



Department  
for Education

# **Working lives of teachers and leaders: wave 4**

**Summary report**

**November 2025**

**IFF Research and UCL Institute of  
Education**



**Government  
Social Research**

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# 1. Introduction

The working lives of teachers and leaders study is an annual survey of teachers and leaders in state schools in England. The survey explores teachers and leaders’:

- workload, wellbeing and flexible working arrangements
- attitudes to pay
- experiences of professional development
- views on pupil behaviour
- career reflections
- future career intentions

This summary presents headline findings from wave 4 of the survey, carried out between 28 January and 2 May 2025.<sup>1</sup>

Findings from wave 1([Working lives of teachers and leaders – wave 1 - GOV.UK](#)), wave 2 ([Working lives of teachers and leaders – wave 2 - GOV.UK](#)) and wave 3 ([Working lives of teachers and leaders: wave 3 - GOV.UK](#)) are available at the links above.

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<sup>1</sup> Previous waves took place in spring 2024 (wave 3), spring 2023 (wave 2) and spring 2022 (wave 1).

## 2. Methodology

In part, the working lives of teachers and leaders survey uses a longitudinal design. Those who took part in the preceding year are approached to participate in the following wave. All those who completed the wave 3 survey were invited to take part in wave 4. New participants are also invited to take part each year, ensuring a representative sample of at least 10,000 teachers and leaders.

### Wave 4 participants

A total of 10,808 teachers and leaders participated in wave 4 of the survey, 6,264 of whom also completed the wave 3 survey (2024). Of these, 1,259 have participated in the research since wave 2 (2023) and 3,260 have participated since wave 1 (2022). The new participants for wave 4 were sampled from:

- the [School Workforce Census](#)
- DfE's continuing professional development portal for early career teachers (ECTs)

In addition, 461 leavers (those who no longer teach in an English state school) completed a section of the survey, taking the total number of responses to 11,269.

### Questionnaire

The questionnaire was split into a core questionnaire and three shorter modules. All participating teachers and leaders were asked questions from the core questionnaire. Those who took part online were also randomly assigned one of the modules:

- work life and wellbeing (2,598)
- continuing professional development (2,588)
- pay (2,596)

### Weighting and margin of error

Survey data was weighted to the [School Workforce Census](#) to ensure that findings represent the population of teachers and leaders in England. Data presented from a sample of teachers and leaders, rather than the total population, is subject to sampling error.

The sample of 10,808 teachers and leaders currently working in an English state school means that statistically, we can be 95% confident that the true value of a survey finding of 50% lies within a +/- 1.1% range, that is 48.9% to 51.1%. Results based on a sub-set of teachers and leaders surveyed are subject to a wider margin of error.

The [wave 1](#), [wave 2](#) and [wave 3](#) technical reports have more detail on the methodology.

## Interpreting findings in this report

In this report we have:

- made comparisons from waves 1, 2 and 3 against wave 4 where possible
- drawn out statistically significant differences between the four years

Differences between subgroups are only referenced where statistically significant at the 95% confidence level. Unless explicitly noted otherwise, this is also the case for comparisons between 2022 and 2024, and 2023 and 2024.

Throughout the report, where there is a statistically significant difference, sometimes the scale of this difference will be indicated (e.g. 'a small increase'). Where a difference between figures is not statistically significant this is described as 'consistent', even where the percentages or mean averages being compared are not the same.

## Groups used in the analysis

Below is an explanation of the groups of participants used in the analysis and the number in each group.

### Teachers

Includes all who specified they were:

- leading practitioners
- middle leaders
- classroom teachers (not early career teachers)
- classroom teachers (early career teachers)
- unqualified teachers

There were 8,539 participants in this group.

### Middle leaders

Includes all who specified they were a middle leader, such as a:

- head of faculty
- head of subject or subject leader
- head of key stage

- head of phase
- head of year group

There were 2,120 participants in this group.

## **Senior leaders**

Includes all who specified that they were:

- an executive headteacher
- a headteacher
- deputy headteacher
- assistant headteacher
- leading practitioner

There were 2,374 participants in this group.

## **Leaders**

Includes all who specified that they were:

- an executive headteacher
- a headteacher
- deputy headteacher
- an assistant headteacher

There were 2,117 participants in this group.

## **Those with teaching responsibilities**

Includes all who reported their current job role was best described as classroom teacher or who indicated that their responsibilities included classroom teaching. This includes those who specified that they were leaders but undertook classroom teaching.

There were 9,778 participants in this group.

### 3. Teacher and leader workload

#### Overall workload

The survey asked teachers and leaders to estimate their total working hours in their most recent term-time working week.

In 2025, teachers continued to report working fewer hours on average than leaders and reported lower working hours than in all previous waves (46.9 in 2025 compared with 48.1 in 2024, 49.4 in 2023, 48.7 in 2022). Average hours worked per week were lower for full-time teachers in 2025 (50.1 compared with 51.2 in 2024, 52.4 in 2023 and 51.9 in 2022).

Leaders' average reported working hours were 55.5 per week in 2025, a decrease from 56.6 per week in 2024, and also the lowest average working hours recorded in the working lives of teachers and leaders series (57.4 in 2023, 56.8 in 2022). Average working hours for leaders working full-time were 56.5 (lower than 57.6 in 2024, as well as 58.2 in 2023, and 57.5 in 2022).

#### Distribution of working hours by band

Full-time teachers and leaders were most likely to report working 50 to 59 hours per week, as shown in Table 3.1.

**Table 3.1 Distribution of working hours 2025 - full-time teachers and leaders**

Hours worked	<20	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 79	80 or more	Don't know
Full-time teachers	1%	1%*	5%*	36%*	37%	15%	3%	1%	2%*
Full-time leaders	<1%	<1%	1%	13%	43%*	32%*	8%*	2%	<1%

Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All full-time teachers (wave 4, 2025, n=6,813) and all full-time leaders (wave 4, 2025, n=1,885). \*Indicates significant difference between teachers and leaders.

#### Average working hours by phase

Full-time teachers in primary schools worked fewer hours on average in 2025 compared with all previous years, as did full-time secondary teachers (Table 3.2). Among leaders, full-time primary leaders worked fewer hours than they had in 2024 and 2023, although

consistent with the 2022 average for this group. For full-time leaders in secondary schools, hours remained similar compared with 2024 and 2022 but were below those recorded in 2023. There was little change between years among those working in special schools, pupil referral units (PRU) or alternative provision (AP), except full-time leaders in these schools worked fewer hours than they had in 2023.

**Table 3.2 Average working hours by phase for full-time teachers and leaders, 2022-2025**

Phase	2022	2023	2024	2025
Primary teachers <sup>(a)</sup>	53.2*	53.9*	52.5*	51.4 <sup>bc</sup>
Primary leaders <sup>(a)</sup>	57.2	57.9*	57.5*	56.5 <sup>c</sup>
Secondary teachers <sup>(b)</sup>	51.2*	51.4*	50.3*	49.3 <sup>c</sup>
Secondary leaders <sup>(b)</sup>	58.6	59.1*	58.3	57.3 <sup>c</sup>
Special/PRU/AP teachers <sup>(c)</sup>	48.2	49.3	48.3	47.4
Special/PRU/AP leaders <sup>(c)</sup>	54.7	55.5*	54.8	52.8

Source: Working lives of teachers and leaders survey. D1. In your most recent full working week, approximately how many hours did you work? Single response. All full-time primary teachers (wave 1, 2022, n=3,431, wave 2, 2023, n=3,339, wave 3, 2024, n=3,066, wave 4, 2025, n=3,383). All full-time primary leaders (wave 1, 2022, n=967, wave 2, 2023, n=837, wave 3, 2024, n=983, wave 4, 2025, n=1,234). All full-time secondary teachers (wave 1, 2022, n=3,340, wave 2, 2023, n=3,312, wave 3, 2024, n=3,086, wave 4, 2025, n=3,127). All full-time secondary leaders (wave 1, 2022, n=610, wave 2, 2023, n=546, wave 3, 2024, n=462, wave 4, 2025, n=499). All full-time special/PRU/AP teachers (wave 1, 2022, n=342, wave 2, 2023, n=294, wave 3, 2024, n=320, wave 4, 2025, n=303). All full-time special/PRU/AP leaders (wave 1, 2022, n=118, wave 2, 2023, n=114, wave 3, 2024, n=126, wave 4, 2025, n=152).  
 \*Indicates significant difference compared to 2025. Letters denote significant differences between school phases in 2025.

## Hours spent teaching

Full-time teachers with teaching responsibilities spent an average of 23.3 hours teaching in the reference week in 2025. This was consistent with the 23.3 hours reported in 2024, but lower than 2023 and 2022 (24.0 and 23.7 hours).

In 2025 full-time leaders with teaching responsibilities reported spending 11.8 hours teaching on average in the classroom in the most recent reference week, consistent with the 12.4 hours in 2024, but continuing the gradual decrease from 12.8 hours in 2023 and 13.3 hours in 2022 for this group.

As shown in Table 3.3 below, full-time teachers were most likely to spend between 20 and 24 hours teaching in the reference week (38%). Consistent with previous waves, the



majority of full-time leaders spent less than 15 hours teaching in the reference week (67%).

**Table 3.3 Distribution of teaching hours 2025 - full-time teachers and leaders with teaching responsibilities**

Hours spent teaching	0	1 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 or more	Don't know
Teachers	<1%	4%	2%	12%	38%*	23%*	15%*	4%*	1%*	2%*
Leaders	1%*	43%*	23%*	15%*	10%	4%	3%	1%	0%	<1%

Source: Working lives of teachers and leaders survey. D2. In your most recent full working week, approximately how many hours did you spend on teaching in the classroom (including online classes)?  
Single response. All full-time teachers (n=6,754) and full-time leaders (n=1,170) with teaching responsibilities. \*Indicates a significant difference between responses of leaders vs. teachers.

Average teaching hours for full-time teachers with teaching responsibilities in secondary schools (21.4) were lower than those in primary schools (25.6) and also those in special schools, pupil referral units or other alternative provision (22.2).

## Views on workload

Compared with previous years, there was an increase in the proportion of teachers and leaders who agreed that their workload was acceptable. Just over one-in-four (26%) agreed that they had an acceptable workload in 2025, an increase from 22% in 2024, and 17% in both 2022 and 2023. Similarly, a higher proportion agreed that they had sufficient control over their workload than in previous years (39% in 2025 vs. 34% in 2024, 30% in 2023 and 26% in 2022).

In total, 43% of teachers and leaders thought their workload was both not acceptable and that they did not have sufficient control over it, a decrease compared with 2024 (49%), 2023 (54%) and 2022 (57%). 22% of teachers and leaders agreed with both statements, higher than the 18% who did so in 2024, and the 14% in both 2023 and 2022.

## Time spent on non-teaching tasks

### Teachers and middle leaders

The tasks teachers and middle leaders most commonly reported spending too much time on have been broadly similar year on year, as shown in Figure 3.1. For example, general administrative work has consistently appeared at the top of the list in all years, although

the proportion who felt they spent too much time on this was at its lowest in the series (71% in 2025, 74% in 2024, 75% in 2023 and 2022).<sup>2</sup>

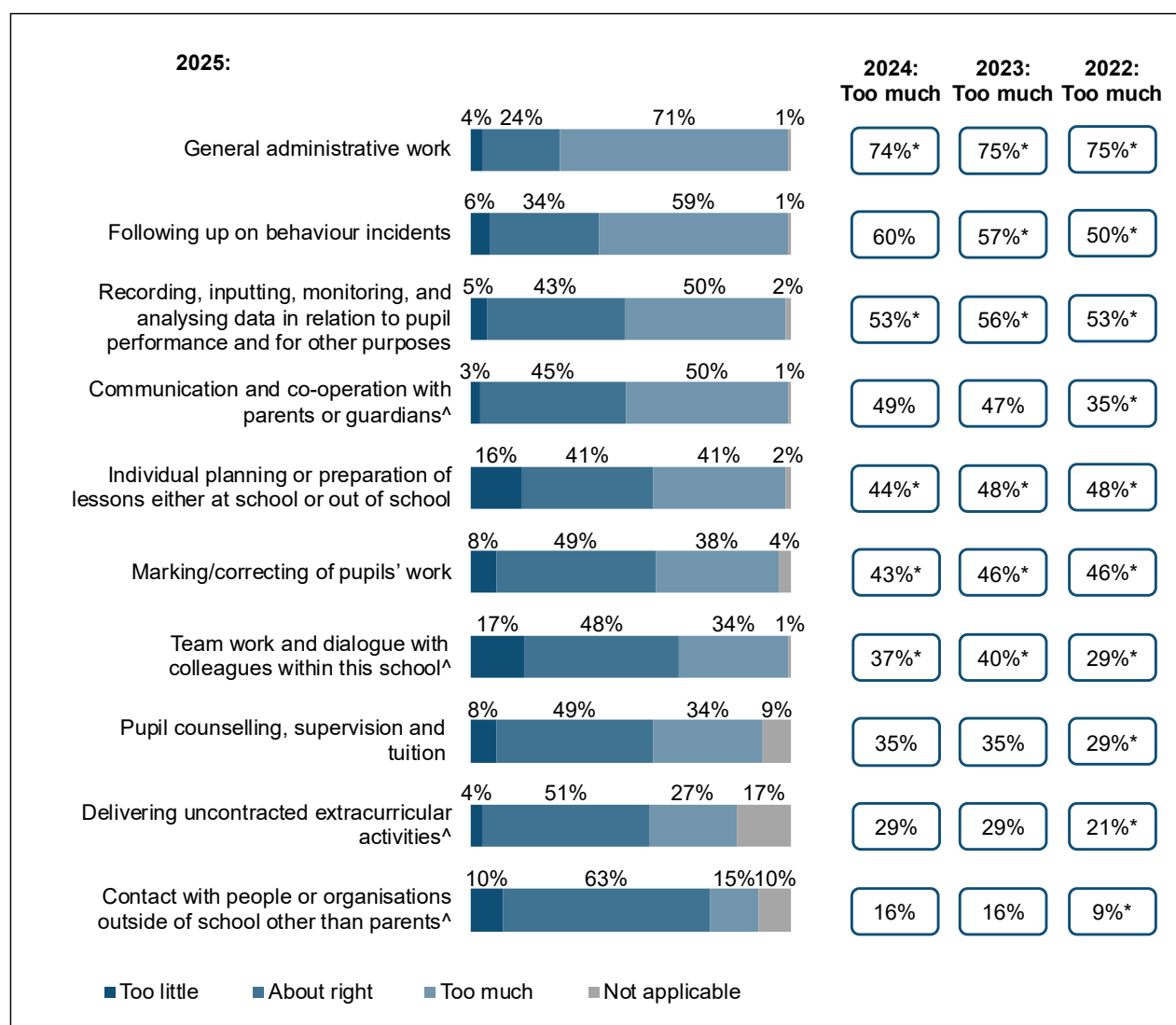
Teachers and middle leaders were also less likely than all previous years to feel they spent too much time on data recording, input and analysis (50%), individual lesson planning (41%), and marking pupils' work (38%).

There were no tasks that teachers and leaders were more likely to report spending too much time on compared with 2024, although the proportion of teachers and leaders reporting spending too much time on behaviour incident follow up remained above 2023 and 2022 (59% vs. 57% in 2023 and 50% in 2022).

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<sup>2</sup> General administrative work includes tasks such as communication, paperwork, work emails, and other clerical duties they undertake in their job as a teacher.

**Figure 3.1 Teachers and middle leaders' views on time spent on specific tasks**



Source: Working lives of teachers and leaders survey. D3\_1-6/P1\_1-4. Across the whole school year, is the amount of time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or is the statement not applicable to you? Single response. D3: All teachers and middle leaders (wave 1, 2022, n=8,960) (wave 2, 2023, n=8,476) (wave 3, 2024, n=8,001) (wave 4, 2025, n=8,434). P1: All module 1 teachers and middle leaders (wave 1, 2022, n=2,903) (wave 2, 2023, n=2,139) (wave 3, 2024, n=2,031) (wave 4, 2025, n=2,265). ^ Indicates question asked at P1 to a smaller base of respondents randomly assigned to a module within the survey. The proportion of those answering 'don't know' was 3% or less. \*Indicates statistically significant difference compared to 2025 survey.

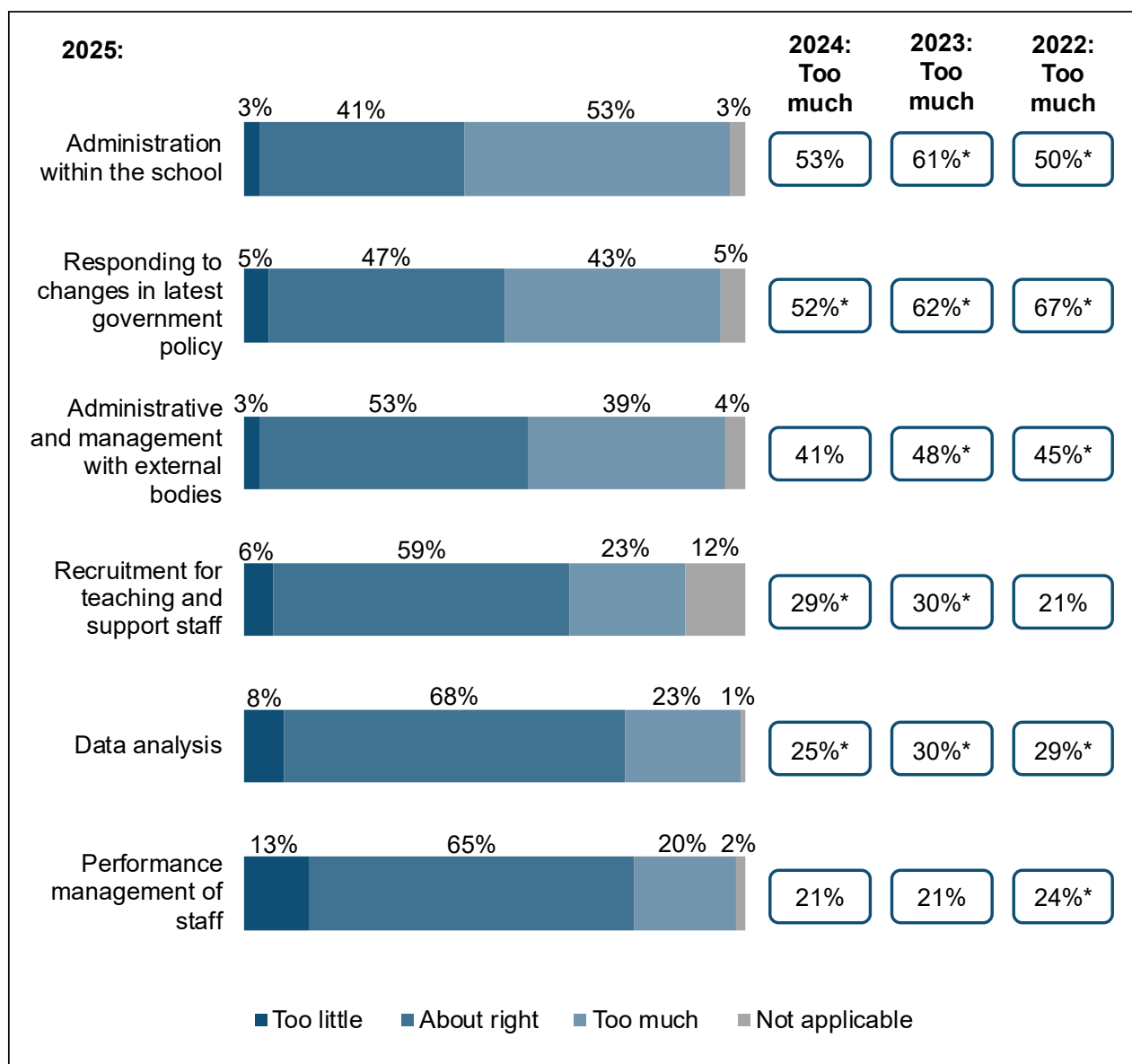
## Senior leaders

In 2025, senior leaders remained most likely to report spending too much time on administration within the school (53%) and responding to government policy changes (43%) (Figure 3.2). The same was reported in previous years.

However, the proportion of senior leaders reporting tasks as taking too much time had decreased in several categories, including:

- responding to changes in latest government policy: 43% in 2025 vs. 52% in 2024, 62% in 2023 and 67% in 2022
- recruitment for teaching and support staff: 23% in 2025 vs. 29% in 2024 and 30% in 2023
- data analysis: 23% in 2025 vs. 25% in 2024, 30% in 2023 and 29% in 2022

**Figure 3.2 Senior leaders' views on time spent on specific tasks**



Source: Working lives of teachers and leaders survey. D3\_7-12. Across the whole school year, is the amount of time you spend outside lessons on the following far too little, too little, about right, too much, far too much, or is the statement not applicable to you? Single response. All senior leaders (wave 1, 2022, n=2,213) (wave 2, 2023, n=1,892) (wave 3, 2024, n=2,019) (wave 4, 2025, n=2,374). \*Indicates statistically significant difference compared to 2025 survey.

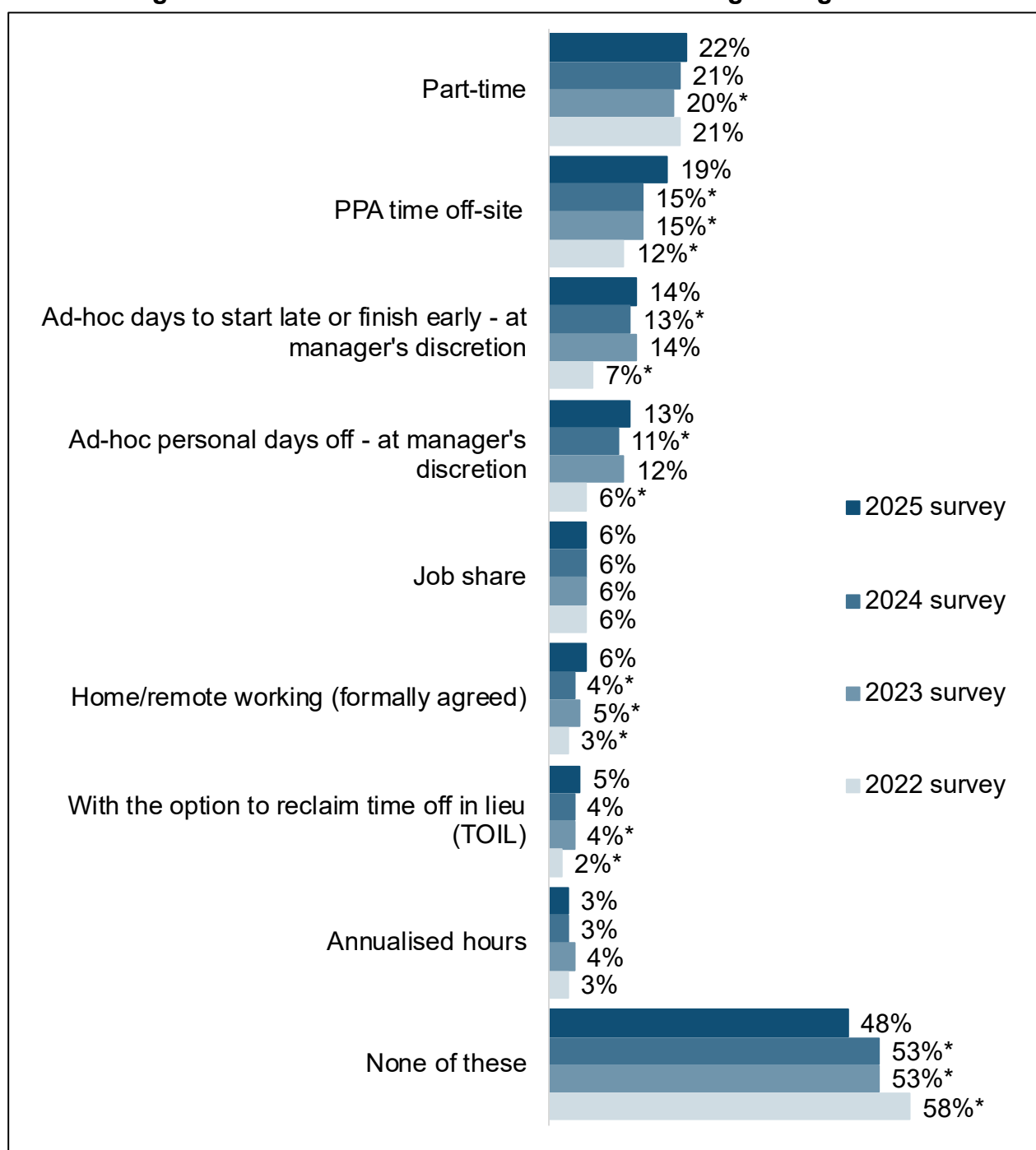
## 4. Flexible working

### Types of flexible working arrangements

In 2025, around half of teachers and leaders had a flexible working arrangement in place (51%). This was an increase compared with all previous years (46% in 2024 and 2023, 40% in 2022). The full breakdown of different types of flexible working arrangements is shown in Figure 4.1 below.

Part-time working remained the most common flexible working arrangement, at 22%, but the prevalence of a number of other arrangements have increased since 2024. This includes PPA time off-site (19% vs. 15% in 2024), ad-hoc days to start late or finish early (14% vs. 13% in 2024), ad-hoc personal days off at their manager's discretion (13% vs. 11% in 2024), and home or remote working (6% vs. 4% in 2024).

**Figure 4.1 Teachers and leaders' flexible working arrangements**

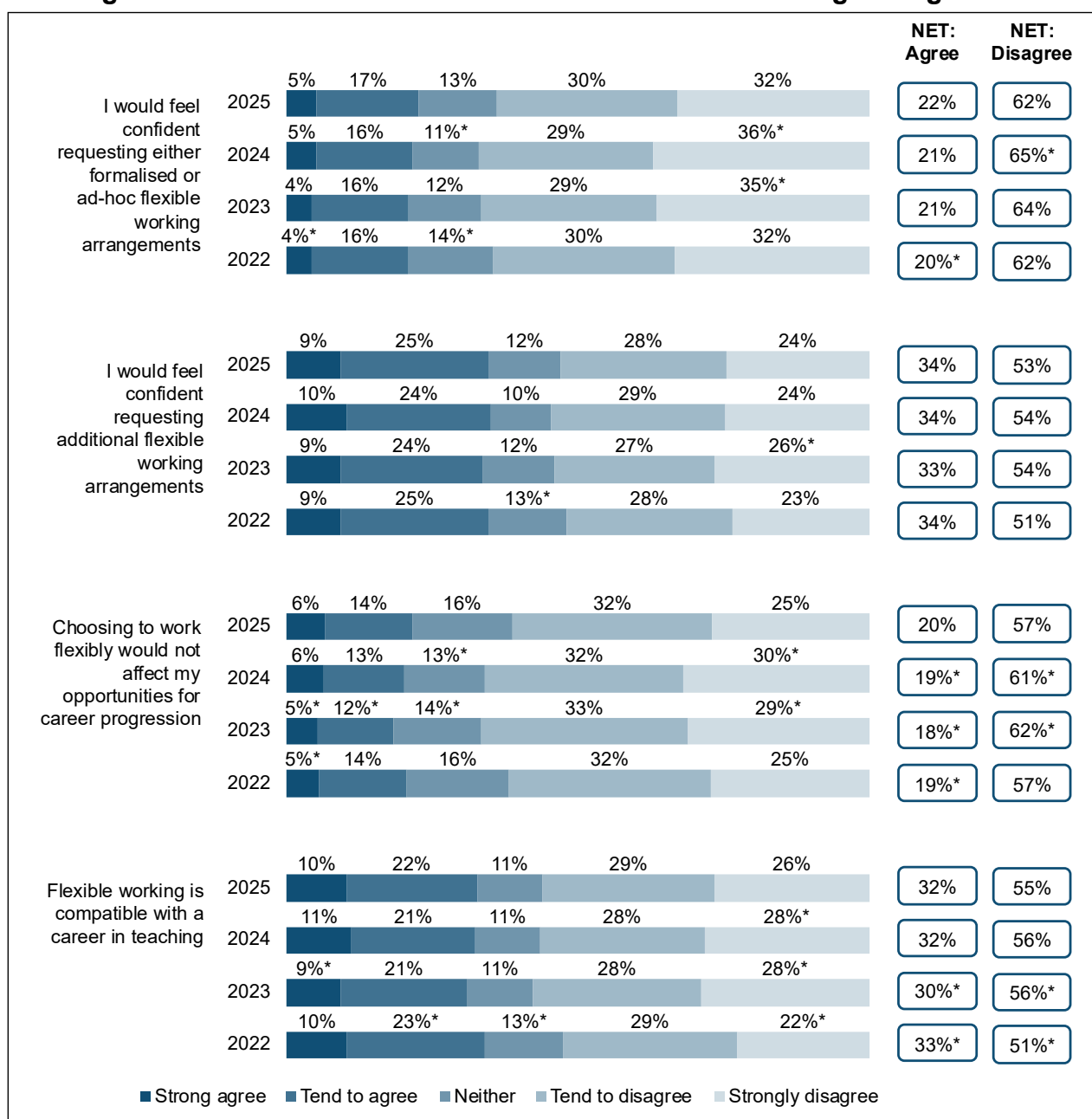


Source: Working lives of teachers and leaders survey. K1. Do you currently work in any of the following ways? Multiple response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). Figures <2% in 2025 are not included in the chart.

\*Indicates significant difference compared to findings from the 2025 survey.

Views on the compatibility and acceptability of flexible working were mixed (Figure 4.2). Compared with 2024, a smaller proportion disagreed that working flexibly would not affect their opportunities for career progression (57% vs. 61%). Additionally, teachers and leaders who were not currently working flexibly were less likely to disagree that they felt confident requesting flexible working arrangements (62% vs. 65%).

**Figure 4.2 Teachers and leaders' views on flexible working arrangements**



Source: Working lives of teachers and leaders survey. K2\_1-4. To what extent do you agree or disagree with the following statements? Single response. All currently teaching or leading in an English state school (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). Base for K2\_3: All not working flexibly or whose only flexible working is occasional days off or leaving early (wave 1, 2022, n=7,256) (wave 2, 2023, n=6,677) (wave 3, 2024, n=6,291) (wave 4, 2025, n=6,258). Base for K2\_4: All those currently working flexibly (wave 1, 2022, n=3,921) (wave 2, 2023, n=3,734) (wave 3, 2024, n=3,729) (wave 4, 2025, n=4,550). \*Indicates statistically significant difference compared to 2025 survey.



Teachers and leaders were asked whether their school's senior leadership team (SLT) supported flexible working. 42% agreed that their SLT did, 34% disagreed, and 19% neither agreed nor disagreed. Agreement that their SLT supports flexible working was higher than in all three previous years (40% in 2024, 39% in 2023 and 41% in 2022).

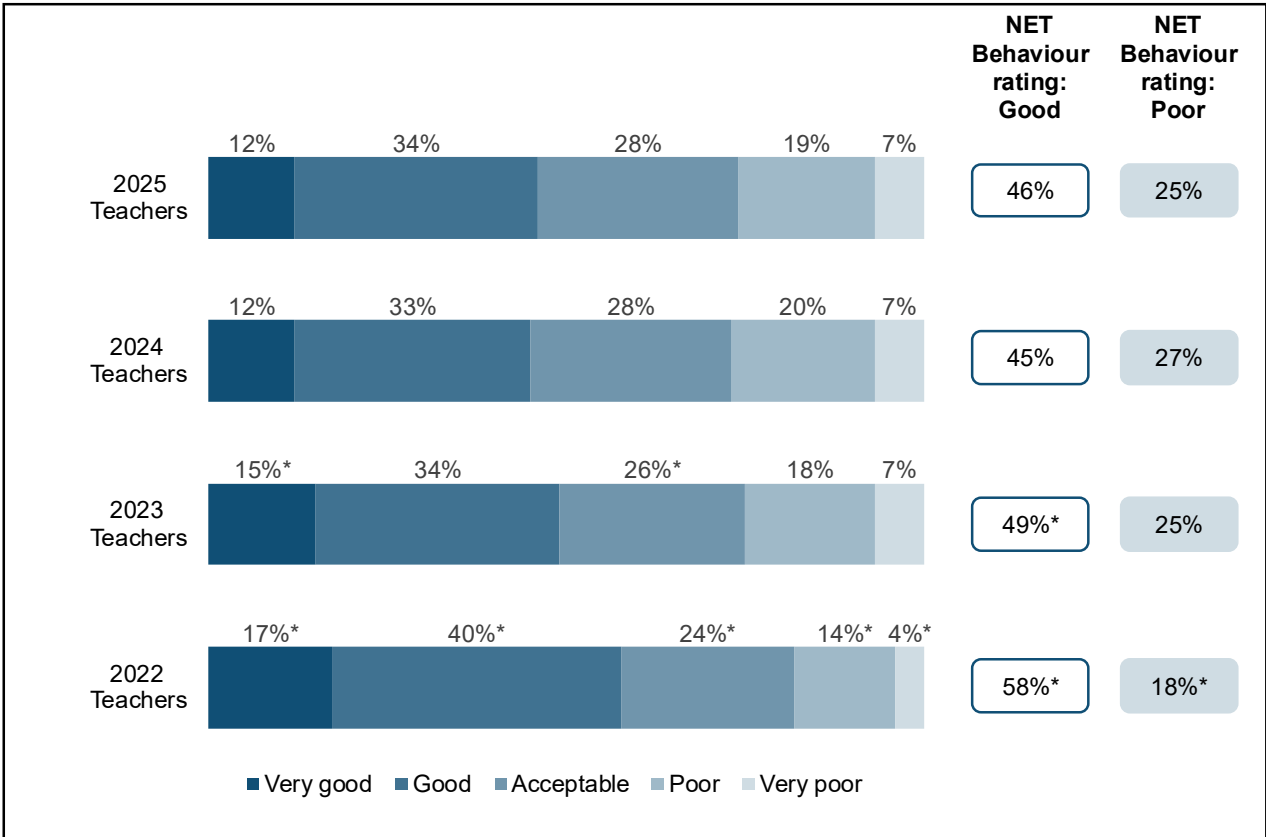
# 5. Pupil behaviour

## Views on pupil behaviour

The proportion of teachers and leaders rating pupil behaviour as poor or very poor in 2025 remained broadly consistent with 2024 and preceding years.

Teacher agreement that behaviour at their school was good or very good remained consistent with the previous wave (46% in 2025 and 45% in 2024) but had fallen compared with 2023 and 2022 (49% and 58% respectively) (Figure 5.1)

**Figure 5.1 Teachers' views on pupil behaviour at their school**

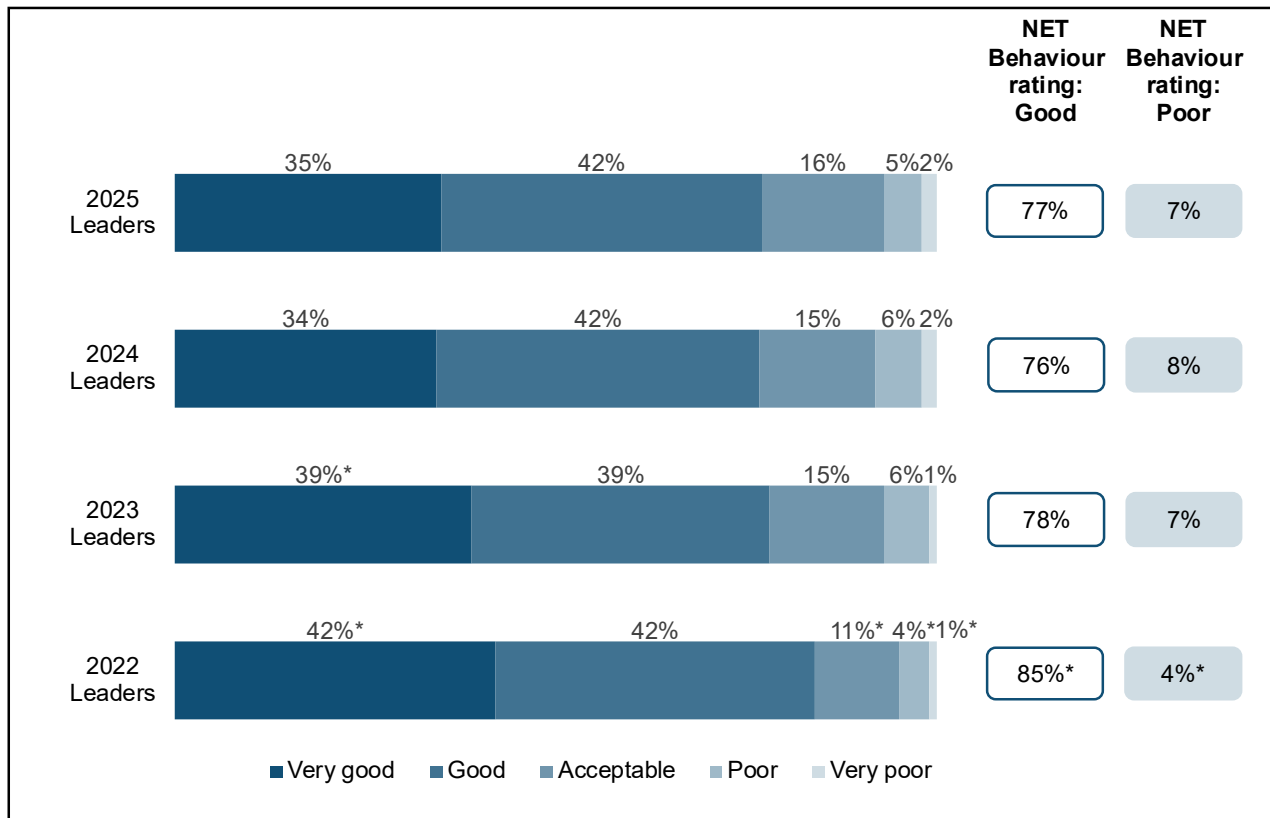


Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response for each statement. "Good" is sum of good and very good, "poor" is sum of poor and very poor. All teachers (wave 1, 2022, n=9,094) (wave 2, 2023, n=8,557) (wave 3, 2024, n=8,099) (wave 4, 2025, n=8,539). The proportion of those answering 'don't know' was 1% or less. \*Indicates significant difference compared to 2025 survey.

Half (50%) of teachers with teaching responsibilities reported feeling always or mostly supported with dealing with disruptive behaviour. This was consistent with 2024 (49%) and 2023 (52%), but lower than the 58% in 2022.

Just over three-quarters (77%) of leaders reported that behaviour at their school was either good or very good, as shown in Figure 5.2. This was consistent with the previous two waves (76% in 2024 and 78% in 2023), but a decrease from the 85% seen in 2022.

**Figure 5.2 Leaders' views on pupil behaviour at their school**



Source: Working lives of teachers and leaders survey. F1. In general, how would you rate pupil behaviour in your school? Single response for each statement. "Good" is sum of good and very good, "poor" is sum of poor and very poor. All leaders (wave 1, 2022, n=1,857) (wave 2, 2023, n=1,637) (wave 3, 2024, n=1,755) (wave 4, 2025, n=2,117). The proportion of those answering 'don't know' was 1% or less. \*Indicates significant difference compared to 2025 survey.

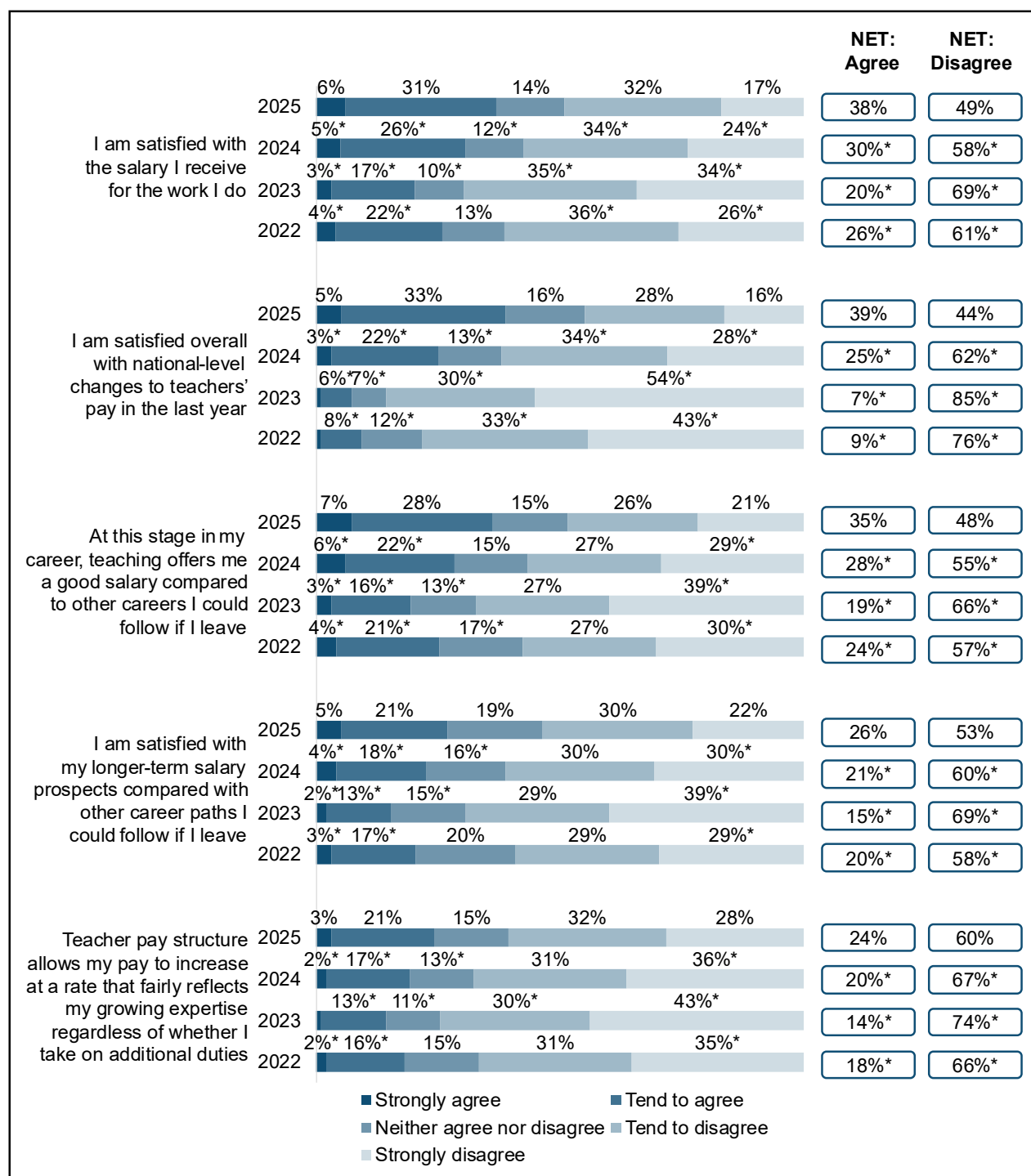
Eight-in-ten (80%) leaders with teaching responsibilities reported that they felt always or mostly supported to deal with disruptive behaviour. This was consistent with 2024 (79%) and 2023 (80%), but lower than 2022 (85%).

## 6. Teacher and leader pay

### Views on salary and salary prospects

In 2025, 38% of teachers and leaders agreed that they were satisfied with the salary they received for the work that they did, an increase compared to all previous waves (30% in 2024, 20% in 2023, and 26% in 2022). Around half (49%) disagreed that they were satisfied, lower than in previous waves (58% in 2024, 69% in 2023, and 61% in 2022).

**Figure 6.1 Teachers and leaders' views on pay, 2022-2025**



Source: Working lives of teachers and leaders survey. J1\_1-5. How strongly do you agree or disagree with the following statements about pay and your job? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). Values smaller than 2% are not labelled on the chart. \*Indicates significant difference compared to 2025 survey.

As in previous years, leaders were more likely than teachers to agree that they were satisfied with the salary they received (60% of leaders vs. 34% of teachers).

## Satisfaction with school decisions around pay

Teachers and leaders not classified as headteachers or executive headteachers had similar views, or were slightly less positive, about decisions their school made in 2025 compared with 2024. This was not always the case when comparing with 2022 and 2023:

- Almost two-thirds (63%) reported that the decisions their school took about their pay was fair, a decrease compared with 2024 (65%) but an increase from 57% in 2023 and 51% in 2022
- The same proportion (63%) were satisfied with how their school communicated decisions about their pay, consistent with 2024 (63%) but an increase from 58% in 2023 and 53% in 2022
- Two-in-five (40%) felt that their school followed its own pay policy in making decisions about their pay, a decrease from all previous years (44% in 2024, 46% in 2023, and 43% in 2022)

Headteachers and executive headteachers were more positive about their pay than other teachers and leaders. Over three-quarters (79%) of headteachers and executive headteachers agreed that the decisions taken about their pay were fair. This was consistent with 2024 (77%), but an increase when compared with 2023 (72%) and 2022 (74%). Similarly, satisfaction with how decisions around pay were communicated remained consistent between 2025 and 2024 (84% and 81%, respectively) but increased compared with 2023 (79%) and 2022 (78%).

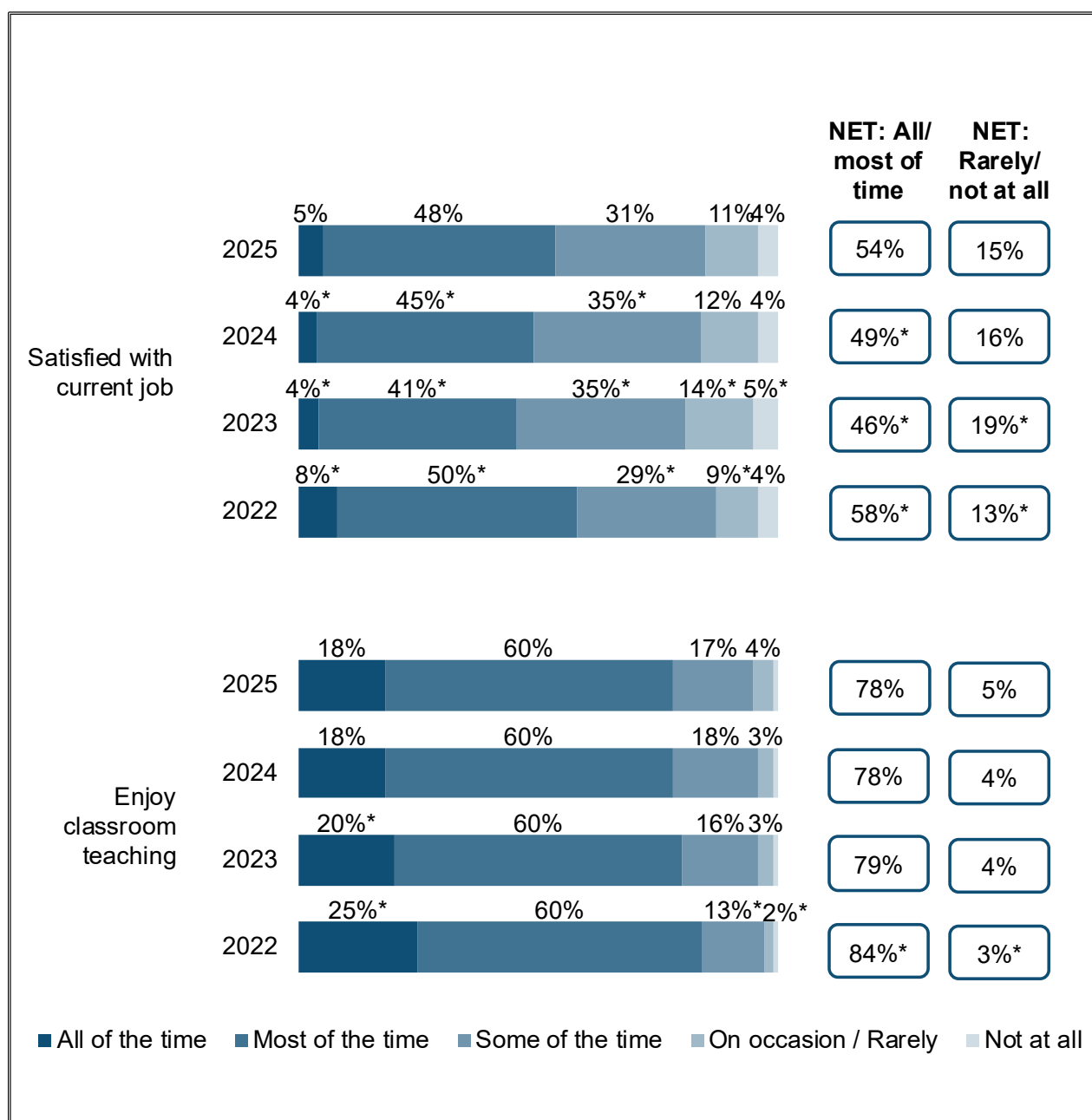
## 7. Job and career reflections

### Satisfaction with job

Just over half of all teachers and leaders (54%) reported that they were satisfied with their job either most or all of the time in 2025 (Figure 7.1). This was an increase from 49% in 2024 and 46% in 2023 but remained lower than the 58% seen in 2022.

Almost four-fifths (78%) of teachers and leaders reported that they enjoyed classroom teaching most or all of the time. This was consistent with 2024 (78%) and 2023 (79%) but remained lower than the level recorded in 2022 (84%).

**Figure 7.1 Satisfaction with current job and enjoyment of classroom teaching, 2022-2025**



Source: Working lives of teachers and leaders survey. M1\_1. To what extent would you say that you are satisfied with your current job? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). M1\_2. To what extent would you say that you enjoy classroom teaching? Single response. All with teaching responsibilities (wave 1, 2022, n=10,244) (wave 2, 2023, n=9,620) (wave 3, 2024, n=9,118) (wave 4, 2025, n=9,778). The proportion of those answering 'don't know' was less than 1%. Responses given by 1% or less are not labelled in this chart. \*Indicates significant difference compared to 2025 survey.

## Views on being valued and recognised

Just over two-thirds (68%) of teachers and leaders reported that they felt valued by their school (Table 7.1), while just over one-third (36%) agreed their school recognised and



rewarded high performance. Both figures were consistent with 2024, although the proportion who agreed they felt valued by their school was higher than in 2023 and 2022 (both 65%). There was also a slight fall in the proportion disagreeing that they felt valued by their school (19% in 2025, down from 20% in 2024 and 21% in 2023 and 2022).

Views on other statements about school accountability and inspection, however, all improved compared with 2024 as shown in Table 7.1.

**Table 7.1 Teacher and leaders' views on school accountability, inspection regimes and whether views are valued**

Net agree/disagree	Agree				Disagree			
Year	2022	2023	2024	2025	2022	2023	2024	2025
I feel valued by my school	65%*	65%*	66%	68%	21%*	21%*	20%*	19%
My school recognises and rewards high performance from the teaching / leadership staff	39%	34%	35%	36%	31%*	35%	35%	34%
School accountability measures provide important information about school performance	28%*	26%*	28%*	32%	49%*	52%*	51%*	46%
The school inspection regime provides a fair assessment of school performance	18%	15%*	14%*	19%	63%	71%*	72%*	64%
Teachers' views are valued by policymakers, e.g. the government	6%	4%*	5%*	7%	85%*	90%*	88%*	82%
Teaching profession is valued by society	17%*	12%*	12%*	15%	69%*	76%*	77%*	72%

Source: Working lives of teachers and leaders survey. E1\_1. Agreement that 'I feel valued by my school'.

Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025 n=10,808). Q1\_4. Agreement that 'my school recognises and rewards high performance from the teaching / leadership staff'. Q1\_7. Agreement that 'teachers' views are valued by society'. Single response. All teachers and leaders (module 2) (wave 1, 2022, n=3,494) (wave 2, 2023, n=2,462) (wave 3, 2024, n=2,359) (wave 4, 2025 n=2,588). E4\_1-3. Agreement that 'school accountability measures provide important information about school performance'; 'The school inspection regime provides a fair assessment of school performance'; 'Teachers' views are valued by policymakers'. Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). \*Indicates significant difference compared to 2025 survey.

## **Views on diversity and inclusion**

Most (70%) teachers and leaders reported that their school valued an equal, diverse and inclusive workforce, while one-in-ten (9%) disagreed. Findings were consistent with all previous years.

## 8. Continuous Professional Development

Almost all teachers and leaders (98%) had taken part in some form of Continuous Professional Development (CPD) in the 12 months prior to interview (or, if an ECT, since the start of their teaching career if they completed their initial teacher training within this period).

The most common CPD activities teachers and leaders had undertaken were<sup>3</sup>:

- training designed and delivered by staff in your own school, MAT, local authority (75%, consistent with 76% in 2023 and higher than 69% in 2022)
- lesson observation and feedback (73%, consistent with 74% in 2023 and higher than 69% in 2022)
- undertaking professional reading (54%, higher than the 57% who reported this in 2023 but consistent with the 54% in 2022)
- training designed and delivered by external providers (54%, lower than the 56% who reported doing this in 2023 but higher than 48% in 2022)

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<sup>3</sup> Between wave 2 and wave 3 H2, the question on types of CPD undertaken, was changed to collect additional detail on historic CPD activities undertaken by participants. Analysis of the wave 3 data against previous waves suggested that the change in format of the question led to respondents interpreting it differently. Therefore 2024 findings for H2 are not presented in this section, and comparisons are only made between 2022, 2023 and 2025.

## 9. Teacher and leader wellbeing

### Overall wellbeing

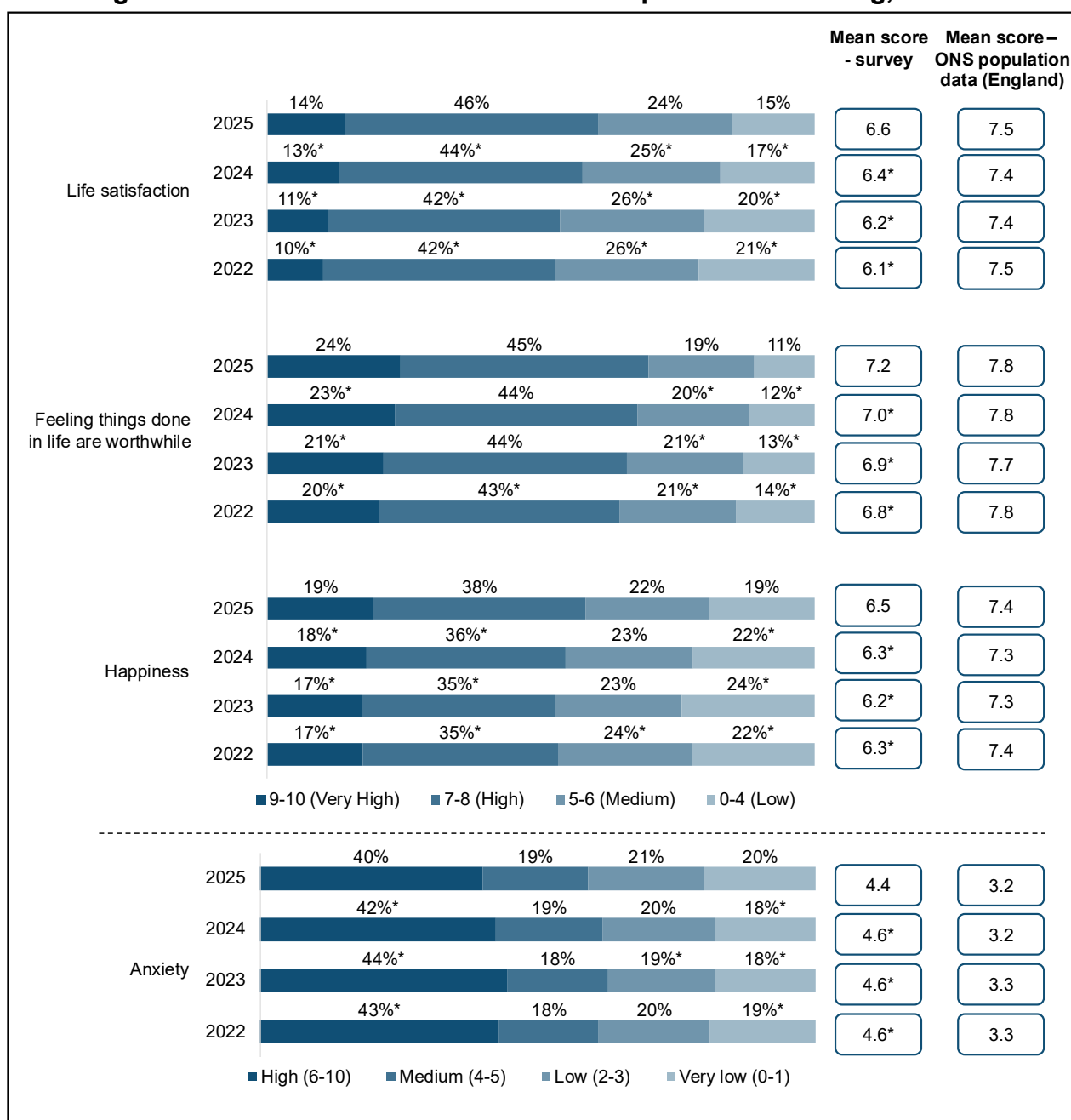
All measures of overall teacher and leader wellbeing have improved for 2025 when compared with all previous waves (Figure 9.1). The average life satisfaction score for teachers and leaders increased in comparison with all previous waves, as did the average happiness score, and the score they gave to feeling that things done in their life are worthwhile. The average anxiety score (4.4) decreased (a higher score indicates greater anxiety) compared with the previous three waves (4.6 in 2024, 2023 and 2022).

It remains the case that these wellbeing measures are lower for survey respondents than for the wider population in England.<sup>4</sup>

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<sup>4</sup> [UK Measures of National Well-being Dashboard - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/measures-of-national-well-being)  
ONS data for each year is taken from Quarter 1; 2024 data from January-March 2024, 2023 data from January-March 23 , 2022 data from January-March 2022

**Figure 9.1 Teachers and leaders' views on personal wellbeing, 2022-25**



Source: Working lives of teachers and leaders survey. N1. For each of the following questions, please give an answer on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely'. N2. On a scale where 0 is 'not at all anxious' and 10 is 'completely anxious', overall, how anxious did you feel yesterday? Single response. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). \*Indicates significant difference compared to 2025 survey.

## Impact of work life on wellbeing

Teachers and leaders were asked about the extent to which their work life affected their wellbeing. Their views improved compared to 2024 and also compared to 2023 for most of the measures, while remaining consistent with 2022, as shown in Table 9.1.

**Table 9.1 Teachers and leaders' views on how work life impacts wellbeing**

Net agree/disagree	Agree				Disagree			
	2022	2023	2024	2025	2022	2023	2024	2025
I experience stress in my work	86%	88%	89%*	86%	6%	5%	4%*	6%
My job does not leave me enough time for my personal life	65%	73%*	70%*	64%	16%*	13%*	14%*	19%
My job negatively affects my mental health	56%	63%*	62%*	57%	21%	16%*	18%*	21%
My job negatively affects my physical health	45%	52%*	49%*	46%	31%	27%*	30%	31%

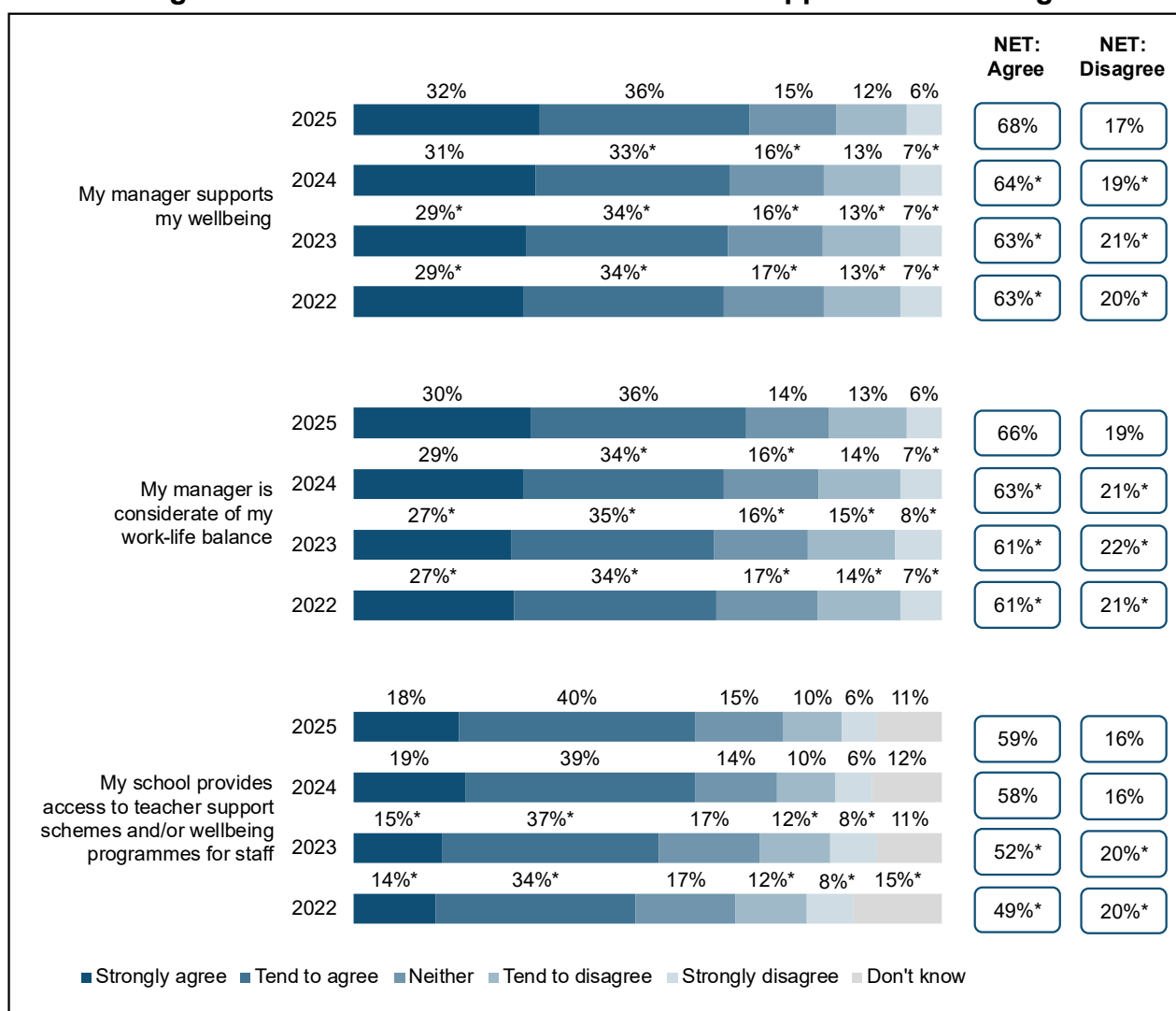
Source: Working lives of teachers and leaders survey. "Agree" is the sum of tend to agree and strongly agree, "disagree" is the sum of tend to disagree and strongly disagree. P3. Agreement that: 'I experience stress in my work'; 'my job does not leave me enough time for my personal life'; 'my job negatively affects my mental health'; my job negatively affects my physical health'. Single response for each statement. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461) (wave 3, 2024, n=2,364) (wave 4, 2025, n=2,598). The proportion of those answering, 'don't know' for all statements across all years was less than 2%. \*Indicates significant difference compared to 2025 survey.

## Views on support for wellbeing

Teachers and leaders were also asked the extent to which they agreed or disagreed with statements about the support they had received from their managers and their school more generally.

As shown in Figure 9.2, there was higher agreement with these statements in 2025 when compared with previous years. The proportion of teachers and leaders reporting their manager supports their wellbeing and that their manager is considerate of their work-life balance increased across waves. The proportion who agreed their school provided access to teacher support schemes and/or wellbeing programmes remained stable with 2024 but increased from 2023 and 2022.

**Figure 9.2 Teachers and leaders' views on support for wellbeing**



Source: Working lives of teachers and leaders survey. E2\_2-3: Agreement that 'your manager is considerate of your work life balance'; 'your manager supports your wellbeing'. Single response for each statement. All teachers and leaders (wave 1, 2022, n=11,177) (wave 2, 2023, n=10,411) (wave 3, 2024, n=10,020) (wave 4, 2025, n=10,808). P3\_5. Agreement that: 'My school provides access to teacher support and/or wellbeing programmes for staff'. Single response. All module 1 (wave 1, 2022, n=3,495) (wave 2, 2023, n=2,461) (wave 3, 2024, n=2,364) (wave 4, 2025, n=2,598). \*Indicates significant difference compared to 2025 survey.



## 10. Future plans

### Career intentions

In 2025 around three-in-ten (29%) teachers and leaders indicated that they were considering leaving the English state school sector in the next 12 months for reasons other than retirement. This was lower than the 34% and 36% seen in 2024 and 2023 respectively, but higher than the 25% seen in 2022.

Teachers and leaders were less likely to be considering moving to another school on promotion in 2025 compared with 2024 and 2023 (23% in 2025 vs 24% in 2024 and 2023). They were also less likely to be considering moving to a job at another school at the same level in 2025 compared with 2024 and 2023 (23% vs 25% in both years). For both, 2025 levels were consistent with those seen in 2022.

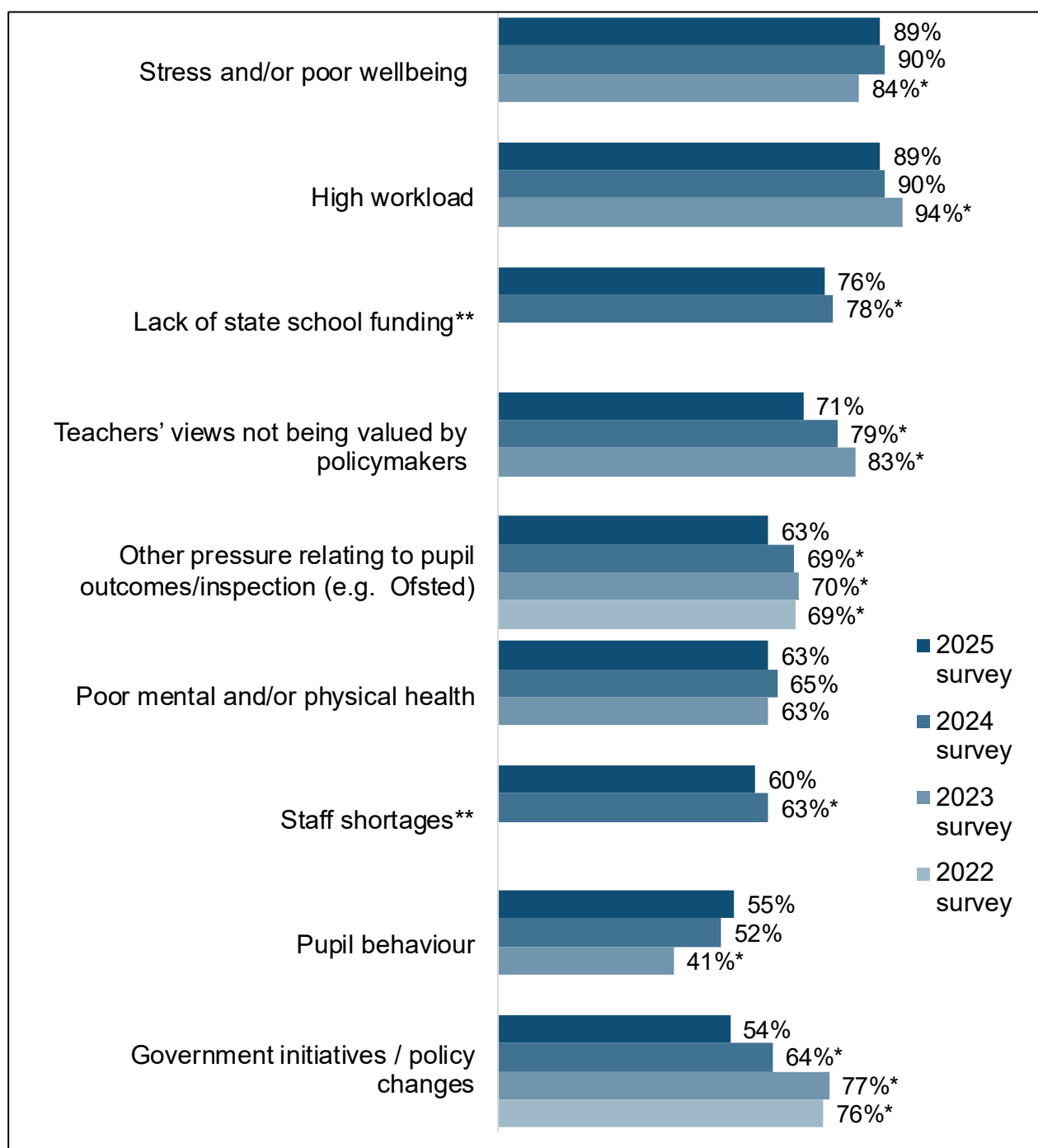
The proportion of teachers and leaders considering applying for a promotion in their current school was consistent with 2024 and 2023 (26% for all waves), lower than the 28% seen in 2022.

For teachers and leaders not considering promotion (and not considering leaving the English state school sector) in the next 12 months, the most common reason cited for this continued to be concerns about the potential impact on work-life balance (27%), although this has fallen slightly compared with previous years (30% in 2024, 31% in 2023 and 2022). This was followed by teachers and leaders feeling happy at their current level (25% in 2025, up from 23% in 2024 and 21% in 2023, but consistent with 24% in 2022).

### Reasons for considering leaving

For teachers and leaders considering leaving the English state school sector, high workload and stress and/or poor wellbeing were the two most commonly cited reasons (both reported by 89%). This is consistent with 2024, but when compared with 2023 is a decline in those citing high workload and an increase in those citing stress and/or poor wellbeing. A further breakdown of reasons for considering leaving can be seen in Figure 10.1.

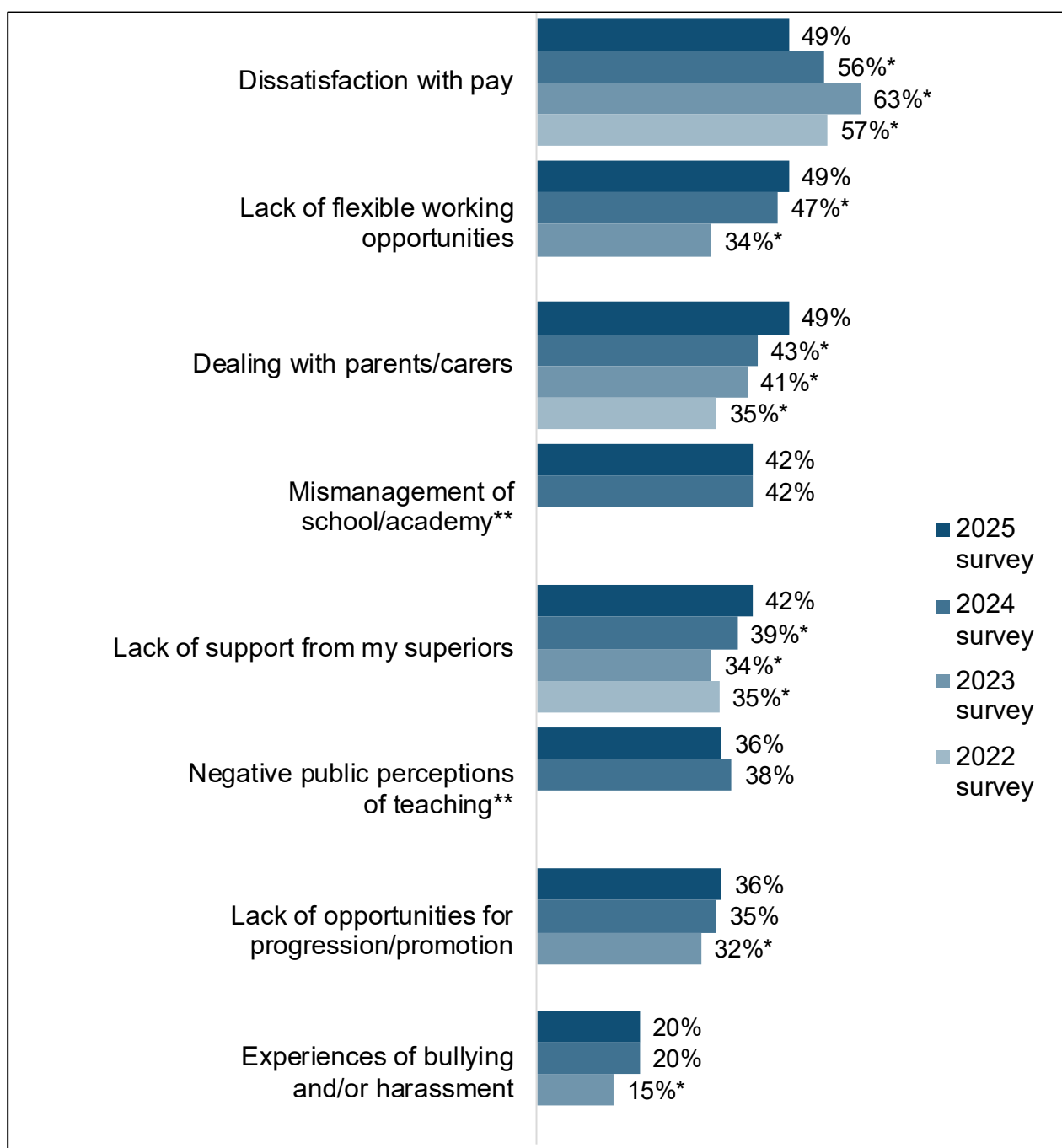
**Figure 10.1 Teachers and leaders' reasons for considering leaving the state education sector<sup>5</sup>**



Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector (in the next 12 months)? Single response. All teachers and leaders considering leaving the state education sector (wave 1, 2022, n=2,779) (wave 2, 2023, n=3,628) (wave 3, 2024, n=3,316) (wave 4, 2025, n=2,930). \*Indicates significant difference compared to 2025 survey. \*\*Indicates new response option for 2023/4 survey. Where wave 1 responses were back coded from 'other' but were added as response options in later waves, the figures have been excluded.

<sup>5</sup> Please note there was a change in wording between wave 2 and wave 3 for the statement "stress and/or poor wellbeing". In 2024 this changed to "stress and/or poor wellbeing including having a poor work life balance". As a result, statements are not directly comparable between years.

**Figure 10.1 (Continued) Teachers and leaders' reasons for considering leaving the state education sector<sup>6</sup>**



Source: Working lives of teachers and leaders survey. M5. How important have the following factors been in making you consider leaving the state education sector (in the next 12 months)? Single response. All teachers and leaders considering leaving the state education sector (wave 1, 2022, n=2,779) (wave 2, 2023, n=3,628) (wave 3, 2024, n=3,316) (wave 4, 2025, n=2,930). \*Indicates significant difference compared to 2025 survey. \*\*Indicates new response option for 2023/4 survey. Where wave 1 responses were back coded from 'other' but were added as response options in later waves, the figures have been excluded.

<sup>6</sup> Please note there was a change in wording between wave 2 and wave 3 for the statement "stress and/or poor wellbeing". In 2024 this changed to "stress and/or poor wellbeing including having a poor work life balance". As a result, statements are not directly comparable between years.

## 11. Leaving teaching in the English state school sector

### Overview of leavers

Among teachers and leaders who responded to both the 2024 and 2025 surveys, 7% had left English state school teaching or leadership by 2025. This is in line with both the 8% who had left between the 2023 and 2024 surveys, and the 6% who had left between the 2022 and 2023 surveys.<sup>7</sup>

Of those who stated in the 2024 survey that they were considering leaving, 13% had done so by 2025. Among those who were not considering leaving or were not sure in 2024, 4% had left by 2025. This is consistent with trends seen in previous waves.

### Reasons for leaving the English state school sector

As with previous cohorts of leavers, the top three most common reasons cited as important in contributing to their intention to leave were high workload, stress and/or poor wellbeing and teachers' views not being valued by policymakers (Figure 11.1).

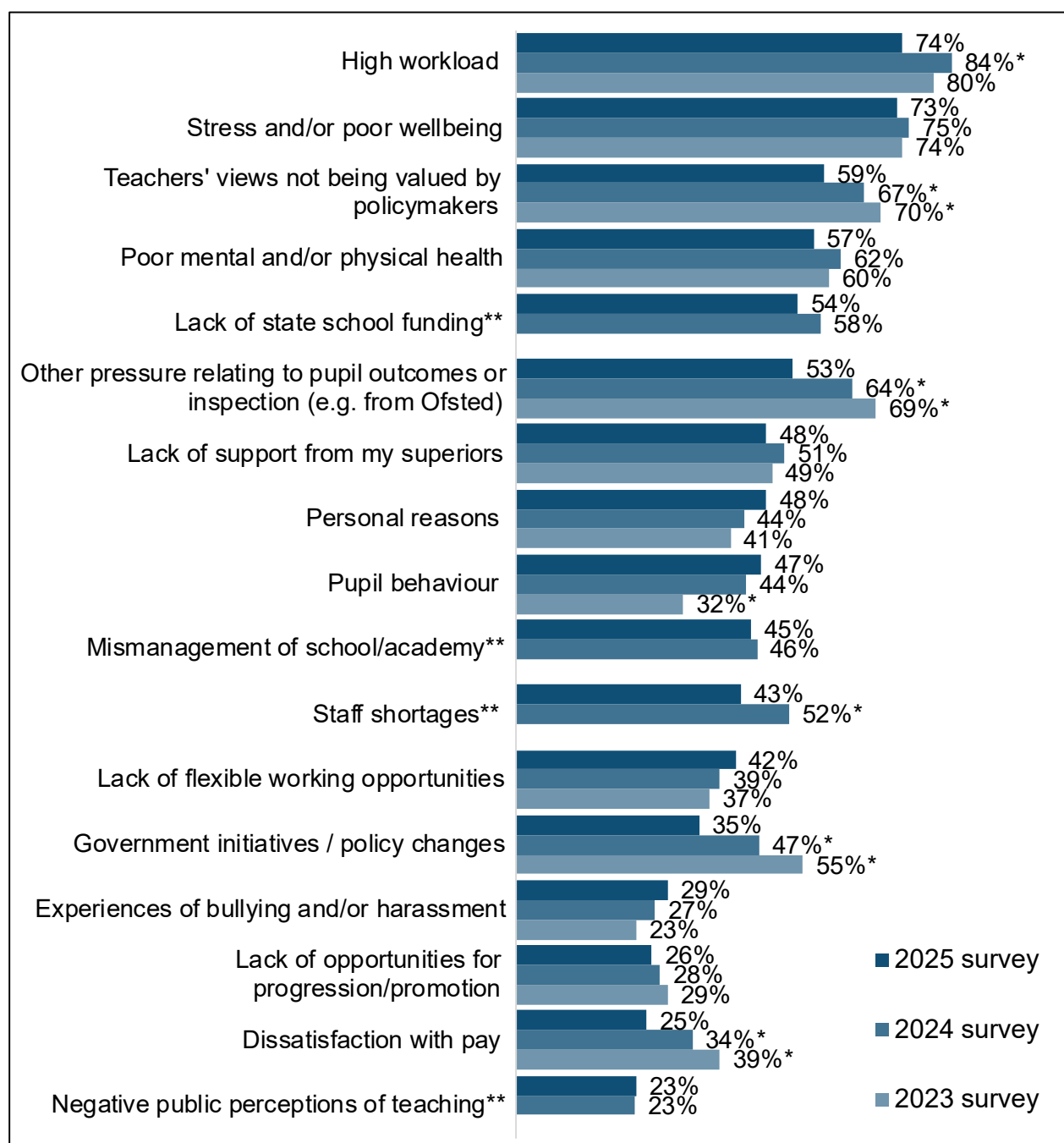
Compared with previous leaver cohorts, there was a marked decrease in the proportion citing high workload (74% vs. 84% in 2024, although consistent with the 80% in 2023), and in those who mentioned teachers' views not being valued by policy makers (59% vs. 67% in 2024, 70% in 2023). Those who left between 2024 and 2025 were also less likely to mention other pressures relating to pupil outcomes or inspections (53% vs. 64% in 2024, 69% in 2023), staff shortages (43% vs. 52% in 2024), government initiatives or policy changes (35% vs. 47% in 2024, 55% in 2023), and dissatisfaction with pay (25% vs. 34% in 2024, 39% in 2023).

In contrast, pupil behaviour was more commonly cited by those who left the English state school sector between 2024 and 2025 than those who left between 2022 and 2023 (47% in 2025 vs. 32% in 2023, although consistent with 44% in 2024).

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<sup>7</sup> This may be an underestimate of the true leaver rate for the sample as it is derived from responses to the 2025 survey, and it is possible that those who had left teaching were less likely to respond (although all were encouraged to do so). For example, the leaver rate was 7% in the 2025 survey but 9.0% between the 2023 and 2024 SWC data collections and 8% in 2024 but 9.3% between the 2022 and 2023 SWC data collections.

**Figure 11.1 Proportion of leavers citing different reasons for leaving the English state school education sector**



Source: Working lives of teachers and leaders survey. M6. How important were the following factors in your decision to leave the state education sector? Single response. All who have left the state education sector (wave 2, 2023, n=442) (wave 3, 2024, n=520) (wave 4, 2025, n=461). \*Indicates significant difference compared to 2025 survey. \*\*Indicates response option not asked in 2023 survey.

## Current working arrangements of leavers

Of all leavers between 2024 and 2025, 61% were still in employment in the 2025 survey. This was lower than in previous years due to an increase in the proportion who reported having retired between the 2024 and 2025 surveys (19% vs. 11% in 2024, 13% in 2023).

Leavers were most commonly still working in education in some capacity (38%), while 22% were working outside education and 39% were not working.

## Comparison to English state school sector

Nearly three-in-ten (28%) leavers in 2025<sup>8</sup> who were still in work reported earning more than they did when compared with their role in English state sector teaching or leading. Nearly one-fifth (18%) reported earning the same amount and just over half (53%) reported earning less.

Among those currently in work, leavers' average working hours per week (34.8) were lower than the average of those still teaching and leading in an English state school (48.2).

As with the previous wave, leavers still in work in 2025 had a much more positive view on the control they had over their workload and the acceptability of their workload compared with those still teaching or leading. Three quarters (76%) of leavers in work agreed that they had sufficient control over their own workload, compared with only 39% of those still teaching or leading. Similarly, 78% of leavers in work agreed their workload was acceptable compared with 26% of those still teaching or leading.

Leavers in work were more likely to be working flexibly when compared with those still teaching or leading in English state schools in 2025 (71% vs. 51%). Compared with those who had left between 2024 and 2023, leavers in work in 2025 were more likely to be working flexibly (71% vs. 62%), although similarly likely to those who left between 2022 and 2023 (70%).

## Likelihood of returning

Around one-in-six leavers (16%) said they were likely to return to teaching or leading in the English state school sector within the next five years while around two-thirds (67%) said they were unlikely to return. These figures were consistent with 2024 (18% for likely, 68% for unlikely) and 2023 (16% for likely, 67% for unlikely).

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<sup>8</sup> Those who had left the English state school sector between 2024 and 2025 surveys



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