10).

As with the 'leave' model, the removal of job satisfaction meant each factor had a slightly higher importance score in Model 2 compared with Model 1. For example, while age remained the most important factor influencing decisions to leave, its importance increased (from 21% to 24%).

Figure 13.2 Factors influencing decisions to move to a different state school



Source: Working Lives of Teachers and Leaders 2022 survey. All teachers and leaders (n=11,177).

Table 13.2 Key drivers influencing decisions to move to a different state school, with and without the inclusion of overall job satisfaction

Factor	Model 1 - with 'job satisfaction'		Model 2 - without 'job satisfaction'	
	Ranking	Importance (%)	Ranking	Importance (%)
Job satisfaction	2	17.8%	-	-
Age	1	21.1%	1	23.9%
Whether feel valued by school	3	12.6%	2	16.9%
Years qualified as a teacher	4	8.8%	3	9.6%
Whether feel manager supports wellbeing	6	7.3%	4	9.4%
Whether undertaken CPD in last 12 months – NPQ or formal qualification	5	7.9%	5	8.1%
Tenure at school	7	6.8%	6	7.4%
Whether agree that SLT set high expectations of pupil behaviour	9	3.8%	7	4.9%
Satisfaction with life	-	-	8	4.5%
Whether experienced bullying or harassment	10	3.6%	9	4.2%
Hours worked	8	3.9%	10	4.2%
Whether experienced discrimination	11	2.6%	11	3.1%
Phase – secondary	12	1.6%	12	1.8%
Head of year/phase	13	1.1%	13	1.3%
Whether agree that know what to do in order to progress to the next level in career	14	1.0%	14	0.9%

Source: Working Lives of Teachers and Leaders 2022 survey. All teachers and leaders (n=11,177). Factors ranked by order of appearance in Model 2.

For Model 2, the overall odds of considering moving to a different state school compared to not considering moving were higher for⁶⁹:

- **Age:** those under 45 years old had over 4.6 times higher odds of reporting considering moving compared with those aged 55 and over
- **Feeling valued by school:** those who 'strongly disagreed', 'disagreed' or 'neither agreed nor disagreed' that they felt valued by their school had two times higher odds of reporting considering moving compared with those who 'agreed' or 'strongly agreed'
- **Years qualified:** those qualified for between 0-15 years had between 31% and 49% higher odds of reporting considering moving compared with those who had been qualified for 21+ years
- **Manager supporting wellbeing:** those who 'strongly disagreed', 'disagreed' or 'neither agreed nor disagreed' that their manager supported their wellbeing had 46% higher odds of reporting considering moving compared to those who 'agreed' or 'strongly agreed'
- **Having undertaken a national professional or formal qualification:** those who had undertaken such a qualification in the last 12 months had 86% higher odds of considering moving compared with those who had not
- **Tenure at school:** those who had been at their school for 3-5 years had 56% higher odds of reporting considering moving to another school than those who had been at their school for 10+ years.

⁶⁹ Odds measures are shown for all factors with an importance measure of 5% or more in Figure 12.2



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